SUCCESSFUL EXPERIENCES, SELF-ESTEEM AND DELINQUENT BEHAVIOR: AN EVALUATION OF TWO MIDDLE SCHOOL INTERVENTION PROGRAMS

By

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To my loving and devoted husband, James Leroy Smith, who inspired me to reach for my dreams; and to my parents, William C. and Naomi J. Cole, who instilled in me the value of an education and the importance of doing my best.
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Martin Gold's theory of delinquency prevention is examined in evaluations of two middle school alternative programs. Hypotheses derived from his theory predict alternative school programming enhances the prospects of successful experiences. He further predicts that these successful experiences will improve self-esteem and, in turn, reduce disruptive and delinquent behavior.

These programs were selected because they met most of the criteria identified by Gold and Mann, and therefore were appropriate programs to serve as test cases for their theory. Data were obtained both by use of standardized measurement instruments and by direct observations at each site. One program, Project Y.E.S., (Youth Educational Services), involved an experimental and a comparison group. Project Success selected experimental and control subjects through random assignment.
The results of the observational data revealed distinct differences between the conventional and alternative school settings. Both interventions focused attention on the task of providing positive experiences for the students in anticipation of improved self-esteem and reduced delinquent and disruptive behavior. The direct observations also identified various limitations and deficiencies in the implementation of both interventions. The pre- and post-test findings relating to the overall impact of the two interventions, however, show that neither program had a significant impact on levels of self-esteem among experimental group students. Despite the lack of a positive relationship between successful experiences and self-esteem, the relationship between successful experiences and four other measured variables were also analyzed. The findings show a positive relationship between successful experiences and academic performance and absence rates among Project Y.E.S. students. The disruptive and delinquent behavior of the Project Y.E.S. experimental students increased over the intervention period. The Project Success intervention did not reveal a significant difference between the experimental and the control group in any of the measured variables. However, there was a slight decline in the rates of disruptive behavior among the experimental students.

The present findings neither support nor disprove Gold's theory of delinquency prevention. The findings
suggest that the limitations and deficiencies in program operations may have impeded the potential impact of both programs.
CHAPTER ONE
INTRODUCTION

In recent decades, the function of the self in explaining deviant behavior has received considerable attention (Wells, 1978). Academic and lay interpreters frequently consider self-esteem as a factor underlying a variety of attitudes and deviant behaviors (Wells, 1978; Wylie, 1974, 1979).

The thesis that self-esteem plays a casual role in the development of deviant behavior may be explored from at least two viewpoints. The first suggests that the self (or parts of the self, in the form of identities) motivates behavior. The second view focuses on the impact of deviant behavior on definitions of self as deviant (Stryker & Craft, 1983). The former assumption specifically treats the self as an antecedent to delinquent behavior. The most predominant and clearly developed schema positing this relationship is the "esteem enhancement model" in which low self-esteem is seen to push a person toward deviant actions, (Gold, 1978; Gold & Mann, 1972; Wells & Rankin, 1983).

The latter viewpoint focuses on ways in which deviance can subsequently affect self-esteem. Although some scholarly attention has focused on ways in which deviance can subsequently affect self-esteem (as in the labelling
theory), for purposes of this study, self-esteem will be considered as an antecedent of deviant behavior. Such an approach implies that (a) the self motivates behavior, (b) people behave in ways that express their self-esteem, and (c) delinquent behavior may be an expression of low self-esteem (Cohen, 1955; Gold, 1978; Gold & Mann, 1972, 1984; Kaplan, 1975, 1976, 1978, 1986; Rosenberg & Simmons, 1978).


Gold (1978) and Gold and Mann (1984) believe that delinquent behavior is generated in the school setting. However, they point out that schools have the resources to reduce this type of behavior by enhancing self-esteem.
Schools can begin to address delinquent/disruptive behavior by incorporating alternative school interventions that provide successful experiences to youth. According to their theory of delinquency prevention, provision of successful experiences will increase levels of self-esteem, and ultimately result in reduced delinquent and disruptive behavior. Several studies (see Chapter Two), have emphasized the relationship between achievement and self-esteem, achievement and delinquency, and self-esteem and delinquency. However, few studies have addressed the relationship between successful experiences offered in the school setting and the ultimate impact of such experiences on self-esteem and delinquent behavior. The present study investigates the relationship between successful school experiences and self-esteem and their effects upon delinquent/disruptive behavior.

Certainly there has been no shortage of programs designed to reduce delinquency in the schools in recent decades. Unfortunately, however, most such efforts suffer from a number of methodological problems that make interpretations of results problematic (Lundman, 1984; Wright & Dixon, 1977; Logan, 1972). This scarcity of well-designed evaluations is not surprising given the amount of time and other resources required for study in public school settings.
With Gold's (1978) and Gold and Mann's (1984) theory of delinquency prevention as a model, this study evaluated the effectiveness of two intervention programs, Project Y.E.S. (Youth Educational Services) and Project Success. These programs were designed to provide successful experiences to middle school youth. Thus, the overall aim of the research presented here is to assess the extent to which two middle-school intervention programs provided successful experiences and whether such experiences affected the levels of self-esteem and disruptive/delinquent behavior.

Few studies in the literature have addressed successful experiences at this age level. It is predicted that both intervention programs will aid in preventing educational failure by offering children an environment in which they are exposed to successful experiences. Whether these programs produce the predicted results is the focus of the present research. Findings should contribute substantially to our knowledge and understanding of the potential effects of school based interventions designed to change adolescent behavior.

Chapter Two reviews the general literature on self-concept and deviant behavior as well as the specific works relating to self-concept as a causal factor in deviant behavior. Other works relating to scholastic experiences, self-esteem, and delinquent behavior are also discussed. Various alternative programs and their effect (or lack thereof) on student populations are included.
Chapter Three discusses the data and methodology used in the study. It includes the rationale for program selection, research design and procedures, sample description, measures of variables, and an overall description of both intervention programs.

Chapter Four includes a discussion of the daily accounts of the alternative and conventional school settings. Comparative analyses of both settings are offered with specific subheadings/themes in mind. The Flanders Interaction Analysis Categories (FIAC) is also used to assess differences in teacher-student interaction.

Chapter Five identifies the major components of the intervention programs. Each component is discussed in terms of its potential contribution to successful experiences, self-esteem, and reduced delinquent/disruptive behavior.

The study’s findings and their implications are presented and discussed in Chapter Six. Chapter Seven includes the conclusion of the study and the contribution to the literature.
CHAPTER TWO
REVIEW OF THE LITERATURE

Theoretical Links

William James (1890) can be given credit for the idea that self-esteem is not simply a question of how individuals judge themselves. It is also important to know how much an individual cares about a particular quality. A person who cares little about a certain quality will not be disturbed by its absence. However, a low self-rating on a quality that is highly valued is likely to be disturbing and can affect one’s sense of location within a social system.

Cooley (1902), in his analysis of the "looking glass self," noted that not only do we have an idea of what we look like to others, but we also have feelings about whatever we think they see. First, we imagine how we appear to others. Next, we imagine the reactions of others to our imagined appearance. Finally, we evaluate ourselves according to how we imagine others have judged us. Subsequently, the knowledge that we gain from their words and behaviors ultimately becomes a part of how we perceive ourselves.

Cooley’s contemporary, George Herbert Mead (1934), contributed to the concept of self through his social behaviorism. The development of the self, in Mead’s schema,
requires that we take on the role of other people so that we can see ourselves from their viewpoints. This internalized general concept of social expectations provides the basis for self-evaluation and hence for self-concept.

Overall, these early theorists implied that if we wish to predict the behaviors of persons we observe, it is imperative to know the context of their self-concepts and the meanings that are attached to them. Such an understanding allows us to make specific predictions about behavior (Stryker & Craft, 1983; Wells, 1978). Thus, the initial theoretical link of interest here is how self-concept ties to a particular behavior.

From the structured strain perspective (Cloward & Ohlin, 1960; Cohen, 1955; Merton, 1938), deviant responses are viewed as strains between culturally prescribed goals and institutionalized means for achieving those goals. Cohen (1955) discussed the role of delinquency subcultures in combatting threats to self-esteem resulting from scholastic failures. Not only is the delinquent role seen as an achievement to subcultural delinquents, but it also depreciates the conventional values by which scholastic failure is defined (Gold, 1978; Gold & Mann, 1984; Kaplan, 1978).

To some degree, theories by Miller (1958) and Sutherland and Cressey (1974) may be seen to view delinquency as either a reflection of positive
self-evaluations in certain race/class contexts or as an attempt to attain or maintain self-respect in such contexts (Wells, 1978). The delinquent adolescent in such a context should have more favorable self-esteem than the nondelinquent (Hall, 1966).

In contrast to the theoretical position implied above, Dinitz and Vincent (1982), Reckless (1965), Reckless (1956), Reckless and Dinitz (1972), and Swartz and Tangri (1965) argued that a positive self-concept acts as an inner buffer against delinquency. The "self" factor is identified as the key mechanism in ensuring self-control because it acts as an inner containment against environmental pressures that encourage delinquent behavior. Without such containment, boys have much less resistance to delinquent behavior and to delinquent subcultures. The higher the self-concept, the less delinquent behavior. These self-containment theories represent an attempt to assess empirically (a) the importance of self-concept as an explanatory variable for deviant behavior and (b) the importance of addressing social psychological approaches to our understanding of deviant behavior (Schwartz & Tangri, 1965).

Labelling, by contrast, shifts the focus from explaining deviant behavior to explaining deviant status as the consequence of societal reactions (Becker, 1963; Garfinkel, 1956; Kitsuse, 1962; Lemert, 1951, 1967; Scheff, 1966). It is argued that the deviant label, along with the
sanctioning process (e.g., punishments and treatments), alters the social identity of the person labelled. Labelling theory leads us to examine the input of others in creating deviance. This model can be illustrated by the following statement: the higher the internalization of the negative label, the lower the self-concept and the higher the deviant behavior (Lemert, 1951).

Clearly, these theories emphasize the importance of self-concept in understanding deviant behavior. More importantly, these theoretical orientations differ from the traditional approaches which heavily emphasized external structural factors, such as community organization, in explaining deviant behavior (Wells, 1978).

**Statement of Gold’s Theory**

Gold theorizes that school experiences are responsible, in part, for threatening the self-esteem of the individual and provoking delinquent behavior. From Gold’s viewpoint, the role of the student is one of the most important roles placed upon young people in our society. Both success and achievement are seen as clear indicators of "personhood," and failure in this role constitutes a substantial threat to one’s self-esteem. This is particularly relevant for the secondary schools, wherein testing, ranking, and grading reflect standards of achievement (Gold, 1978; Gold & Mann, 1972, 1979, 1984). In the failing individual, these scholastic pressures reduce the feeling of worth. They then
may turn to delinquency as a psychological defense against threats to self-esteem.

Delinquency as defense is based on experiences that promise a form of self-enhancement. For the adolescent, the school setting can provide an appreciative audience to encourage the delinquent acts he/she uses as a means of coping with scholastic failures.

Two terms central to Gold's theory are provocation and control. Provocation refers to the experiences that motivate a person to be disruptive and/or delinquent. Control refers to the goals and values that constrain a person from disruptive or delinquent behavior (Gold & Mann, 1984).

In Gold's (1978) theory, the major provocation for delinquent behavior is scholastic failure. This is certainly not the case for all delinquents. According to Gold and Mann (1984), schools may not be the only source of provocation for the profoundly delinquent. However, for many delinquents, one consequence of scholastic failure is a low self-image, and delinquent behavior is often the result.

On the other hand, if strong controls are in place to counter provocations to be disruptive, the likelihood of delinquency decreases. If there is the restraining influence of a social bonding with significant others, some youngsters feel as if they have too much to lose by risking delinquent behavior. Gold implies, as Hirschi (1969) before
him, that the stronger the individual’s bond to society, the greater the likelihood of conformity to conventional norms. The chain of relationships in Gold’s theory up to this point may be depicted as follows:

```
Scholastic Pressure
  │ Threat of Failure in School
  │ Actual Scholastic Failure
  └─── Lowered Self-Esteem
       └── Greater Delinquent Behavior
```

According to this model, the higher the scholastic pressure, the higher the threat of failure in school, and the higher the actual failure, the lower the self-esteem. The lower the self-esteem, the higher the likelihood of delinquent behavior. Delinquent behavior in this view is seen as an attempt to counteract threats to self-esteem.

This portion of the theory is not unlike other studies that address the frustration associated with school failure and the resulting efforts to overcome these frustrations through delinquent behavior (Polk, 1969, 1974, 1984; Elliot, 1966; Elliot & Voss, 1974; Kaplan, 1972, 1975, 1976, 1978, 1982; Williams & Cole, 1968; Lawrence, 1985; Rankin, 1980; Kelly, 1975; Frease, 1973a, 1973b; Cohen, 1955).

However, in addition to focusing on scholastic experiences and self-esteem as causes of delinquent behavior, Gold (1978) also acknowledges the potential impact of the school and its role in increasing self-esteem and
reducing delinquent behavior. Successful experiences in the school would reduce the level or magnitude of school failure, improve self-esteem, and thereby lessen the likelihood of delinquent behavior. It is this delinquency prevention model that is specifically addressed in the present research. This model assumes that the greater the successful experiences, the greater the self-esteem, and that the greater the self-esteem, the lower the deviant behavior.

While there have been few attempts to test the empirical viability of Gold's theory, numerous studies have focused upon the relationships specified in each link in Gold's theoretical chain. This review will describe various studies dealing with each of the following links: (1) scholastic experiences and self-esteem, (2) scholastic experiences and disruptive/deviant behavior, (3) self-esteem and delinquent behavior, and (4) self-esteem enhancement through successful experiences and thus delinquent/deviant behavior reduction.

Contemporary Related Studies

Scholastic Experiences and Self-Esteem

A good deal of recent attention has been given in the literature to the relationship between scholastic achievement and self-esteem. In fact, as noted by Gergen (1971), since the 1940s there have been over 200 studies of self-concept, many directly or indirectly addressing the
relationship between self-esteem and achievement. Purky (1970) concludes there is a strong positive relationship between the two variables. Bledsoe (1964), for example, studied the self-concepts of a random sample of 271 fourth- and sixth-grade students and found that high scholastic achievement was positively correlated with high self-esteem. His findings were based on an adaptation of Stephenson’s Q-Sort measure of self-esteem. Similarly, Prendergest and Binder (1965) sought to determine the relationship between selected global and specific self-concept measures and academic achievement. In a sample of 369 ninth-grade students, they found three self-concept measures correlated significantly with reading and mathematic achievement scores. Finally, in a sample of 80 eighth-grade students, Williams (1968) found that a child’s conception of school experiences was related to his/her conception of self. Significant positive correlations were obtained between self-concept measures and school status, emotional adjustment, mental ability, and reading and math achievement.

Some of the studies of the 1970s also confirm this relationship. Kifer (1975) collected the cumulative grades of second-, fourth-, sixth-, and eighth-grade students in a public school and administered the Coopersmith’s Self-Esteem Inventory. The study found that students who consistently received the lowest grades also expressed the lowest
self-esteem. This tendency increased from the fourth through the seventh grades. One of Kifer's conclusions is that scholastic achievement becomes more important as students mature and is thus likely to have a greater impact in later years. Two studies (Bachman & O'Malley, 1977; O'Malley & Bachman, 1979), however, have suggested that educational success becomes less important in high school and the years that follow and, consequently, educational accomplishments are less influential in shaping self-esteem.

In a more recent study, Maruyama and his colleagues (1981) have also presented data which show that the social class of the child's family at birth and the scores at age seven on the Wechsler Intelligence Scale for Children independently and substantially relate positively to the child's self-esteem. In addition, the grades that the adolescents receive in junior or senior high seem more likely to influence self-esteem than scores on standardized tests, probably because students may never directly receive information about their performance on standardized tests.

However, several studies have suggested that educational success has little significant relationship to self-esteem. Mintz and Miller (1977) examined the correlations between academic achievement and measures of self-concept for 314 fourth- and sixth-grade girls and boys. The two specific measures of self-concept that were most related to school performance tended to show low
correlations with achievement. The remaining specific measures, as well as the global measures of self-esteem, tended to show no relationship to achievement. Similarly, Williams (1973), using Coopersmith's Self-Esteem Inventory, found no correlation between reading achievement of first graders and self-concept. Two studies (Bachman & O'Malley, 1977; O'Malley & Bachman, 1979), however, have also suggested that educational success becomes less important in high school and the years that follow, and consequently, educational accomplishments are less influential in shaping self-esteem.

In a study using college students, Demo and Parker (1983) examined the relationship between students' grade point averages and self-esteem (N=298 undergraduate students). The Tennessee Self-Concept Scale was used to assess self-concept, and academic achievement was measured by the cumulative grade point average. For the sample as a whole, there was no correlation between academic achievement and overall self-esteem. Also, there were no significant relationships found for either racial or gender group, leading these investigators to conclude that academic achievement is not of a significant magnitude to affect global feelings about self. This study clearly supports the aforementioned studies of Bachman and O'Malley (1977) and O'Malley and Bachman (1983), who suggested that educational accomplishments were less influential in shaping self-esteem for older students than for younger ones.
Scholastic Experiences and Delinquent Behavior

Other studies support the hypothesis that scholastic failure leads to delinquency. The overall conclusion is that failure in school seems to provoke delinquent behavior because of the stress and frustration it arouses (Polk, 1974, 1984).

In some early studies, Kvaracus (1945), Cohen (1955), and Stinchcombe (1964) argued that delinquency is often the result of rebelling against frustrating school experiences, especially scholastic failures. Weinburg (1964) found that those students who were identified by their teachers as contributing most to disunity and conflict in the classroom performed poorly on their achievement tests in reading, writing, and arithmetic when compared to the boys who had been identified as contributing most to the solidarity of the classroom.

Feldhusen et al. (1977) asked teachers to nominate those students who characteristically displayed disruptive behavior in the classroom and those who demonstrated exemplary behavior. Overall, the disruptive students scored significantly lower on achievement tests than the other students. Furthermore, follow-up studies done five to eight years later showed that the differences in scholastic achievement persisted through high school.

Kelly (1971, 1975) found that, based on data drawn from 1227 boys, scholastic achievement was strongly related to
various forms of school avoidance and disruptive behavior, especially for those boys who expected to do well in school but did not. If students expected to perform well and did perform well, their rates of school avoidance and deviance were quite low. Those students who were not doing well and who did not expect to do well had the highest rate of school avoidance and deviant behavior. Kelly (1975) found that track position was inversely related to each measure of delinquent behavior. Non-college-bound students, when compared with college-bound students, were more likely to report delinquent behavior.

Kelly's studies are very similar to those of Frease (1973a, 1973b), who argued that the curriculum and status reward systems of high schools are mainly oriented toward producing students who attend college, and those who are not going exist in an alienated environment. Once these youngsters are convinced that they are unable to gain mastery in certain areas, a self-fulfilling prophecy often takes place, resulting in delinquent behavior.

Overall, the studies show that delinquency purportedly relieves the frustration produced by unpleasant school experiences. Indeed, the argument that juvenile delinquency reflects school-induced frustration and failure is consistent with findings that juvenile offense rates (a) decrease significantly after age 17 as adolescents complete their education and enter the labor force (Elliot, 1966;
Elliot & Voss, 1974); (b) decline during weekend and summer months (Kvaraceus, 1945; Elliot, 1966); and (c) decrease for high school students subsequent to dropping out of school (Elliot, 1966; Elliot & Voss, 1977). All of these studies support the conclusion that, upon leaving school, delinquent behaviors decline sharply, probably because the frustrations of schooling have ceased and delinquency is no longer needed as a response to frustrating scholastic experiences.

Noblit (1975), in his ongoing longitudinal panel study of males in the Pacific Northwest, found that those students who were academically unsuccessful were highly likely to become delinquent regardless of their friends. Even when subcultural involvement and social class are taken into account, experiences in the school setting seem to be the most important factors in explaining delinquent behavior.

Hirschi (1969) argues that students who do badly in school have lower commitment to educational interests and are "freer" to commit delinquent acts without normal concern for the consequences (Hirschi, 1969; Rankin & Wells, 1980). Hirschi and Hindelang (1977) found low I.Q., poor school performance, negative attitudes toward school, rejection of school's authority, and delinquency were more common among the less successful students.

Two more recent studies also suggest a correlation between scholastic experiences and delinquent behavior. Wells and Rankin (1983) found that the perceived chances of
graduating from high school were related to delinquent behavior. Those students who believed their chances of graduating were "bad" or "fair" were more likely to be delinquent than those who responded "very good," regardless of grade level and sex. In another recent study of 733 students selected from two junior high schools and two senior high schools, it was found that a low commitment to school was the only predictor of theft and violence. Low commitment was also found to be the prime determinant of school rebellion for junior high students. In senior high, a low commitment to school is associated with theft, vandalism, and rebellion (Hartnagel & Tanner, 1982).

Self-Esteem and Delinquent Behavior

In numerous studies, Kaplan (1975, 1976, 1977, 1978, 1980) has investigated the relationship between self-derogation (low self-esteem) and self-reported delinquent behavior, using a large sample of 4,000 adolescents. In these studies, he demonstrates empirically that negative attitudes toward self motivate adolescents to adopt deviant behavior and that these self-attitudes are subsequently improved. In a more recent study, Kaplan (1986) again reports that social experiences in the schools are related to lower self-esteem and that low self-esteem has a strong direct effect upon deviant behavior. Overall, Kaplan's findings provide strong support for the theoretical assumption that deviance is a behavioral outcome of low self-esteem.
Rosenberg and Rosenberg (1978) analyzed data from a sample of high school students and found that adolescent boys with low self-esteem (especially boys from a lower socioeconomic class) were more likely than those with high self-esteem to manifest higher levels of delinquency. They suspect that in the lower-class environment, low self-esteem youths are more likely to find companions who will respect and admire their delinquent behavior. They concluded that self-esteem was a more potent determinant of delinquency than the reverse.

Kulka et al. (1980) investigated the relationship between adolescent self-esteem and interpersonal problems. After carefully monitoring the self-esteem and personal problems of over 100 boys during their high school years, they concluded that low self-esteem leads to interpersonal problems. Mann (1981) found in a representative sample of boys 15-18 years of age from 48 states, that the more delinquent boys were high in conscious self-esteem. However, the unconscious level of their self-esteem was markedly lower, and the young men confessed to significantly more delinquent acts than did the others. In an earlier study very similar to Mann’s, Gold and Mann (1972) found no significant differences in conscious self-esteem among eighth-grade boys in rural Michigan. However, they did find that the low achievers who were highly delinquent registered the lowest unconscious self-esteem, and this measure was
significantly different from that of the high achievers. They concluded that defensive behavior of delinquents is required to maintain or elevate their conscious self-esteem, but that the actions do little for their unconscious self-esteem.

Finally, Baumeister (1982) investigated whether people felt constrained by their reputations and behaved consistently with what others thought of them. He found that high self-esteem individuals did not feel constrained to conform to others’ expectations and continued to present themselves in a positive manner. Those low in self-esteem tended to conform to public expectations and appeared to regard their reputations as situations obligating them to behave in a certain manner.

Thus far, the data appear to provide strong support for the hypothesized relationship between low self-esteem and the adoption of any of a broad range of deviant responses. However, some researchers have reached conclusions that do not support this hypothesis. Wells and Rankin (1983), for example, found no substantial effect of self-esteem on subsequent behavior. After the inclusion of a control group, they found that the measured association between self-esteem and delinquency disappeared. They suspect that esteem enhancement may be an age-specific process involving critical periods such as the onset of adolescence, when self-concept crises are likely to arise anyway. The
behaviors of most youths really represent an adaptive response to the early adolescent identity crisis and are largely resolved by middle adolescence.

Chiam (1987) and O’Malley and Bachman (1983) also found that self-esteem plays only a small role in influencing behaviors that follow in time. They conclude that any effect of self-esteem on subsequent behavior is either dissipated over time or is mediated by other variables more directly concerned with the behaviors themselves. This analysis is similar to that of Bachman, O’Malley, and Johnston (1978), who argue that, while temporary maladjustments in behavior will occur, the balance is eventually restored.

To further support this line of reasoning, Kanouse et al. (1980) collected data from a large sample of seniors in 1972, with subsequent follow-ups in 1973, 1974, and 1976. They reported increases in self-esteem equivalent to over 50% of the standard deviation from 1972 to 1976, thereby suggesting that self-esteem will increase as a function of time independent of any specific intervention. Similarly, McCarty and Hoge (1982) also administered a questionnaire to 1,970 seventh-, eighth-, and ninth-grade students in 13 schools in two mid-Atlantic cities. One year later, the questionnaires were resubmitted to these students, showing a significant increase in self-esteem for all three groups over the one-year period.
In summary, much of the research suggests low self-esteem is a critical element in our understanding of disruptive/delinquent behavior. Other research, however, shows that some reform is natural and a direct result of the maturing process. These studies suggest that self-concept and behavior will improve regardless of various intervention programs. These findings do not prove that deviant or delinquent behavior is unrelated to self-concept; rather they suggest that a model predicting a direct relationship may be untenable (Wells & Rankin, 1983).

Successful Experiences: Improved Self-Esteem and Reduced Delinquent Behavior

Gold (1978) theorizes that successful experiences at school are capable of raising the self-esteem of youth. If the self-esteem is raised, disruptive and delinquent behaviors will subside. The following section reviews studies of programs that have provided successful experiences in an attempt to raise levels of self-esteem and, in some instances, to reduce disruptive and delinquent behavior. These studies support Gold’s assumptions that the self-concept can be enhanced by successful experiences through which children receive positive feedback.

One group of studies considers the importance of a physical component in improving self-esteem. Kelly and Bear (1969) administered various self-concept measures to 60 male delinquents before and after participation in an Outward
Bound program. The end result was significant improvement in self-concept, suggesting that the program successfully promoted positive change in the self-concepts of male delinquents. Cave and Rappoport (1977) and Kimball (1979), in a similar experience, indicated that their clients showed enhanced ego strength, reality testing, and self-esteem, along with reduced rates of recidivism, as a result of the Outward Bound program.

Closely related to camping and wilderness experiences are physical fitness training and counseling as treatment for youthful offenders (Hilyer et al., 1982). Johnson, Fretz, and Johnson (1968) looked at changes in self-concept among children with emotional and physical problems in a physical development program. The use of counseling and physical training for the adolescents was found to affect feelings of inadequacy and self-esteem. Collingsworth and Willet (1971) also investigated the effects of physical training on self-attitude change over a three-week period, and indicated an increase in level of self-esteem over the course of the program.

Finally, Hilyer et al. (1982) combined group counseling and physical fitness with two groups of randomly selected, male youthful offenders. All students were pre- and posttested with a battery of physiological and psychological measures—one of which included a self-esteem inventory. The results revealed significant differences on
the post-test measures in favor of the experimental group. While the programs being evaluated in the present study do not include a physical component, these studies add support to the viability of Gold’s assumed relationship between successful experiences and the self-concept.

Another method used to improve self-esteem and reduce delinquent behavior has centered around the provision of specific job training and/or vocational opportunities (Polk, 1974, 1984). These actions are proposed in order to engage the youths in useful paid work in an attempt to reintegrate them into the mainstream of school and the community (Polk, 1984).

Massimo (1963) designed a vocationally oriented, psychotherapeutic program for 10 young boys with histories of antisocial behavior. The program utilized job placement, employment counseling, field trips, flexible teaching styles, and intensive psychotherapy. After a year, testing revealed a significant difference for the experimental group (n=5 boys). The data showed improvement first in self-esteem, control of aggression, and attitudes toward authority. Even in a follow-up study (1966), the data revealed that the treated boys continued to show major improvements in ego functions, job history, self-image, and attitude toward authority. Surprisingly, 15 years after treatment, Shore and Massimo (1979) still found the treatment group faring significantly better than the control group.
Hackler and Hagan (1975) also analyzed the long-term impact of a youth project which utilized two experimental variables: supervised work program and the use of teaching machines as a confidence-building device. A set of control groups were also established for comparison. The long-term assessment found that the supervised work program did more damage than good. However, the use of the teaching machines was related to decreased involvement in official delinquency. The investigators concluded that the teaching machines component had more of an impact on the youth because it focused on the self-esteem of the individual. The subjects had been hired to evaluate and test teaching machines, and they were made to feel that they were capable of doing such a task successfully.

In Page's (1975) program, black youth were required to complete three self-esteem instruments at the beginning and end of an aviation and flight instruction program. The overall results showed a significant gain in self-esteem, but only in those subjects below 15 years of age and from middle-income families. Two other studies which addressed therapeutic intervention also showed a significant increase in positive self-esteem. Krueger and Hansen (1987) described a youth-placement program consisting of 46 subjects who resided in a youth home for 12 months. This study (through the use of the Tennessee Self-Concept Scale), examined the self-concept changes in the adolescents placed
in the youth home. Both conclude that placement coupled with therapeutic counseling had a rehabilitative effect and that the youths' home experiences were successful in improving self-esteem and behavior.

Similarly, Verleur (1986) assessed a therapeutic intervention which consisted of homogeneous group therapy and sex education for 15 female incest victims. Subjects were compared to a matched control group during the 1984-85 year using the Coopersmith Self-Esteem Inventory. Overall, female incest victims in the experimental groups showed a significant increase in positive self-esteem as well as in increased knowledge of human sexuality when compared to the control group.

Three recent studies also merit attention with regard to the potential of programs designed to improve self-esteem and reduce delinquent/disruptive behavior. Warger and Kleman (1986) tested the capacity of one intervention—a modified creative drama program for the development of positive self-concept and creative expression in children. The sample of institutionalized and non-institutionalized children was randomly divided into experimental and control groups. Findings indicate that the intervention group significantly improved on measures of both self-concept and self-expression. In addition, those students who were institutionalized and who suffered from behavioral disorders showed the most improvement.
In a school-related study, Gottfredson (1984) examined a school-based, delinquency prevention program that combined an environmental change approach with directed intervention for high-risk youth in order to reduce delinquency and improve educational achievement. Each program component was designed to increase successful experiences, improve self-concept, and strengthen bonds to the school. The subjects were all teachers and students in five middle schools (four programs and one comparison) and four high schools (three programs and one comparison).

Although there was year-to-year improvement in positive self-esteem for both the treatment and comparison groups (supporting the maturation effect hypothesis), the program did show a small but discernable decrease in self-reported delinquency and school misconduct for both middle and high school students. The services for high-risk students did not reduce delinquent behavior for individuals, but did increase commitment to education as indicated by standardized scores and by rates of retention and graduation.

Finally, Gold and Mann (1984) identified three educational alternative programs and conventional comparable groups in order to test their theory that scholastic success causes an increase in self-esteem and a reduction in juvenile delinquency. While the alternative schools had no significant effect on the self-esteem of their students,
there were changes in academic goals, commitment to the role of student, and improved attitudes toward the school among the buoyant (least depressed and anxious) students. The alternative schools succeeded in that the buoyant students were less disruptive upon their return to their conventional schools, and their overall grades improved.

Thus far, a number of components of "successful" programs have been identified. These include therapeutic intervention, physical training, wilderness exposure, vocational training, counseling and client participation—some of which are incorporated in Project Y.E.S and Project Success. Evidence clearly suggests that some programs may work and work well in improving self-esteem and reducing delinquent behavior.

Claimed successes notwithstanding, several of these studies may be seen as providing suggestive evidence at best. For Gold and Mann (1984), their alternative programs were successful only for the least anxious and depressed juveniles with regard to commitment to student role, attitude toward school, disruptive behavior, and grades. Moreover, the program had no significant effect on the self-esteem of most of the students during their course of study. Similarly, Gottfredson's (1984) study showed little impact on the overall improvement of self-esteem. In fact, there was year-to-year improvement for both the treatment and control groups. Page (1975) identified a significant
gain in self-esteem, but only for subjects below the age of 15 and those from middle-income groups. There were some apparent gains in self-esteem by other subjects, but none were statistically significant. Even Hackler and Hagan (1975) found that the work experience variable, designed to provide positive experiences, did more damage than good, since it related to increased involvement in official delinquency. It appears, then, that even though many youths evaluated their alternative/correctional programs favorably, these programs often had little impact on self-esteem and/or delinquent behavior (Gold & Mann, 1984; Barton & Sarri, 1979).

Other recent studies cast considerable doubt on the accuracy of Gold's (1978) theory. One such study (Selby, 1985) evaluated the effectiveness of advocacy as treatment for delinquent youths. Youths were supposed to form positive relationships with "youth advocates" and "fosterparents" as a means of creating ties to conventional institutions of family, school, and work. When the experimental group was compared to the comparison group, the results indicated no difference in the dependent variable of behavioral outcome. Both the quantitative and qualitative data revealed little evidence that the use of youth advocates was instrumental in developing a favorable outcome (Selby, 1985). In another study done by Anni and Chan (1983), 150 male adults with drug problems who volunteered
to participate in an eight-week group therapy program were grouped according to positive vs. negative self-esteem, interpersonal trust, and interpersonal warmth. Overall, the program failed to produce lower recidivism rates. There was no observed relationship between negative self-image and recidivism. Finally, Calister (1984) studied 55 potential school dropouts who participated in an experimental group. Each was assigned to one of twelve tutors who met with them along with school counselors over a 12-week period. The overall purpose was to investigate the effectiveness of the intervention on potential dropouts. Topics discussed included motivation, career goals, school relevance, and study habits. The results of the experimental intervention did impact significantly upon the retention and absence rates. However, the four affective measures of student attitudes (including the self-concept) did not show a significant change.

These results pose serious questions concerning Gold’s assumptions that successful experiences increase self-esteem and reduce delinquent behavior. Whereas some studies identify programs that have produced some self-concept changes, others indicate the difficulty in attributing intervention measures to increased self-esteem and delinquent behavior. Despite these shortcomings, however, Gold’s (1978) model is one of the most promising approaches for rehabilitation or prevention of delinquency. It focuses
on interventions that provide opportunities for youth to overcome adversity and to experience some form of success that will encourage a more positive self-esteem.

Given the magnitude of the problem of delinquency and truancy in the schools, it is imperative that researchers continue to evaluate programs, especially in the school setting, that are designed to improve self-esteem and reduce delinquent behavior. The present study is an evaluation of two such programs (Project Y.E.S. and Project Success) and an examination of the extent to which hypotheses derived from Gold’s theory of delinquency prevention are supported in the results of these school-based programs.

Even though there are in every community numerous programs designed to reduce delinquency, truancy, and disruptive behavior, data are rarely collected to test their effectiveness. Also, assumptions are too often made about program effectiveness without adequate empirical support. This situation is not surprising, given (a) the amount of time and resources required for the study of populations which are often very mobile and thus difficult to follow over extended periods of time, and (b) the difficulty in gaining entry into the school system for research purposes.

There is little question about the need to determine the effects of intervention programs on middle school youth. This age group is of special significance since it is often implied that the earlier the intervention, the better the
chances of producing a positive change—thereby reducing the likelihood of status offending, delinquent behavior, and eventual referral to the criminal justice system. Whether the successful experiences offered in these intervention programs produce the desired results is the basis of this doctoral research.
CHAPTER THREE
DATA AND METHODS

Program Selection

Rationale for Project Y.E.S.

The reasons for selecting Project Y.E.S. were several. First, it was one of the few programs the author was able to learn about in the state that met the criteria laid out by Gold and Mann (1984) in their study of alternative schools. Second, all of the students referred to the program had engaged in some form of delinquent or disruptive behavior—ranging from truancy and lack of participation and cooperation in the learning process, to disruptive behavior in the classroom. Third, eligible students were identified by several specific criteria, and those who had severe psychiatric problems or who were chemically dependent were expressly ineligible. Fourth, the program must include two essential elements that might be used to test Gold’s theory: students must experience a preponderance of successful scholastic experiences by means such as individualized curricula and grades based on progress; and there must be a substantial suspension of the conventional teacher-student role relationship so that the teachers may provide warm, personal, social support (Gold & Mann, 1984). Fifth, the program had to be in operation long enough that the people
responsible for it were satisfied and expected it to continue. (Project Y.E.S. had been in operation for a year by the time the research process began, and there were no indications at that time that the program would not continue.) Sixth, the program had to be oversubscribed so that there would be eligible students who could not attend and could be used to comprise an ample comparison group. The maximum number accepted in Project Y.E.S. at any given time was 15 students. Because there were several middle schools located in the specified target area, the likelihood of other eligible students for the program was great, and it was assumed that there would be enough students to comprise a reasonable comparison or control group.

In addition, while this feature of the program was not a criteria identified as essential by Gold and Mann (1984), Project Y.E.S. was one of the few programs in the state that identified in its stated goals and objectives the desire to increase self-esteem and to improve attitudes toward school with the appropriate intervention activities. The assumption was that with this stated goal and with this intervention providing a nontraditional intervention program designed to help troubled youths, this would be an excellent program to use as a base for testing Gold’s theory. In addition, because a middle school population was used, the implications were that the intervention process was optimized because the services were being offered at the preadolescent stage.
Rationale for Project Success

Quite unexpectedly, Project Y.E.S. was terminated due to funding problems. This eliminated the opportunity for observation of another group of students in this intervention program and required the selection of another middle school program that fit the Gold and Mann (1984) test program criteria. Project Success was such a program. It was being offered in a middle school in Alachua County.

The only major difference between Project Success and Project Y.E.S. was that the former targeted black youth from lower-income families. The program was aimed at exposing these black youth to successful experiences in the school, with the explicit goal that these experiences would serve to enhance self-esteem and social skills, and thereby decrease disruptive and delinquent behavior.

Project Success met some of the criteria laid out by Gold and Mann (1984) in their study of alternative schools and was seen as an adequate substitute. Eligible students were identified by the same criteria as those used in Project Y.E.S., which included truancy, academic failure, retention, and school adjustment problems. Evidence that a youth was having problems in any two of these areas made him/her eligible for this intervention program. Those students who had severe psychiatric problems or were chemically dependent were not eligible for Project Success services.
Project Success also met a second of Gold and Mann's (1984) test program criteria. It offered a preponderance of successful experiences and exhibited a substantial suspension of the conventional teacher-student role relationship. This program offered individual counseling, group sessions, role playing, and social skills building as a means of providing successful experiences for students. In addition, because of the small group sizes and informality of the sessions, the counselor had the opportunity to provide warm, personal, social support. Under normal circumstances, this long-term intimate contact could not have occurred because school counselors were ordinarily responsible for counseling services to more than 400 students.

Third, the program had to be oversubscribed so that there would be eligible students who could not attend the program and could be used to comprise a comparison group. This program fit the criteria. There were a total of 42 students living in or near the target housing project who had been identified through the Alachua County School Board Research Department as meeting eligibility criteria for the program. The likelihood for other eligible students was high, and it was assumed that there would be enough students to comprise a comparison or control group. In fact, one of the benefits of this program initially was the likelihood that program selection would be done by random assignment.
In Project Y.E.S., random assignment was not possible due to the lack of administrative approval and the need to service certain high-risk students based on need.

Fourth, Project Success identified in its stated goals the desire to increase self-esteem and improve social skills with the appropriate intervention. Finally, because Project Success was a middle school program, opportunities to test both the letter and spirit of Gold’s (1978) theory were improved. Table 1 summarizes characteristics of Project Success as well as Project Y.E.S.

**Research Design**

An important aspect of sociological research concerns how data should be collected. In an effort to determine any cause and effect relationships among successful experiences, self-esteem, and delinquent behavior, a simple randomized group design (Robinson & Shaver, 1973) was selected for one program in this study. This design involves simple random assignments to experimental and control groups, and pre- and post-tests to measure the program’s effectiveness. The experimental groups were subjected to the influence of the intervention projects, while the control and comparison groups received no stimulus and remained in the conventional classroom settings for the duration of the intervention period. The independent variables were the successful experiences offered in Project Y.E.S. and Project Success.
<table>
<thead>
<tr>
<th><strong>PROJECT Y.E.S.</strong></th>
<th><strong>PROJECT SUCCESS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLIENTS</strong></td>
<td>Predominately white middle school youth residing in varied target areas identified by Project Y.E.S. staff</td>
</tr>
<tr>
<td></td>
<td>Predominately black middle school youth residing in one local housing project</td>
</tr>
<tr>
<td><strong>WHAT</strong></td>
<td>Short-term, out-of-school alternative program</td>
</tr>
<tr>
<td></td>
<td>Short-term, school-based alternative program</td>
</tr>
<tr>
<td><strong>WHERE</strong></td>
<td>Pinellas County</td>
</tr>
<tr>
<td></td>
<td>Alachua County</td>
</tr>
<tr>
<td><strong>WHEN</strong></td>
<td>Spring, 1988</td>
</tr>
<tr>
<td></td>
<td>Fall, 1988</td>
</tr>
<tr>
<td><strong>LENGTH</strong></td>
<td>6-12 weeks (variable) 30 hours weekly</td>
</tr>
<tr>
<td></td>
<td>7 weeks (total) 2-4 1/2 hours weekly</td>
</tr>
<tr>
<td><strong>PROGRAM'S MAJOR COMPONENTS</strong></td>
<td>Academics Individual and group counseling Behavior management Material reinforcement</td>
</tr>
<tr>
<td></td>
<td>Individual and group counseling Social skills building Material reinforcement</td>
</tr>
<tr>
<td><strong>RATIONALE/PURPOSE</strong></td>
<td>To assist high-risk youth in the areas of academics and behavior by providing an alternative setting that can positively impact on academic performance, self-esteem, and disruptive/delinquent behavior</td>
</tr>
<tr>
<td></td>
<td>To develop effective social skills and provide counseling to black youth by providing an alternative setting that can positively impact on self-esteem and disruptive/delinquent behavior</td>
</tr>
</tbody>
</table>
The dependent variables were measures of self-esteem, delinquent/disruptive behavior, and academic performance. Any changes in the experimental groups were attributed to the influence of these intervention programs.

Even though an experimental design was included in the scheduling of data collection procedures, the researcher did not have full control over the scheduling of experimental stimuli (the when and to whom of exposure and the ability to randomize exposures in Project Y.E.S.) which makes a true random assignment experiment possible. Thus, this design can be regarded at best as a quasi-experimental design (Stanley & Campbell, 1957). The simple randomized group design is illustrated in Table 2. It was not possible to establish a control group for the Project Y.E.S. intervention due to lack of administrative approval. Instead, a comparison group was selected from the list of eligible students recommended for the program, who could not participate due to various circumstances (e.g., lack of parental support, transportation, etc.). These students were paired as nearly as possible with the experimental group in regard to age, gender, school, and other eligibility criteria previously discussed.

In the Project Success intervention, randomization was approved and the participants were randomly assigned to an experimental or control group. All students in this intervention were similar in regard to age, gender, and school, and they met the eligibility requirements.
Table 2: Research Design

<table>
<thead>
<tr>
<th>CHOOSE GROUPS</th>
<th>PRETEST</th>
<th>TREATMENT</th>
<th>POSTTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1 Random group chosen</td>
<td>Self-esteem levels, delinquent/ disruptive behaviors, academics</td>
<td>Intervention Project Y.E.S. Project Success</td>
<td>Level of self-esteem, delinquent behavior, disruptive behavior, academics</td>
</tr>
<tr>
<td>R2 Random (control) group chosen</td>
<td>Self-esteem levels, delinquent/ disruptive behaviors, academics</td>
<td>No intervention</td>
<td>Observe levels of self-esteem, delinquency, disruptive behavior, academics</td>
</tr>
</tbody>
</table>
All of the students were given a battery of tests and a self-report survey designed to measure self-esteem and delinquent/disruptive behavior. The data collection instruments consisted of self-administered, multidimensional scales which measured evaluative attitudes toward the self in several domains, including the family, peers, parents, school, personal interests and self-acceptance. The items were generally short statements, all revolving around the liking or approving of oneself. Some self-report data was included in an effort to measure a student’s degree of delinquent involvement. Each student completed a self-report survey concerning the level of his/her delinquency involvement during the previous year (pre-assessment) and during his/her participation in the intervention programs (post-assessment). Validation of these levels of disruptive behavior were confirmed through school records. Even though self-report measures have been debated and criticized in the deviance literature, many current researchers prefer the self-report technique and the results it has produced (Hindelang et al., 1981). Many prefer this approach because of (a) the skepticism about the adequacy of official data (Sellin & Wolfgang, 1964; Akers et al., 1983); (b) efforts to validate self-reports have been reasonably successful, especially when official data are used for validation; and (c) the findings of self-report research are clearly more consistent with modern theories.
Each student participated in a 15- to 30-minute interview at the beginning and end of the intervention period. These interviews were designed to gather general background information about the students and assess their pre- and post-intervention views toward themselves, peers, parents, and the school environment. Many of the questions were open-ended in an effort to allow the students to give more detailed responses if they desired to do so.

Observations

During Project Y.E.S., observations were made of both the conventional and alternative school settings in Pinellas County. The total number of hours spent in both settings was approximately 75 hours. These observations provided qualitative data related to the program setting, informal practices, daily activities, and external, school-based factors that affected the actual implementation of the program. Classroom observations were systematically recorded using the Flanders Interaction Analysis Categories -- the most widely used scheme in research on education (Flanders, 1965, 1970). This scale breaks down communication events between student and teacher into ten categories (see Table 6).

Similar procedures were followed for the Project Success intervention. However, because only one conventional school was involved, the total number of hours spent in both settings is estimated at a minimum of 52. In
addition, the Flanders Interaction Analysis Categories (FIAC) was used for the classroom setting only. The researcher did not use the coding system of the FIAC for Project Success. However, each category was considered when comparing both settings.

**Rationale for Direct Observation**

In addition, direct observation was used to assess the impact of the interventions. Observations in both traditional school and alternative settings allowed examination of interpersonal relations, school structure, and program operations. The systematic and thorough observations of both settings were essential in gathering information about what actually occurred in the various school programs and in identifying differences (if any) in the educational settings to which changes in the experimental group may have been attributed. In many instances, the direct observation process provided deeper meaning to the seemingly trivial interactions in the classroom settings—interactions which became clear only after weeks and months of study by the researcher. This method allowed the researcher to gather and analyze information over a period of time in an effort to identify specific patterns of behavior and events which impact on self-esteem and delinquent/disruptive behavior.

Few studies have addressed the relationship between successful experiences in the school setting and the impact
of such experiences on self-esteem and delinquent/disruptive behavior, nor have many offered a detailed description of events and behavior in school-based programs that could prove helpful to educators and other professionals interested in implementing "success" components in their middle schools. Although there exists a rich body of literature concerning intervention programs, there is still very little documentation of day-to-day, school-related experiences and their effects on improving self-esteem and reducing delinquent/disruptive behavior. Analyzing these programs in detail (a) revealed structural features that may enhance or limit the potential effectiveness of the intervention, (b) identified informal aspects of the program that enhance or diminish the program's effectiveness; and (c) assisted in formulating programs and ideas for future use.

The use of direct observation was relevant for this study since it addressed the following questions: Are there differences in the school settings that would explain the changes in levels of self-esteem and delinquent/disruptive behavior? Was the formal design actually applied? Did anything else happen that may have impacted on the formal design? What were they? What were the effects? Were the observations sufficiently different to support the thesis that both interventions would have a positive impact on the experimental group?
Direct observation was the best way to determine whether or not the procedures were actually implemented in the way intended. Special attention has been paid to what factors were instrumental in affecting self-esteem and delinquent/disruptive behavior. The descriptions include appropriate quoted passages as illustrative material for different topics, while keeping the entire experience intact. This allows one to get an overall picture of the participants' daily experiences and then draw conclusions apart from those offered by the researcher.

There is little question that the physical setting and program structure reflected a special effort to make the alternative program participants feel special. There is also little question concerning the small class size and the potential for informality and intimacy in the classroom and group settings. Whether the cohesiveness and informal interpersonal interaction resulted in increased self-esteem and reduced delinquent/disruptive behavior could only be addressed by detailed observations of Project Y.E.S., Project Success, and their respective comparison/control classrooms. Observing the daily experiences and the students' responses to such experiences may teach us many things about school intervention strategies and the way that students process their experiences--experiences that cannot be conveyed by statistics or numerical data.
Thus, by combining a quasi-experimental research design and direct observation, all of the major parts of the intervention programs have been studied, using the most appropriate method for each aspect. The combination of these research designs assured a more accurate assessment of the intervention programs.

**Observational Method**

The observational method involved the following procedure. For Project Y.E.S., the researcher systematically collected data to determine that the alternative school did indeed implement those essential features identified in Gold’s theory. The direct observations were designed to determine whether the alternative school provided students with more experiences of success and more warm personal relations with their teachers than the conventional schools. In order to insure that the alternative school was different in various respects from the conventional schools that these alternative students had attended, data were also collected at the conventional middle schools. In order to insure comparability of the participating students across the two kinds of schools, the researcher determined what curriculum, what tracks, and what classes the alternative school students had come from, and then enlisted conventional school respondents from these classes. This procedure is synonymous with the procedure used by Gold and Mann (1984)
in their study of alternative schools. Like in Gold and Mann’s (1984) study, the students tended to come from general, rather than college preparatory curricula and from "slow" rather than "fast" tracks. The researcher’s efforts concentrated on required courses in the conventional schools (mostly English, science, math and social studies) in order to include the broadest cross section of comparable students.

Direct observation of teacher-student interaction provided another perspective on the distinctiveness of the alternative school. If the programs actually put into practice the theoretically important elements of alternative schooling for disruptive/delinquent behavior, then the behavior of the teachers should show it. "In the concrete realities of school life, teacher’s behavior is the primary differentiating feature for students." (Gold & Mann, 1984:60).

Several hours were spent observing classroom interactions. These observations are divided into two sections. One portion is an unstructured impressionistic approach, commonly referred to as ethnographic procedures. This section (see Appendices A and C) gives a detailed account of daily experiences in both the alternative and conventional settings. Several impressions and conclusions are drawn based upon the overall analysis of these data. The second section includes a more structured, objective
approach, which was necessary to guard against subjective impressions. The observation measure used was the FIAC. This observational tool includes ten substantive categories which assess the classroom verbal interaction between teacher and student. The FIAC is the most widely used observational tool in research on education and has been well validated in secondary school settings (Flanders, 1965, 1970).

The researcher observed thirty-four conventional classes and seven all-day sessions in Project Y.E.S. over a period of eight weeks. Based on the standard Flanders procedure, observations were coded every three seconds and recorded on coding sheets. The average length of the conventional school classes was fifty minutes. The alternative school setting lasted all day. The observation schedule was evenly distributed over the two conventional schools and Project Y.E.S. Arrangements were made to avoid classes during exam time and during the viewing of films/videos, in order to maximize the probability of observing teacher-student interaction. After the observational data collection was complete, comparisons of the settings were made.

Rationale for Direct Observation and Procedures: Project Success

In Project Success, direct observation was also used in an effort to determine whether the program intervention
provided students with more successful experiences and more warm personal relations than the conventional classroom settings. This was necessary to insure that the alternative intervention program was different in various respects from the conventional school setting.

Again, the researcher determined what curriculum, what tracks and what classes the experimental students attended. Those classes were selected for observational purposes. Most of the students came from general rather than college preparatory classes. The researcher made observations in the required classes--English, science, math and social studies. Because the intervention program was located at the school site, many of the experimental students were in conventional classes during the observation periods. When the observation data collection was completed, comparisons of both settings were made.

Direct observations of teacher-student interaction provided another perspective on the distinctiveness of the intervention program as compared with the conventional setting. Several hours were spent observing classroom interaction. These classroom observations are divided into two sections. One section includes an unstructured impressionistic approach, commonly referred to as ethnographic procedures. This section gives a detailed account of daily experiences in Project Success and the conventional setting (see Appendices B and C). The second
section includes a more structured objective approach in an effort to guard against subjective impressions. The FIAC was not used for observation of Project Success, since this program does not constitute a classroom setting and it does not involve ongoing daily student-teacher interaction. However, each category was considered when comparing Project Y.E.S. to its conventional counterparts.

The average length of the conventional class was forty minutes. Arrangements were made to avoid these sessions during exams or film viewing in order to maximize the probability of observing teacher-student interactions. The Project Success intervention lasted an average of 50 minutes to one hour per session during the weekly sessions. The weekend sessions averaged two hours. A total of thirty-nine conventional classes and ten intervention sessions were observed over a period of seven weeks. A detailed discussion of each session and a comparative analysis of both the conventional and alternative settings will be provided.

Sample

The total sample for this study consisted of 40 middle school students, operationally defined as students in grade levels ranging from sixth to eighth grade, with ages ranging from 11-15. The sample from the Pinellas county area consisted of 19 students from three local school districts. The sample from the Alachua County area consisted of 21
students residing in the specified project area in Gainesville, Florida, all attending the same area school. (Two participants dropped out of the intervention program; one student in Project Y.E.S. refused to take part in all aspects of the testing process, and one student in Project Success transferred to another school district.) All of the students were identified as having school-related problems, including truancy, academic failure, disciplinary violations, and delinquent/disruptive behavior.

Participants met two or more of the following criteria:

1. **Attendance**
   
   More than 3 unexcused absences, or
   
   Referral was made by attendance officers and/or HRS

2. **Academic progress**
   
   Grade point average 1.5 or lower, or
   
   Currently failing or has failed two or more classes, or
   
   Absences have resulted in grades below expected behavior

3. **Achievement scores**
   
   Two or more stanines below ability level, or
   
   Two or more grade levels behind expected performance

4. **Retention**
   
   Retained in grade level previous year, or
Retained one or more times in previous years, or
Current patterns of absences and truancy could result in retention

5. School adjustment problems

Evidence indicates repeated tardiness, aggressive behavior, or repeated violations of classroom and school rules, or
A minimum of five disciplinary referrals during the previous year, or
School and parent interventions have not produced positive results

The following sampling procedure was used in the selection of participants for the study. At the beginning of the grading period, each target school in Pinellas County submitted a list of students eligible for Project Y.E.S. Those students and their parents were contacted and interviewed to assess their eligibility and obtain approval for the voluntary program. Upon referral and parental approval, the students were placed in the Project Y.E.S. intervention program. Since randomization was not possible, the control group was made up of the other students who were referred to and met the criteria for the intervention program, but remained in the conventional schools. This lack of randomization increases the possibility of some systematic bias in the results obtained.
For the second intervention program, Project Success, the Alachua County School Board Research Department was asked to identify those black students in the specified project area who met the above-stated eligibility criteria. Upon receipt of the lists, parental contact was made via letter and phone by the school counselor to discuss the program's components and to get parent approval voluntary participation in the program. Upon confirmation by the school counselor and administrative personnel, the students were placed in the Project Success intervention program. Since randomization was approved for this intervention, the students were randomly assigned to either the experimental or control group. Those students who were randomly selected for the control group remained in the conventional classes full time and did not actively participate in the school-based intervention.

Tables 3 and 4 summarize the demographic characteristics of the experimental, comparison, and control groups for Project Y.E.S. and Project Success.

Definitions and Measurement of Variables

Dependent Variables

Self-esteem

A major variable to be used in the present analysis is self-esteem. Self-esteem is defined as a global attitude toward oneself. In this usage, individuals with high self-esteem consider themselves to be persons of worth,
Table 3: Demographic Characteristics of Experimental and Comparison Groups: Project Y.E.S.

<table>
<thead>
<tr>
<th></th>
<th>EXPERIMENTAL</th>
<th>COMPARISON</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X=12.8</td>
<td>13.1</td>
</tr>
<tr>
<td><strong>SEX</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Girls</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td><strong>RACE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>White</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td><strong>GRADE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>TARGET SCHOOL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kennedy</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Palm Harbor</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Dunnelin</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td><strong>FAMILY TYPES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both natural parents</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Natural mother</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Natural father</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Natural mother/stepfather</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Natural father/stepmother</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>YEARNLY INCOME</strong></td>
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<td></td>
</tr>
<tr>
<td>0-9,999</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>10,000-19,000</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>20,000-30,000</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Over 30,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 4: Summary Table: Demographic Characteristics Of Experimental and Control Groups: Project Success

<table>
<thead>
<tr>
<th></th>
<th>EXPERIMENTAL</th>
<th>CONTROL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>X=13.0</td>
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</tr>
<tr>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Girls</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>RACE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>GRADE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>TARGET SCHOOL</td>
<td>Howard Bishop Middle School</td>
<td></td>
</tr>
<tr>
<td>FAMILY TYPE</td>
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<td></td>
</tr>
<tr>
<td>Both natural parents</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Natural mother (single)</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Other adult relative</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>YEARLY INCOME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-9,999</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>10,000-19,000</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

NOTE: Most of the participants lived in single-parent homes, with more than one-half of the parents unemployed.

(1) One student in the control group moved during the project period. The original total number was 22.
though not necessarily superior to others. Low self-esteem implies self-rejection, self-dissatisfaction, or self-contempt (Rosenberg, 1965, 1972, 1979). Levels of self-esteem were measured with three commonly used scales in education and psychology. The Rosenberg Self-Esteem Scale (RSES) is aimed at measuring a student’s level of self-esteem. Certain responses indicated high levels of self-esteem and other responses indicated low levels of self-esteem. This ten-item scale included questions such as "Sometimes I think I am no good at all" and "I like myself." The reliability coefficient of this scale is .61 (Gottfredson, 1984). A second measure of self-esteem is The Coopersmith Self-Esteem Scale (CSES), which measures evaluative attitudes toward the self. The items are short statements generally answered "like me" or "unlike me" in response to items on topics such as school, parents, and personal interests. The third scale is the Tennessee Self-Concept Scale (TSCS). This scale measures responses related to several dimensions of the self (e.g., the physical, moral, ethical, personal, family, and social self). Wells and Marwell (1976) state that because of the vast amount of research using this scale, it has accumulated considerable evidence of criterion-related validity. Robinson and Shaver (1973) have reported a test-retest reliability of .92.
Delinquent behavior

Another variable used in the present analysis is delinquent behavior. Delinquent behavior is defined as the deliberate commission by juveniles of acts they know violate the juvenile code in such a way that, if caught, they are liable to judicial responses (Gold, 1978). This variable was measured through a self-report survey which measures the frequency of delinquent acts over a specified period of time. This scale lists 21 different offenses, and the respondents were asked to denote their involvement in delinquent acts prior to and during the intervention period. For example, a respondent answering "6-9 times" in any given category denotes a medium level of involvement for that particular offense. An advantage of using this scale is that crime statistics are among the least reliable social data—especially for middle school students, many of whose delinquent acts have not come to the official attention of the criminal justice system. In fact, court and police contact records were non-existent for the subjects in both of the intervention programs.

Disruptive behavior

A closely related variable is disruptive behavior. Disruptive behavior is defined as the commission of aggressive behavior or repeated violations of classroom and school rules. This variable measure was the number of times
a student was sent to the office for disciplinary reasons during a specified time. The number of times a student had been suspended or expelled from school during a specified period of time was another measure used to assess disruptive behavior. The pre-intervention scores reflected the number of disciplinary referrals during the previous grading period.

**Truancy**

Truancy is defined as the act of staying away from classes or school without leave or permission. In the middle schools, all absences were verified by the student's parent or guardian within a 48-hour period. Therefore, overall school absences was used as a dependent variable. This variable can be defined as the number of days absent during a specified grading period. This variable was measured through use of school records which total the number of absences during a specified period of time. The pre-intervention scores reflect the number of absences obtained during the grading period prior to entry into the intervention.

**Independent Variable: Successful Experiences**

"Successful experiences" provided through the two intervention programs is the independent variable. According to Gold and Mann (1984), successful experiences are those which offer a preponderance of scholastic
successes by means such as individualized curricula and grades based on progress, and a substantial suspension of the conventional teacher-student role relationship so that the teachers can provide warm, personal social support to each student. Detailed background information and a description of the intervention programs which offered the successful experiences is included in Chapter 3 and in Appendices A and B.

**Methods of Analysis**

Since the primary focus is to determine the overall effect of the interventions on self-esteem and delinquent/disruptive behavior as predicted by Gold and Mann (1984), the methods of analysis included comparisons of group means on the dependent variables for the experimental and comparison/control groups. The analysis of the data began with a check on whether the selected alternative settings differed in hypothetically crucial ways from their counterpart conventional schools. Having determined that the two kinds of schools were distinctive, the researcher then analyzed the outcome data to see if the distinctive school experiences and features made a difference in level of self-esteem and the frequency of delinquent/disruptive behavior.

The researcher also investigated whether individual students responded differently to these success experiences by the end of the interventions. Predictions were made for
each student who participated in the intervention programs (see Appendix D).

Due to the lack of randomization in Project Y.E.S, coupled with the very small sample size, the researcher chose not to use test statistics (t-tests, z-tests). However, the data were analyzed in the following manner. The researcher began by using the initial test scores to account for levels of self-esteem, academic performance, delinquent behavior, disruptive behavior, absence and suspension rates. This was done for both the experimental and comparison/control groups. The mean scores were listed for each group. The same procedure was followed at the conclusion of the interventions in an effort to tell if the successful experiences provided through the interventions made a difference in the overall group mean scores. Even though statistical tests were not used, the comparison of pre- and post-intervention group means helped the researcher to assess whether any differences occurred.

The researcher also looked at individual level data to find out if certain students responded differently to the alternative programs than other students, specifically, if students' age, sex, race, and degree of delinquency at the time of entry into the program made any significant difference, by the end of the intervention.
Program Descriptions

Both Project Y.E.S. and Project Success are short-term interventions designed to provide an environment wherein students can be exposed to successful experiences. Although they are short-term programs, the intent is to provide experiences that will impact positively on middle school youth. Both programs combine social and material reinforcement, individually and collectively, in an effort to improve self-esteem, enhance student learning, and reduce inappropriate or undesirable behavior.

A detailed description of both interventions and their conventional counterparts can be found on the following pages. This section provides a discussion of (a) the overall goals and objectives of both interventions, (b) the intervention programs' philosophies, (c) a discussion of the alternative and conventional school settings, and (d) an in-depth look at the physical characteristics of both settings.

Project Y.E.S.

Project Y.E.S. (Youth Educational Support) is an early intervention program for high-risk, middle school youth. It operates as a school and provides most of the educational experiences of the conventional school. However, different teaching techniques that emphasize successful experiences and positive reinforcement are used. The length of the school day is one hour shorter than the other county middle
schools. The usual length of participation for a youth is six weeks, though many students remain in the program up to twelve weeks. At the end of the intervention period, students return to their conventional schools.

Project Y.E.S. is designed to improve self-concept and reduce delinquent/disruptive behavior and truancy, thereby reducing the likelihood of eventual referral to the juvenile justice system. The program is based on the premise that early problem identification and intervention can increase self-esteem and significantly reduce the likelihood of delinquent behavior. In addition to including academic subjects, the program offers successful experiences through tutoring, skills building, counseling, casework, and other appropriate activities. The stated goals are as follows:

1. to increase interaction between school and family;
2. to increase student’s self-esteem;
3. to link families to a wide range of community resources;
4. to decrease truancy; and
5. to improve student’s attitudes toward school.

Although it is a short-term program, the intent is to impact student behavior that may cause school problems through the use of positive reinforcement techniques. The philosophy is to employ a system that provides a stimulating and productive learning experience aimed at improving student behavior.
Project Y.E.S. uses material reinforcements, including Y.E.S. "dollars" and other material resources, to reinforce positive behavior. Students earn dollars by exhibiting appropriate classroom and social behaviors individually and collectively. These dollars can be used to purchase various items at the site, relating performance to earnings and, in turn, earnings to buying power.

Project Success

Project Success is an intervention program in which the participants are taken from their traditional classroom settings for intervention sessions, twice a week for one to two hours per session. Unlike Project Y.E.S., this program takes place on the same site as the conventional classroom. The program runs for approximately seven weeks.

The program is based on the assumption that the early intervention with students who have social skill deficiencies can improve their self-esteem and reduce or prevent delinquent/disruptive behavior. Thus, the aim is to provide an environment for successful experiences that will promote socially competent individuals.

Since it is believed that acquiring social skills is critical to the wellbeing both of children and of the educational enterprise (Elliot et al., 1987), the program offers successful experiences through social skills building, role playing, group sessions, field trips, homework tasks, and other appropriate activities. Verbal
and material reinforcement tools are used as incentives for completing tasks and exhibiting appropriate behavior. The goals are as follows:

1. to build and develop positive social skills;
2. to increase students' self-esteem through the acquisition of social skills;
3. to provide experiences that will insure a certain degree of success in carrying out positive social skills;
4. to improve academic performance/achievement in the classroom; and
5. to decrease disruptive behavior in the classroom.

The program's goal in building social skills is based on research which supports a relationship between social skills deficits and (a) academic achievement (Feldhauser et al., 1970); (b) adjustment problems in normal classroom environments (Stummer, Gresham, & Scott, 1983); (c) difficulty in interpersonal relations with peers (Gottman et al., 1976); (d) negative perceptions and judgments by school teachers (Gresham, 1983; Good & Brophy, 1978); and the belief that schools are important environments for the developing of socially competent students (Elliot et al., 1987).

Description of the School: Project Y.E.S.

Below are detailed descriptions of the physical setting
for Project Y.E.S. and the two conventional schools observed for comparative purposes.

**Physical Features of Program Site**

Project Y.E.S. occupies two wings of a social service facility which offers an array of services, including those provided by Project Y.E.S. There is very little evidence that a school program is in operation, mainly because the surroundings suggest an office-like environment. Because program participants are middle school youths, no additional cars are evident in the parking lots. The layout of the rooms is more suitable for offices than classrooms, and there is little indication of an academic program.

Project Y.E.S. occupies two adjoining rooms. In one area there are the traditional blackboard, teacher’s desk, and student chairs. However, because of the limited number of students, only ten desks are needed. The adjoining room is considered the workshop/recreation area, where students engage in group activities, eat lunch, take breaks, and observe video/visual aids. Two long tables and video equipment are located in this area. A section has been partitioned off for classroom instruction. The size of this classroom area is about one-third the size of a traditional middle school classroom.

The rooms have been decorated by the kids. A "Look what we’ve done" poster lists the most recent accomplishments of all of the students in Project Y.E.S.
These accomplishments include art, homework assignments, and poems. Some of their "better" work is displayed. Drug-related literature is readily available for any of the students to take.

A personal experience column is posted, which highlights trips the Project Y.E.S. participants have taken during the program. Photos of visitation sites and the students reflect the pleasure associated with the extracurricular activities. Slogans and poems are written on the boards and walls throughout the classroom, such as the following:

"Accept me as I am and we will discover each other."

"The ladder of achievement: 10% I can't... 50% I might... 100% I did!"

"Chinese proverbs: Tell me, I forget. Show me, I remember. Involve me, I understand."

There are various welcome signs posted throughout the classroom. It is evident that much time and effort has been put into making these welcome signs. The signs are very large and well-designed. Close to the welcome signs are the daily guidelines for a productive student. These guidelines are very visible and are obviously a constant reminder that certain rules will be enforced. Such guidelines include:

"We expect you to remain at the facility for the entire day unless you have permission to do otherwise."
"We expect you to respect the rights, property and work space of others."

"We expect you to treat others as you would like to be treated -- with dignity and respect."

In another corner there is a "Who are you?" section, which displays pictures of students and various group activities. There is also space for acknowledging birthdays and other special days or events in the lives of the students. A wide variety of current magazines are available to students for leisure reading and for their assignments. The work activities for the day are posted on the board. Exact assignments, breaks and other related activities are clearly posted.

Another corner of the room is designated the work corner, where work sheets, textbooks, and other learning materials are available. A "completed work box" is visible for all to see. When students complete their assignments, they place them in the completed work box.

Also very visible is the school store. This store consists of a tall metal cabinet locker filled to capacity with school supplies, snacks, tee shirts, posters, head gear, etc. While these items are not constantly visible to the students throughout the day, the corner store is opened periodically during the day to allow students who have earned Y.E.S. dollars for appropriate behavior an opportunity to shop.
Personal shields (as in Medieval times) are also posted for each participant in the program. Each participant had designed a shield to represent what is important to him/her, such as sports, fishing, flying, fashion, etc.

Students have access to the restrooms, water fountains, and the kitchen, which is conveniently housed a few feet from the classroom area. The students also share two other rooms for weekly group counseling sessions and guest speaker presentations.

Overall, the physical setting of Project Y.E.S. indicates that every effort is made to make the participants feel important, unique and comfortable. Posted information is aimed at highlighting the positive aspects of the student and his/her behavior. Due partly to the limited space, there are many opportunities for informal personal interaction between students and teachers.

Physical Description of Program Site: Project Success

Project Success took place in a conference room located in the school’s student services building. This room is located in a far corner of the school next to the counselor’s office. The student services division houses counselors, attendance secretaries, the student clinic, and the dean’s office. On occasion, the assistant principal also uses the area to handle disciplinary problems. Most of the student records dealing with attendance, truancy, and disciplinary infractions are housed in this division.
Numerous activities going on in the area are directly related to student services. With so many activities occurring, little attention is paid to the conference room, especially if the door is closed.

The size of the conference room is about one-third the size of a traditional classroom. The room contains a small chalkboard, tables attached to the walls, and two rectangular tables. These tables are usually pushed to one side for the sessions, so that participants can sit in chairs. The chairs are arranged in a semi-circle or complete circle, affording students the opportunity to become a cohesive group. Tables are used mainly for materials or as props.

There are also two long windows with a view of the faculty parking lot. These windows are used as a short-cut to the parking lot by many of the faculty members. This proved to be a distraction for the students during group sessions (see Limitations, Chapter 7). Since this room is used for various purposes, it is not appropriate for the students to post poems, signs, or other products from their studies. Thus, students did not have the opportunity to personalize their surroundings. There was one sign in the room that discouraged students from being a puppet to drugs. Students have access to restrooms, which are conveniently housed a few feet away from the conference room.
Description of Conventional Schools In Pinellas County

The large middle schools from which the Project Y.E.S. students were referred are quite modern and have well-equipped educational facilities. A description of the physical characteristics observed in most of the conventional middle-school classes is summarized below.

Many of the classes have posters on the wall, dealing with topics such as the digestive system, the solar system, blood system, clues for doing well on tests, and the writing process. Other posters encourage successful behavior and progress in the classroom. It is not unusual to see slogans such as "Time will pass; will you?" and "Together we share and concentrate." These directly focus on the need to "buckle down and get some work done."

The use of the overhead projector is standard in these classes. Most of the teachers who lecture do so with the aid of this tool. Those students who are doing well in the class are highlighted. There is a "scholars list" in some of the classrooms, in which certain students are identified as being achievers and/or honor students. Many student projects, especially in the areas of science and math, are displayed on the tables, walls, and ceilings of the classrooms. All of the students receive some attention through posted birthday dates, and some completed ditto sheets are periodically posted.
One characteristic of those classrooms is consistent throughout--the listing of classroom and school-wide rules. Some teachers also post the consequences for disobeying the rules, along with the rewards for positive behavior.

Also evident throughout is the posting of classroom schedules and assignments. In most classes, it is very clear to everyone what issues are to be discussed and what assignments are due over a specified period of time. These schedules and assignments are very visible, making it difficult for students to use excuses about missed deadlines or forgotten assignments.

In many of the classes, efforts are made to keep students informed on current events through the posting of news articles. Many of the articles deal with real-life contemporary issues to which middle school students can relate. In some of the history classes there is a special project to categorize historical events (e.g., women's movement, civil rights era, Vietnam war, hippie communes). In several classes, students are allowed to work at their own pace. Upon completion of an assignment, the students file their own work and continue with another assignment. Some classrooms include an area consisting of student files, books, headphones, and other equipment that allows the students to work on an individual basis.

The science classes offer an array of supplementary equipment, such as sophisticated lighting equipment,
electrical units, gravity equipment, and other tools designed to illustrate scientific concepts. In fact, the use of this equipment appears to capture the undivided attention of many of the students in the classroom. Other objects such as rocks and pulleys are also evident in the science classes. In most of the classrooms there is a selection of reading materials in addition to the assigned textbooks. The reading materials include contemporary magazines that address issues of interest to middle school students. Many of the students take advantage of the opportunity to read these books and magazines during "silent reading periods."

One of the most striking similarities in the conventional classrooms is the bathroom pass. In most of the classes, the passes are huge--ranging from a large paddle to a large key. With the use of such large passes, there is little question concerning the students whereabouts.

Many of the classrooms are separated by thick curtains. This often poses a problems with regard to the noise factor. One can easily hear a film or song in the classrooms nearby. However, the noises are not loud enough to be perceived as a major, long-term distraction. In fact, the curtains are quite convenient. Teachers are able to communicate with their colleagues during class time without leaving their classes unattended.
In the conventional school, class size is not a problem. There is adequate space for all of the students. However, many of the classes are filled to capacity.

**Description of Conventional School In Alachua County**

The middle school attended by the participants is quite large, enrolling around 1,000 students. Several buildings are spread over eight to ten acres. There are 55 academic teachers, plus two counselors and three head administrators.

The physical descriptions are many. The reader immediately notices several similarities between the conventional schools in Pinellas County and the conventional school in Alachua County.

Most classrooms have posters and illustrations on the walls, many of them dealing with information related to the specific subject matter. Topics such as "News in Science," "Problem Solving in Math," and "The Writing Process" are common. Many posters are designed to provide aids to improve student performance.

There are many visible and boldly-printed posters/signs designed to encourage good behavior and progress in the classroom. Such posters include: "It’s time to work!" "Be prepared," "Success is a positive attitude," "Think Positive," "Think," "Don’t quit, think positive," "Deck the halls with good work," and "Use your common sense before somebody else does." It appears as if many of the teachers make a special effort to encourage positive thinking and
productivity in the classroom. Other signs encourage students to see the excitement and relevancy in learning, especially in math and science. "Math problem solving, extra fun--try it!," "Fun in Math," "Science in your world!", "Current events," "Humor in History," and "Move over Einstein!" An overhead projector is evident in most of the conventional classrooms. Most of the teachers who lecture do so with the aid of the overhead projector.

There is an effort to recognize those students who have excelled in the classrooms. The 100% Club poster highlights those students who have performed quite well in class. There is also some effort to recognize those students who produce average work. Overall, there are fewer signs highlighting students in this middle school than in the conventional schools in Pinellas County.

The listing of class rules and schedules is found consistently in classrooms throughout the school. The classroom schedule is significant since this school has shorter school days on Wednesdays. In most classes, daily assignments are posted in detail on the board.

Most of the classes seem well supplied with supplementary materials, such a globes, maps, media equipment, etc. Many of the science and math classes have a lab area, adequately equipped with computers and other science- and math-related materials. The researcher was not able to observe any of the science lab sessions; however,
the computer lab captured the undivided attention of the students.

Many of the teachers’ desks are located in the rear or corner of the room, where teachers can grade papers or work on other school-related tasks.

In a few of the classrooms, there are signs dealing with social problems in our society. Two signs that stand out are: "Child abuse hotline" (along with the number) and "Teenage pregnancies: the facts."

In several of the classes, there are 18-21 students—well below the average class size. There appears to be adequate space for all the students; the teachers have plenty of space to walk around and assist students with their assignments.

Overall, this is the summation of the observations in the conventional, middle school classrooms in Pinellas and Alachua Counties. Based on the observations, four dominant themes were evident. First, academic performance was a priority. Every effort was made to encourage productivity and positive attitudes toward learning. Posters, illustrations, written suggestions, visual tools, and various equipment were aids used to enhance academic performance. Second, there was some recognition for student accomplishments via posted grades, honor lists, birthdays, and individualized projects. Third, many attempts were made to show the connection between the learning process and fun.
Posters, illustrations, and written suggestions were presented in an effort to promote excitement about the learning process. Fourth, efforts were made to maintain order and control in the classroom via clearly spelled-out rules, posted policies and requirements, and consequences for inappropriate behavior.
CHAPTE R FOUR

DAILY ACCOUNTS OF ALTERNATIVE AND CONVENTIONAL
SCHOOL SETTINGS: A COMPARATIVE ANALYSIS

Gold and Mann (1984) suggest that programs that offer a
preponderance of successful experiences can increase
self-esteem and reduce delinquent behavior. A summary of
the daily events occurring in both interventions is
necessary prior to consideration of the following questions:
Was there a preponderance of successful experiences in the
two alternative programs? Was there a suspension of the
traditional teacher-student role in the two alternative
programs? Were these interventions uniquely different from
their conventional counterparts? Were these interventions
capable of increasing self-esteem and reducing
delinquent/disruptive behavior?

In order to insure that Project Y.E.S. and Project
Success offered experiences uniquely different from the
conventional schools, both types of educational settings
were observed. This section focuses on the day-to-day
accounts of activities and experiences in the alternative
and conventional school settings—ultimately identifying
differences in such areas as program format, student-teacher
interaction, daily activities, rewards, administration, peer
group interaction, etc. These accounts are known as
observational notes—those notes gathered by watching the who, what, when, where and how of social action. A summary statement identifying the aforementioned areas and how they differed in each setting will be discussed.

This section also includes the Flanders Interaction Analysis Categories Scale in an effort to make the direct observations between the teacher and student systematic and quantifiable. A brief discussion of the comparisons for both interventions and their conventional counterparts follows. A detailed narrative of the alternative and conventional settings can be found in Appendices A and C.

Project Y.E.S. was observed a total of seven times. The observations lasted an entire school day from 8:30-2:30 p.m. Observations continued during breaks, leisure times, and after school if school-related events occurred (e.g., parent conference, student conference, informal counseling). These observations were done during the latter part of March through May, mainly due to a delay in administrative approval. All of the observations took place at the alternative site, located some 10 miles from the conventional schools.

The Project Success intervention was observed a total of 10 times. The observations time ranged from two to four hours a week, depending upon which sessions were offered in any given week. The observations were done during the months of October-December. The rationale for this time
frame was to begin the intervention as early as possible in the school year. Seven of the sessions occurred on campus during regular school hours. The three remaining sessions were weekend sessions which occurred outside of the school environment.

Technically, the total number of hours observed in Project Y.E.S. was forty-two hours. The total number of hours for Project Success was twenty-three hours—fourteen hours actual classroom time and nine hours of activities spent outside of the school-based environment.

In Project Y.E.S., dates and time selection for the observations were mainly determined by three factors. The major factor was the researcher's ability to successfully commute five and one-half hours to Pinellas County on any given day. Once convenient dates were selected, the researcher secured approval to observe on those specified dates. The researcher also had to consider student and staff convenience. Every effort was made to avoid those dates set aside for all-day field trips, guest speakers, testing and the like. If the coordinator indicated that these types of activities were likely to occur, those dates were discarded. A third determining factor was whether the observation times coincided with the observations done in the conventional schools. In this way, the researcher was able to alternate her observations between the alternative and conventional schools (e.g., Monday, Project Y.E.S.;
Tuesday, conventional settings; Wednesday, Project Y.E.S., etc.).

In Project Success, the days and times chosen were determined in part due to room availability. Due to limited space, the days selected had to coincide with the availability of the conference room. The dates and times were also determined by the classes the students were attending. After a careful review of each student’s schedule, the counselor made every effort to "pull" the students during their "least" important classes (e.g., P.E., music, chorus). Even though it was difficult to avoid conflicts for all of the students, most of them did not miss their academic classes on a regular basis.

In Pinellas County, the observations in the two conventional schools took place for four entire school days for a total of 64 hours. The researcher made an effort to observe only those classes that focused on academic subjects. Suggested dates were offered by the researcher and approved by the school personnel and teachers. In fact, memos were sent to each teacher informing them about the researcher’s presence on campus and the possibility of classroom visitations. These dates were also based on transportation factors, the need to coincide with Project Success observations, and the need to select those dates that were not "distracted" by school-wide assemblies, science fairs, field trips, and the like.
In the Alachua County conventional school, the researcher observed a total of six full days. The days and time selected were based on administrative and teacher approval. Memos were sent to each teacher informing them of the researcher's interest in observing his/her classroom. Upon approval, the researcher began her observations. The observations lasted a total of 40 minutes per class period. The researcher observed only those classes that focused on academic subjects. Because transportation was not an issue, the researcher was very flexible in selecting dates and time for actual classroom observations. A summary of this information can be found in Table 5.

Chapter Four is organized as follows. The first section describes a summary of the daily activities and experiences in the alternative and conventional school settings with five major subheadings: school rules, administration, peer group interaction, teacher-student interaction, and rewards. These subheadings are used as a means of identifying the differences between the alternative schools and their conventional counterparts. (A detailed narrative of Project Y.E.S. can be found in Appendix A. An in-depth discussion of Project Success and the three conventional schools can be found in Appendices B and C.)

In an effort to make the data more systematic and quantifiable in the area of student-teacher interaction, the FIAC is also used to identify differences in teacher and
<table>
<thead>
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<th>Project</th>
<th>Rationale for Observation</th>
<th>Observation Period</th>
<th>Individuals Observed</th>
<th>Observed Variables</th>
<th>Observation Procedure</th>
<th>Rationale for Date/Time Selection</th>
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<td>experimental students 10</td>
<td>rewards school rules</td>
<td>direct observations</td>
<td>transportation, school approval, convenience</td>
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<tr>
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<td></td>
<td>peer group interactions</td>
<td>administration FIAC</td>
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<td></td>
<td>assess student-teacher interaction</td>
<td>10</td>
<td></td>
<td></td>
<td>student-teacher interactions</td>
<td></td>
</tr>
<tr>
<td>SUCCESS</td>
<td>identify differences</td>
<td>7 weeks</td>
<td>experimental students 11</td>
<td>rewards school rules</td>
<td>direct observation</td>
<td>school approval, room/availability, class schedules</td>
</tr>
<tr>
<td></td>
<td>identify successful experiences</td>
<td>23 hours</td>
<td></td>
<td>peer group interaction</td>
<td>student-teacher FIAC interactions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assess student-teacher interaction</td>
<td>11</td>
<td></td>
<td></td>
<td>neighborhood location</td>
<td></td>
</tr>
</tbody>
</table>
student interaction in both settings (see Table 6). A discussion of the comparisons of both interventions and their conventional counterparts will follow.

From the researcher's point of view, the Flander's scale was limited in that it did not address areas beyond the teacher and student interaction. The areas that will be discussed helped the researcher better understand the classroom interaction process and the differences between the alternative and conventional settings. The five areas discussed are the reward system, administration, school rules, teacher-student interaction and peer group interaction. A comparative analysis of Project Y.E.S. and its conventional counterparts will be followed by a comparison of Project Success and the Alachua County conventional setting.

Reward System

Project Y.E.S. had a clearly designed plan for rewarding their students. In fact, the entire system focused on providing tangible rewards for excelling in academics and exhibiting appropriate behaviors. Few intervention programs in the state of Florida provide such an extensive array of tangible incentives and rewards. In the conventional schools, most of the rewards were limited mainly to verbal statements. Most of their rewards were in direct response to academic performance only.
Under normal circumstances, Project Y.E.S. student's lunches were picked up from the local public schools. On Fridays, students were allowed to dine at a local restaurant. If there was any dissension or inappropriate behavior during that week, the traditional lunches were served. Such treats were not offered in the conventional school. Their only option was packed lunches, since they were not allowed to leave campus for lunch.

Students in Project Y.E.S. were given ten- to fifteen-minute breaks. During this time they were allowed to view movies and videos, read, or just relax. In the conventional schools, the students were only allowed a 5-minute break between classes. During this time, they had to take care of all of their personal concerns (e.g., lockers, restrooms, office visits, etc.). During classroom sessions and activity time, Project Y.E.S. students were allowed to get as comfortable as possible as long as they were attentive to their assignments. This included lying on the floors, resting on tables--whatever was most comfortable for the student. There were few restrictions concerning seating patterns. In fact, during individual work time, many of the students often isolated themselves in corners to avoid distractions from their peers. In the conventional schools, the students had to sit upright. Inappropriate posture was not allowed in the classroom and was immediately dealt with by the teacher. Conventional students had to remain in
their assigned seats during the entire class period, unless they were working on a group project, viewing a film, or socializing during the last remaining minutes of class.

In some instances, Project Y.E.S. students were allowed to listen to music as long as the noise level did not distract the learning process. None of the conventional classes allowed music in the classroom, and students were not allowed to listen to music through their personal earphones.

Another benefit of the program was that it afforded the students some privacy. Students were not singled out for permission to use the restrooms. Students were able to tend to their personal needs without a formal request or any interruption of the classroom. In the conventional classes, huge bathroom passes were issued sparingly. Very seldom were students allowed to leave the classroom for water or other personal matters. Leaving class without permission would constitute a violation of school policy.

There were no classroom changes at Project Y.E.S. All of the academic subjects were taught in one central location for the entire day. Students did not have the additional responsibility of classroom changes, locker room visits, physical education, and the like. Their entire break was consumed with leisure-type activities. In the conventional schools, the students had only five minutes to change classes and take care of their personal needs. They were reprimanded if they were not in their seats on schedule.
On Fridays, Project Y.E.S. students were given free "earned" time. The amount of time earned depended upon the students' behavior during that week. In a week's time, many of them earned the right to watch movies, talk, shop at the "school store," or engage in some other leisure activities for a specified time. The researcher assumes that some free time was given to the students in the conventional schools. However, the extent of free time and activities is unknown, since the researcher did not do any observations in the conventional schools on Fridays. However, based on the posted weekly assignments and classroom schedules, there was limited time for non-academic activities on any given day. The researcher suspects that the final five minutes of class for socializing was the norm in most of the conventional classes.

School Rules

The alternative programs clearly exhibited flexibility with regard to classroom structure and school rules. On many occasions, rules were altered to benefit the students. The flexible rules allowed the alternative students extended class time to address academic subjects, extended leisure time, lesser penalties for the violation of rules, and markedly lower academic expectations. In most cases, those students who needed additional assistance and time to complete their academic tasks and improve their behavior were given that time. By maintaining flexible rules, many
of the slower students were able to make some commitment to the student role. From a negative viewpoint, the flexible rules often led to many episodes of disruptive behavior, verbal outbursts, and a lack of cooperation among the alternative students.

In the conventional schools, most of the verbal and posted rules were strictly adhered to. The researcher observed few instances of blatant disrespect for rules. Those who violated the rules were immediately penalized for their behavior. Rules were also very strict in regard to classroom assignments. Students were expected to complete assignments within a specified period of time. Those students who worked at a slower pace were still expected to complete a certain amount of work by the end of the class period. Penalties and sanctions for rule violations were consistent throughout the observation period, with few exceptions. Overall, it was very clear that the rules were more flexible in the alternative setting. In some cases the flexibility was advantageous in that it increased the students' commitment to the student role. In other instances, it was detrimental to the learning process.

Administration

The researcher was able to observe the administrative component of the program. Those in administration were less than 10 feet away from the classroom setting. They were called in on numerous occasions to settle disputes. Because
they were readily available, their presence and ultimate appearance served as a deterrent for those students who engaged in inappropriate behavior. Unfortunately, their interference often led to some resentment from the students who believed the teacher could best handle the situation. Many of the students perceived the coordinator as stern and authoritative, due in part to her frequent appearances in the classroom to settle disputes.

From a positive standpoint, the close proximity to the administrators allowed students the opportunity to interact with them at will, and on a regular basis. On many occasions, the students could be seen talking with the administrators about issues related to academics and other personal issues. The informal exchange between the students and the administrators occurred during school hours, lunch time and, in many cases, after school. The administrators met personally with all of the students at the beginning of each week to address the weekly activities and to listen to their concerns. According to the coordinator, these meetings were designed to "keep the lines of communication open" between the coordinator, the staff, and students.

Students in the conventional schools had limited access to the administrative body. During class changes, assemblies, and lunch breaks, the administrators "graced" the halls in an effort to maintain order and interact with the students. However, given the restricted time schedules,
most of the interaction appeared superficial. (On one occasion, an administrator came into a classroom to handle a disruptive student who refused to obey the teacher's orders.) The researcher was unaware of any meetings offered in the middle schools that allowed students to provide their input on a weekly basis.

Student to student interaction

In Project Y.E.S. the interaction between the students was very intimate. On many occasions, the students could be seen hugging and/or affectionately touching one another. Every effort was made to show emotional support for each other. (In a few cases, they had to be warned about the intimate contact.) Most of them talked openly about their personal affairs and solicited advice from one another. In fact, during the period under investigation, several of the students paired off as "couples."

In the conventional schools, there was limited interaction between the students in the classroom. There were strict rules regarding peer group interaction in the classroom. Many of the students were allowed to talk to one another, but little physical touching or hugging was observed. Students were seen hugging and showing affection only during class changes. Most of the peer group interaction in the classroom focused on the exchange of ideas related to classroom activities (e.g., group projects, extra credit assignments, etc.).
Teacher and Student Interaction

In Project Y.E.S., the researcher observed much physical contact between the teacher and the students. It was not unusual to see the teacher and her students hugging, walking close together, sitting on the floor, or cuddled together talking about issues unrelated to academic subjects. In fact, the students made several remarks expressing the love for the teacher. "We love you Ms. S.!!" was a frequent comment.

The teacher appeared concerned about the "total" person. She could be observed encouraging students to get their work done. However, she seemed very concerned about their personal problems and their adjustment to the intervention program.

In the conventional schools, many of the students seemed to like their teachers. However, there was little outward or verbal expression of their love for the teacher. Most of the interaction between the teacher and student focused on classroom assignments and little else.

Project Success

Reward System

Project Success had a clearly designed plan for rewarding students. The program provided tangible rewards for exhibiting appropriate behavior, participating in group discussions, and completing assignments. Most of the rewards were food coupons offered by local business
establishments in Alachua County. These coupons were offered only to those students who cooperated fully with the Project Success intervention. Some coupons were offered periodically in the conventional classes. However, they were mainly for those students who had achieved academically, with a letter grade of B or better. Under these circumstances, only one of the students in the experimental group would have been eligible for any type of reward.

A second reward for the students was the total accessibility to the counselor in charge of the program. Few students in the conventional classes had this opportunity. The counselor was responsible for 500 or more students. Most of her sessions with students were emergency or crisis situations. The experimental students were privileged because they were able to talk with her at their convenience.

The Project Success students were able to view movies and videos that focused on adolescent issues. This was a real treat, since they were able to talk about issues that directly affected them. As they entered the room, the researcher often observed a sigh of relief, since most students knew they would be talking about non-academic subjects. During these sessions, the students were allowed to get as comfortable as they liked, even though most of them remained in their chairs unless called upon to
participate in role-playing activities. In most of the conventional classes, the movies and videos focused on academic or health-related issues. The conventional school had a session for the discussion of non-academic topics also. However, this session (commonly referred to as Fame), occurred only fifteen minutes a week on Thursdays.

The experimental students also participated in weekend sessions. These sessions were both educational and fun. Most of the students did not have adequate transportation on the weekend. It was a special treat to be picked up on the weekend for special learning activities. During these weekend sessions, they were able to interact informally with their peers and counselor. They seemed to cherish the informal interaction with the counselor, since they were allowed to communicate and express themselves freely with no repercussions. They were encouraged to talk about their frustrations, expecting that their needs would be met. (The students in Project Y.E.S. were also allowed to voice their concerns. However, their comments and complaints were limited due to the classroom setting.) Many of the Project Success students' comments would not have been well-received in the conventional classroom.

The students in Project Success were rewarded verbally by their peers, the counselor, and group facilitators. Many of them were pleased to hear favorable remarks about themselves. It appeared to build up their self-confidence
in the group sessions as time progressed. In the conventional setting, some of the students were rewarded verbally. However, most of the verbal praise was directly associated with academic performance only.

The final reward for the participants was dinner at a local restaurant. All of the students who "successfully" completed the intervention were treated to dinner. Many of them had never eaten at a fancy restaurant before. "Why does she have to keep coming to our table giving us refills? We didn’t ask for them."

"I guess I will wipe off the table."
"I want to take some of this food home."
"I am hungry, but I am ashamed to eat, because everybody will be looking at me!"
"I am going to take some chicken home in my purse."
"Can we really have as much as we want?"

These comments indicated that many of these students had never been exposed to a formal dining experience.

Student and Teacher Interaction

In the alternative setting, the interaction was much more intimate. Most students talked openly to the counselor about various issues. Many of these topics dealt with personal issues ranging from sex to peer pressure. The small size of the conference room, coupled with the small group size, encouraged more intense interpersonal interaction. The meeting room was about one-third the size
of a traditional classroom. In all of the sessions, the chairs were arranged in a semi or full-circle. The counselor or group facilitator sat in the middle. This seating arrangement was instrumental in encouraging good eye contact and intimacy among the participants. The following is an illustration of the seating arrangements for the alternative school versus the conventional setting.

Figure 1:

<table>
<thead>
<tr>
<th>SEATING A</th>
<th>SEATING B</th>
<th>SEATING C</th>
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</thead>
<tbody>
<tr>
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<td><img src="image" alt="Diagram" /></td>
<td><img src="image" alt="Diagram" /></td>
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</table>

Research suggests that interaction will be facilitated by small size and physical proximity. When these circumstances are present, they tend to produce high levels of interaction, individual satisfaction, and group cohesion (Festinger, 1950; Homans, 1950).

Counselor and Student Interaction

The intimacy between the students and the counselor was evident. All of the students expressed a strong personal
liking for her. It was not usual to see the students walking and talking with her about various issues. When given the opportunity, they would sit close to her and constantly give her positive compliments. This interaction was evident during group sessions, weekend sessions, and during other periods of the day. The researcher suspects that this black counselor was viewed as a very special person by the students, especially since most of their teachers and administrators were white. She was perceived as someone who could relate to them as black individuals.

In the conventional classrooms, there was limited interaction between the students. Most of the classroom sessions were academically oriented. Thus, the students were required to focus mainly on their academic subjects. The strict classroom rules limited the teacher-student interaction unless they were discussing academic issues.

**Neighborhood/Locale**

All of the participants knew each other, and lived within one-half mile of each other in a local housing project. In the first meeting, the students immediately realized that they were all from the same neighborhood. "Hey, wait a minute, all of us live in the same place. Why were we picked?" The proximity factor allowed the students to interact beyond the classroom setting. Theoretically, they could continue to converse and discuss issues related to them as a group before, during, and after school. They
could serve as role models for each other, since the likelihood of having direct contact was very high.

All of the students realized they had similar attributes (race, housing, socioeconomic backgrounds, etc.) and lived under similar conditions. These factors were instrumental in encouraging them to discuss issues openly with little fear of being compared to "outsiders."

In the conventional schools, the students' socioeconomic status ranged from lower- to upper-middle class. This contrast may have contributed to the limited involvement of many of the students in the classroom.

Direct observations of teacher-student interaction provided another perspective on the distinctiveness of the alternative school. On the following pages, the researcher has provided a duplicate copy of the Flanders Interaction Analysis Categories. This description is followed by a listing of the frequency observations for Project Y.E.S. and the three conventional schools in Pinellas and Alachua County. These frequency observations were obtained by coding an observed event every three seconds, (the usual Flanders procedure) during the class time. The conventional classroom settings lasted an average of 45 minutes each, and the alternative setting in Pinellas County was observed for an entire school day on seven different occasions. The frequency scores ranged from a minimum of 0, indicating no observations to that category, to infinity. The actual
numbers listed, ranging from zero to infinity, were
dependent upon how often that particular event occurred. A
collection of percentage differences for the interventions
and the conventional school is also included.

**Comparison of Project Y.E.S. and Conventional School:  
Summary and Discussion**

When the observation data collection was completed, a
distribution of category frequencies was formulated. Tables
7 and 9 shows comparisons of Project Y.E.S. and its
conventional counterparts. The observations are based on a
total of 44 different classes in the conventional schools
and 7 entire days at Project Y.E.S. (Refer to Table 6 for
the FIAC used for this comparative analysis.)

**Accepts feelings**

There was a low level of frequency in the area of
acceptance for Project Y.E.S. and the conventional schools.
This category had the lowest level of frequency for both
settings. One possible reason for the low frequency in the
conventional schools was the structure of the classroom
setting. In most classes, the teacher maintained control
and directed the classes in an orderly fashion. There was
little time to deal with the personal feelings of individual
students. Comparatively, Project Y.E.S. had a higher degree
of frequency for category 1, even though the overall
frequency levels were still quite low. The minor increase
may be due to the informal setting of Project Y.E.S., which
allowed for more informal discussions.
Table 6: Flanders Interaction Analysis Categories

<table>
<thead>
<tr>
<th>Teacher talk</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accepts feelings.</td>
<td>Accepts clarifies an attitude or the feeling tone of a student in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.</td>
</tr>
<tr>
<td>2. Praises or encourages.</td>
<td>Praises or encourages students; says &quot;unhum&quot; or &quot;go on&quot;; makes jokes that release tension, but not at the expense of the student.</td>
</tr>
<tr>
<td>3. Accepts or uses ideas of students.</td>
<td>Acknowledges student talk. Clarifies, builds on or asks questions based on students ideas.</td>
</tr>
<tr>
<td>4. Asks questions.</td>
<td>Asks questions about content or procedure, based on teacher ideas with the intent that the students will answer.</td>
</tr>
<tr>
<td>5. Lectures.</td>
<td>Offers facts and opinions about content or procedure; expresses his own ideas, gives his explanation, or cites an authority other than a student.</td>
</tr>
<tr>
<td>6. Gives directions.</td>
<td>Gives directions, commands, or orders with which a student is expected to reply.</td>
</tr>
<tr>
<td>7. Criticizes student or justifies authority.</td>
<td>Makes statements intended to change behavior from non acceptable to acceptable patterns; arbitrarily corrects students answers; bawls someone out. Or states why the teacher is doing what he is doing; using extreme self reference.</td>
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<table>
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<th>Student talk</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>8. Student talk-response.</td>
<td>Student talk in response to a teacher contact with structures or limits the situation. Freedom to express own ideas is limited.</td>
</tr>
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Table 6--continued

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<tr>
<th>Initiation</th>
<th>9. Student talk-initiation. Student initiates or expresses his own ideas either spontaneously or in response to the teacher's solicitation. Freedom to develop opinions and a line of thought going beyond existing structure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silence</td>
<td>10. Silence or confusion. Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.</td>
</tr>
</tbody>
</table>

No scale is implied by these numbers. Each number is classifitory and designates a particular kind of communication event (Flanders, 1965, 1970). To write these numbers down during observations is to enumerate, not to judge a position on a scale.
Table 7: Raw Scores of Project Y.E.S. and Conventional Schools: Frequency Observations Using the Flanders Interaction Analysis Category

<table>
<thead>
<tr>
<th>FIAC Categories</th>
<th>Conventional Schools</th>
<th>Project Y.E.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>22</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>649</td>
<td>208</td>
</tr>
<tr>
<td>3</td>
<td>104</td>
<td>94</td>
</tr>
<tr>
<td>4</td>
<td>360</td>
<td>200</td>
</tr>
<tr>
<td>5</td>
<td>719</td>
<td>182</td>
</tr>
<tr>
<td>6</td>
<td>1063</td>
<td>340</td>
</tr>
<tr>
<td>Student talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>310</td>
<td>300</td>
</tr>
<tr>
<td>8</td>
<td>606</td>
<td>170</td>
</tr>
<tr>
<td>9</td>
<td>481</td>
<td>372</td>
</tr>
<tr>
<td>10</td>
<td>173</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>4987</td>
<td>1964</td>
</tr>
</tbody>
</table>

Table 8: Raw Scores of Conventional School in Alachua County: Frequency Observations Using the Flanders Interaction Analysis Category

<table>
<thead>
<tr>
<th>FIAC Category</th>
<th>Conventional School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher talk</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>449</td>
</tr>
<tr>
<td>3</td>
<td>81</td>
</tr>
<tr>
<td>4</td>
<td>828</td>
</tr>
<tr>
<td>5</td>
<td>723</td>
</tr>
<tr>
<td>6</td>
<td>1000</td>
</tr>
<tr>
<td>7</td>
<td>459</td>
</tr>
<tr>
<td>Student talk</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>547</td>
</tr>
<tr>
<td>9</td>
<td>415</td>
</tr>
<tr>
<td>10</td>
<td>368</td>
</tr>
<tr>
<td>Total</td>
<td>4881</td>
</tr>
</tbody>
</table>

The researcher looked at the same categories for Project Success. Since Project Success was not a classroom setting, the process of coding student and teacher interaction in the classroom every three seconds was not used.
Figure 2: Comparison of Project Y.E.S. and Its Conventional Middle-School Classes: Differences of Percentages of Teacher-Student Responses and Initiation and Silence Categories in Flanders Interaction Analysis Categories (FIAC)

Key: □ Conventional middle school classes  □ Project Y.E.S.

Conventional class observation figures were rounded.
Figure 3: Frequency Scores for Teacher-Student Response-Initiation and Silence Categories in Flanders Interaction Analysis Categories (FIAC) for the Conventional School: Alachua County.
Praise and encourage

In both the conventional schools and Project Y.E.S. praise and encouragement were evident. There was more praise and encouragement in the conventional schools. This is surprising, given the size of the classes and the minimal amount of time spent with each student. However, most of the praise was in response to correct answers and participation in academic areas. Many of the teachers made a special effort to encourage classroom participation and assignment completions by highlighting those students who took a special interest in the discussions. In Project Y.E.S., most of the praise and encouragement focused on behavioral qualities. Every effort was made to praise the students in as many areas as possible on a regular basis (e.g., student attitude, student interaction, social skills, etc.).

Accepts and uses students' ideas

Project Y.E.S. classes accepted and used students' ideas more frequently than their conventional counterparts. The informal setting allowed many of the students to talk at will and express their viewpoints more regularly than the conventional students. The size and informal structure of the class setting gave the teacher the opportunity to ask more questions and build upon the students' ideas. This acceptance and usage was evident during classroom sessions, field trips, speaker presentations, and leisure time.
The conventional schools had a lower frequency rate in this area. A few of the teachers clarified or built on students' ideas. However, most of the discussion was dominated by the teacher.

**Asks questions**

There was a higher percentage of questions were asked in the conventional setting. Most of the questions focused on review sessions, homework assignments, and clarification of student assignments. The teachers wanted to make sure the students understood their assignments. Many of the sessions in the conventional setting were lectures. Therefore, most of the questions were asked by the teacher at the end of the lecture or review. In Project Y.E.S., many questions were asked by the teacher. However, the questions were not restricted to academics. Many of the questions occurred during the group sessions, focusing on a variety of relevant non academic issues.

**Lecture**

The teacher in Project Y.E.S. lectured in some of the basic academic areas. However, the lecture format did not dominate. On most occasions, the teacher did not talk for any extended period of time. Due to the informality of the classroom setting, the students often interjected their own ideas and opinions about the subject matter.

Conversely, the lecture sessions were very dominant in the conventional schools. The lecture format progressed
smoothly with few interruptions or distractions. The conventional students prepared themselves daily for a lecture presentation. The conventional teachers had fewer options in presenting materials since the class sizes were much larger. It was very difficult to provide informal sessions. However, the large class sizes did not stop the teachers from providing personal attention to the students, upon request.

Directives

The frequency of directives was very high for both conventional schools and Project Y.E.S. However, the conventional schools rated the highest in this category. In the conventional schools the directives mainly centered around commands relating to school work. Students were constantly reminded to complete their school tasks and follow all instructions. Only a few of the directives dealt with classroom behavior, verbal outbursts, or other disruptive activities.

Most of the directives in Project Y.E.S. centered around commands relating to student behavior (talking, verbal outbursts, lack of participation in the classroom process). A few of the directives related to school work. However, most of the directives dealt with behaviors that stifled the student’s participation and performance in the classroom.
Criticizes or justifies authority

Most of the conventional classes were very structured and orderly. Very little criticism was evident during classroom hours. On a few occasions, it was necessary for the teachers to explain their actions in regard to rules, policies and grading procedures. Their justification for taking an authoritative posture was usually in response to questions asked by the students concerning grades or certain rules.

The teacher in Project Y.E.S. was more critical of her students' behavior. She had to remind students on a number of occasions that she was the authority figure in the classroom. This finding was surprising since the researcher assumed that the alternative school would show a greater proportion of supportive responses from the teacher. The high percentage of criticism and authority in the classroom was mainly due to the lack of respect and discipline shown by the participants. Had she not used her authority, the classroom setting could have been potentially destructive.

Student-talk response

In both the conventional and alternative setting, students responded when called upon. However, the student-talk response was higher in the conventional schools. In fact, the conventional students were expected to respond when called upon, and many of them eagerly responded. Most of the discussions in the conventional
classes were teacher dominated, leaving little room for freedom of expression.

In the alternative setting, the students responded to questions asked by the teacher, but not as readily as the students in the conventional classes. Many of them responded only after being encouraged by the teacher or their peers. Once they began talking they were allowed more freedom of expressions than their conventional counterparts.

Student-talk initiation

Project Y.E.S. classes were characterized by a much higher frequency of student-talk initiation than in the conventional settings. In fact, this was the highest frequency category for the alternative school. Most of the Project Y.E.S. sessions included a lot of spontaneous informal discussions. Students were given more freedom to develop opinions and ideas beyond the existing structure. On some days, certain sessions were extended if the discussions were orderly and the students showed an interest in the subject matter. The frequent outbursts and verbal assaults also contributed to a high frequency rate of student-talk initiation. In the conventional schools, the teachers were working within a specified time period. A certain amount of textbook information had to be completed by the end of the day. The limited classroom time lessened the likelihood of spontaneous student input and ideas. On those occasions when spontaneous comments occurred, their
ideas were immediately addressed and the teacher returned immediately to the traditional format.

Silence or confusion

In both the conventional and alternative school setting, pauses and periods of confusion were minimal. There was a slightly higher percentage of silence and confusion in the conventional schools, mainly due to testing, films, and silent reading. Every effort was made to avoid those classes/sessions that were dominated by test taking and films. However, in some of the classes, test taking, silent reading, and films did occur for a brief period of the time.

Comparison of Project Success and the Conventional School

When the observational data was completed, a distribution of category frequency was formulated for the conventional school only. As previously stated, Project Success was not a classroom setting. Even though its goals and objectives were similar to Project Y.E.S., the researcher was not able to use the same coding procedure for the Project Success intervention. However, the researcher was able to observe some of the variables identified in the FIAC scales during the operation of Project Success. Even though they are not enumerated, some comments will be offered with the major subheadings in mind.
Accepts feelings

In the conventional schools, there was a low level of frequency in the area of accepting and clarifying the tone of a student in a nonthreatening manner (.002). The most obvious explanation was the basic structure of the classroom. In most of the classes, the teacher maintained most of the control and directed the classes in an orderly fashion. There was very little time to deal with the personal feelings of the students, even though some of them made their feelings known. Most of the teachers had a certain amount of material to cover, and every effort was made to remain focused on academic matters only.

"Okay students, we have to complete this. You have a test tomorrow."
"We need to move on." "You need to catch up, because we will have the chapter test tomorrow."

Only two teachers made a special effort to accept and clarify the attitude or feeling tone of the students. "What's the matter over here?" "If you are having a problem, maybe I can help you. Move over and let me sit here with you at the table."

In Project Success, the group sessions were very informal. The acceptance and clarification of feelings in a nonthreatening manner was common. On many occasions, the students expressed personal feelings about various issues. The counselor accepted their feelings and allowed them to discuss them at length.
**Praise or encourage**

In the conventional school, praise and encouragement were evident (9%). The students were usually praised for their participation in classroom discussions and task completions. In three of the classes, the teachers offered tangible rewards. These rewards included lining up early for lunch, listening to the radio, or giving out peppermint candy.

In Project Success, all of the students were praised for their efforts and cooperation in the group sessions. Due to the group size, every student had the opportunity to participate. This format insured that every student would receive some praise before the end of each session. The praise and encouragement received during the group sessions were very important to the students, since many of them did not receive much praise in the conventional classroom. Most of the experimental students were average or below-average students. At least four of them had been retained and had indicated that they had some reservations about speaking up in front of people. All of the factors probably minimized the praise and encouragement offered in the conventional setting.

**Accepts or uses the ideas of the students**

In the conventional classes, the acceptance and use of student ideas was minimal (.016). Only a fraction of the teachers clarified or built upon the students ideas. Due to
the formal structure and time constraints, the teachers were forced to adhere to a strict schedule. This made it difficult for them to expand on students' ideas. A few teachers did allow students to talk about related issues. However, the teachers had to immediately move on to the next level of discussion in order to complete a day’s work.

In Project Success, the students' input and ideas played a dominant role in the program. In each session, the students were given the opportunity to contribute and make suggestions for the program. Even though the counselor had the basic format in mind, the students' ideas were always discussed openly and taken into consideration before any final decisions were made. Obviously, the size and informal structure of the sessions allowed the counselor more leeway in accepting and implementing the students' ideas.

Ask questions

Many questions were asked by the students in the conventional classroom. Most of the questions focused on homework assignments, in-class assignments, and clarification of problem areas. This category was the second highest category in terms of frequency (17%). It was not unusual for the teacher to call on six or eight students in order to make sure they understood the class work. When responses were slow or the students seemed uncertain about the assignment, many of the teachers reviewed the information again.
In Project Success, the counselor asked many questions. Her questions focused on nonacademic subjects (e.g., peer pressure, communication skills, etc.). In most instances, the students would respond. If a student did not respond immediately, he/she was given some additional time to think about the responses, or the counselor moved on to another student.

Lecture

The lecture format was very dominant in the conventional schools (15%). Due to time constraints, the lecture format insured that a certain amount of information would be covered daily. Due to the large class size, the lecture format appeared to be the most appropriate way of disseminating information. Even though many teachers lectured, they still took the time to provide personal assistance upon request.

In Project Success, there were few lectures. All of the sessions were designed to include the students in every phase of the discussion. Since the activities were group-oriented, it was difficult for any one person to take control of the session. It was also difficult for the counselor to talk at length about any subject without being interrupted by a student.

Directives

The conventional school had a high frequency rate for directives (20%). This category occurred with the greatest
frequency. Most of the directives focused on commands and orders related to school work. There were also many directives dealing with classroom behavior, verbal outbursts, and other disruptive behavior. In many of the classes, it took an average of eight to twelve minutes for the students to settle down. The teacher had to constantly give directives in an effort to maintain some order in the classroom. These directives continued during the entire class period because many of the students continued to talk and disobey the classroom rules.

In Project Success, the directives were mainly aimed toward encouraging group discussion and role playing activities. Because it was not a classroom setting, the counselor did not have to be concerned about verbal outbursts and other disruptive behavior. Unlike the conventional classes, the students in Project Success were expected to comply on a voluntary basis. If they did not participate, they were not penalized, ridiculed, or commanded to participate against their will. On many occasions, the counselor gave them extra time to think about how they would respond to various hypothetical situations.

Criticizes student or justifies authority

In the conventional classes, there was some evidence of criticism and justification of authority. This category occurred with greater frequency when compared to the two conventional schools in Pinellas County (9% compared to 6%
in Pinellas County). This difference may be due to the exhibition of more disruptive behavior in the conventional classrooms in Alachua County. Some of the teachers in the conventional school resorted to criticizing students in an effort to curb their disturbances in the classroom. On several occasions, the teachers had to justify why they were responding in such a manner:

"I only want to instill in you a sense of responsibility."
"Young people you have to learn to follow through with your tasks!"

The teachers also justified their authority. For example:
"If you all can’t be quiet right now, we can stop."
"If this does not stop, I will send you to the front office."

In Project Success, very little criticism was evident. The sessions were designed to provide opportunities that would guarantee the student some degree of success. The counselor made a special effort to minimize critical remarks. If she received any negative feedback concerning the experimental students, she generally offered suggestions for improvement for the whole group, rather than focusing on any individual. Her responses were:

"I understand that there have been some problems in the classroom?"
"Young people, it is very important that all of you exhibit proper behavior in the classroom."
"You cannot concentrate on your lesson if you are acting out."

**Student-talk response**

In the conventional setting, the students responded when called upon (11%). In many of the classes, the same students participated in the sessions repeatedly.

Student: Oh, I know. I know the answer.
Teacher: Wait a minute, give him a chance to answer the questions.

The discussions were teacher dominated. Most of the responses were in direct response to the teacher. Freedom of expression was limited.

In Project Success, the students talked and responded to the counselor during the group session. However, the responses were not limited to teacher contact. The students had the freedom to express their ideas freely at any time during the group sessions. Varied opinions and viewpoints were strongly encouraged by the counselor.

**Student-talk initiation**

In the conventional schools, the teachers had to adhere to a strict time schedule. This limited the spontaneity of student ideas. When there was some development of free thought and expression of ideas, their ideas were immediately addressed, and the teacher immediately returned to the traditional format.
In Project Success, many of the sessions were characterized by spontaneous student-talk initiation. Many of the students went above and beyond the existing structure of the group sessions. If their ideas were relevant and interesting to the group, they were allowed to talk and discuss them at length.

Confusion and silence

In the conventional schools there were some periods of silence and confusion (8%). Silent periods occurred during tests, films and silent reading. Every effort was made to avoid those classes that were dominated by the above. However, in some instances they occurred for a brief period of time.

In the alternative sessions, there were no periods of silence or confusion. Every moment was spent sharing information, role playing, or discussing techniques that could help students develop their social skills. Time was a priority, and every minute was used to engage in some type of exchange process.

Summary

Every effort was made to identify the differences between the alternative and conventional school settings. These differences were identified through (1) direct observation, (2) the Flanders Interaction Analysis Categories Scale, and (3) five other identifying variables that distinguished the alternative settings from their
Table 9: Number and Types of Classes Observed in the Conventional and Alternative School Setting: Project Y.E.S.

### Conventional Schools

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Classes</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School 1</td>
<td>English</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>6</td>
</tr>
<tr>
<td>Middle School 2</td>
<td>Science</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>

Dual teaching classes included

### Project Y.E.S.

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Classes</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Group Counseling</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Project Y.E.S. classes were observed a total of seven times for the entire school day. Students did not change classes. There were a total of 10 students in Project Y.E.S. during the period under investigation.
Table 10: Number and Types of Classes Observed in the Conventional and Alternative School Setting: Project Success

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Classes</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>13</td>
<td>274</td>
</tr>
<tr>
<td>Social Studies/History</td>
<td>8</td>
<td>194</td>
</tr>
<tr>
<td>Science/Health</td>
<td>7</td>
<td>175</td>
</tr>
<tr>
<td>Math</td>
<td>9</td>
<td>258</td>
</tr>
<tr>
<td>Reading</td>
<td>2</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>983</td>
</tr>
</tbody>
</table>

Each session in Project Success was observed a minimum of 50 minutes, to a maximum of one and one-half hours. There was a total of 7 group sessions and 3 weekend sessions. Individual counseling averaged 30 minutes per week. A total of eleven (11) experimental students were in Project Success for the period under investigation.
conventional counterparts (e.g., classroom structure, rewards, school rules, administration, student and teacher interaction, and peer group interaction). These daily accounts attest to the fact that the alternative schools were in fact different enough to meet Gold and Mann’s (1984) description of a promising educational program that (a) offered successful experiences, (b) suspended the traditional student-teacher role, and (c) provided materials and tasks appropriate to the students’ present level of skills. The following chapter addresses how the various components of these intervention programs could have contributed positively to successful experiences, self-esteem and reduced disruptive/delinquent behavior.
The major components of these intervention programs are
categorized into physical features, rewards, school rules,
peer group interactions, student-teacher/counselor
interaction and daily classroom activities. Each
intervention is discussed in terms of its potential to
produce successful experiences, improve self-esteem, and
reduce delinquent/disruptive behavior.

Individual predictions are also offered for the
experimental students in Project Y.E.S. and Project Success
(see Appendix D). These predictions are based on daily
observations of the students in classroom and group
settings, interview sessions, and informal impromptu
conversations with the students during breaks and other
leisure periods. The purpose of the individual predictions
is to provide an additional basis for assessing the results
of the two program interventions. Ordinarily, outcomes are
seen to be direct products of the planned intervention.
This approach assumes program implementation was
accomplished exactly according to plans, and that informal
and unplanned aspects of the program had no effects on
outcomes. These observations (see Appendices A, B, and
Successful Experiences, Self-Esteem and Delinquent/Disruptive Behavior: Project Y.E.S.

Successful Experiences

This section will identify the six major components previously identified and how they address successful experiences. Intervention programs should incorporate two essential elements in order to meet Gold and Mann's (1984) criteria of a successful program. First, students must experience a preponderance of successful scholastic experiences by means such as individualized curricula with grades based on progress. Second, a program must involve a substantial suspension of the conventional teacher-student role so that the teacher may provide warm, personal, social support to each student. The discussion below shows how each component in this program contributed to successful experiences. All of the observations described are considered evidence of successful experience.

Physical Features

Posters illustrating students' recent accomplishments, personal shields and individual folders were designed and created by each individual student. Once done, they
indicated the successful completion of school-related tasks. Other physical items which provided evidence of success included individualized work boxes for completed assignments and personal experience columns. Every student was assured a certain degree of success since school tasks were self-paced. Little emphasis was placed on competition or comparing any student's activities to the other students in the classroom.

**School Rules**

In order to issue some success, the program offered very flexible rules. The needs of the students were a priority, and the flexible rules insured that they would experience some success, even if only minimal. There were also fewer penalties for rule violations in an effort to encourage greater commitment to the student role. Students were allowed to work on assignments at their own pace to insure some degree of success. The grades they received were also based on individual progress, not on a classroom timetable. Even though the students were expected to complete their work, little emphasis was placed on how much work was finished or what assignments were not completed. The key was to encourage some progress toward completing a goal.

**Administration**

The students' relationship with the administrators was often very informal. This provided a number of
opportunities to experience success. Almost all of the students received individual attention from the administrators. Their personal needs and concerns were addressed by the administrative body. Each student was personally greeted by the administrators, who expressed a genuine interest in their well-being on a daily basis. The students were also allowed to participate in weekly meetings. During the scheduled meetings, the students were allowed to make suggestions and recommendations for improving the intervention program. Most importantly, their input was evidence of the students’ successfully contributing to the organization and structure of the intervention program.

Rewards

The program emphasized the (a) successful completion of academic tasks, (b) positive behavior, and (c) constructive interaction with peers and authority figures. Students were rewarded for exhibiting any progress in any of these areas. Specific rewards included lunches from local restaurants, movies, videos, music, extended leisure breaks, and shopping in the school store. There were few restrictions on seating patterns. Students were allowed to sit anywhere in the room, as long as they did not distract their peers. Students were also afforded a great deal of privacy with regard to their personal needs. Earned time was also offered as a means of rewarding individual and group
performance during the preceding week. Fortunately there were no class changes. This eliminated time restrictions—thereby offering the students more time to successfully prepare and organize with minimal distractions.

**Student-to-Student Interaction**

The students expressed a great deal of intimacy and cohesion during the school day. This extensive interaction tended to produce positive feelings toward one another. These positive feelings led to even greater interaction—sitting together during lunch, calling each other after hours, and exhibiting verbal and physical stroking in the classroom. This interaction also facilitated their patterns of communication. They shared and exchanged many ideas during class time and during the group sessions. These activities emphasize the successful interaction between the students and the positive rapport that was established.

**Teacher and Student Interaction**

In Project Y.E.S. the teacher was allowed to physically express her concern for her students. On several occasions, she could be seen hugging her students and/or affectionately touching them on the shoulders. All of them seemed pleased and comfortable with the physical contact. The students reciprocated by providing positive statements about the teacher and expressing their emotions toward her in the classroom setting. "You are nice. We really like
On several occasions they were observed discussing personal and non-academic issues with the teacher before, during, and after school. All of the above activities indicate a substantial suspension of the conventional student-teacher role so that the teacher could provide warm, personal, social support to each student.

**Daily Observations**

Each day, the students were involved in individual or group counseling sessions. During these sessions they were allowed to express their views and role play various hypothetical situations. Most of the discussions were relevant to the student's needs and concerns (e.g., running away, sex, homosexuality). The intervention emphasized student input and participation, not how well they acted or performed. The emphasis was on individual level of competence, not how well they did in comparison to their peers. This insured that each student would experience some degree of success if he/she made an effort.

**Physical Features and Self-Esteem**

Thus far, the researcher has identified the six major components and how they contribute to successful experiences. This section will identify the same components and how they address self-esteem. The first program component that was predicted to positively affect the experimental group is categorized under the heading of
physical features. In Project Y.E.S., many physical features were used in an attempt to address self-esteem. Some of the most dominant features were posters of completed assignments which highlighted the success of each student. The accomplishments included homework assignments and other in-school assignments. Personal experience columns were also posted indicating the students' participation in various trips and other extracurricular activities.

It seemed that the posting of the students' successes was aimed at building self-esteem, since the posting of their accomplishments allowed them to feel good about themselves. Thus, there was a daily visual reminder of their achievements. Not only were the students proud, but they were also proud of the fact that others could get a glimpse of their accomplishments prominently posted in the room. Upon the researcher's arrival, many of the students pointed out their posted work and asked the researcher's opinion about their work. "What do you think?" "You like it?" It was quite obvious that these students were proud of their work and that they enjoyed the positive feedback from those who viewed it.

One of the other physical characteristics that had the potential for building self-esteem was class size. The alternative classroom was about one-third the size of a traditional classroom, with only one-fourth of the students found in most conventional classes. The size and number
offered many opportunities for informal personal interactions between teacher and students. Each student had the opportunity to receive personal attention, verbal and physical stroking, and one-to-one contact--daily situations not found in the conventional schools on a wide-scale basis. All of these acts had the potential for building self-esteem. Inspiring slogans and poems were posted throughout, i.e., "Accept me as I am and we will discover each other"; "Who am I?" The content of the slogans and poems and other written materials was aimed at encouraging and motivating the students toward success. They were also aimed at encouraging the students to like themselves and show more respect for their peers. Similarly, each student was encouraged to post a medieval-style personal shield. The shields personified the participants and were thought to have the potential for building self-esteem.

Even though the conventional schools displayed signs and slogans, most of them were aimed at enhancing academic performance (see Appendix C). Many of these signs were not clearly visible as one entered the classroom, and were noticed only because the researcher made an effort to identify them. Overall, academic excellence was the essence of the most of the displays in conventional classrooms, i.e., "Together we share"; "Concentrate"; and "Time will pass, will you?" All of these focus upon academic
performance. Project Y.E.S. signs were visible, large, decorative, and consistent in regard to highlighting the student. Project Y.E.S. illustrations focused on the whole or "total" person, not just on academic performance.

**School Rules and Self-Esteem**

In Project Y.E.S., many of the rules were very flexible. One can suspect that the shaping of the rules to cater to the students' interests and personal needs did a lot to boost their level of self-esteem. Since there were fewer hard and fast rules, there were fewer opportunities to fail. By assuring flexibility in the rules, many of the slower students were able to make some commitment to the student role—precisely because they were allowed extra time and attention not normally found in traditional classroom setting.

Even though many rules were posted, they were seldom enforced. From a positive standpoint, this flexibility allowed the alternative students extra time to work on their academic subjects. On many occasions the teacher spent two class periods on one subject, especially if the students expressed having difficulty in the area. She also extended her discussions if the students expressed concern about the difficulty of the assignments. This flexibility can be seen as aiding self-esteem in that students were made to feel that what was really important was their particular needs
and concerns. Students appeared to need and want the additional time and personal support.

A greater tolerance of rule violations was also evident in Project Y.E.S. On many occasions students were given extra chances to improve their behavior, even when their misbehavior was extreme. These additional opportunities to improve would not have been permitted in the conventional classroom. In fact, for many of the offenses, the students would have been expelled from the classroom.

Disruptive behavior was ignored in the hope that it would dissipate over time. On many occasions, the students would say "Okay, okay, Ms. S., I am going to do better." More often than not, they were given more chances to improve their behavior. Many of these extra chances were given out of frustration in dealing further with the situation, but on most occasions, the extra chance was an indication that the teacher had faith that a student would improve if given another chance. These extra opportunities to correct behavior had the potential of increasing self-esteem because they indicated to the students that the teacher had faith in their changing their behavior--so much faith that she allowed them more time (than the average teacher) to change their behavior. It was like saying, "I know you are good and I am going to give you time to learn it for yourself!"
Administration and Self-Esteem

The accessibility to the administration could be seen as a major factor in addressing self-esteem. Under normal circumstances, students have to go through a chain of command to verbalize issues affecting them. In most instances, it is unlikely that an administrator is available to address student concerns. In this program, however, the persons in charge were available and in close proximity. This situation allowed the students to converse with the administrators on a regular basis. Based on the researcher's observations, the students took full advantage of this opportunity. It was not unusual to see students sitting in the administrator's office discussing issues. Each though there were many disagreements between the staff and the students, the students still had access to those in charge. This accessibility had the potential of making the participants feel good about themselves in that those in charge had an obligation to address their concerns and needs.

The administrators personally greeted and met with the students on a weekly basis. This indicated that they valued the students' ideas and opinions about the program and activities. These weekly meetings were designed to address the needs and concerns of the students and to lay the groundwork for activities of the upcoming week. This sort of participation in the decision-making process may be
viewed as having the potential to positively affect self-esteem. Students were able to make decisions on how their school would operate. On many occasions, their ideas were met with resistance. However, they were still given the opportunity to express their ideas and suggestions and to provide input concerning the operation of their school.

In addition, it was not unusual for those in charge to interact with the students even when they were not obligated to do so. On many occasions, administrators chose to eat lunch with the students. They also accompanied the students on field trips and intermingled with them during leisure time. There were comments like, "I heard you are getting your lessons now. That’s great!" "What are you going to be doing this weekend?"

Since these activities were voluntary, one could surmise that the students felt really important being in the company of administrators. They possibly felt worthy given the fact that those in charge wanted to interact in a positive way with them. Judging from their gestures, close proximity to administrators during conversations, and the frequency and volume of questions asked by the students, it was clear that many students enjoyed the interaction.

**Reward System and Self-Esteem**

A important aspect of Project Y.E.S. was the providing of tangible and intangible rewards for exhibiting appropriate behavior. These rewards had the potential to
impact on self-esteem in three ways. In one simplistic sense, our society is structured so that performance is followed by rewards. When one performs appropriately, one is rewarded. Those students who received rewards were also receiving a statement saying that they had accomplished something. In Project Y.E.S. the reward system can be seen as a definite effort to build self-esteem. What better way to make students feel good about themselves than to set up achievable tasks, to acknowledge their conforming acts, and to reward all positive behavior?

The students in Project Y.E.S. were also able to take advantage of off-campus lunches, videos, music, unconventional seating arrangements, and free space to roam at will as long as they did not disturb the other students. These special privileges implied that the students were special and worthy of special privileges. In fact, the message seemed to be that they were so special they did not have to follow the pattern of the traditional classrooms. These special privileges no doubt made them feel unique and were therefore instrumental in building self-esteem.

A major reward built into Project Y.E.S. was "earned time." During this period, students were allowed to purchase (with Y.E.S. dollars) time to engage in personal activities for fun and leisure. One of the highlights of the earned time was the corner store from which students were allowed to purchase various items ranging from food to
clothing items. This earned time had the potential for building self-esteem because at the end of the week it indicated who had completed most assignments and who had exhibited appropriate behavior during the week.

Many of the students exhibited great pride in their earned dollars and earned leisure time. It was not unusual for the teacher to specifically recognize dollar amounts and the appropriate behavior exhibited by the students for the week. Those who had excelled took great pride in this recognition because everyone else had an opportunity to hear about their accomplishments. Many of those who had not done well congratulated those who had, and vowed to do better in the upcoming weeks. Obviously, this practice may be seen as both a self-esteem builder as well as a threat to self-esteem. However, since students were publicly identified, those who had not done well were motivated more than they were threatened.

Peer Group Interaction and Self-Esteem

The peer group interaction in Project Y.E.S. was very intimate, due in part to class size, informality, and the close proximity of the students. The program was designed around open peer group interactions which facilitated the process of making positive comments about each other. Such interaction addresses the issue of self-esteem in at least two ways. First, peer group acceptance is a number one priority during the preadolescent and adolescent stage. The
intimacy displayed (e.g., touching, hugging, hand slapping, "smacking," "stroking") indicated general peer acceptance. The underlying idea is that when students feel they are liked, there is a high potential for improving self-esteem. Those students who entered the program with low self-esteem (as hypothesized) needed the stroking and the intimate interactions to enhance their self-esteem.

Second, many of the students participated in group activities. These activities required the students to work together as a group. As a result, many of them were able to receive positive feedback from their peers. If positive statements were great in number, this further encouraged emphasis on the positive attributes of students.

**Daily Classroom Activities and Self-Esteem**

To summarize the detailed notes of the Project Y.E.S. intervention, several areas are addressed briefly with an emphasis on how these areas affect self-esteem. One major observation in the detailed daily activities was the teacher’s effort to incorporate the students’ ideas into her lectures. Even though this was time-consuming (and in some cases irrelevant), every effort was made to allow them to participate. This opportunity can be viewed as an effort to build self-esteem in that all of the students’ ideas and suggestions were seen as important enough to get a response from the teacher. She was, after all, taking the time to
address their concerns. Very seldom were their ideas ignored or downplayed.

Another overriding observation was the students’ posture while sitting in the classroom. In the conventional classrooms, students were required to sit straight for the duration of the class period. In fact, students were reprimanded for slouching or leaning on desks in the conventional classrooms. In the alternative setting, the teacher allowed the students to be as comfortable as possible, as long as they remained focused on their work and did not distract others. Many of the students liked the idea of being able to assume any position that was comfortable. It was not unusual for students to either lie or sit on the floor at will. In fact, many of them isolated themselves in corners when they did not want to be distracted by the other students. This informality afforded the teacher the opportunity to interact more intimately with students and to provide that special attention that most of them were seeking. On several occasions, the teacher lay or sat on the floor with her students as she assisted them with their schoolwork. All of this special attention had the potential to improve self-esteem because each student was given special attention, and each student was given the right to choose the position most comfortable for him/her while completing work assignments.
Another common behavior pattern was the teacher’s consistent efforts to deal with relevant issues in her lectures. Some role playing was used in an effort to act out various concepts and to increase student participation. Topics for discussion ranged from anger management to teenage pregnancies. Students were allowed to role play and think through hypothetically created situations. Many of their suggestions were praised by the teacher and the counselors. In fact, the students’ input allowed those in charge the opportunity to encourage students to implement some of their positive suggestions into their own personal lives. "Go home and tell your parents how thankful you are for them." "How many of you have done this?" "When was the last time you told your parents you appreciated them?" It was obvious that the students felt good when they could participate in the learning process. On some occasions they contrived excuses for not doing their work. However, during many of the lectures and group sessions, the comments made by the students indicated they generally were taking a real interest in doing good work and being involved. Comments heard included "That’s not true"; "It’s not an addiction; my dad does it"; "It makes you feel good"; "I knew all about that already."

The teacher’s outward compliments appeared to have a positive impact on students’ self-esteem. On many occasions, she complimented those students who had performed
well. Many of the students who had not done anything all day could be seen scurrying to get something done before the school day was over to insure that they could be recognized. It was obvious that the teacher's announcements and verbal recognitions had the potential for increasing self-esteem.

Even during parent and student conferences, the focus remained on highlighting the positive qualities of the student. In fact, all of the positive attributes were identified prior to going into a detailed discussion of a student's inappropriate behavior. Even so, careful attention was given to the use of positive and encouraging statements to describe the student's behavior. All of this was an effort to insure that derogatory statements about the student would not be internalized.

Overall, most of the students showed a strong personal liking for the teacher, and it appeared that the feelings were mutual. On many occasions, one could hear conversations dealing with personal issues or other non-academic topics. It was not unusual to see the students crowd around her desk or say, "I like you Ms. S." Some of the students hugged the teacher or sat close to her during conversations. It appeared as if there was a positive rapport between student and teacher when the focus was on non-academic topics. Since there was no bus transportation offered for this alternative school, the afternoons provided additional minutes for the students to sit and talk with the
teacher. Many students took advantage of this time to become better known to the teacher. In general, the teacher was seen more like a friend than an authority, and the rules governing how teachers and students should behave were basically suspended.

Reduced Delinquent/Disruptive Behavior

A number of factors that were not part of the program’s design may have aided in the reduction of delinquent and disruptive behavior. For example, the alternative school was located in a district away from the conventional schools. Apartments and local businesses surrounded the building in which the alternative program was offered. Even if students contemplated violations, they had no place to go that they could not be seen by someone in the immediate vicinity. Another factor that may have affected the program’s ability to deal with disruptive behavior is that staff interacted only with those students and school personnel who were a part of the intervention program. This small-group situation improved the staff’s ability to monitor and respond to student behavior. In short, students realized immediately, upon their arrival, that they could be easily watched and quickly disciplined by those in charge.

In addition, some components of the program that were not seen as part of the intervention also had the potential to reduce delinquent/disruptive behavior. The school store, for example, was opened during specified school hours.
Students had to use their purchasing power during this time. During the other hours, the school store was under lock and key—thus reducing the chances of the temptation to deviate. In fact, the students knew if they engaged in any disruptive/delinquent behavior, they would not be allowed to participate in purchasing items from the store. For many of them, the highlight of the week was having the opportunity to purchase goods from the corner store.

The reward system also had the potential to influence delinquent and disruptive behavior. Students were aware that any reports of unacceptable behavior could eliminate or limit their access to the various rewards. While many of the rewards seem trivial to some (e.g., sitting on the floor, watching videos), most of the students did not want to be excluded from these activities. Many of the students knew that excessive disruptive or delinquent behavior could result in their immediate return to the conventional school.

Successful Experiences, Self-Esteem, and Delinquent/Disruptive Behavior: Project Success

Successful Experiences

Physical Evidence

Personal shields and individual folders were designed and created by each individual student. Once done, they indicated the successful completion of school-related tasks. Other physical items which were evidence of success included alternative work space for group sessions and informal
seating arrangements. This setting was aimed toward encouraging more intense emotional and personal relationships among the participants (see page 95).

Rules

In order to insure some success, the program offered very flexible rules. The needs of the students were a priority, and the flexible rules insured that the participants would experience some success. Many of the students did not complete the tasks. There were few penalties for incomplete tasks. Even though the students were encouraged to complete their work, little emphasis was placed on how much work was done or what assignments were not completed. Unlike Project Y.E.S., Project Success was not designed to provide grades or progress reports based upon the students' performance or behavior in group sessions. The key was to encourage some progress toward completing homework assignments. In fact, a few of the students were disappointed about not receiving any grades for completing their homework tasks. "We aren't gonna get a grade?" "I did all of my work; what are you gonna do with the papers?"

Rewards

Students were rewarded for their participation in the group sessions and for the completion of homework tasks. Specific rewards included verbal recognition, store coupons, videos, and participation in after-school and weekend
activities. During the group sessions, the students were allowed to express their opinions without any negative repercussions. Their personal needs were also given special attention because they were a part of the intervention. All of the rewards for the successful completion of some group task or homework assignment were evident.

**Student-to-Student Interaction**

The students expressed a great deal of intimacy and cohesion during the group sessions. On many occasions, they expressed their emotional feelings toward each other. The students were able to share and exchange many ideas relevant to the development of various social skills. The group sessions also encouraged verbal and physical stroking. Many of the students were very pleased about being recognized and supported by their peers. Some of the comments made by the counselor or presenter include: "Affirm your peers." "Say something nice about her." "Show them some love without saying I love you." "How do you show you care without talking? Go ahead, you two guys try it!" All of these activities emphasize the successful interaction between the students and the positive rapport that was established.

**Counselor and Student Interaction**

In Project Success the students and counselor were allowed to express their feelings toward each other. Both parties took advantage of the opportunity. During the group
sessions, the counselor highlighted the students' positive attributes, and encouraged them to take advantage of what the program had to offer. The students often reciprocated with positive comments about the counselor and the other group presenters. On several occasions, they were observed discussing personal and non-academic issues with the counselor before, during, and after school. In fact, a couple of the students became very attached to the counselor. She had to make a special effort to insure that she remain as objective as possible. All of the above incidents indicate a substantial suspension of the conventional student-counselor role relations so that the counselor could provide warm, personal, social support to each student.

Neighborhood

One factor that was not a part of the program's design may have contributed to success in behavior and attitude beyond the school setting. As previously stated, all of the students lived in the same neighborhood. These living arrangements insured some contact and exchange beyond school hours. Those students who exhibited exemplary behavior could serve as role models for the other participants. Those students could be viewed by their peers as successful because they were enacting some of the social skills they had learned in the intervention.
Daily Observations

The students were involved in group sessions at least once a week. During these sessions they were actively participating in role playing, informal discussions, and positive feedback from their peers and the counselor. Any effort to provide some input and participate was viewed as a measure of success. The students were actively participating and contributing to the group sessions. The focus was on their participation and input—not how well they performed or the validity of what they had to say. The counselor made a special effort to cater to each student’s level of competence in order to encourage participation and insure some success. Students were never compared to their peers. Each student was praised based on his/her own merit and motivation to achieve.

Self-Esteem

Physical Features and Self-Esteem

One of the physical characteristics which had the potential to influence self-esteem was class size. The alternative classroom was about one-third the size of a traditional classroom, and the alternative setting had only one-fourth as many students. The small size offered many more opportunities for informal personal interaction between teacher and students than would have been the case in conventional schools. In addition, the seating arrangements
encouraged dialogue, direct eye contact, and much opportunity for interaction. This close proximity facilitated intimacy among the program participants. While some individual attention was present in the conventional classes, the degree of intimacy and level of personal involvement between teachers and students was not great when compared to the alternative setting.

Rewards and Self-Esteem

A large portion of Project Success centered around providing tangible and intangible rewards for student participation in group sessions and completion of various tasks. These rewards ranged from food coupons to verbal praise. Providing rewards for the participating students might positively impact on self-esteem, since people generally feel good about themselves when they are rewarded in some way.

These special privileges/rewards also sent a message to the participants. The message was that they were special and worthy of special privileges based on their participation and performance in the group sessions and in their conventional classroom environment. These special privileges were instrumental in building self-esteem, since the students were made to feel important and rewarded accordingly. All of the students appeared pleased when their good deeds were acknowledged publicly and rewarded by the counselor. They would only talk about their rewards in
the follow-up sessions. Participants emphasized the value of the rewards in statements like the following: "You missed it!" "That was a good coupon. I used mine this weekend."

**Flexibility and Self-Esteem**

Project Success also offered the students much flexibility during the group sessions. Although there was a basic format designed for each session, they were often allowed to implement or eliminate ideas as the sessions progressed. In fact, this flexibility was encouraged by the counselor in an effort to meet the needs of the students. This flexibility can be seen as aiding self-esteem. The students were made to feel that their needs and concerns were really important. In many cases, these concerns could not have been addressed if the program had been strictly adhered to. Students needed and wanted the additional time and social support from their peers, and the counselor and in most instances obliged.

**Student and Counselor Interaction and Self-Esteem**

The students in Project Success had privileged access to the counselor. Whenever they wanted to talk to her, they were given special consideration because they were a part of the intervention program. This privileged access had the potential for building self-esteem. The students could feel good about themselves since they were given some priority.
As previously stated, this counselor was responsible for some 500 students. Under normal circumstances, she would not have much time to address their needs unless it was a major emergency.

During the group sessions, the students and counselor were in close proximity at all times. This facilitated a closeness between them. Such ready accessibility had the potential for building self-esteem in that the counselor was seen as someone who cared more and one who identified completely with them. Statements such as these illustrate this point: "You’re nice, Ms. _____. We like you." "We like it when you spend a lot of time with us." "You’re nice!"

Many students’ suggestions and actions were praised by the counselor. She would often encourage them to implement some of their newly found skills in their personal situations. When they could not immediately respond or participate and she did not criticize them for their lack of information. Instead, they were given additional time to think through their responses, or were asked simply to listen. This had the potential for building self-esteem since they were not rejected for a lack of response. Instead, they were called on at a later time because the counselor valued their ideas and opinions and believed they had something to contribute.
The weekend sessions also had the potential for building their self-esteem. The students realized that the counselor was not obligated in any way to provide sessions beyond the scheduled school hours. In fact, the entire program was done entirely on voluntary basis by all those involved. No person received any additional compensation or recognition for the additional time spent with these students. This special effort on the counselor's part made students feel good about themselves, since it indicated that someone wanted to spend some time with them even when they were not being paid to do so.

**Student-to-Student Interaction and Self-Esteem**

The program was designed to encourage open peer interactions. During the group sessions, the students made positive remarks about each other. These remarks were usually in reference to previous comments or behaviors in group activities. Comments from peers had a great deal of potential for building self-esteem, because peer group acceptance was a priority for these students.

Students who were exceptional in certain areas were seen as role models for some of the other students. All students had some positive qualities, and each student excelled in at least one area that was singled out for positive attention by the counselor. Such recognition had potential to impact positively on self-esteem. Students demonstrated their pleasure in being singled out for their
own special qualities. The group activities were instrumental in helping to develop some intimacy among the participants. When the group sessions began, the students were somewhat reluctant to share intimate thoughts and ideas. However, as the sessions progressed, the intimacy and trust among them increased. The social support among group members was significant, and it indicated broad peer group acceptance.

**Daily Classroom Activities and Self-Esteem**

As previously stated, the Project Success intervention focused on developing positive social skills. The aim was to provide an environment for successful experiences that would promote socially competent individuals. In each session, the students were taught various social skills, ranging from communication skills to responding to peer pressure. Each student had the opportunity to role play in different settings. These settings had the potential for boosting self-esteem in that the students soon realized they could master a specific social skill or contribute in some way to the group sessions. At the outset, many of the students were reluctant to participate. However, as the sessions progressed, the students were excited about learning effective social skills. One could observe their enthusiasm when called upon to participate and in various statements such as the following: "What are we going to do today?" "What do you have planned for us?"
The sessions were also instrumental in providing an arena wherein students would be assured of some degree of success and some amount of positive feedback from the counselor and their peers. The group sessions allowed students an opportunity to complete tasks beyond the school-based setting, tasks directly related to the group activities. The students who cooperated seemed pleased with these assignments and liked the positive feedback they received when the tasks were completed. In fact, some of them would inquire about a peer's homework and then proudly indicate that they had completed their own homework assignments.

Finally, the skills learned in these sessions were intended to apply to real-life situations at home, at school, or during play. In fact, this was encouraged by the counselor. The counselor and other staff or guest speakers frequently invited students to apply the skills learned at school in other settings. "The next time you have an argument with your brother, try it." "When you're in class, use this technique." "When you meet people, look at them so they will give you some respect."

Project Success and Reduced Delinquent/Disruptive Behavior

A number of factors that were not part of the program's design may have aided in the reduction of delinquent and disruptive behavior. Two weekend sessions included visitations to criminal justice facilities. These visits
can be viewed as a means of deterring the students from criminal law violations and drug use. Many of them had never been exposed to a jail setting or talked to people who are drug addicts. At the drug facility, the students talked to many addicts who had destroyed their lives and their families as a result of drug use. The students were also able to observe the deplorable conditions of a jail setting and learn about the rigid rules and regulations of the jail. Based upon the students comments, these visitations had the potential to impact positively on their behavior. "I am going to stay out of trouble." "I am never going in a place like that." "You don’t have to worry about me." "I didn’t know it was like that!"

In some of the sessions, the counselor and other guest presenters provided tips to the students in an effort to help them improve their behavior. Several real-life situations were discussed, and the students were expected to resolve the problems. If the students mastered the skills and used them appropriately, this would lessen the likelihood of disruptive/delinquent behavior in the classroom and beyond.

In addition, another component of the program that was not seen as part of the intervention also had the potential to reduce delinquent and disruptive behavior. The participants were aware that the counselor had access to any information concerning their behavior and grades. They knew
they would have to eventually confront her about their behavior and their grades in the classroom. Some of the students would have been embarrassed if they were reported to the counselor because they felt that she was trying to help them by providing this intervention.

**Summary**

This chapter has provided a detailed summary of how Project Y.E.S. and Project Success could have impacted positively on self-esteem and delinquent/disruptive behavior. Both interventions made an effort to create a learning environment that protected and enhanced self-esteem and reduced delinquent/disruptive behavior. Based on the researcher’s observations, it is clear that both interventions had the potential for creating in each student a sense of uniqueness, a sense of power, the ability to accomplish certain goals, and the opportunity to experience some degree of success. The following chapter will provide the answers to whether these interventions actually produced positive results in the areas of self-esteem and delinquent/disruptive behavior.
CHAPTER SIX
DISCUSSION

Gold's (1978) and Gold and Mann's (1984) theory identifies a youngster's self-esteem as the key variable in the reduction of disruptive and delinquent behavior. Both hypothesized that the alternative school, with its greater proportion of successful experiences and supportive teachers and counselors, can be effective in increasing self-esteem and reducing delinquent/disruptive behavior. Did the successful experiences offered in Project Y.E.S. and Project Success increase self-esteem as predicted? Did the delinquent and disruptive behaviors of the treatment groups decline when compared to the students in the comparison/control groups? In sum, under what special conditions, if any, did the programs prove effective in terms of predictions drawn from Gold's (1978) and Gold and Mann's (1984) theory?

A detailed analysis of both interventions and their potential for making a positive impact on self-esteem and behavior has been presented. Now the results of the study are presented. With the theoretical model as a focal point (i.e., successful experiences \(\rightarrow\) improved self-esteem \(\rightarrow\) reduced disruptive/delinquent behavior), the findings and their implications are presented and discussed.
This chapter includes a description of three measures of self-esteem and pre- and post-test results for students from both projects.

Coopersmith Self-Esteem Scale

Experimental and Comparison Groups

Results

The Coopersmith scale measures evaluative attitudes toward the self. The items are short statements generally answered "like me" or "unlike me" relating to subjects such as school, parents, and personal interests.

Each student was asked to respond to 38 items from the Coopersmith scale. Certain responses indicated high levels of self-esteem. For items 4, 5, 8, 10, 14, 19, 20, 24, 25, and 26, a response of L indicated a high level of self-esteem. For items 1, 2, 3, 6, 7, 9, 11, 12, 13, 15, 16, 17, 18, 21, 22, 23, and 27, a response of U indicated a high level of self-esteem.

Tables 11-14 lists responses which indicate high levels of self-esteem. These are pre-test and post-test responses, taken at the beginning and end of the intervention project. The computed difference for each student is also included. The difference is used to make some inference about the impact of the intervention programs.
Table 11
Coopersmith Scale
Experimental Students Results: Project Y.E.S.

Scores

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<th>Post-</th>
<th>Difference</th>
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<td>21</td>
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5 was omitted due to incomplete form
Scores indicate high self-esteem responses
Pre-tests mean 12.5
Post-tests mean 14.1
Difference in mean scores +1.6

Table 12
Coopersmith Scale
Comparison Students Results: Project Y.E.S.

Scores

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<th>Post-</th>
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<tr>
<td>8</td>
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<td>-2</td>
</tr>
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<td>11</td>
<td>17</td>
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</tr>
<tr>
<td>10</td>
<td>11</td>
<td>11</td>
<td>NONE</td>
</tr>
</tbody>
</table>

Scores indicate high self-esteem responses
Pre-tests mean 14.2
Post-tests mean 18.7
Difference in mean scores +4.5
Table 13
Coopersmith Scale
Experimental Students Results: Project Success

Scores

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-</th>
<th>Post-</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19</td>
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<td>-6</td>
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<td>25</td>
<td>26</td>
<td>+1</td>
</tr>
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<td>11</td>
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</tr>
<tr>
<td>11</td>
<td>24</td>
<td>28</td>
<td>+4</td>
</tr>
</tbody>
</table>

Scores indicate high self-esteem responses
Pre-tests mean 19.9
Post-tests mean 20.5
Difference in mean scores +0.6

Table 14
Coopersmith Scale
Control Students Results: Project Success

Scores

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-</th>
<th>Post-</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
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<td>10</td>
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<td>4</td>
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<td>5</td>
<td>25</td>
<td>26</td>
<td>+1</td>
</tr>
<tr>
<td>6</td>
<td>26</td>
<td>25</td>
<td>-1</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td>20</td>
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<tr>
<td>8</td>
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</tr>
<tr>
<td>11</td>
<td>5</td>
<td>11</td>
<td>+6</td>
</tr>
</tbody>
</table>

Scores indicate high self-esteem responses
Pre-tests mean 15.7
Post-tests mean 17.7
Difference in mean scores +2.0
Tennessee Self-Concept Scale

This is a self-report scale developed from a clinical perspective. It measures self-concept across many sub-areas, providing both an overall self-esteem score and a complex self-concept profile. The scale consists of 100 self-descriptive statements which the subject uses to portray a picture of him/herself. Ten of these items reflect a self-criticism score and are not a part of the total positive scores. The other 90 statements reflect the overall level of self-esteem. Persons with high scores tend to like themselves, feel they are persons of worth, and act accordingly. People with low scores are doubtful about their worth and have little faith and confidence in themselves (Fitts, 1965). The items fall into one of five general categories: physical self, moral-ethical self, personal self, family self, and social self. Each of these areas is in turn divided into statements of self-identity, self-acceptance, and behavior.

There are five response categories for each question, running from completely true (5) to completely false (1). The total positive score for the 90 items comprises the overall self-esteem measure, but the various subscores can add to the potential of the instrument.

The scale is self-administered for either individuals or groups, and can be used with subjects age 12 or higher.
and having at least a sixth-grade reading level. Most subjects complete the scale in 10 to 20 minutes (mean time approximately 13 minutes).

The overall positive point is that the scale includes most of the positive attributes one would look for in a scale. In addition, the use of several subscores gives a full picture of the self-concept of the individual. Because of the commercial nature of the Tennessee Self-Concept Scale, only sample items are reproduced here. Items are answered on the following scale:

<table>
<thead>
<tr>
<th>Completely false</th>
<th>Mostly false</th>
<th>Partly false and partly true</th>
<th>Mostly true</th>
<th>Completely true</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. I have a healthy body. (Physical)
2. I am satisfied with my moral behavior. (Moral)
3. I have a lot of self-control. (Personal)
4. I am a member of a happy family. (Family)
5. I am as sociable as I want to be. (Social)

Each of these items is keyed so that agreement indicates high self-esteem. Thus, the total score possible for these five items would be 25. After each of the sample items is the sub-area of self-esteem which it represents.
Table 15
Tennessee Self-Concept Scale
Experimental and Comparison Group Results
Total Positive Scores: Project Y.E.S.

Experimental Group

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-</th>
<th>Post-</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>245</td>
<td>230</td>
<td>-15</td>
</tr>
<tr>
<td>2</td>
<td>304</td>
<td>273</td>
<td>-31</td>
</tr>
<tr>
<td>3</td>
<td>314</td>
<td>298</td>
<td>-16</td>
</tr>
<tr>
<td>4</td>
<td>249</td>
<td>281</td>
<td>+32</td>
</tr>
<tr>
<td>6</td>
<td>210</td>
<td>310</td>
<td>+100</td>
</tr>
<tr>
<td>7</td>
<td>307</td>
<td>297</td>
<td>-10</td>
</tr>
<tr>
<td>8</td>
<td>262</td>
<td>263</td>
<td>+1</td>
</tr>
<tr>
<td>9</td>
<td>261</td>
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<td>+18</td>
</tr>
<tr>
<td>10</td>
<td>306</td>
<td>274</td>
<td>-34</td>
</tr>
</tbody>
</table>

Student #5 omitted due to incomplete form
Pre-tests mean 227.5
Post-tests mean 250.5
Difference in mean scores +23.0

Table 16
Tennessee Self-Concept Scale
Experimental and Comparison Group Results
Total Positive Scores: Project Y.E.S.

Comparison Group

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-</th>
<th>Post-</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>283</td>
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<td>322</td>
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<td>4</td>
<td>320</td>
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<td>314</td>
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</tr>
<tr>
<td>10</td>
<td>304</td>
<td>273</td>
<td>-31</td>
</tr>
</tbody>
</table>

Pre-tests mean 306.1
Post-tests mean 341.4
Differences in mean scores +35.3
## Table 17
Tennessee Self-Concept Scale  
Experimental and Comparison Group Results  
Total Positive Scores: Project Success

### Experimental Group

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-</th>
<th>Post-</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>2</td>
<td>359</td>
<td>372</td>
<td>+13</td>
</tr>
<tr>
<td>3</td>
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<td>+47</td>
</tr>
<tr>
<td>4</td>
<td>312</td>
<td>365</td>
<td>+53</td>
</tr>
<tr>
<td>5</td>
<td>339</td>
<td>305</td>
<td>-34</td>
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<td>6</td>
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<td>271</td>
<td>+4</td>
</tr>
<tr>
<td>8</td>
<td>296</td>
<td>279</td>
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</tr>
<tr>
<td>9</td>
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<td>-11</td>
</tr>
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</tr>
<tr>
<td>11</td>
<td>373</td>
<td>410</td>
<td>+37</td>
</tr>
</tbody>
</table>

Pre-tests mean 328.5  
Post-tests mean 335.09  
Difference in mean scores +6.59

## Table 18
Tennessee Self-Concept Scale  
Experimental and Comparison Group Results  
Total Positive Scores: Project Success

### Control Group

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-</th>
<th>Post-</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>302</td>
<td>-22</td>
</tr>
<tr>
<td>2</td>
<td>306</td>
<td>285</td>
<td>-21</td>
</tr>
<tr>
<td>4</td>
<td>276</td>
<td>334</td>
<td>+58</td>
</tr>
<tr>
<td>5</td>
<td>369</td>
<td>391</td>
<td>+22</td>
</tr>
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<td>6</td>
<td>361</td>
<td>357</td>
<td>-4</td>
</tr>
<tr>
<td>7</td>
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<td>+11</td>
</tr>
<tr>
<td>11</td>
<td>269</td>
<td>265</td>
<td>-4</td>
</tr>
</tbody>
</table>

Student 3 transferred to another school  
Pre-tests mean 317.6  
Post-tests mean 323.0  
Differences in mean scores +5.0
Rosenberg Self-Esteem Measures

Results of the Experimental and Comparison Groups: Project Y.E.S.

Each student was asked to respond to 10 items from the Rosenberg Self-Esteem Scale. This scale is aimed at measuring a student's level of self-esteem. Responses to the statements range from strongly agree to strongly disagree. Certain responses indicate high levels of self-esteem. For items 1, 2, 4, 6, and 7, a response of 1 or 2 indicated a high level of self-esteem. For items 3, 5, 8, 9, and 10, a response of 3 or 4 indicated a high level of self-esteem.

Tables 19-22 lists responses which indicated high levels of self-esteem. These are the pre- and post-test responses, taken at the beginning and end of the intervention project. The computed difference for each student is also included. The difference is used to make some inference about the impact of Project Y.E.S.

Included is an overall pre- post-mean score and a graph for both groups which indicates how the students fared in terms of overall mean scores.
Table 19
Rosenberg Scale
Experimental and Comparison Group Results
Total Positive Scores: Project Y.E.S.

**Experimental Group**

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-</th>
<th>Post-</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>6</td>
<td>+3</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>10</td>
<td>NONE</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>6</td>
<td>-1</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>1</td>
<td>-1</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>7</td>
<td>-2</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>9</td>
<td>NONE</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>1</td>
<td>+1</td>
</tr>
<tr>
<td>9</td>
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<tr>
<td>10</td>
<td>7</td>
<td>0</td>
<td>+2</td>
</tr>
</tbody>
</table>

Student #5 omitted due to incomplete form
Scores indicate high self-esteem responses
Pre-tests mean 5.6
Post-tests mean 6.3
Difference in mean scores +0.7

Table 20
Rosenberg Scale
Experimental and Comparison Group Results
Total Positive Scores: Project Y.E.S.

**Comparison Group**

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-</th>
<th>Post-</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
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<td>9</td>
<td>+2</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>10</td>
<td>NONE</td>
</tr>
<tr>
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</tr>
<tr>
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<td>7</td>
<td>+2</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>5</td>
<td>-1</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>+1</td>
</tr>
<tr>
<td>9</td>
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</tr>
<tr>
<td>10</td>
<td>9</td>
<td>5</td>
<td>-4</td>
</tr>
</tbody>
</table>

Scores indicate high self-esteem responses
Pre-tests mean 7.2
Post-tests mean 7.5
Differences in mean scores +0.3
### Table 21
Rosenberg Scale
Experimental and Control Group Results
Total Positive Scores: Project Success

**Experimental Group**

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-</th>
<th>Post-</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
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<td>6</td>
<td>9</td>
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</tr>
<tr>
<td>3</td>
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</tr>
<tr>
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<td>9</td>
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</tr>
<tr>
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<td>+1</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
<td>9</td>
<td>-1</td>
</tr>
</tbody>
</table>

Scores indicate high self-esteem responses
Pre-tests mean 7.30
Post-tests mean 8.37
Difference in mean scores +1.00

### Table 22
Rosenberg Scale
Experimental and Control Group Results
Total Positive Scores: Project Success

**Control Group**

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-</th>
<th>Post-</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>7</td>
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</tr>
<tr>
<td>2</td>
<td>7</td>
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<td>8</td>
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<tr>
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<td>-1</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>7</td>
<td>NONE</td>
</tr>
</tbody>
</table>

Scores indicate high self-esteem responses
Pre-tests mean 7.3
Post-tests mean 6.7
Differences in mean scores -0.6
Discussion

Project Y.E.S. and Project Success

Effect on Self-Esteem

Based on the pre- and post-test mean results of Project Y.E.S. and Project Success, it was found that the self-esteem of the experimental group did not improve during this intervention period. There were no major differences in levels of self-esteem by the end of the intervention for the experimental groups on any of the scales used. On the Coopersmith scale, the experimental students in Project Y.E.S. showed only a 1.6 mean increase over the intervention period. In fact, the comparison group showed a greater increase over the intervention period (4.5) than did the experimental group. In Project Success, the same results are evident. The experimental students showed no increase over the intervention period. The control group showed a greater increase over the intervention period (2.0) than did the experimental group. Even though there were increases for the comparison and control groups, both of the increases were minimal.

The Tennessee Self-Concept Scale shows similar results. There is only a slight increase in self-esteem for the experimental group. This increase is due mainly to a significant change in scores among one of the students. If that score were minimized, there would be no change in self-esteem at all for the experimental group. Again, the
comparison group showed a greater increase in self-esteem over the intervention period than the experimental group (35.3 and 23.0, respectively). In Project Success there were similar results. There was no appreciable change in levels of self-esteem for the experimental group or the control group. Both groups showed only a minimal increase in scores (6.5 and 5, respectively). On the Rosenberg scale, the experimental students in Project Y.E.S. showed only a .7 increase in level of self-esteem. Their conventional counterparts also showed a minimal increase in self-esteem (.3). In both instances, the results show only minimal change in the post-test mean scores. In Project Success, the experimental students showed only a 1.0 increase in post-test mean scores on the Rosenberg scale. The control group showed a slight decline. However, in both instances, there were no major changes in the post-test mean scores in either direction.

In summary, the results show that both interventions had little or no effect on self-esteem levels, in spite of the various successful experiences offered in both programs. The researcher had hypothesized that the alternative school, with its greater proportion of successful experiences coupled with intense interpersonal relationships with teacher and counselor, would be effective insofar as it would improve the student's self-esteem. This hypothesis proved to be false, based on the results. In fact, in some
instances, the comparison/control groups fared better even though they had not been exposed to the interventions.

The question remains as to which components of Project Y.E.S. may have limited the changes in levels of self-esteem. One explanation may be the inconsistencies in punishment so evident in the program. Many of the students felt that the penalties and rules were handed out unfairly. They felt they were "picked on" and repeatedly singled out for certain offenses, even when other students were engaging in the same type of behavior. These inequities may have contributed to limiting any positive change in self-esteem. In fact, it may have helped to decrease the self-esteem levels of those students who felt bad about being singled out.

Second, the students were aware that they were responsible for doing less and producing less-than-quality work in the alternative setting. Due to the flexible rules and the inclusion of numerous extra-curricular activities, the requirements were less stringent. This may have contributed to their feeling less proud about their accomplishments. Even though academic performance was stressed in Project Y.E.S., many student comments suggested that they knew their performance requirements were low in comparison to their conventional classmates.

Third, in spite of the program's flexibility and the support offered by the teacher, many of the students still
did not perform well. This lack of progress over the intervention period may have contributed to their negative perceptions of themselves, resulting in little or no change in self-esteem. These three factors, among others, may have counteracted many of the successful experiences offered in a program that is aimed at building self-esteem.

The researcher suspects that the students in Project Success did not spend enough time in the intervention program to adequately absorb all of the positive experiences. Apparently, two to four hours of praise and successful experiences each week was not enough to increase levels of self-esteem among the experimental students.

Up to this point, the researcher has found little support for Gold's (1978) and Gold and Mann's (1984) theoretical model. In fact, the data indicate that the successful experiences offered by both intervention programs have had no appreciable effects on improving the level of self-esteem of the experimental group students. Given this failure, Gold and Mann's (1984) model would not predict improvements in the rates of delinquency and disruptive behavior reported by students.

The researcher presents data on the grades, suspensions, absences, disciplinary referrals and delinquent behavior to determine if other latent aspects of the programs may have produced the desired changes. There were a number of activities occurring during the interventions
that could have positively impacted the experimental groups' behavior. Moreover, it is possible that the successful experiences discussed in the previous chapters may have had direct effects on these behavior outcomes. Information about each student's grade point average, absences, suspensions, and disciplinary referrals rates for the pre- and postintervention are given in Tables 23 and 24.

Table 23: Pre- and PostIntervention Grade Point Averages, Absences, Suspensions, and Disciplinary Referrals: Project Y.E.S.

Experimental Group

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade Point Average</th>
<th>Rate of Absences per week</th>
<th>Rate of Suspensions per week</th>
<th>Rate of Disciplinary Referrals per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-post-</td>
<td>pre-post-</td>
<td>pre-post-</td>
<td>pre-post-</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>.0 .7</td>
<td>3.3 .42</td>
<td>0.0 0.0</td>
<td>0.0 .08</td>
</tr>
<tr>
<td>2</td>
<td>.71 1.5</td>
<td>.22 .16</td>
<td>0.0 0.0</td>
<td>0.0 .25</td>
</tr>
<tr>
<td>3</td>
<td>1.2 2.0</td>
<td>.56 0.0</td>
<td>0.0 0.0</td>
<td>.11 0.0</td>
</tr>
<tr>
<td>4</td>
<td>.6 .3</td>
<td>0.0 0.0</td>
<td>0.0 0.0</td>
<td>0.0 .16</td>
</tr>
<tr>
<td>5</td>
<td>1.7 2.1</td>
<td>0.0 0.0</td>
<td>0.0 0.0</td>
<td>0.0 0.0</td>
</tr>
<tr>
<td>6</td>
<td>1.6 2.3</td>
<td>.11 .16</td>
<td>0.0 0.0</td>
<td>0.0 0.0</td>
</tr>
<tr>
<td>7</td>
<td>.8 .5</td>
<td>.11 .25</td>
<td>0.0 0.0</td>
<td>.66 .25</td>
</tr>
<tr>
<td>8</td>
<td>2.1 1.5</td>
<td>.66 .11</td>
<td>.11 0.0</td>
<td>.44 .11</td>
</tr>
<tr>
<td>9</td>
<td>.43 .33</td>
<td>1.3 .77</td>
<td>0.0 0.0</td>
<td>.22 .22</td>
</tr>
<tr>
<td>10</td>
<td>1.3 .7</td>
<td>0.0 .54</td>
<td>0.0 0.0</td>
<td>.22 .45</td>
</tr>
</tbody>
</table>

Group Means | 1.0 1.9 | .63 .24 | .11 0.0 | .17 .20 |

Preintervention grades and absence, suspension, and disciplinary referral rates reflect previous nine-week grading period.

Postintervention rates reflect absences, suspensions and disciplinary referrals for period during which he/she participated in the program (variable).
Table 23-continued

Postintervention grades reflect student grades for period during which he/she participated in the program.

Suspension was not used in the Project Y.E.S. intervention. Alternative disciplinary measures such as time out periods or parent conferences were used rather than formal school suspensions.
Grades are based on a 4.0 scale.

Table 24: Pre- and PostIntervention Grade Point Averages, Absences, Suspensions, and Disciplinary Referrals: Project Y.E.S.

Comparison Group

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade Point Average</th>
<th>Rate of Absences per week</th>
<th>Rate of Suspensions per week</th>
<th>Rate of Disciplinary Referrals per week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pre-post-</td>
<td>pre-post-</td>
<td>pre-post-</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>.42 .1.0</td>
<td>0.0 .22</td>
<td>.11 0.0</td>
<td>.11 0.0</td>
</tr>
<tr>
<td>2</td>
<td>1.4 1.0</td>
<td>0.0 .11</td>
<td>0.0 0.0</td>
<td>0.0 0.0</td>
</tr>
<tr>
<td>3</td>
<td>1.4 1.4</td>
<td>.11 .33</td>
<td>.11 0.0</td>
<td>0.0 0.0</td>
</tr>
<tr>
<td>4</td>
<td>.3 .9</td>
<td>.44 .22</td>
<td>.11 0.0</td>
<td>.55 0.0</td>
</tr>
<tr>
<td>5</td>
<td>1.1 1.0</td>
<td>.66 .22</td>
<td>.11 0.0</td>
<td>.44 0.0</td>
</tr>
<tr>
<td>6</td>
<td>.8 .5</td>
<td>.66 .66</td>
<td>.11 0.0</td>
<td>.77 .11</td>
</tr>
<tr>
<td>7</td>
<td>1.4 1.4</td>
<td>1.66 0.0</td>
<td>.11 .11</td>
<td>0.0 .33</td>
</tr>
<tr>
<td>8</td>
<td>.4 .8</td>
<td>1.0 1.44</td>
<td>0.0 .11</td>
<td>.11 0.0</td>
</tr>
<tr>
<td>9</td>
<td>1.1 1.0</td>
<td>.11 0.0</td>
<td>0.0 0.0</td>
<td>0.0 0.0</td>
</tr>
<tr>
<td>10</td>
<td>1.5 1.5</td>
<td>.22 .66</td>
<td>0.0 0.0</td>
<td>0.0 0.0</td>
</tr>
</tbody>
</table>

| Group | Means | 1.0 | 1.5 | .49 | .39 | .05 | .02 | .22 | .08 |

Preintervention grades and absence, suspension, and disciplinary referral rates reflect previous nine-week grading period
Postintervention rates reflect absences, suspensions and disciplinary referrals for period during which he/she participated in the program.
Table 24-continued

Postintervention grades reflect student grades for period during which he/she participated in the program.

Grades are based on a 4.0 scale.

Summary chart: Project Success

Experimental Group

Tables 25 and 26 include information about each student’s grade point average, absences, suspensions and disciplinary referrals for the pre- and postintervention.

Table 25: Pre- and Postintervention Grade Point Averages, Absences, Suspensions, and Disciplinary Referrals: Project Success

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade Point Average</th>
<th>Rate of Absences per week</th>
<th>Rate of Suspensions per week</th>
<th>Rate of Disciplinary Referrals per week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pre-post-</td>
<td>pre-post-</td>
<td>pre-post-</td>
<td>pre-post-</td>
</tr>
<tr>
<td>1</td>
<td>1.6</td>
<td>1.1</td>
<td>.33</td>
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<tr>
<td>2</td>
<td>2.9</td>
<td>2.6</td>
<td>.5</td>
<td>.57</td>
</tr>
<tr>
<td>3</td>
<td>2.1</td>
<td>2.5</td>
<td>.16</td>
<td>.42</td>
</tr>
<tr>
<td>4</td>
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<tr>
<td>5</td>
<td>1.6</td>
<td>1.1</td>
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<td>.57</td>
</tr>
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<td>6</td>
<td>2.3</td>
<td>2.7</td>
<td>.16</td>
<td>.14</td>
</tr>
<tr>
<td>7</td>
<td>.7</td>
<td>.3</td>
<td>.66</td>
<td>1.7</td>
</tr>
<tr>
<td>8</td>
<td>2.3</td>
<td>2.0</td>
<td>.5</td>
<td>.71</td>
</tr>
<tr>
<td>9</td>
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<td>.33</td>
<td>.42</td>
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<tr>
<td>10</td>
<td>1.4</td>
<td>.9</td>
<td>1.33</td>
<td>.42</td>
</tr>
<tr>
<td>11</td>
<td>1.7</td>
<td>1.0</td>
<td>0.0</td>
<td>.14</td>
</tr>
<tr>
<td>Group</td>
<td>Means</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Table 25-continued

Pre-rates reflect previous six week grading period
Post-rates reflect absences, suspensions and
disciplinary referrals for period during which he or
she participated in the intervention
Post-grades reflect grades earned for period during
which he or she participated in the intervention

Grades are based on a 4.0 grading scale.

Table 26: Pre- and Postintervention Grade Point Averages, Absences, Suspensions, and Disciplinary Referrals: Project Success

| Control Group |
|----------------|----------------|----------------|----------------|----------------|
|                | Grade Point Average | Rate of Absences per week | Rate of Suspensions per week | Rate of Disciplinary Referrals per week |
| Student | pre-post- | pre-post- | pre-post- | pre-post- |
| 1      | 3.0      | 3.0      | 0.0       | 0.0       | 0.0       | 0.0       | 0.0       | 0.0       |
| 2      | 2.2      | .9       | .83       | 2.14      | 0.0       | 0.14      | 0.0       | 0.0       |
| 4      | .6       | 1.4      | 1.16      | .14       | .16       | 0.0       | .66       | .57       |
| 5      | 1.6      | 1.6      | .33       | .71       | 0.0       | 0.0       | 0.0       | 0.0       |
| 6      | .9       | 2.0      | .83       | .42       | 0.0       | 0.0       | .66       | .42       |
| 7      | 3.3      | 3.0      | .16       | .28       | 0.0       | 0.0       | 0.0       | .14       |
| 8      | 1.1      | 1.1      | 1.0       | 1.8       | 0.0       | .14       | .16       | 1.0       |
| 9      | 2.5      | 1.4      | 1.0       | 1.0       | 0.0       | 0.0       | 0.0       | 0.0       |
| 10     | 1.3      | 1.4      | .5        | .42       | 0.0       | .42       | 0.0       | 0.0       |
| 11     | .4       | .8       | 1.0       | .42       | 0.0       | 0.0       | 0.0       | 0.0       |
| Group  | Means    | 1.7      | 1.7       | .68       | .73       | .02       | .07       | .14       | .21       |

Pre-rates reflect previous six week grading period
Post-rates reflect absences, suspensions and
disciplinary referrals for period during which he or
she participated in the intervention
Post-grades reflect grades earned for period during
which he or she participated in the intervention

Grades are based on a 4.0 grading scale.
Project Y.E.S.

Effect on School Grades

While this study was undertaken primarily to determine the impact of the alternative settings on self-esteem and disruptive/delinquent behavior, another purpose was to determine the intervention programs' effect on school grades since academic performance can be considered a behavioral component. When the students first entered the alternative programs, their grades did not differ from the comparison group students who remained in the conventional schools. In other words, there was no difference between the two groups of students at the outset of the study. The mean average for both groups was rounded off to 1.0.

Based on the post-test results, the academic averages attained by the two groups did differ somewhat. The overall mean score for the experimental group was 1.9, compared to 1.5 for the comparison students. Project Y.E.S. students performed slightly better scholastically than did the comparison group students. In fact, there is a pre- to post-test score increase in the experimental group of .9 point, almost an entire letter grade on a 4-point scale. The comparison students' overall average moved from a 1.0 to a 1.5, an increase of only one-half a letter grade on a 4-point scale. In both instances there was an increase. Given the very low scores evident at the beginning of the intervention, an increase of almost a full letter grade
indicates that Project Y.E.S. may have contributed positively to the experimental group’s performance.

One explanation may be offered regarding the students’ perceptions about their academic performance. Many of the students had experienced many academic failures in the conventional school setting, based upon their pre-intervention grade point averages. Because of increased personal attention and opportunities to work at their own pace, students in the intervention programs were able to increase the amount of work completed. This higher rate of completion of assignments may have positively affected students’ perceptions about their ability to perform academically. Many of the students may have felt that their academic prospects were better simply because the successes they were experiencing in the alternative school were most apparent in the form of completed work. These perceptions may have led to improved performance.

Aside from the possibility of changed perceptions, two other explanations may be offered for the greater improvement in academic performance among experimental group students. One explanation is based on the researcher’s perception that this alternative setting was less demanding than conventional classrooms in terms of the amount and quality of work produced. In comparison to the conventional classes observed, the alternative school’s academic expectations were in no sense as challenging. The limited
amount of work expected, coupled with a lower emphasis on quality, may have contributed to the high evaluation of student performance. In fact, several of the students made comments in reference to the ease with which they could complete their assignments if they put forth even minimal effort. In observing the settings and student assignments, it was evident that the experimental group's academic requirements were less rigorous when compared to requirements of students in the conventional schools.

The difference also might be explained by the level of flexibility offered to the experimental group. Flexibility in terms of what might be considered valuable work may have contributed to the students' commitment to academic progress. Under the experimental conditions, students generally were allowed to work at their own speed and capacity. This flexible setting may have encouraged them to work harder and to prime themselves to excel.

The small difference between the two groups may be considered all the more significant when considering that many of the experimental students had serious problems in the areas of academics and behavior and had been referred to Project Y.E.S. as a last resort. Thus, a change of almost one full letter grade can be seen as a great improvement for the types of students who were referred to the program.
Project Success

Effect on Grades

When the students first entered Project Success, their grades were slightly higher than those of the control group (1.9 to 1.7, respectively). Also, Project Success students were higher academically than students in Project Y.E.S. Pre- and post-test academic averages for both groups did not differ. It appears that the Project Success school-based intervention had no effect on the students' grades. They fared no better or worse as a result of the intervention. The limited time for group sessions coupled with little individualized academic tutoring for the participants may have contributed to this lack of effect. While it was hoped that an improvement in social skills would have a direct bearing on students' academic performance (i.e., that students who had acquired skills in communication, self-expression, articulation, and constructive classroom behavior would use these skills productively in the classroom environment to improve academic scores), the data provides no support for this assumption.

Project Y.E.S.

Effect on Absences

Based on pre- and postintervention absence rates, there was a small difference between the alternative school and conventional school students in terms of rate of
absences per week. The group mean for the experimental group was .63 absences per week compared to .49 absences per week for the comparison group. As is evident in Table 25, however, two students in the experimental group and two students in the comparison group are responsible for such high group means.

Results show a decline in rates of absences per week for both groups. Even though there were declines in both groups, the group mean for the experimental group fell to .24. The group mean for the comparison group fell to only .39. There was a larger decline for the experimental group (.63 to .24 versus .49 to .39). Thus, it appears that the intervention may have impacted positively on school attendance for the experimental group.

The real issue is whether it is valid to attribute the greater decline in rate of absences per week by the experimental group to the planned interventions implemented in the alternative program. One explanation suggests these results may have been produced by unplanned aspects of the program. For many of these students, for example, this program was a last chance. Most of the students were aware that if they did not follow the alternative school's attendance policy, it might mean an immediate expulsion from the program. Because Project Y.E.S. was a short-term program, strict attendance guidelines were established. These rules were not explicit components of the planned
intervention; nevertheless, they may have had an effect on the students. Despite some complaints concerning Project Y.E.S., most students did not want to return to the conventional classroom setting. The following of attendance guidelines, therefore, may have been motivated by fear of expulsion, not positive response to the treatments.

First, and consistent with the program's treatment goals, most of the students appeared to enjoy the alternative school and the various activities it had to offer. The students were always aware of and enthusiastic about the many unique experiences offered to them in this program, including flexible classroom rules, informal structure, opportunities for personal interaction with school personnel, opportunities to develop intimate relations with peers and staff, frequent field trips, and a tangible reward system offered on a regular basis. These favorable features may have helped to encourage the participants to attend on a regular basis.

Second, the program staff made strong efforts to involve the parents in the operation of this alternative program. Most parents were aware of their children's poor attendance records. The close affiliation with and cooperation from the parents may have contributed to the drop in rate of absences per week among the participants, independent of the intervention protocol. Again, the data are not sufficient to make this determination.
Project Success

Effect on Absences

The intervention’s effect on absence rates was of some concern to the researcher, even though the major focus of the study was on self-esteem levels and disruptive/delinquent behavior. When students first entered the alternative program, their rate of absences per week was lower than that of the control group (.46 to .68, respectively). It should be noted that the group mean for rate of absences per week for the Project Success experimental group was less than for those students in the Project Y.E.S. intervention.

Based on the results, the group means for the rate of absences per week did differ between groups. For the experimental group, there was a .13 increase in the overall group mean for rate of absences per week. For the control group, there was a .05 increase in the overall group mean. In both groups there were increases; however, the experimental group had a greater increase. This substantial increase should be considered with caution, however, because one of the students was suspended for a 10-day period. This case contributed disproportionately to the increase in the overall group mean. If that student’s absence is disregarded, there is no difference between the pre- and postintervention rates of absences per week of the experimental group (.38 and .39, respectively). If the
suspension is disregarded, the final results show a slight increase for the control group and no difference for the experimental group. It appears as if this school-based intervention had little effect on the experimental students' rate of absences. Although not a major goal of the intervention, it was hoped that an improvement in social skills, coupled with successful experiences, would encourage the experimental students to attend classes regularly. The limited time spent in the intervention, coupled with the uncertainty about the length of time the intervention would be offered, may have resulted in the minimal change in absence rate.

Project Y.E.S.

Suspensions

The impact of Project Y.E.S. on the number of student suspensions could not be examined in this evaluation because suspensions were not allowable under the program design. Program staff strongly believed that suspending the student would only discourage the student and possibly increase student misbehavior. Responses to disruptive behavior included time out periods, consultations, written reports, etc. Due to this policy, comparisons can not be made between the pre- and postintervention rates of suspensions per week. Data on suspensions were obtained for the comparison group. The comparison group means for rate of
suspensions per week show a reduction from .05 to .02, respectively.

**Project Success**

**Suspensions**

When the students in Project Success first entered the alternative program, their rate of suspensions per week did not differ significantly from the control group. In fact, neither of the groups indicated any problems with school suspensions.

The group means indicate that both groups showed an increase in suspensions over the intervention period (.04 and .05, respectively). The control group showed a greater increase in rate of suspensions per week. Even though suspensions did not appear to be a major problem for the Project Success participants, this program probably had little impact on school suspensions. When individual scores are considered, it is shown that only two of the participants in Project Success were suspended during the intervention. One of the students had attended only half of the sessions. This student also tended to take a nonchalant attitude toward the program (see Student Predictions, Project Success, Student #5, Appendix D). The other student (#7) seemed to always feel the need to retaliate verbally when others differed with him or to do something to gain attention from his peers. These two individuals alone were
responsible for the increase in suspensions in the experimental group.

Program staff believed that an improvement in social skills and exposure to successful experiences would curtail any behavior that would merit suspension from school. However, since most of the participating students had not engaged in behavior serious enough to warrant suspension, it was not possible to measure whether the program deterred participants who might otherwise have been candidates for suspensions.

Project Y.E.S.

Disruptive Behavior

Two major goals of this intervention program were to encourage more positive behavior in the classroom setting and to minimize the disruptive behavior of its participants. Here, we address the question of whether the alternative setting reduced the disruptive behavior of students when compared to students in the conventional classroom setting. These are the findings about the rates of disruptive behavior per week among the experimental and comparison groups. The number of disciplinary referrals was the major indicator used to assess disruptive behavior.

The best measure of how disruptive these alternative students might have been was to assess how disruptive they were at the outset of the intervention. Based on the pre-intervention group means, the rate of disciplinary
referrals per week for Project Y.E.S. students was .17, while the group mean for their conventional counterparts was .22, indicating that the comparison group was slightly more disruptive than the experimental group at the outset.

By the end of the intervention, there was an increase in rate of disciplinary referrals per week among the experimental group (from .17 to .20). Results for the comparison group show a decline in the rate of disciplinary referrals per week (.22 to .08). It appears that the alternative school had no positive effect on reducing disruptive behavior among the experimental students. Instead, the findings indicate a small increase in disruptive behavior for program participants.

This increase may be due to several reasons. First, many of these students had already been identified as having a difficult time fitting into the mainstream of the conventional school setting, due in large part to their records of disruptive behavior. Most of the experimental group students can best be described as "late interveners," rather than "early interveners." Theoretically, this program was designed to assist those students who were just beginning to show signs of inappropriate behavior in the classroom, not those who had already developed severe records of unacceptable behavior. Because of the short time-frame of the intervention coupled with a hardened client, the likelihood that the program could effect a decline in disruptive behavior was low.
There may be several other reasons for the lack of appreciable change among the program participants. The alternative students found this program markedly more flexible than the conventional classroom. They were exposed to a system that was very lenient about task completion, classroom rules, student privileges, etc. Instead of helping to improve behavior, however, flexibility and leniency appeared to encourage disruptive behavior in the classroom. The students appeared to need a more balanced and structured environment that would allow some flexibility, but would also incorporate more detailed rules and procedures.

Another probable reason for the increase in disruptive behavior was the inconsistency in rules and discipline. On many occasions, there was a lack of clarity about certain program rules. Some days the rules were enforced, while on other days the rules were disregarded. This inconsistency in rule enforcement appeared to frustrate the students, and in turn tended to encourage disruptive behavior among the participants. Also, in the area of discipline, some students received more severe penalties than others received for the same type offense. Many students complained about being singled out for punishment while others who were engaging in the same behavior were ignored. Many of the students also appeared to hold some animosity toward the staff. Because the rules and discipline were inconsistently
enforced, students were uncertain about whether they would be punished for infractions. The lack of certainty seemed to contribute to the disruptive behavior in the classroom.

Several of the students expressed dissatisfaction when the coordinator intervened to handle problems in the classroom. They indicated that the coordinator usually meted out more severe penalties. In general, she was perceived by the students as being too authoritarian. The coordinator’s frequent intrusions into classroom situations tended to weaken the effectiveness of the teacher as a disciplinarian. Even though the students showed a great amount of respect for the teacher as a person, she was not able to maintain order and discipline in the classroom for any extended period of time. The researcher suspects that the students would have shown the teacher more respect and would have better controlled their behavior in the classroom if she had been given more opportunities to handle the classroom disruptions.

The researcher also suspects that the students' overall attitude toward the program contributed to the increase in disruptive behavior. Some of them did not appear to take the program seriously. Some appeared to perceive the program as a mini-vacation from the conventional school setting. This perception by students that the program was not to be taken seriously may have increased disruptive behavior.
The researcher also paid particular attention to the misbehavior of each student's peers. Most students knew each other prior to their participation in the intervention. Many of them attended the same conventional middle schools. Students observed their peers' misbehavior and the lack of response by those in authority. On some occasions, the students in the class would laugh, clap, or show some support for those students engaging in inappropriate behavior. The perception that their peers were misbehaving and getting away with it, coupled with peer support for misbehavior, may have contributed to the disruptive behavior in the classroom.

When observing individual cases, it is found that one-half of the students in the experimental group had no disciplinary referrals prior to beginning the program. These findings suggest that many of them engaged in disruptive behavior only after their entrance into the intervention program. Only three students showed reductions in disciplinary referrals.

Project Success
Disruptive Behavior

One of the major goals of this program was to develop the social skills of black, middle-school youths, with the assumption that improved social skills would impact positively on levels of self-esteem, and in turn reduce delinquent/disruptive behavior. The intervention had
minimal impact on levels of self-esteem; however, there is some question whether this school-based intervention actually reduced the disruptive behavior of experimental group students when compared to the students who remained in the conventional school classroom, in spite of the less-than-promising impact on self-esteem. Disciplinary referrals were used as indicators of disruptive behavior.

As the pre-intervention data show, the experimental students had a higher rate of disciplinary referrals per week than did their counterparts, .25 to .14, respectively. However, one student in the experimental group had nine referrals which increased this group’s mean.

By the end of the intervention, results showed a decline in the rate of disciplinary referrals per week for the experimental group, from .25 to .11. Conversely, in the control group the rate of disciplinary referrals increased from .14 to .21. It appears as if the intervention had some impact on the disruptive behavior of the experimental students.

When observing individual cases, it was found that those students who had disciplinary referrals prior to the intervention did not increase their rates of disciplinary referrals during the intervention. Four of the students showed a decline in the rate of disciplinary referrals per week. In fact, the student with the highest rate of disciplinary referrals reduced his rate dramatically (from
1.5 to .57). Two of the experimental students showed an increase in rates of disciplinary referrals per week during the intervention period.

Two reasons stand out as possible explanations for why the interventions seemed to have slightly reduced the rate of disciplinary referrals per week. As stated, most of the sessions focused on learning various social skills for social survival. Each student had the opportunity to practice and perfect some of these skills in the group sessions, with immediate feedback and encouragement from peers and the counselor. The immediate positive feedback may have encouraged students to put their skills into action in the classroom, thus obviating the need for less acceptable behavior.

Second, each session began with an informal discussion about academic performance and behavior in the classroom. The students knew that the counselor would briefly address these topics in each session. Because of this structure, students tended to serve as "gatekeepers" for each other. They made the counselor aware of inappropriate behavior among their peers. Even though the counselor did not focus on any one student during the group sessions, several general comments were made regarding the importance of appropriate behavior. The students also were aware that the counselor would ultimately hear about any inappropriate behavior, because her job placed her in charge of counseling
more than half of the students in the school. This may have contributed to the slight decline in disruptive behavior.

Self-Report Surveys

Project Y.E.S.: Experimental and Comparison Group Results

Students were asked to complete a self-report survey to indicate the number of times they had engaged in delinquent acts during the twelve months prior to their entry into the intervention program. At the end of the program, the students were again asked to complete the survey, this time indicating the number of times they engaged in delinquent acts during the intervention period. The main focus was on the frequency of the delinquent acts, and whether there was a reduction, an increase, or no change over the intervention period.

If the student indicated he/she had never committed an offense in a category, the level of involvement was listed as never (N). If the student indicated he/she had committed an offense in a category one to five times, the level of involvement was listed as low (L). If the student indicated he/she had committed an offense 6-13 times, the level of involvement was listed as medium (M). If the student indicated he/she committed an offense 14+ times, the level of involvement was high (H).

To calculate the rates of delinquency, the researcher used the mid-point of each range of scores identified under Low, Medium, or High (2.5, 9.5, and 15.5, respectively).
These pre-test numbers were totaled and divided by 52 weeks. The post-test numbers were totaled and divided by the number of weeks the students participated in the intervention. See Appendix H for self-report. See Tables 27-30 for information about each student's delinquency activities.

Table 27: Experimental Students in Project Y.E.S.
Self-Report Survey

<table>
<thead>
<tr>
<th>Student</th>
<th>Rate of delinquency per week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pre-</td>
</tr>
<tr>
<td>1</td>
<td>1.48</td>
</tr>
<tr>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td>3</td>
<td>0.10</td>
</tr>
<tr>
<td>4</td>
<td>0.18</td>
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<tr>
<td>5</td>
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</tr>
<tr>
<td>6</td>
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<tr>
<td>7</td>
<td>1.13</td>
</tr>
<tr>
<td>8</td>
<td>0.19</td>
</tr>
<tr>
<td>9</td>
<td>0.78</td>
</tr>
<tr>
<td>10</td>
<td>0.10</td>
</tr>
</tbody>
</table>

Group mean .40 1.49

Pre-intervention rates reflect delinquent acts during twelve months prior to entry into the intervention program. Post-rates reflect rates of delinquency for period during which he or she participated in the intervention program.

Delinquency rates for the experimental group are in panel one of the table, and scores for the comparison group are in panel two.
Table 28: Comparison Students in Project Y.E.S. Self-Report Survey

<table>
<thead>
<tr>
<th>Student</th>
<th>Rate of delinquency per week pre-</th>
<th>Rate of delinquency per week post-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.10</td>
<td>1.72</td>
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<tr>
<td>2</td>
<td>.14</td>
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<td>5</td>
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<td>6</td>
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<tr>
<td>7</td>
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<td>8</td>
<td>.14</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>.38</td>
<td>0.00</td>
</tr>
<tr>
<td>10</td>
<td>.34</td>
<td>2.28</td>
</tr>
</tbody>
</table>

Group mean .256 1.15

Pre-intervention rates reflect delinquent acts during twelve months prior to entry into the intervention program. Post-rates reflect rates of delinquency for period during which he or she participated in the intervention program. Delinquency rates for the experimental group are in panel one of the table, and scores for the comparison group are in panel two.
### Table 29: Experimental Students in Project Success Self-Report Survey

<table>
<thead>
<tr>
<th>Student</th>
<th>Rate of delinquency per week</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pre-</td>
<td>post-</td>
</tr>
<tr>
<td>1</td>
<td>.14</td>
<td>1.07</td>
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<tr>
<td>2</td>
<td>.05</td>
<td>.35</td>
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<td>3</td>
<td>.24</td>
<td>.71</td>
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<td>.94</td>
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<td>1.00</td>
</tr>
<tr>
<td>11</td>
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<td>.35</td>
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<td></td>
<td>Group mean</td>
<td>.52</td>
</tr>
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<td></td>
<td></td>
<td>.87</td>
</tr>
</tbody>
</table>

Pre-intervention rates reflect delinquent acts during twelve months prior to entry into the intervention program. Post-rates reflect rates of delinquency for period during which he or she participated in the intervention program.
Table 30: Control Students in Project Success Self-Report Survey

<table>
<thead>
<tr>
<th>Student</th>
<th>Rate of delinquency per week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pre-</td>
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<tr>
<td>1</td>
<td>.10</td>
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<td>post-</td>
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<td>.36</td>
</tr>
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<td></td>
<td>5.14</td>
</tr>
<tr>
<td>Group mean</td>
<td>.425</td>
</tr>
<tr>
<td></td>
<td>1.93</td>
</tr>
</tbody>
</table>

Pre-intervention rates reflect delinquent acts during twelve months prior to entry into the intervention program. Post-rates reflect rates of delinquency for period during which he or she participated in the intervention program.
Project Y.E.S.

Effect on Delinquent Behavior

Data on delinquent behavior are based on self-reports by the students. Self-reported delinquent behavior has proven in many studies to be a valid way of measuring involvement in delinquent activities. Generally, it has been found that youth will honestly report their delinquent behavior under conditions of confidentiality (Nye & Short, 1958; Akers, 1983).

As the data show (see Tables 27 and 28), there was an increase in rate of delinquency per week for the experimental group during the period under investigation. The results show a 1.09 rate increase for the group. Seven out of ten students showed an increase in the rate of delinquent acts per week during the intervention period. These results suggest that Project Y.E.S. did not contribute to a reduction in delinquent behavior in school or in the community. The comparison group also showed an increase in the rate of delinquent acts per week. Therefore, this general increase among the experimental group is not surprising, given the fact that the rate of disruptive behavior per week also increased for the comparison group during the intervention period. The researcher suspected that their disruptive acts would carry over to outside of the classroom setting, leading to more serious offenses. It
appears that the close proximity of the authority figures, the field trips to correctional facilities, and the extensive reward system did not contribute to a reduction in delinquent behavior for the experimental group. Although it was surmised (or assumed) positive experiences would have produced more positive results, the data does not support this assumption.

Project Success
Effect on Delinquent Behavior

As pre-test data show, students in the experimental group had a higher rate of delinquent acts per week than their conventional counterparts (.52 to .42, respectively). The high rate of delinquent acts per week by one student caused much of the increase in this group’s overall mean.

At the end of the intervention, the post-test results showed an increase in the rate of delinquent acts for the experimental and control groups (.52 to .87 and .42 to 1.93, respectively). The increase was substantially higher for the control group (1.51 vs. .35 for the experimental group). These findings show that Project Success did not produce a reduction in the rate of delinquent behavior for the experimental group. Thus, it appears that the intervention program, coupled with the weekend visits to the correctional facilities and drug treatment home, had little bearing on the overall post-test group means. However, when considering individual scores, it is found that the two
students who had the highest rates of delinquency (2.3 and .94) on the pre-test reduced their rates during the intervention period. However, the intervention program may have had little to do with the decline. Because of the positive rapport with the counselor, most of the students shared information with her concerning the other students in the program. She was kept well informed about many things that occurred after school hours. This may have curtailed negative behavior because students might have feared that information would be given to the counselor, and that she would confront them eventually.

Summary

The researcher found little support for Gold’s (1978) and Gold and Mann’s (1984) theoretical prediction that successful experiences will increase self-esteem, and increased self-esteem will reduce delinquent and disruptive behavior. Since there was no increase in self-esteem among the experimental groups from either project, there was little reason to expect any changes in rates of disruptive and delinquent behavior.

While Project Y.E.S. proved somewhat successful in increasing academic averages and reducing classroom absences, disruptive and delinquent behaviors among the experimental group actually increased during the intervention period.
The findings are similar for the second project. Project Success did not produce an increase in the self-esteem of the experimental group and it did not reduce delinquent behavior. It did, however, produce a slight reduction in disruptive behavior among the students in the experimental group. This intervention did not produce positive changes in any of the outcomes evaluated.

In the concluding chapter, several observations are made in reference to the findings discussed above. Information is offered as to why the programs did not succeed in increasing self-esteem or in reducing delinquent and disruptive behavior. Suggestions for remedying certain deficiencies of the programs are also offered. The overall contribution to the literature is included.
CHAPTER SEVEN
CONCLUSIONS/CONTRIBUTION TO THE LITERATURE

Both programs studied here were designed to provide high-risk middle-school youths with successful experiences in the belief that such experiences would result in improved self-esteem, and in turn would reduce disruptive/delinquent behavior. The observation data indicate both programs succeeded in providing alternative settings oriented to successful educational experiences. This was the major requirement in the set of criteria established by Gold and Mann (1984) for programs that might be appropriate to test their theory. In both programs, praise was given for effort as well as for actual attainment of a standard. The programs' goals were oriented toward individual youths so that successful experiences were frequent and easy to attain.

The first predicted relationship in the Gold (1978) theoretical model is that successful experiences offered in two middle-school programs in Alachua and Pinellas County would impact positively on self-esteem. This was not found; despite the formal emphasis on successful experiences in the two programs, neither was effective in producing a positive change in self-esteem in the experimental groups.
Considering Gold's model, the basic assumption is that if delinquent/disruptive behavior of young persons is going to be improved, it is imperative to first impact positively on levels of self-esteem. If levels of self-esteem are not increased, we cannot expect to find much change in levels of subsequent disruptive/delinquent behavior.

The second predicted relationship in Gold's (1978) theoretical model is that increased self-esteem will reduce disruptive/delinquent behavior. Despite the fact that the successful experiences did not impact positively on self-esteem, the researcher assessed the more direct relationships between successful experiences and rates of delinquent/disruptive behavior, suspensions, absences, and grade point averages, independent of the self-esteem factor. Even though not much change was expected in these areas, there were many experiences offered in the intervention programs that might have improved the experimental students' behavior.

The results of the Project Y.E.S. intervention show a small improvement in absence rates and academic performance, but little change in delinquent/disruptive behavior. In fact, the rates of delinquent/disruptive behavior increased for experimental students. The results of the Project Success intervention show similar results. There were no appreciable changes in any of the measured outcomes (i.e., grades, delinquency, absences, suspensions, etc.). However,
there was a discernable decline in rates of disruptive behavior among the experimental groups.

Therefore, the predicted relationships identified in Gold’s model cannot be supported. The results provide no support for the assumption that successful experiences increase self-esteem, or that these experiences reduce the rates of disruptive/delinquent behavior. Even when the self-esteem factor was not considered, the relationship between successful experiences and the subsequent behaviors was not supported.

In this concluding chapter, several observations are made regarding why the programs did not succeed in producing improvements in self-esteem or in reducing delinquent/disruptive behavior. Based on the observational data, there were several factors that may have diminished the overall effect of the interventions. Suggestions for altering certain facets of the programs are offered for each project. The overall contribution of this research to the literature follows.

Project Y.E.S.

Project Y.E.S. was designed to provide an early-intervention program for high-risk middle-school youth. High-risk is a term used to refer to students who are beginning to exhibit disruptive or delinquent behaviors that could prove problematic for them in the future. However, when the program was actually implemented, the
subjects were students who had already experienced numerous problems in the conventional school setting. Most referred students had already been identified as having a difficult time fitting into the mainstream of the conventional school setting. While most of these students had not developed any official delinquency records, they were nonetheless not beginners in the area of school disruptive behavior. In some cases, participation in this intervention was considered a last resort. Project Y.E.S. was government-funded, and the staff were obligated to accept students who were more chronic offenders than the original target population. Government funding was necessary to keep the program in operation. In addition, parents and school personnel in some cases delayed referral to the program until a child's misbehavior was more serious.

This issue regarding type of student participant is important because the Project Y.E.S. intervention was designed to be a short-term program. While a short-term program could have had a significant effect on students with minor problems, one questions the effect any such program could have on students who were already highly disruptive/delinquent in the classroom.

A question arises regarding whether Project Y.E.S. should have made a special effort to further screen their participants to insure that they were the type of students that could be best served by the program intervention. Such
screening would have insured that the students were appropriate clients for the program. This screening process may have helped to produce better results. Gold and Mann (1984) have suggested that such screening is difficult under the best of circumstances, since there is insufficient funding to provide for those who are seriously delinquent/disruptive.

Project Y.E.S. staff were unable to control the enforcement of their selective criteria. They were perceived by administrators in their respective school districts as providing a service to all needy students, regardless of these students' behavior records. This fact, along with the need to draw financial support from government grants, clearly reduced the likelihood that the project could succeed.

The issue of timing should also be taken into consideration in determining why Project Y.E.S. did not positively impact self-esteem and reduce disruptive/delinquent behavior. Many crucial weeks had passed before the school district gave final approval for this research, and the project began with only twelve weeks remaining in the academic school year. Because many of the students knew there were only a few more weeks of school, they may have been less inclined to work on improving their self-concepts. Many of them may have felt like failures when the program began, and with little time left to make
any major improvements, they may have decided that effort was useless. In addition, they may have felt less of a commitment toward exhibiting appropriate behavior for the same reason.

A question arises regarding whether the program should be offered during the final weeks of a school year. It may be that the timing of the intervention did not give students the sense that there was enough time remaining in the year to accomplish such a major change. If the intervention had been offered during the earlier part of the year, the students might have believed they could realistically change.

Project Y.E.S.'s failure to produce desired results also may have been related to the frequent intrusions by the program coordinator. It was evident early in this program that the teacher had established a positive rapport with her students. She provided frequent individual attention, hugs, and emotional support for her students. Similarly, much affection was shown toward the teacher, and many statements were made by the students expressing their love for her. There was no doubt that the students had developed an emotional bond to the teacher, based on behaviors in the classroom.

Unfortunately, however, this teacher's ability to effectively maintain discipline and control in the classroom was undermined. Due to the numerous episodes of disruptive
behavior by the experimental students, the coordinator frequently intervened. However her intrusions came too quick and too often to allow the teacher to establish her authority. The coordinator became involved even when situations did not appear threatening. Thus, some of the potential of the intervention program diminished because the teacher’s primary role was weakened by the coordinator’s tendency to intervene at times when students were acting out. This proved problematic for both teacher and students. It appeared to encourage tense relationships between the teacher and the coordinator. They usually had differing opinions about how issues should be resolved. The coordinator generally meted out more stringent penalties. Students often perceived these penalties as being too harsh and the coordinator as being too authoritative. The positive student-teacher relationship observed by the researcher had the potential to improve self-esteem; however, the frequent intrusions, coupled with the severe penalties, may have weakened this potential.

The students in Project Y.E.S. were given much time to complete tasks. They were also given wide latitude regarding where to sit and how to conduct themselves in the classroom. It was assumed that this loose structure would provide a positive experience that would improve self-esteem levels, reduce delinquent/disruptive behavior, and increase participants’ commitment to the student role. There is some
evidence that the assumption related to increased commitment to student role was supported, because the students in the experimental group did improve their grade point averages and their rates of absences. However, the rates of their disruptive/delinquent behavior increased. Students appeared to take advantage of the flexible structure. Many used it as a way to justify their inappropriate behavior. The researcher suspects that the immediate change from a controlled environment in the conventional school setting to a very lenient one in Project Y.E.S. proved too tempting for some of the participants, especially considering the types of students that were being served by the program.

It is not surprising that the Project Y.E.S. alternative school had little effect on self-esteem and disruptive behavior. The inconsistencies in the program’s operation became more and more apparent as time passed. Discipline and successful experiences were supposed to be combined as an integral part of Project Y.E.S. Even though the Project Y.E.S. staff informed the students of the rules and various disciplinary measures that might be used, the actual discipline administered was not consistent with what the students had been told. No clear explanations were offered when discrepancies in rule applications and disciplinary procedures occurred. These inconsistencies created several problems including increased negative attitudes toward the staff, lack of motivation among those
students repeatedly identified as disciplinary problems, and some short-term animosity toward those students who were given preferential treatment. The researcher suspects that these rule and discipline inconsistencies contributed to the program's failure to improve self-esteem and reduce delinquent/disruptive behavior.

**Project Success**

The observation data indicate that Project Success also succeeded in providing successful experiences to the experimental students. Most of the experiences offered in the program had the potential for increasing self-esteem and reducing delinquent/disruptive behavior. The first predicted relationship in Gold's theoretical model, that successful experiences offered in Project Success would impact positively on self-esteem, was not supported. The findings indicate little change in the experimental group's self-esteem, despite the students' exposure to many successful experiences.

The second predicted relationship in Gold's (1978) theoretical model is that increased self-esteem will produce a reduction in disruptive/delinquent behavior. Despite the lack of a positive relationship between Project Success's successful experiences and self-esteem, the relationships between the successful experiences and academic performance, absences, suspensions, and rates of delinquent/disruptive behavior were analyzed. Based on the observation data,
there were many experiences offered in Project Success that
could have positively affected the aforementioned areas,
independent of self-esteem. The findings, however, indicate
little change in the outcomes measured, although there was a
slight reduction in the area of disruptive behavior.

Several comments will be made as to why this program
did not succeed in increasing self-esteem levels, in
improving grades, or in decreasing the rates of absences,
suspensions or delinquent behaviors. One of the major
factors was the total amount of time spent in the program.
This intervention involved no more than four hours each week
for a seven-week period. If no field trips were planned,
the program time was even shorter. Many of the topics
discussed during group sessions had to be shortened because
of the limited time. This was done to insure that the
experimental students would not miss too much work while
away from their conventional classes. The researcher often
observed the disappointed expressions on students’ faces
when the sessions ended before a sense of closure was
accomplished. Despite the content and quality of the
program, one cannot expect much change in either
self-concept or behavioral outcomes with such limited
exposure to the intervention process.

It would be easy to conclude that this problem could be
resolved simply by extending the time of exposure to an
intervention. However, Project Y.E.S. was an all-day
intervention and its results were no better. In fact, in some cases, they were worse than the Project Success results.

The weekend trips to the correctional facilities could have served as a double-edged sword. On the one hand, these visitations could have been viewed by the students as a reason to reduce delinquent behavior. On the other hand, their self-esteem could have been threatened by the implications that their behavior might someday require institutionalization. In other words, the success experiences emphasized in the program design may have been undercut by the failure implied by organizing outings such as these.

Another possible factor in the program’s failure to accomplish its goals was the location of the meeting place. The group sessions took place in a conference room located in the student services building. This conference room was also used for lunch breaks, principal’s conferences, detention posting, and counselor meetings. Even though most of the school personnel made a concerted effort to keep from interrupting the project sessions, it was impossible to do so. These interruptions no doubt distracted students and possibly limited the full potential of the group sessions. An alternative site on campus would have minimized many of the distractions experienced and may have enhanced the prospects that successful experiences would produce improved self-esteem.
Another problem not directly related to program format was the fact that many of the students felt uncomfortable missing their regular classes. The overall impact of the successful experiences offered by the program may have been limited by the students’ concern about what they were missing in the conventional classrooms. This worry may have minimized the extent to which the program could effectively connect successful experiences to self-esteem.

Concluding Remarks/Contribution to the Literature

The major purpose of this study was to evaluate the viability of Gold’s (1978) and Gold and Mann’s (1984) theory of delinquency prevention through alternative school programs. Programs were found that met the major preconditions for being suitable as test cases for the theory. Both Project Y.E.S. and Project Success were clearly nontraditional school programs as required by Gold and Mann. Both programs were designed to target the right client population. Both programs focused a great deal of program attention to the task of providing positive experiences to students in anticipation of improved self-esteem. And, both programs stated as an explicit goal the desire to impact positively on disruptive and delinquent behavior (including excessive absences, suspensions from school, and low grades).

In ideal terms, both programs would have used a random assignment schedule to select students from the target
population, and they would have had experimental groups close to 30 students. Only one of the programs selected students by use of random assignment, and neither approached the desired number of students in the experimental group. Largely as a response to these shortcomings, the researcher decided early on to expand the study beyond the original design. In addition to collecting pre- and post-test data on the range of variables necessary to test the theory, a direct observation strategy was used. That is, data were drawn from established instruments designed to measure interaction patterns, self-concept, delinquent behavior, and from direct observation of the programs under study. The latter data, as the previous chapters indicate, have become a substantial part of the study. Indeed, without these data much of the test value of the present study would have been lost.

In conclusion, in reference to Gold's (1978) theory and the self-concept literature from which it springs, the present findings neither support nor disprove the major tenets. This is the case because the programs were not implemented strictly in accordance with the theory or even in terms of their own program goals and objectives. Whether positive experiences in an alternative school setting can produce improvements in self-concept which, in turn, may reduce disruptive/delinquent behavior, is left unanswered. Indeed, Gold and Mann (1984) forecast the difficulties
involved in finding programs that fit the necessary test conditions and they identified numerous impediments about which researchers must be aware. Not too surprisingly, this researcher was not able to avoid all the pitfalls identified in Gold and Mann.

From a more positive standpoint, however, the present study may serve future research in identifying and carefully documenting some of the ways everyday operations of intervention programs may diminish the extent to which even well-designed programs may be expected to work. There is strong evidence in the observation data which suggest it is very unlikely that school-based programs will be able to maintain a strict theoretical integrity in light of the many constraints and pressures, some of which may be unavoidable.

A great deal of attention was paid to these dysfunctional features of program operation in Chapters 6 and 7, and in Appendices A, B, and C. Perhaps, the most defensible conclusion this author can draw in light of these substantial impediments is that while the theory under study was not explicated tested, the evidence is sufficient to suggest that it remains credible.
The following observations include a detailed account of the Pinellas County intervention, Project Y.E.S. The five subheadings discussed in the main text will be used to present the narrative in some chronological order. A descriptive illustration from each session (seven total) will be presented under the five subheadings. These narratives further substantiate the contrast between the intervention programs and their conventional counterparts.

Rewards

Session 1

After working on their history and social studies, the students are released for a 15-minute break. During this time, they are allowed to snack, look at videos or engage in any activity that does not disrupt their colleagues. Today, many of them are looking at a rock video. Even though their break time has expired, they are begging the teacher to give them some extra time to look at the video. "Please Ms. S, can we finish seeing this video, please!" She reluctantly obliges.

Later in the day, the students are getting another break. They are sitting in a semicircle discussing the behavior of one of the other students. They are stretched out in their chairs and on the floor. The 10-minute break has now turned into a 20-minute break. This extension is allowed, mainly due to their orderly behavior.

It is lunch time. Lunch is brought into the room by the office secretary. Each student picks up his/her lunch and exits to the outside parking lot. Close by are large trees and benches for them to sit on. They are given 30 minutes for lunch. They waste little time completing their meals. For the remainder of the lunch period, they play ball, walk around the building, or sit and converse under
the big oak trees. Many of the teachers and counselors have joined them during their lunch period. The students seem to like this interaction. many of them are surrounding the counselors and teachers, asking questions unrelated to academics.

Session 2
Today the students are given a 40-minute lunch break. Their lunches are personally delivered to them. Many of the students are sitting on the benches outside of the office building. Some of the others are playing ball and chasing each other in the employee parking lot. A couple of the students have isolated themselves and appear to be engaged in private conversations.

They have been promised a film today. They are anxiously waiting to see it. Many of them have gotten comfortable on the floor. Their jackets and shirts are being used as pillows. They are allowed to get as comfortable as possible as long as they do not disrupt the classroom setting.

As the school day comes to an end, the teacher tells each student about the monies they have earned for the day. The dollar amounts are called out loud. They are encouraged to immediately deposit their monies into their mock bank accounts. Many of the students appear very happy about receiving so much money. As the teacher passes out the money, she is making complimentary statements about their behavior. Some of them are promising to improve their behavior by the following week. "I am going to do better." "I really should have more dollars than this." "You didn't miscalculate, did you Ms. S?"

Session 3
After the lunch break, the students watch a movie. They are very quiet and attentive to the film. During this presentation, they are lying comfortably on the floors. Many of the rewards they would normally receive are limited today due to the presence of a substitute. The students are having a difficult time trying to abide by her rules. "Well, our teacher said....On Friday we....Why do we have to do this, we do not do this when Ms. S is here."

Session 4
The discussion today focuses on student/parent relationships. The setting is very informal. The students are lying on chairs and tables. Some of them are lying on the floor. Many questions are asked during the film which is about a young girl leaving home to make it on her own.

Another film is being shown later on in the day. The film focuses on a relationship between a teacher and a student who has low self-esteem and confidence. At the conclusion of the film, there is a brief informal discussion
about the importance of feeling good about yourself. Both of the films relate to contemporary issues faced by adolescents. Most of the students are very attentive and eager to participate in the classroom discussion.

The students are urged to continue working until the end of the day. The classes are designed to minimize take-home assignments. Homework is not the norm in Project Y.E.S., unless students do not do any work during the school day.

Session 5

Today the students are going on a scheduled field trip. It is suggested by the program director that certain students remain in the center due to their inappropriate behavior. However, as 10:00 a.m. approaches, all of the students prepare to go. The field trip includes a tour of the courthouse and county jail. All of the students are escorted by the teacher, counselor and researcher. At the courthouse, the participants' behavior is exemplary. They are calm, obedient and respectful to all of the adults present. As usual, they show a special liking for the classroom teacher. As they walk through the facility, they talk privately with the teacher. The teacher gives them a lot of personal attention, and they respond favorably.

Overall, the field trip includes an overview of the jail, a visit with the judge in his chambers, and an opportunity to see an actual case in process. In every unit, the students are encouraged to ask questions. By 1:00 all of the students are ready to leave. Provisions have been made for all of the students to eat out at a restaurant, even though most of them do not have any money. The teacher assures them that everyone will get something to eat. At the conclusion of lunch, the students return to the center and are dismissed.

Session 6

The students are taking a 15-minute break. During their break time, they are allowed to watch rock music on television. The scene is similar to a homey family setting. All of the "family members" are gathered around the television. Some of the students are dancing and singing along with the video. The teacher is reminding them that their time has expired. They ignore her for a brief time. However, some of their peers are encouraging them to obey her, for fear that their television privileges will be taken away.

The teacher has now moved to the board to review some information. Some of the students are sitting in their chairs, but many of the students are lying on the floor. Most of them have taken off their shoes, and a couple of the students are sitting under the desk. There is no restriction on behavior -- whatever is most comfortable for
the student. Only one student has been asked to return to his seat because of his inappropriate behavior. Since the students are allowed to get as comfortable as possible, many of their books and other materials are scattered all over the floor.

Session 7
At the conclusion of the science session, all students are requested to take their seats. The teacher informs them about the number of Y.E.S. dollars they will receive. Many of the students are questioning the amount of monies they are receiving. As each student is paid, he/she is given a verbal explanation for the number of dollars he/she receives. "J. You have total of 20 dollars for getting your lesson done and obeying rules today." One of the students receives a large sum of money for exhibiting appropriate behavior. She is very delighted about receiving the highest amount of money. "Did anybody get more money than me?" This process continues until all of the students have received some type of "monetary" reward.

One of the interesting techniques used by the teacher is her use of personal examples. Many of the students appear interested in her examples. They also seem enthusiastic about offering their own suggestions and examples. Many of the students are praised by the teacher for their participation in the discussion sessions.

During the last 30 minutes, the students are able to buy some "free time." The school store is opened and the students are able to make their purchases. The researcher can see the pride on their faces as they make their selections. These selections include food, tee shirts, posters, and other school-related materials. During this time, the students are also allowed to socialize and roam freely within a designated area. Class is dismissed.

School Rules

Session 1
The teacher begins her science lecture. The students are still engaged in informal discussion. Ms. S. waits until the noise subsides and soon continues her lecture. She reminds them of the new rules that have been created recently to deal with their inappropriate behavior. The class has calmed down considerably since the teacher spelled out the new rules. Many of them begin to participate and take an active role in the class discussion.

As the discussion continues, many students have eased out of their desks onto the floor. They also continue to talk softly to one another during her discussion. She observes them getting out of their chairs and talking softly, but does not respond. She continues to lecture. In
fact, she seems quite pleased that the students are showing some enthusiasm about the subject matter.

Later in the day, they begin work on other assignments. Most of them are not concentrating heavily on their studies. The teacher is walking around to each student trying to encourage him/her to get back on track. Many of the students are complaining about being singled out and harassed. "You are picking on me." "What about the other students?" The teacher requests that the students return to their desks. They move very slowly but eventually they take their seats. She is also demanding that they clean up their desk areas. They do not obey her requests. Instead of forcing them to pick up the papers, the teacher decides to clean up their work area. Most of the students leave school without cleaning up their work area.

Session 2
Class begins after a long lunch break. The teacher is scolding them for not completing their assignments. She states her dissatisfaction emphatically. They are not paying her much attention. Most of their attention is now focused on the television. They have been promised a film today and they are anxiously waiting. In spite of their incomplete assignments and inappropriate behavior, they are still allowed to watch the film and relax on the floor.

At the conclusion of the movies, the students return to their desks. The classroom area is in disarray. Books, papers, clothing and other personal belongings are all over the floor. The students are making no effort to clean up. The teacher having minimal success in encouraging them to keep their work area clean. Many of them are called on to clean up their work area. They do so reluctantly. Their efforts to clean up their work area are minimal.

At the end of the day, the students are preparing for a test. There is some informal discussion among the teacher and students concerning their lack of preparation for the exam. Even though the test has officially begun, the students have not settled down. They continue to walk around, talk and request materials for the test (e.g., pencil, paper, eraser, etc.). It has taken some 15 minutes for the students to settle down for the exam. The teacher says very little about the large amount of time wasted. Instead, she patiently waits for them to get settled.

Session 3
The substitute teacher is having a difficult time enacting strict rules for these students today. Every effort to firmly control the students has been unsuccessful. Many of the students are tattletelling and/or fighting. They feel one particular student is receiving preferential treatment. The substitute teacher is forced to solicit the counselor’s help in calming down the students. The students
finally settle down after a brief lecture from the counselor. However, there are still some informal discussions going on. It is obvious that these students are having a difficult time dealing with the substitute teacher’s firm rules. Comments made to the substitute teacher include: "Well, our teacher said...." "On Friday we...." "Why do we have to do this?" "If Ms. S. was here we would...."

Session 4
The teacher begins to give them directives concerning room clean up. These comments fall on deaf ears. The students show little regard for the teacher’s comments. The teacher soon realizes that strong directives are not going to work with these students. She begins a discussion on the importance of taking care of property. "Treat this property like you treat your home and other things you own." Many of the students seem affected by her soft plea. They begin to make an effort to clean up around their desks.

Session 5
Today discussion focuses on family living. The students are asked to turn in their permission slips if they intend to participate in the discussion on sex and sexuality. The students are given a pre- and post-test to assess their knowledge in certain areas. Even though the teacher is dominating most of the conversation, she still allows them to make as many comments as possible. Some of the comments surprised the teacher. She was not aware that they knew so much about sex and sexuality at their age. Some of their comments include: "Oh, I have seen those porno flicks." "I dim the lights." "I know what I am doing." In a normal classroom setting, these comments would not have been allowed. The students would have been penalized for making such bold statements. Instead, Ms. S. allowed them to say whatever they wished. Many of their comments were incorporated in her lecture. "Students, in spite of what you know, or think you know, I would like to encourage you to wait until you are mature enough to engage in sexual intercourse." Students: "Why do we have to wait." "What are we waiting for?"

Session 6
It is 10:45 and the science class is about to begin. The students are taking quite a while to settle down. Many of them are walking around and using excuses in an effort to delay doing any classwork. "I need a pencil." "My pencil is broken." "I am not ready yet." Even though the teacher looks disgusted, she is giving them extra time to get settled. The students continue to prolong this process, and the teacher is forced to scold them for their inappropriate behavior.
After lunch, the reading session begins. The teacher is reading out loud to her students. The students are listening, but are also playing hand games, talking softly and coloring. A few of the students are teasing one of the students who appears to be an outcast. The teacher continues to read the text, even though she has observed all of the activity going on around her. She continues to allow this behavior for an extended period of time. Eventually, she is forced to scold them for being so rude and inconsiderate during the reading sessions.

As the day ends, the students have accumulated a lot of trash in their work areas. The teacher is threatening to withhold Y.E.S. dollars if the students do not comply and clean up their areas. Several of the students continue to ignore her in spite of the threat. She soon realizes that a stricter punishment is necessary if she expects them to obey. She threatens them with detention after school. The students mumble softly under their breath, as they begin to clean up their work areas. The Y.E.S. dollars are issued and the students are dismissed.

Session 7

Today, the teacher is reminding the students of their work assignments. The students continue to talk, paying her little attention. Only a few of the students are making an effort to complete their assignments. The teacher continues to encourage them to complete their assignments. In fact, she is giving them some extra time to finish up. Unfortunately, only a couple of students are taking advantage of this opportunity.

The teacher reminds them again that they must complete their assignments. The students are very defiant. They are questioning her about all of the work they have to do. Instead of telling them to refrain from such comments, she gives them ample time to express their dissatisfaction with the assignments. A few of them are using some very strong words to get their points across. In fact, many of them have gotten out of their seats and moved toward the teacher’s desk. The teacher continues (with little success) to explain their assignments. She soon makes all of the students return to their seats. However, a few of them are still standing and complaining about all of the work they are expected to complete. It now appears as if she has lost most of the control in the classroom. Most of the students have stated emphatically that they do not intend to do anything else for the rest of the day. "It’s the end of the semester. It’s not going to do me any good anyway." "School is over. I am not going to pass anyway." "I already flunked. I am ready to go to summer school."

The teacher is still reminding them to do their work. Most of the students are still ignoring her requests. Many of them have moved out of their seats. They are socializing
or reading leisure magazines. The teacher soon realizes that the students are not going to do any work. She continues to sit at her desk and grade papers. She says very little about their inappropriate behavior for the rest of the day.

Peer group interaction

Session 1

The students begin their group session by making suggestions about field trips, student privileges, and issues relating to summer school. Many of the students suggest creative ideas for the program. The counselor assists them in coming up with suggestions and solutions to some of their personal and school problems. At the end of the discussion, the students are asked to complete open-ended sentences: "I am most happy when ______." "My greatest fear is ________." During this group session, the counselor allows one of the students to lead the group discussion. The students like the idea and respond favorably to the counselor's selection. This student is selected by the researcher as the student "with the greatest amount of potential for positive change" (see predictions, Appendix ??). She attempts to prick at the consciousness of her peers for their wrongdoing in an earlier session. "Come on, you guys, have we really been good? Be honest!" "Do we really deserve a reward?" "Be honest?" The students reluctantly agree with her.

Session 2

The students are discussing a movie on homosexuals. Many of them are making derogatory statements about the homosexual lifestyle. During the discussion, each of them is allowed to express his/her opinions about this lifestyle. "This is disgusting." "Those people are perverted." "They are sick!" Most of them agree with each other on the subject of homosexuals.

The second film deals with teenage sex. During the previous week, Project Y.E.S. personnel had invited some speakers from Planned Parenthood to talk with the students about birth control. This film coincides with the speaker's presentation. The students are allowed to exchange their views and discuss the film's contents. Many of the students make humorous statements about the film's contents. Some of them want to inform the others that they are sexually active. "It is fun!" "Horny!" "It won't stay on very long." The teacher appears very surprised at their comments. However, she allows them to express their views in an appropriate manner.
Session 3
The students are involved in a group counseling session. This session deals with creative ways to control anger. Many suggestions are offered on how to control anger. The students are also involved in some role-playing activities in an effort to assist them in curtailing their anger. The counselor gives them hypothetical situations to resolve. Many of them are given the opportunity to express their views on how they personally deal with anger in the home, school, and peer group relations. Five of the students seem very interested in this session. They offer many suggestions for improvement. Their peers listen attentively.

Session 4
The students are discussing student/parent relationships. Many of them are talking about the problems they are having with their families. Some of them are even suggesting that they might move out of their parents' homes. "Oh, I can do it!" "I can leave right now if I wanted to." "I don't have to quit school, and I can do that too!" The counselor smiles, but she does not appear to take their comments seriously. Instead, she questions them about how they would survive if they lived on their own. She presents some real life issues that all of them would have to be concerned about. He comments include: "Tell me, where are you going to get the money from?" "Who are you going to live with?" "If you drop out of school, what type of job will you have?" The students begin to look at each other. They begin to think seriously about these questions. A few of them seem determined to "do it their way." Some of the other students soon realize that leaving home too early would be a major mistake. "You can't do that!" "That's too stupid!"

Session 5
Today the students are focusing on sex and sexuality. Based on their informal comments, many of the students feel they know quite a bit about the subject matter. A few of the students are trying to impress the others by making explicit remarks about their sexuality. As the discussion progresses, many of the students are giggling. Some of the students are embarrassed because they have been publicly identified for giving an incorrect answer. They are teased by their peers for their lack of information on sex. Even though the students appear to know quite a bit about the subject, the teacher continues to focus on areas that are not well known to the students.

In another room, there is another session going on. In this session, they are discussing the importance of self-disclosure in relationships. (Obviously, the researcher was unable to sit in on two full sessions, since
they occurred simultaneously. However, in both sessions, the emphasis was on group learning and encouraging student input about various issues.)

Session 6
During the day, many of the students can be seen talking to one another, playing hand games, teasing, or just sharing some personal secrets. Most of them seem to show a personal interest in one another. On this day, every effort is made to sit close, smile, and share material goods with one another. During this entire day, the students make a special effort to treat one another nicely. The students are hugging and touching one another a lot. Even though it appears innocent, the teacher is reminding them that they have gone overboard.

Session 7
The students are also involved in a group session. The topic for today is understanding parents. The counselor is asking the students to engage in role reversal, in an effort to better understand their parents. The counselor asks: "What are the responsibilities that go along with parenting?" "Do you think you will make a good parent?" "Are you ready for the responsibility?" Many of the expressions on the students' faces indicate that they are giving these questions some serious thought. Many of them are talking openly about their relationship with their parents and stepparents. "My parents want a baby. They want you to remain babies forever." "They want to have all of the power and control."

Each student is given a hypothetical situation dealing with parenting. Students are asked to come up with a realistic solution to the problem. In this session, they are allowed to talk about how they would resolve the problems. The counselor allows them to act out and talk with each other. She also encourages them to go home and tell their parents how thankful they are for all of the things they have done. Many of the students respond favorably to her requests, after giving it some thought.

Administration

Session 1
During this session, five of the students are talking out loud and making smart remarks. They are also disturbing their peers who are trying to get some work done. The Director overhears the disruption. Her office is only 3 feet away from the main classroom area. They disruptive students are asked to come into her office. They stomp and pout as they walk into her office. The administrator confronts them about the problems they are causing in class.
Both of them are allowed to express their views. After listening to their explanation, the administrator releases them to class. However, she warns them that they will be removed from class indefinitely if their disruptive behavior continues.

The students have scheduled a meeting with the coordinator later in the day. They want to express their personal concerns about the program. The Director finally enters the room. She makes it very clear that she will stay and talk with them only if they show her respect. Initially, the students and the director are making their views known. Each party is expressing his/her concerns in an orderly fashion.

Student: I thought you said this school was fair.
Student: You won’t listen to us.
Student: You think you are always right!

The director is appalled at their explicit statements. However, she lets them continue talking for an indefinite period of time, after which she expresses her concerns and disappointment with the program. However, the students are not being very attentive. Eventually, the meeting is called off until both sides are able to converse calmly.

Session 2
The coordinator has spotted one of the students in the hall. She congratulates her for making some effort in the classroom. "I have heard some good reports about you today. Keep up the good work, okay?" The student seems very proud that she has been singled out by the coordinator. She calmly accepts the praise and returns to the classroom area.

A few of the students have remained after class. They are sitting in the coordinator’s office talking about nonacademic issues. Even though she seems busy, she is taking a few minutes to listen to what the students have to say.

Session 3
One of the students has been placed in time out. Time out consists of isolation from ones peers. Students are placed with an authority figure for a specified period of time. In most cases, the authority figure is the director of the program. Once the student enters the room he/she is asked several questions. These questions allow them to analyze their own behavior: "Why are you here? What did you do? What is your responsibility in resolving this problem? Why are you always getting into trouble?" Many of the students are stubborn and refuse to answer the questions. The coordinator offers solutions for helping the student improve his/her behavior. In this case, the director is making some very positive remarks about the students in time out. However, she is also reminding them of the contracts and commitments they had made early on. After a brief
discussion, the students are released and allowed to rejoin their colleagues.

Session 4
On this particular day, there is a parent conference. The conference includes the program director, teacher, counselor, student and his parents. The discussion is centered around his inappropriate behavior in the classroom. Each person who represents a component of the Project Y.E.S. is describing his behavior. Many options and suggestions are offered or improvement. The parents are also given some time to respond.

The administrative staff is also informing the parents of the student’s positive behavior. Ironically, the student is suggesting that these administrators care too much. "Why should you care." "You care too much." "You always have to worry about my behavior!" "Leave me alone!" the student is made to review the school’s rules again and sign another contract in the presence of his parents and staff.

Session 6
The counselor is informing one of the students that it is time for an individual counseling session. He balks at the request. "It’s boring. I don’t want to go." He reluctantly goes into the room for individual counseling. Many of the students are asking the teacher why they have to go to the individual sessions. The teacher and the coordinator informs them that the sessions are designed to help them with their personal and family problems. Even though the students are complaining, this does not discourage the counselor. She continues to provide individual counseling to all of the students. On this day a typical session proceeded as follows:

Counselor: You know it is never too late to change. You really need to work on building up your confidence and self-esteem.

Student: I don’t want to change. I just don’t.

Counselor: Well, at least think about it. Thank you for listening. I hope that you will make an effort to change gradually.

Before the student leaves, she is required to sign a contract stating that she will make an effort to improve her behavior and complete her classroom assignments. She signs it reluctantly.

Counselor: Please work toward these goals in the upcoming week. I would like to hear about your progress.
The other session focuses on a young man who is having problems with his father. The student is allowed to talk about his relationship with his father. He is also concerned about building up his confidence level and self-esteem. He seems very interested in the counselor’s suggestions for improvement. The student is given various activities to build his confidence and self-esteem. One such exercise is entitled "Things that make me proud of myself." As the student goes down the list, he is able to identify several things he can do well. This seems to make him very proud. The counselor encourages his responses until time expires.

Session 7
The teacher and students are talking about various issues not related to academics. The students begin to talk loud and engage in disruptive behavior. The teacher reminds them to calm down, but only a few of them are obeying orders. The director of the program overhears the disruptions in the classroom. She suggests that the disruptive students stay on campus and miss the field trip. This threat does not deter their behavior. They continue to engage in inappropriate behavior. As 10:00 approaches, all of the students are allowed to go on the field trip. The teacher and coordinator do not say anything else about the student’s inappropriate behavior. Arrangements are made to leave the center almost immediately.

Teacher and Students Interaction

Session 1
One session focuses on reading skills. The teacher passes out reading skills packets. The students have now moved from the classroom to the activity work area. One of the students is sitting very close to the teacher’s desk, apparently seeking some personal assistance with his work assignment. She is making every effort to provide the personal assistance that he needs.

The teacher has walked over to the activity area to help the other students. She is checking on each student’s progress. She is paying close attention to detail. She is also making some brief comments about their individual performance. "I suggest that you...." "___ it would be best if you...." "this is wrong. Why don’t you try...." She eventually moves over to those students on the floor and provides some assistance to them.

Later on during the day, the students are completing some more assignments. Even though most of them are not doing any work, the teacher is still making encouraging remarks to her students. "Get your books and paper and do some work." "You all really need to get started!" She
provides individual attention to the few students who have decided that they are going to begin working.

**Session 2**

As the school day comes to an end, the teacher tells each student about the monies they have earned for the day. She is making positive statements about each student as she hands out the monies. As the class comes to a close, the students are encouraged to prepare for a test on the following day. Class is dismissed. However, two students have remained. They are surrounding the teacher’s desk. It appears as if they are having a personal conversation with the teacher. Everyone participating in the conversation seems quite happy, since all of the parties are smiling and exhibiting positive gestures. The students continue their informal conversation with the teacher until she leaves the building. They walk her to the car to say goodbye.

**Session 3**

A substitute is present on this day. (The researcher did not have the opportunity to observe the interaction between the regular teacher and the students. However, comments have been in reference to the substitute in other segments of this appendix.)

**Session 4**

The students are discussing parental relationships. many of the students are convinced that they know everything about parenting. They are making some incorrect statements about the subject matter. Instead of scolding them, the teacher smiles. She does not appear to take their comments too seriously. Instead of criticizing them for their "silly" remarks, she offers ways in which they can more adequately assess the situation.

After lunch, the students are given a science assignment. All of the students are stretched out on the floor, completing their assignments. Many of the answers are blurted out. They are immediately scolded by the teacher. Some calm is restored to the classroom setting. Some of the students have begun to render excuses. "I just can’t do this!" "I just don’t know what that means." "I am illiterate (chuckles)!" "I don’t understand." Many of these excuses are an attempt to get out of completing assignments.

These excuses are not accepted by the instructor. She gets down on the floor and begins personally to assist each student. She is going over every little detail. The students listen attentively. They seem to appreciate her efforts and the special attention she is giving them. They soon begin to fully cooperate with her.

She is now convinced that she has offered as much assistance as necessary. She is expecting them to finish all of their assignments within a reasonable amount of time.
She has gotten up off the floor. However, she continues to walk around and check each student's paper.

**Session 5**
The teacher has reviewed students' papers. She is surprised at their lack of knowledge in this area. Many of the students are "mildly" scolded for making stereotypical comments and using slang terms. As the session continues, the teacher constantly reminds them to watch their comments and control their behavior. In spite of their behavior, the teacher is responding calmly to their comments. She merely shakes her head and moves on to another topic.

**Session 6**
Many of the students are viewing a video. They are asking the teacher to extend their leisure time. Even though the time has expired, she is allowing them five more minutes of leisure.

A review session has begun. The teacher is trying to make sure that the students understand the information they have covered for today. Many of the students are being praised for their correct responses. She states: "Very good." "Okay." "That's right!" The teacher has threatened to deny them their lunch break if their work space is not cleaned up immediately. They eagerly obey her requests. This quick response is not the norm. However, they do not want to miss their lunch break.

Later on in the day, the students are given a spelling test. The teacher is walking around the room, making sure every student is working. She is standing very close to each student, providing them with emotional support. "Okay, very good, that's right."

The reading session begins at 11:30 a.m. Many of the students are still talking and exhibiting unacceptable behavior. They are laughing out loud, walking around and paying little attention to their school work. Instead of offering the traditional brand of punishment, the teacher asks the students the following questions: "How do you think I should handle you all?" "What do you think is the best solution?" "What do you suggest that I do?" Some suggestions are offered by the students. They are given ample time to come up with alternative solutions to the problems. They seem very pleased that they were asked to resolve their own problems. By now, many of them have gotten on the floor to relax. They complete their reading assignment for the day.

**Session 7**
The students are going on a field trip. As stated, this field trip includes a tour of the courthouse and the county jail. During the entire trip, the students and teacher could be seen talking privately, hugging, and
showing sincere affection toward one another. It appears as if a few of the students are competing for the teacher’s attention. However, she makes every effort to show attention to all of her students. She agrees to pay for their lunches, since most of them do not have any money to eat at the restaurant. She assures them that everyone will get something to eat. They seem very happy as they exit to the parking lot.

Student-Teacher Interaction: Negative Experiences

Despite the large number of positive experiences between the teacher and her students, there were several instances of disruptive periods. During these times, the teacher-student interaction was "strained" and detrimental to the learning process.

Session 1

Even though the teacher has asked them to calm down, the students are practically ignoring her. Their disruptive behavior continues. One student has started a major conversation with his peers about a fight. This discussion is occurring simultaneously with the teacher’s lecture. "Did you all hear about the fight?" "Did you hear who won?" "You didn’t?" Several of the students are responding to his questions.

The teacher is extremely angry at the lack of participation she is receiving from her students. They are commanded to finish their work immediately! The students continue to ignore her. They continue to walk, talk, and socialize with their peers. Some of the students have migrated into the halls. This is a serious offense since other non-related offices are housed in this facility. Those remaining in the class continue to come up with excuses for why they can’t do their work. "This work is hard." "You give us too much work!" "I am tired." "I have got a headache this big and I need an aspirin." These comments are ignored as the teacher continues to maintain some control and order in the classroom.

After a ten-minute break, the students are asked to return to their seats. Most of them have complied. Many of them are still playing and ignoring her requests. She has to remind them over and over again of the new rules that have been created to deal with their inappropriate behavior. The students are also reminded of a test on Friday. Instead of asking the teacher to review for the test, they insist on elaborating on other subject matters.

Session 2

Class begins after a long break. The teacher is scolding them about not completing their assignments. Most
of them do not appear concerned about finishing their assignments. Her request falls on "deaf ears." She soon realizes that her students are paying her very little attention. She restates her requests. However, most of their attention is focused on watching television, and it appears as if nothing else matters. Instead of denying them the opportunity to look at the film, the teacher turns the television on and the viewing begins.

As the class comes to an end, the students are reminded of their assignments and tests for tomorrow. Only a few of them are writing down their assignments. Little attention is being paid to Ms. S. They are also reminded to clean up their work area. Again, most of them do not respond. They respond favorably toward the teacher only after the bell has rung, and school-related matters are no longer discussed.

Session 3
After the lunch break, the students look at a movie. This movie has captured the attention of most of the students. They are very quiet and attentive to the feature film. However, there is one exception. One male student continues to exhibit disruptive behavior. He is making several remarks during the film presentation. The teacher has given him several "chances" to improve, but to no avail. He is eventually sent to time out. Time out for Project Y.E.S. participants consists of isolation from one’s peers for a specified period of time. The student is placed with at least one authority figure (coordinator, counselor, etc.).

Session 4
The teacher is issuing out Y.E.S. dollars. These are dollars earned for exhibiting appropriate behavior. Most of the students seem pleased with the payoffs. Those students who have not received many dollars are complaining and are attempting to downgrade the system. "Oh, I don’t care!" "This is just paper money." "We will boycott." "I will bring twinkies and boycott the school store." The teacher overhears the negative comments. She attempts to explain why some of the students did not receive many Y.E.S. dollars. "You were not being attentive." "Many of you were talking and showing disrespect for each." "I had to tell a few of you seven or eight times to go to your seats!" She supplements her explanations with a brief lecture on the importance of exhibiting appropriate behavior and acting like young adults.

Later in the day the teacher gives some directives concerning room clean up. These comments fall on deaf ears. Many of the students continue to sit there and show little regard for the teacher.
Session 5
The teacher is returning some papers. She is also passing out some grades for each student. Most of the students look pleased with the results. Some of the other students don’t appear very happy. Many of them are turned around in their desks, talking to their peers.

Later in the day, one student is walking around aimlessly, looking for a folder. His verbal remarks are distracting the learning process. The teacher demands that he leave the classroom immediately. The request is fulfilled. As the student leaves he is making some derogatory remarks under his breath.

Session 6
The students are looking at a movie during the last hour of class. One student makes a suggestion concerning a poster for one of the students who is hospitalized. The teacher allows them to work quietly on the poster during the film presentation. Many of them thank the teacher for allowing them to show their love for J____. Many of the Project Y.E.S. personnel have been asked by the students to sign the poster. They all eagerly reply.

The teacher soon realizes that two of the students have not finished their worksheets. She insists that they stop working on the poster immediately and return to their desks. They ignore her and continue to work on the poster. The Director is called into the area to assist the teacher with these students. The director calls them into her office and they remain in her office for the rest of the school day.

Session 7
The teacher is reminding the students of their work assignments due this week. However, the students are not paying any attention. They continue to socialize and talk about issues unrelated to academics. Most of the students have done very little in the last half hour. (It is difficult to see how they function effectively as students, given their disorganized work area. Papers and books are spread out across the room. Only two students appear to have organized materials.)

In spite of her requests for them to return to their seats, most of them are still standing and complaining about the work load. After several minutes or so, the teacher realizes that she has lost most of the discipline and control in the classroom. The director also "overhears" the disruptions. She enters the classroom, and attempts to bring some order and stability to the classroom setting.
APPENDIX B
CLASSROOM OBSERVATIONS: PROJECT SUCCESS

The following is a detailed description of each group session offered in the Project Success intervention. These sessions include the introductory session, the weekly sessions and the weekend sessions. The format used for each training model was taken from Elliot’s (1987) text on intervention strategies offered in the school system. This detailed information is presented to further substantiate the contrast between the intervention program and the conventional classroom settings in Alachua County.

First session

During the first session, the students are called to the office to make sure they turn in their permission slips. The counselor needs these forms before they can officially participate in the intervention. As the students enter the room, they realize they are all from the same neighborhood.

Student: Hey wait a minute! Why are we all from the same neighborhood?
Counselor: We are focusing on providing an intervention for a certain group of students who reside in a certain geographical location. _____ Project is the area that we have selected for this intervention.

The students seem satisfied with her explanation and are eager to begin.

Student: What are we going to do? Is it going to be fun? Will you call us out of classes for the next seven weeks? The counselor informs them of the program format. She asks for their full cooperation. They assure her that they will cooperate.

The students are asked to fill out a personnel assessment form. This form focused on problem identification. The counselor intends to offer individual counseling. Therefore, she needs them to identify their problem areas. Most of the students are making comments about the form.
Student: I am fine. I don’t have any problems. Many of them are reluctant about identifying any personal problems. They reluctantly fill out the form and return it to the counselor.

The group session officially begins. Each student is asked to design a personal shield -- similar to the shields worn in Medieval times. The shield is a description of the personal characteristics each student wants to highlight. Many of them are working in groups, selecting various words and pictures that adequately describe them.

Student: Look at what I have! Let me see yours. I am bold and beautiful.

These shields were used as a folder cover for the duration of the intervention.

Time has expired. The counselor uses the remaining minutes to discuss the field trip scheduled for this weekend. The students seem very eager about the trip. However, some of them are saying that they cannot attend because they play football. The counselor is still planning the trip for those students who have expressed an interest in going. The exact time and location is discussed. The students are dismissed.

Effective Communication

Learning how to communicate effectively with ones peers and authority figures is an integral part of positive social behavior. It increases the likelihood of reciprocal positive interaction and of the delivery of respect and positive response. Expressing and communicating effectively appears to be a behavior that has a high probability of support -- especially from those in authority; most notably school personnel and classroom teachers. In addition, effective communication appears to be a way of enhancing most relationships with significant others. Presented below is the outline of how this session sought to remedy a social skills deficit of good communication skills.

Role Play Situations
1. Students communicated different feelings with each other verbally and non-verbally
2. Students role played good ways of asking favors from another person
3. Students role played receiving compliments with positive responses
4. Feeling charades: Students communicated feelings and emotional states through role playing
5. Students communicated friendship with another person non-verbally
Homework Assignment
1. Students were encouraged to practice communicating effectively with their peers and family members
2. Students were encouraged to be more conscious of the non-verbal cues they elicit in their every interaction with others

Training Model For A Social Skills Deficit In Effective Communication

An Example Rationale for Effective Communication

1. It can improve relations with peers, family and school personnel.
2. Makes others listen and respond favorably over time.
3. Can gain respect because you are perceived as being intelligent and knowledgeable about handling situations.
4. You are proud of yourself for being able to express yourself clearly and effectively.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowing how to communicate effectively</td>
<td>Sound friendly, use words that indicate you are sincere and state your position clearly and concisely</td>
</tr>
<tr>
<td>2. Knowing when to communicate effectively</td>
<td>When you want to make your request known and if you need to state your position on a specified subject matter</td>
</tr>
<tr>
<td>3. Knowing the right thing to say at the appropriate time</td>
<td>Usually right after the person has exhibited the behavior in question or made statements that you need to respond to</td>
</tr>
<tr>
<td>4. Knowing the right way to communicate effectively</td>
<td>Use words that are non-threatening and hostile</td>
</tr>
</tbody>
</table>
Dressing For Success

Learning how to dress for success with a focus on hygiene, posture and positive body language is an integral part of positive social behavior. (It increases the likelihood of receiving positive feedback and compliments from "significant others" (e.g., peers, parents, teachers, etc.), and has the potential for enhancing the individual’s effectiveness. It also indicates that the student is taking pride in his/her social appearance as they interact with people on a regular basis. Dressing for success properly reflects social values (e.g., cleanliness) and has a high probability of support from the society at large. Presented below is the outline of how the session sought to remedy a social skills deficit in "dressing for success -- the impact of overall appearance."

Role Play Situations
1. Each young lady role played walking properly and exhibiting correct posture
2. Each young lady role played situations concerning correct sitting postures
3. Each young lady was asked questions by the presented concerning personal hygiene, positive body language, etc. They were called upon to respond to her inquires
4. The young ladies also emulated the presented as she exhibited various techniques for dressing for success, posture and positive body language

Homework Assignment
1. Students were encouraged to practice implementing some of the skills taught in this group session
2. Students were asked to be more conscious of their outward appearance and posture and overall body language

Training Model For Social Skills
Deficit In Dressing For Success -- With A Focus On Hygiene, Posture And Positive Body Language

The Rational For Dressing For Success

1. It assists students in presenting themselves in a positive manner, based on dress and outside appearance
2. It makes others notice and respect you due to your overall appearance and posture
3. To enhance your physical attributes in a positive manner
4. To increase student pride in themselves for exhibiting correct postures, dressing properly, using good hygiene and using effective body language

<table>
<thead>
<tr>
<th>Steps</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowing when to dress for success</td>
<td>Whenever you have contact and interaction with others in public places, making presentations, or in the &quot;limelight&quot;</td>
</tr>
<tr>
<td>2. Knowing if you are dressed properly</td>
<td>Ask the advice of others who know about dressing for success. Review books/pamphlets that offer tips about proper dress</td>
</tr>
<tr>
<td>3. Knowing how to dress</td>
<td>Wearing clothes that &quot;make a statement&quot;. Wearing clothes that fit your body. Wearing colors that match your skin tone. Don’t over-invest in fads or designer clothes</td>
</tr>
</tbody>
</table>

**Saying No To Drugs**

Learning how to say no to drugs is an integral part of social behavior -- given the overall negative impact of the drug culture on our youth today. It is hoped that saying no at an earlier age to drugs can decrease the likelihood of young people being influenced to use drugs at a later time. Saying no also has the potential for building up self-confidence -- since it means that the young person is able to say no in spite of the social pressures surrounding them. Saying no has a high probability of support from the youth’s family and society at large. Presented next is the outline of how the session sought to remedy a social skills deficit in "saying no to drugs."
Role Play Situations
1. In the group session, the students enacted various situations wherein they were confronted with using drugs. The students had to act out how they would respond to the various situations.
2. Hypothetical situations were read to them. Students were called upon to demonstrate and discuss how they would respond.
3. Viewed video on drugs and drug use. Students were asked to respond to some of the issues discussed in the film. (This film was shown in segments -- with the intent of getting input from the viewers.)

Homework
1. Each student was asked to write a paper on the following topics: "Why I should say no to drugs" or "How Drugs can destroy the Black community."
2. The students were also encouraged to notice what people are doing/saying when they try to encourage them to use/buy drugs -- and not be intimidated by them.

Training Model For Social Skills Deficit In "Saying No To Drugs"

The Rationale For "Just Saying No To Drugs"

1. Non-conducive to good health
2. Violation of the law
3. Alteration of behavior -- potentially causing problematic behavior now and in the future
4. Parents/teachers happy with you because you had the will to say no
5. You are proud of yourself for doing the "right thing" by saying no to drugs

Steps          Remarks

1. Knowing how to say no          Sound definitive. Firmly state your position. Use words that indicate a commitment to your position on the subject matter
2. Knowing the right time/place
   Usually right after the person has offered you the drug. Any delay could cause a change of mind.

3. Knowing when to say no
   Anytime you are confronted with a situation that suggests or encourage the use of drugs.

Peer Pressure
   Responding unfavorably to negative peer pressure is an integral part of positive social behavior. It increases the likelihood of more positive behavior on the part of the individual who is potentially influenced and encourages confidence in his/her ability to not succumb to negative peer influence. Furthermore, dealing with peer pressure effectively appears to be a behavior that has a high probability of support from family, authority figures, and school based personnel. Finally, the recognition of situations in which youth respond to negative peer pressure appears to be an important task -- thus enhancing the likelihood that they will not give in to social pressures.

Role Play Situations
1. The students role played hypothetical situations wherein they were confronted with negative peer pressure.
2. Students discussed what they have done in the past, when confronted with negative peer pressure and what they should have done in those situations.

Homework Assignments
1. Practice "standing up to" those peers who want to influence you in a negative way.
2. Implement what they have learned in this session, the next time they are confronted with negative peer pressure.
Training Model For Social Skills Deficit in Dealing With and Responding Unfavorably To Negative Peer Pressure

The Rationale For Learning How To Respond To Negative Peer Pressure

1. Decreases likelihood of giving in to negative peer pressure
2. It may influence other peers to do likewise--if they observe your taking a stand against the majority
3. Others (family, authority figures) are happy with you because you are able to withstand and deal effectively with the pressure
4. You are proud of yourself for doing the right thing and not giving in to pressure
5. Knowing how to respond lessens the intimidation factor that is used in many instances by your peers

Steps

<table>
<thead>
<tr>
<th>Steps</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowing when to respond to peer pressure</td>
<td>When someone tells you to do something that is a violation of law or a violation of your personal values and morals</td>
</tr>
<tr>
<td>2. Knowing how to respond</td>
<td>State your position firmly and succinctly with little room for rebuttal</td>
</tr>
<tr>
<td>3. Knowing the right way to respond</td>
<td>Use words that indicate you are not going to engage in the specified behavior and tell them (if necessary) why you won’t do it</td>
</tr>
<tr>
<td>4. Knowing if someone is trying to influence you to engage in negative behavior</td>
<td>If they are using daring or challenging statements, or if they indicate that you will be excluded from the group if you do not engage in the specified behavior</td>
</tr>
</tbody>
</table>
Black Pride/Brotherhood

Having black pride and expressing brother and sisterhood is an integral part of positive social behavior. It increases the likelihood of more positive behavior on the part of the individuals since they are proud of who they are and what their race represents. Furthermore, instilling Black pride and teaching youth how to respond more favorably to their Black brothers and sisters appears to be an important task -- increasing the likelihood of greater unity, and support from each other.

Role Playing
1. Each student stood up and the others highlighted and talked briefly about their positive attributes.
2. Each student had to do a commercial selling their finer characteristics. The other students looked and listened attentively as each commercial was "played".

Homework
1. Each student was asked to write a letter indicating what their future goals were. Each student was to be matched with a person in the local community who held that job description. This person was to serve as a positive Black role model and respond by letter.
2. Be more conscious of the things they can do and say to enhance themselves and their Black peers.
3. The students were asked to continue to work on their personal folders which depicted the importance of Black qualities.

Training Model For Social Skills Deficit In Lack Of Black Pride and Brother/Sisterhood

The Rationale For Increased Black Pride and Cooperation

1. Instill self-respect in black youth
2. Instill a cooperative spirit among Black youth
3. To stay informed about their black heritage
4. Encouraged to do more -- if they are exposed to the achievements and accomplishments of other Black role models
5. It tells others you are proud of who you are and what you stand for
<table>
<thead>
<tr>
<th>Steps</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Knowing how to express black pride and brotherhood</td>
<td>Exhibit behavior and engage in activities that will bring pride to self and race. Help and provide positive encouragement to peers</td>
</tr>
<tr>
<td>2. Knowing when to express black pride and cooperation</td>
<td>For self, any opportunity that allows you to say or engage in behavior that will positively enhance you and the Black race. Also, after someone else has exhibited similar behavior</td>
</tr>
<tr>
<td>3. Knowing if you/or someone has engaged in behavior that enhances brotherhood and black pride</td>
<td>If it enhances the Black race. If it brings positive remarks from peers/family/community/teachers. If it reflects positively on the student as an individual</td>
</tr>
</tbody>
</table>

**Constructive Behavior In The Classroom**

Exhibiting constructive behavior in the classroom is an integral part of social behavior. (It increases the likelihood that students will gain respect and get the needed attention from educational personnel.) Furthermore, exhibiting constructive behavior in the classroom increases the likelihood that the students will grasp the information presented in class, because the main focus will center on academic studies.

**Role Play Situations**
1. Discussed how students should act in classroom settings
2. Discussed how the student’s behavior in the classroom was related to the need to impress and peer pressure
3. Discussed ways to improve behavior in the classroom
**Homework**

1. The students were asked to think about how they allowed peer groups to influence their behavior in the classroom.
2. Students were asked to think through various options and alternatives to disruptive behavior in the classroom.
3. Each student was given what was called a Behavior Attitude Grade sheet. This sheet was to be given to one of their teachers. The teacher was to monitor their behavior in the classroom for at least a week.

**Training Model For Social Skills Deficit In Constructive Behavior In the Conventional Classroom**

**The Rationale For Constructive Behavior In The Classroom**

1. To command the respect of peers and teachers in the classroom
2. The potential for greater ease in "absorbing" the academic materials discussed
3. Decreases chances of suspension/expulsion from class
4. Authority figures happy with you because you are exhibiting appropriate behavior
5. You are proud of yourself for exhibiting appropriate behavior in the classroom

<table>
<thead>
<tr>
<th>Steps</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowing when to act appropriately in class</td>
<td>During entire class and when authority figures gives rules/directives to follow</td>
</tr>
<tr>
<td>2. Knowing how to act appropriately</td>
<td>Exhibit mannerisms and behavior that show respect for self, peers and teachers in the classroom (e.g., wait your turn)</td>
</tr>
<tr>
<td>3. Knowing where to act appropriately</td>
<td>In all situations that demand some adherence to carrying out various rules and regulations (classroom, assemblies etc.)</td>
</tr>
</tbody>
</table>
Effective Non-Verbal Communication

Learning to communicate effectively non-verbally is an integral part of social behavior. Like verbal language, it is a means of communication, of sharing thoughts and feelings. It is hoped that by learning effective non-verbal behavior, this will increase the potential effectiveness of the individual in his/her interaction with others. Having good non-verbal skills also increases the probability of effectively conveying messages through the use of gestures, posture, facial expressions, tones of voices, etc.

Role Playing
1. The guest presenter practiced using non-verbal cues in informal conversations -- with an emphasis on posture, dress, and facial expressions.
2. The male group also practiced handshakes and various types of eye contact. The presenter indicated the importance of various types of eye contact and the messages they elicit.
3. Discussed the importance of effective non-verbal cues and the guest presenter gave clues/tips concerning effective verbal and non-verbal behavior.

Homework Assignment
1. The young men were encouraged to practice using the effective non-verbal clues.
2. The young men were encouraged to be more conscious of the non-verbal signals they were sending out. They discussed such issues as dress, hygiene, standing positions, etc. -- and the underlying messages they send.

Training Model For Social Skills Deficit In Effective Non-Verbal Language/Skills

The Rationale For Effective Non-Verbal Communication

1. Non-verbal behavior tells others you are confident and secure about what you are saying -- without actually verbalizing it (e.g., tone of voice, handshake, etc.)
2. It can increase focused attention on you due to your effectiveness in communicating
3. Adults are happy because you are capable of expressing yourself non-verbally
4. You are happy because you are able to interact and express yourself non-verbally
## Steps

<table>
<thead>
<tr>
<th>Steps</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowing when to use effective behavior</td>
<td>In situations that verbal demand the other persons undivided attention, interviews, job placements, etc.</td>
</tr>
<tr>
<td>2. Knowing how to use effective non-verbal communication</td>
<td>Use gestures or behaviors that are clearly understood by the receiver. Use gestures and behaviors that indicate confidence, and assurance about self.</td>
</tr>
<tr>
<td>3. Knowing the right place</td>
<td>Any place wherein you need to project an image of confidence and assurance of &quot;what you represent&quot; and your viewpoints</td>
</tr>
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</table>

### Self And Peer Group Enhancement

Learning to enhance the self is an integral part of social behavior—since the self conception is a social product. It arises in social interaction and is dependent on our perceptions to the reactions of others as well as our own evaluations as we interact with ourselves and compare ourselves to others and to our ideal selves.

### Role Playing
1. Students took turns affirming each other. Even though some of them appeared reluctant to accept all of the attention and positive statements, they accepted it.
2. Took turns affirming themselves and highlighting their personal qualities. They also talked about their future goals and why they would do well in that profession.
3. The students also encouraged each other to do well and highlighted some qualities in students that they were unaware of.
Homework
1. Practice affirming self and others more.
2. The students were encouraged to be more cautious of negative statements and words used by Blacks to describe Blacks.
3. The students were encouraged to give more compliments and make some efforts to correct situations instead of criticizing the person or situation.

Training Model For Social Skills Deficit In Self Enhancement and Peer Group Enhancement

The Rationale For Saying Positive Things About Self And Peers

1. Can enhance self-esteem and esteem of others
2. It makes others want to reciprocate in-kind
3. Increases the likelihood that others will listen to you if you have something positive to say
4. People are happy with you because you are sharing positive statements about them
5. You are proud of yourself for identifying positive qualities in others as well as yourself

<table>
<thead>
<tr>
<th>Self</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>1. Knowing the right time/place</td>
<td>If you/someone has done or said something positive. If someone or something is attractive or has good qualities</td>
</tr>
<tr>
<td>2. Knowing if you/someone has done something that deserves positive feedback</td>
<td>If the actions contribute to the well being of self, others, the community</td>
</tr>
<tr>
<td>3. Knowing the right way to say something positive about self/someone else</td>
<td>Sound friendly, use words that indicate you are sincerely proud of them and tell them (if necessary) why you are making such remarks</td>
</tr>
</tbody>
</table>
Last Session: Project Success

This is the last group session for Project Success. Even though the students have been informed that this is the last session, many of them do not appear to believe it. "Is it really over?" "We aren’t going to meet again?" "Is this the last session?" The students finally settle down and the last session officially begins. Each student is given the opportunity to discuss how the group sessions benefited them. They are allowed to talk about the positive and negative attributes of the program. Many of the students seem eager to talk about how much the program has helped them, and what they have learned from the session. As each student talks, their peers listen and periodically interject when they feel they have something to contribute to the conversation.

After the discussion, the counselor asks each participant to give some advice to his/her peers, based upon some of the things they have learned in the sessions. Each student offers some advice. "Whatever you do, stay in school." "Stop following the crowd, especially if they lead you in the wrong direction." "Don’t fall to peer pressure." The students appear to be listening and absorbing their peer’s comments.

The students also use this time to talk about what they have learned from each other, and to provide encouragement. "____, you know that you don’t have to act like that in class. Look at how you act in here. You are a different person when you are in here. If you can act like that in here, you can act like that in your regular classes." "That’s right, he sure can!" The young man in question, agrees with them, and seems quite pleased that his peers have the faith that he can improve in the classroom if he wants to. Even though he does not respond immediately, he does pay close attention for the remainder of the session.

After the peer group exchange, the counselor talks about how each student contributed to the sessions. Some of the students are praised for their leadership abilities. Others are praised for their commitment to deadlines and mature behavior shown during the session. Each student is singled out as being a major contributor to the outward success of the program intervention. The students seem pleased with her responses. They smile and look at each other as the positive statements are being made.

The students decide to use the remainder of the time to highlight the positive qualities of the counselor. "We really like you, Ms. ______." "You are always there for us." "We can talk to you." "You and Ms. Smith are very nice people." The counselor seems pleased with their responses and thanks them for their comments.

The counselor surprises them with an evening of dining at a local restaurant. She informs them that she will be taking all of them out this evening. Her only request is
that they be on time. All of the students indicate that they will be there, and thank her again for her hospitality.

Weekend Sessions

Below is a brief discussion of the weekend or after-school sessions for Project Success. Each activity was designed to focus additional attention on some of the information already discussed in the group sessions.

Metamorphis Drug Treatment Program

In connection with the "Just say no to drugs" session, the students are given permission to visit the Metamorphis Center in Gainesville, Florida. This program is designed to help persons with drug-related problems -- many of whom have committed some criminal activity connected with their drug use. During this short term program, the clients live on center and are expected to work or contribute to its daily maintenance (e.g., gardening, cooking). Upon arrival, the students seem somewhat reluctant to enter the building. Based on their facial expressions, they seem unsure about interacting with drug addicts. Obviously, they have not realized that they would be in such close proximity to them. (Most of them make an effort to sit next to each other, but due to limited space, they still sit near the clients.) Their uncertainty does not last long, due in part to the warm greetings given by the program director. She welcomes them and explains the goals and objectives of the program. She encourages them to speak out and ask as many questions as they like.

After her introduction, each client shares their personal lives and talks about his/her experiences with drugs. Many of their stories center around criminal acts committed and how they opted to give up everything in their lives for drugs -- including family, children, job and material possessions. Based on the students' expressions, they can not believe what they are hearing. As they continue to talk, the students listen attentively to their stories. The clients who speak are young, old, Black, white, male and female. Thus, the students are exposed to an array of persons who have had drug problems.

All of the drug addicts encourage the students to stay in school and receive an education. They also talk about the importance of not giving in to peer pressure and drugs. A couple of the inmates draw some pictures for them, indicating how drugs have destroyed their brains, and warn students against the use of drugs. Even though the kids are amused by the pictures, they soon realize the seriousness of the matter and the smiles disappear from their faces.
During the remaining minutes the students are given the opportunity to ask questions. Most of them do not have any questions. Therefore, the remaining minutes are spent taking some additional advice from the clients. However, once they leave the premises, it is obvious the students were listening to their stories. They begin to repeat portions of it and make comments about the clients' personal lives. They seem eager to share the information they have gained with the few students who were unable to attend due to athletics or other previous commitments.

The students who participate in this session receive their coupons. They immediately cash them in for treats at the local McDonalds. During this time, they are still making comments about what they have seen and heard at the drug treatment center.

Alachua County Department of Corrections

One of the activities includes a visit to the Alachua County Jail for a full tour of the facility. None of the students have ever seen the jail in its entirety. However, many of them indicate they know someone who was in this jail whom they visited on Sundays. They seem very excited about visiting the facility. All of those who are participating are on schedule for pick-up from the Woodlawn project area.

Upon our arrival, the students appear worried about what will occur behind the steel doors. They begin to ask questions about the facility. They are reassured that they will be protected and they should not be afraid. As the students are taken through the first double doors, one can observe their facial expressions. These expressions indicate some concern about their safety. Many of them begin to hold on to the counselor and researcher in an effort to gain some sense of security.

The young people are taken through the various jail pods. The tour guide explains all of the areas and answers some of the questions posed by the students. He also carefully explains the rules and procedures of the jail. The students are very observant. Some of their comments include: "I am never going to come into this place!" "This place is filthy." "It smells." "All of them live in here?" "You mean they get to watch T.V. and talk on the phone." "Why are they punishing that guy?" "Oh look!" "Can they have snacks from the machine?" "How long do they have for recreation?" "How come that man knows the Top 20 songs in jail. Where did he hear that song -- in here?" "Most of the people in this place is black." These comments made by the students indicate their shock and surprise at what they observe in the jail.

The students seem amazed at the living conditions of the women. They react very strongly to the women and their situation.
Student: Aren’t they going to let that woman go to the restroom?
Student: She is calling, you don’t hear her?
It seems as if they want the tour guide and others to cater to the needs of the women.

As we pass the juvenile department, many of the students are able to recognize those who are incarcerated. Student: That’s the guy that killed my cousin!
The juveniles make no effort to hide from them. In fact, they seem pleased about seeing some of their peers. They are waving to each other and calling out names. This amazes the students, since they can not understand why they act so unconcerned about the crimes they have committed.

As the tour comes to an end, the students return to the control booth in the front of the facility. They take their last look and depart through the steel doors. As they depart, many of them make comments about what they have seen. They also talk about the importance of being good, so they will not find themselves in the same predicament. "You don't have to worry about me. I am never going there." "I didn't know it was like that. Did you see that place?" "They still have a lot of privileges, but I still don’t want to go, I want my privacy."

**Group Dining At Local Restaurant**

During the last week of the intervention, the students are treated to dinner at a local restaurant. All of them seem excited about going out to dinner. Many of them are asking questions about the dining experience. "Where are we going?" "How much is it going to cost?" "Is it a nice place?" "What can we order?" The counselor insist they should not be concerned about cost and food. She reassures them that this is a nice place and she expects them to be on time for pick-up.

Upon entering the restaurant, all of the students are offered the salad bar, which consists of several meats and salads. Many of them can not believe that they have access to so much food. "Look at all of this food!" "Can we have some of this -- as much as we want?" They are reassured that they can have as much as they want.

After the students serve themselves, they are seated. Many informal conversations occur during the dining experience. However, on many occasions, the students have to be reminded about laughing and talking out aloud. This happens on at least two occasions. Once warned, they settle down immediately and continue with their meal.
Student: Okay, okay, Ms. ____ I am sorry.
Student: You’d better be quiet! Didn’t you hear Ms. ____?
One young lady only had rice on her plate. When questioned about her eating habits, she indicates that she is too shy to eat in public. She feels as if everyone is watching her. She only eats foods that do not require the use of fingers.

Obviously, it is an experience for them, since many of them indicated they had never been to a restaurant. Their excitement and outbursts indicate that indeed, this is a new experience. Many of them make comments that indicate they had never eaten in a restaurant:
"Can we take some of the chicken home?" "Do we have to eat it all here?" "Why does she have to keep bringing Cokes? We did not ask for them!" "I love cheese and crackers and plain tomatoes." "I have to go to clean off this table. I can't stand a lot of things on the table."

After the dinner, all of the students have to go to the restroom. They seem excited about walking around the restaurant and seeing so much food. After the main meal, the students are allowed to get desserts. Ironically, they begin to ask the same questions in regard to the desserts. "Can we have as much as we want?" "Can we take an ice cream cone out?" Again, they are told they can eat as much as they want inside of the eating facility. Even though they appear disappointed about not being able to take food out, they make every effort to eat as much ice cream as they can possibly hold.

Some two hours later, we are ready to depart. The students thank the counselor for a great meal.
APPENDIX C
CLASSROOM OBSERVATIONS: CONVENTIONAL CLASSES IN ALACHUA AND PINELLAS COUNTIES

Observation of conventional school settings consisted of more than seventy individual classroom settings over a period of three months. The daily events amounted to nearly one hundred pages of typed, single spaced text. For purposes of presentation here, these observation data are summarized according to the following theme.

The researcher has selected five dominant themes occurring in many of the conventional classes observed. The four themes are (a) teacher firmness and rule consistency, (b) classroom schedules and task completion, (c) rewards for academic achievement, and (d) teacher orientation to classroom work. Each theme will be discussed briefly, along with supportive examples and illustrations. Gold and Mann (1984) state that "a successful program must be significantly different from the conventional teacher-student interaction. Thus, the researcher’s rationale for providing this narrative is to further substantiate the contrast between the intervention programs and the conventional settings."
Project Y.E.S.

Teacher Firmness and Rule Consistency

In most of the conventional classroom settings, the relationship between the teacher and student was very formal. In the conventional schools, the teachers had certain requirements and expectations for all of their students, and they expected full cooperation. Most of the students realized the seriousness of the teachers' requests and complied with their demands. When the teachers spoke, the students knew they were serious. Those students who did not meet the classroom expectations were immediately penalized or released to a higher authority (dean, principal, etc.). There was very little tolerance for disrespecting classroom rules and the teachers. In fact, many of the rules were posted in clear view. All of the students were aware of the classroom rules and were expected to act accordingly -- even if they did not agree. The following are narratives taken from different classroom settings that attest to the (1) teachers' firmness and the (2) consistent rules operating in the classroom.

Observation 1

In one of the classes, the students are asking questions about due dates for their assignments. They are taking issue with the teacher about the due dates. The teacher informs them that she is not getting into a major confrontation with them about due dates, since that information has already been discussed. (It is obvious she has a right to ignore their requests since the assignments for the past three weeks have been clearly spelled out on the board.) The students realize they are in a no-win situation. They soon resume working on their required assignments.
Observation 2
Some of the students are trying to finish their assignments early. They are putting away their school materials. The teacher notices them and states: "You will continue working until I say otherwise." With only one minute remaining, the teacher lets them put all of their assignments away. Many of them are reminded to listen for their names since many of them were detained for detention.

Observation 3
The class has come to an end. However, none of the students are allowed to leave until all of the students decide to exhibit appropriate behavior. They soon begin to encourage each other to "act right," so that they can leave the classroom on time.

In this class, the students are allowed to discuss their views. However, they are not allowed to blurt out their responses. All of the students are recognized by a show of hands. Some of the students who exhibit inappropriate behavior are immediately reprimanded. In fact, the students in this class do not tolerate outbursts from each other "You had better be quiet." "Don’t you hear Mr. _____ talking!"

Observation 4
In another class a film is being shown. The students are allowed to move over so they can get a clearer view of the film. The teacher reminds them that this movement is allowed only for the benefit of viewing the film. During the film, two of the students approach the teacher about leaving the classroom. She gives them a negative gesture and they immediately return to their seats. Throughout the viewing of the film, no student was allowed to lean on the desk or exhibit any behavior that suggested rest. As the bell rings, the students are reminded of their assignments for tomorrow and dismissed.

Observation 5
All students are expected to be in their seats when the bell rings. The students are reminded that no talking is allowed. They are also warned about having their school materials prior to entering her classroom. She states: "If necessary you all will have to miss lunch in order to complete your assignments." The students realize she is very serious and they immediately get to work. No outward burst is accepted. Only raised hands are recognized. As soon as they realize they are being ignored for blurtling out answers, they raise their hands and follow through with the classroom rules.
Observation 6
On one occasion, the teacher has to step out of the classroom. As she exited the room, the students began to talk, walk around, and socialize with their peers. As she reenters the classroom, she insists that they take their seats and complete their assignments. "I expect you to be working the entire time!" This statement is said in a very stern manner. The students comply with her commands.

Observation 7
As the roll is called, there is much talking and walking around. The teacher reminds them of the guest presenter. "I expect you to be on your best behavior!" The students laugh as if she just told a joke of some kind. The teacher realizes that they are paying her little attention. She replies: "If you don’t shut up, you will lose time on Friday." On Fridays the students receive some free time for exhibiting good behavior. The students begin to exhibit good behavior.

As the students begin work, the teacher is making sure they understand the assignment. "Do you have any questions?" The students say "no" and begin their work assignments. Their comments are minimal and all of their conversation is slightly above a whisper. As the noise escalates, they are reminded about their behavior and order is immediately restored.

Observation 8
The bell has rung. A few of the students are asking some questions about the assignment. Many of them are checking to see if their peers completed their assignments. They are relieved to know that their peers have not completed their assignments. However, their noncompliance has no bearing on the teacher’s decision to collect their work.

Student: Nobody did their assignment. Are you still going to collect it?
Teacher: Yes, I sure am.
Students: Ah...
Students: Same old Mr. _____. Why should we expect anything different from you.
Teacher: Those who have done their assignments, should pass them up front.

Observation 9
In one corner of the class, some of the students are exhibiting inappropriate behavior. The teacher is not pleased with their behavior and threatens to suspend them. The students in question improve their behavior. There is still some talking going on among some of the students. However, they are speaking in a very soft tone.
Observation 10
This class is very talkative. A couple of the students have gotten out of hand. The teacher places one of the students in a front desk. The other student is sent out of the classroom for a brief confrontation with the teacher. As they reenter the classroom, he is sent to the rear of the classroom. The class is ending. The teacher issues a final reminder. "Anyone who is reprimanded from this point on will be late to lunch." The students remain calm and seated until the bell rings.

Observation 11
Some frustration is obvious. The students are complaining about the difficult assignment. "I don't understand." "It is hard." "What should I do?" "I need some help!" The teacher continues to provide some personal help. Many of the problems are worked out on the boards. In spite of the difficulty, the teacher is making it very clear that this assignment is due today.

Observation 12
An effort is made to include every student in the classroom discussion. Those who are reluctant are made to participate in some way. The teacher makes sure that every student takes an active role in the classroom discussions. The students are getting a little fidgety as the class period comes to an end. However, they are still following the teacher's directives.

Many of the students are trying to stall for time. They continue to ask the teacher questions about information that has already been discussed. The teacher replies: "We have gone over this eight times in two days. I have told you what to study for and what types of problems you would have on the exam. Please prepare for the exam now." The students are allowed some time to sharpen their pencils.

Observation 13
Those students who want to read are identified by hand. There are no verbal outbursts or major disruption in this class, despite the large number of students present. There are no heads on the desks or talking during the film presentation. The students have been forewarned by the teacher. If they are caught disobeying orders or can not answer the questions at the completion of the film, they will receive lunch duty. Obviously, this threat works. The teacher receives full cooperation from all of the students in the class.
Observation 14

Talking and socializing is allowed in this classroom. The teacher exhibits a certain look on her face that indicates it is time for them to curtail their inappropriate behavior. Once they receive "that look," they correct their behavior at once.

At the conclusion of the film, the teacher reviews the information. She is getting a slow response from the students. She states: "We will have to see the film again if I don’t get any response." The students perk up and begin to respond to her questions. They realize she is serious. They are making every effort to take an active role in the discussion.

Observation 15

After the bell, the teacher takes the roll. She verbally confronts some of the students for skipping class. The other students join in to ridicule their peers.

The students are requested to exchange their papers for grading. The class is very quiet as the teacher goes over the answers. The students are not satisfied with their grades. They begin to confront the teacher. However, the teacher does not get into a lengthy discussion. He continues his lecture presentation. At one point, he notices one of his students does not have a book. He confronts the student, and asks him about his classroom materials. The student replies: "I did not bring it. It is in the locker." The student is not allowed to participate in the classroom activities. The teacher continues with his lecture.

Project Success

Teacher Firmness and Rule Consistency

Conventional classroom observations

Observation 1

As class begins, the students are reminded to turn in their book reports. The teacher makes the announcement three times to make sure that all of the students hear her requests. Some of the students are bargaining for time, but to no avail.

Later on during the day, the teacher calls out the names of those students who acted inappropriately during her absence. Each student is reprimanded verbally for his/her behavior. She is planning to give them more severe penalties after the Christmas break.
Observation 2
Those students who have completed their assignments are allowed to go to the library. The teacher makes sure that their work is completed prior to their release. Only one student is allowed to go to the library. The students soon realize that they have to work hard and complete their assignments if they expect to go to the library. All of them appear eager about completing their assignments. As the class comes to an end, many of the students are called up front to her desk. She is reminding them of their assignments and earlier obligations. The students who are allowed to leave early are given a brief lecture about exhibiting appropriate behavior in the hallways. They nod their heads and exit the room.

Observation 3
During the reading assignment, many students are called on by the teacher. She is making sure they complete their assignments. She has to stand over a few students to make sure they are working. They soon realize she is serious and many of them begin to work.

This teacher shows little tolerance for unacceptable behavior in the classroom. Many of the disruptive students are being sent out of the classroom. They are told that the next step will be a trip to the front office. The remaining students are impressed by the removal of the students. They begin to quiet down. There is a hush over the classroom and many of the students are now paying close attention to their assignments. Even though many personal requests are being made (e.g., restroom, library, etc.), the teacher is not paying them any attention. "I see a lot of time wasted. There is no time for talking or playing."

Observation 4
The test has begun. The students are complaining about spelling out the months of the year. The teacher expects them to fulfill this basic requirement, in spite of their complaints. "As long as you are in my class you will write out the months." The students accept her comments and obey.

Observation 5
A fight has occurred in the classroom. The teacher begins to rite up both students for their inappropriate behavior. The student who caused the physical harm is trying to explain his side of the story. However, the teacher is not paying him much attention. "Shut up and go to your seat!" She tells the other students to "get to work," while she finishes writing up the disciplinary reports. "Take all of your things with you!" "With your attitude you need to stay home for a long time." After the students leave, the teacher lectures to the entire classroom about exhibiting inappropriate behavior. "I have reminded
you all over and over again to stop playing and wrestling in
the classroom. Don’t you understand?"

The students are asked to look at the information on
the board. The teacher reminds the students of their
assignments and due dates. "Remember, I do not want you to
turn in F work, when you can get an A."

Observation 6
During the film presentation, several of the students
had to return to their assigned seats for exhibiting
inappropriate behavior. Even though they were not happy
with the teacher’s request, they moved swiftly back to their
seats.

Observation 7
The students who are working are encouraged to think on
their own. The teacher is helping each student. However,
she is not giving them the answers. They are forced to work
through the problems. Many of the students have not
started. She is demanding that they start even if they do
not finish. "Don’t go horsing around!" "Try to get some
work done!" Many of the students are being reprimanded by
the teacher because they are not responding to her requests.
"I am going to get some pampers and pacifiers for you if you
do not do any better!"

Observation 8
The students are preparing to present their projects.
As their names are called, they are expected to present
their projects. Most of the students do not have a project.
Many of them are asking for an extension. They are trying
to discuss unrelated topics. The extension is denied, and
little attention is being paid to their informal
discussions. Due to the limited number of projects, the
teacher has decided to give a brief lecture on the
importance of responsibility.

Observation 9
Today the teacher is discussing body parts. Many of
the students are giggling or smiling at each other. Those
students who are laughing and making comments about the
illustrations are chastised by the teacher. "Do you have a
problem?" "Do you want to be excused?" The students
improve their behavior instantly. Many of them seem
embarrassed about their inappropriate behavior. Overall,
the teacher’s lecture includes a moral plea to take
responsibility for sexual activity. The teacher does not
encourage or discourage any behavior. "My job is not to
teach you bedroom sex, pornography or Dr. Ruth." "I am here
to inform you of physiology and anatomy as it relates to
your body."
Observation 10
The teacher begins by asking the students about their projects. She reminds them of the deadline. Many of them appear relieved that they have an extra day. She insists that there will be no further extensions.
Student: I will probably get a D out of the class.
Teacher: What's funny. Keep working!
Many of the students are trying to get the teacher to tell them if they have the right answers. She does not give them the answers. She only encourages them to work harder.

Observation 11
The teacher is walking around the classroom providing some personal attention to each student. She is making sure that all of the students are working on their assignments. Instead of providing the answers, she is encouraging them to work on their own. "Think about it. You need to get busy. You have to have some ammunition." "Are you really trying?" "Try it first, then ask." "You can't talk and read." As the class comes to an end, the students begin to walk around the classroom and socialize. They are told that they will not leave the room until the class quiets down. They quiet down. They are dismissed.

Observation 12
Today an intern is present. The teacher is giving him the opportunity to make some comments to the class. The students are not showing him very much respect. They continue to talk and ignore his requests. She observes their lack of respect for him and threatens to delay their lunch period. They immediately change their behavior and order is restored.

Observation 13
At one point, the questioning period gets out of control. The students are making many unrelated comments. The teacher threatens to stop the informal discussion if their behavior does not improve. "If you can't be quiet, we can stop now!" "I will handle you individually!" The students take her threats seriously and immediately improve their behavior. Only one student continues to give the teacher a problem. She is determined to talk back and show disrespect to the teacher. She is sent to the front office immediately.

Observation 14
The class is very noisy. Many of the students are trying to help the teacher quiet the other students down. Many of the students insist on disrupting the classroom.
Teacher: Now, wait a minute. If you are not careful, you will be out of the door.
Student: Good, I won’t have anything to work on.
Teacher: That is your choice!
The teacher does not remove the student from the classroom. He is made to sit up front. The students soon realize the teacher is serious. They begin to cooperate and respond to her questions. The teacher uses little reminders to keep order in the classroom during their group sessions.
Teacher: One, two, three, back to your seats.
If the students had not stopped talking by the time she reached 3, their group session would have been terminated.

Project Y.E.S.

Classroom Schedules and Task Completion

Most of the conventional settings adhered to a strict time schedule for completing school assignments. The students were expected to fulfill all of their course requirements within a specified period of time. The teachers provided constant reminders of deadlines and due assignments. Few extensions were granted. As soon as students completed one assignment, they were expected to begin immediately on a subsequent assignment. The teacher made every effort to make full use of the entire class period for academic activities. Students were expected to work until the final minutes of class. There was very little time left for socializing or engaging in leisure activities. If all of their assignments were completed, the teacher allowed students to work on homework assignments or make-up work. The constant work environment curtailed many of the potentially disruptive situations that might have occurred in the classroom settings.
These settings were very different from the intervention settings. The intervention sessions allowed ample time for informal discussions and non-academic activities. Much time was spent for extra-curricular activities. Students were allowed to work at their own pace, with little pressure or penalty from the teacher.

The following includes narratives from various classroom settings that illustrate the strict adherence to time schedules and the completion of school assignments.

Observation 1

The teacher notices that many of the students are having some difficulty in completing their assignments. He returns to the board and provides additional examples. Some of the students have given up. "I am going to wait and do this for homework!" However, the teacher expects them to continue working until the bell rings.
Teacher: No, I want everyone to continue working. The students comply with her demands.

Observation 2

Some of the students have stopped working early. They are putting away their school materials. The teacher notices them and states, "You will continue to work until I say otherwise." With only one minute remaining, the teacher allows them to put all of their books away. They are reminded to listen for their names, since many of them have to remain for detention. As the students leave, the teacher reminds them of some deadline dates.

Observation 3

As the teacher reenters the class, she reminds her students to continue working. "I expect you to be working the entire time." The students realize she is serious. They begin to take an active role in the discussion. However, this participation is short-lived. Many of them have resorted to more talking and socializing in the classroom. In an effort to keep them under control, the teacher passes out worksheets. The students are very disappointed and begin complaining about the ditto sheets. They are directed to work on the ditto sheets until the bell rings.
Observation 4

The researcher notices that all of the assignments for the week are posted on the board. Apparently, the teacher is making sure that the students are well aware of their duties and obligations. At the end of the testing period, the teacher returns some papers. She is reminding each student of his/her missed assignments. She is also encouraging them to use the remaining class time constructively.

Observation 5

The teacher requests that all tests be sent up to the front. The teacher immediately passes out another assignment. The students are ignoring the assignment. They continue to talk and socialize with one another. The teacher begins to talk and socialize with one another. The teacher begins to move up and down each aisle to make sure her students are working on their assignments. Most of the students have done very little work by the end of the day. The teacher collects their papers and reminds them of their assignments for the upcoming week.

Observation 6

After the review, the students are given another worksheet. All of their utensils are supplied by the teacher. Many of the students are complaining about all of the work they are expected to complete. However, most of them are making an effort to complete their worksheets. The teacher is walking around the classroom, providing personal assistance to students upon request.

Observation 7

During the entire class period, the teacher continues to provide work assignments for her students. There is a steady flow of students going back and forth to her desk to secure additional worksheets. This steady flow of traffic is distracting to many of the other students in the classroom. She finally brings a halt to the traffic. She allows only a few people to walk around the class, at any given time. In spite of the noise and traffic, each student is expected to complete a certain amount of work during this class period.

The students are given a reading assignment during the last few minutes. Even though they appear shocked, they wrote down all of the information off the board. Those who have to go to the bookcases, do so quietly. The students are allowed to talk during the last minute of class. Class is dismissed.

Observation 8

A video is shown during the last fifteen minutes of class. Many of the students are discussing the film’s contents prior to its completion. The teacher soon realizes
that many of her students have seen this film before. During the last five minutes, the students are expected to begin work on their homework assignments. This is strongly encouraged, since most of them have not turned in their previous assignments.

Observation 9
The students are working on their assignments. The teacher remains at her desk. She appears to be checking off textbooks and grading papers. Periodically, she looks around the room to make sure that everyone is working. (One student has entered the classroom. It is not clear what he wants. The teacher does not address his needs and escorts him out of her classroom.) It is so quiet in this room, "one can hear a pin drop." All of the students are working diligently on their assignments. Many of the students walk up to the desk for personal assistance. They are expected to get assistance only from the teacher. She assist them and they return to their seats. This procedure continues for the duration of the class period. The teacher collects all of their work. They are given the last three minutes to talk and socialize with their peers.

Observation 10
The teacher discusses many current events with his students. At one point, the teacher begins a question and answer period. The students respond enthusiastically to his inquires.
Teacher: How would you address the South African situation? How would you deal with the starving people in Africa?

The students are given a reading assignment after the discussion. They are expected to work quietly. The teacher walks around the class and provides personal assistance to his students. It is obvious that the students are working under a time limit. The teacher uses plenty of humor to encourage his students to speed up and complete their assignments. "Okay, okay, let’s stay on track!" In the final minutes of class, the students study maps and review historical events. The teacher soon realizes that his time has expired. he reminds his students of their homework and other scheduled assignments. The students are "officially" given the last five minutes to gather their things and socialize with their peers.

Observation 11
After the review session, the students are given a verb usage assignment. The teacher makes sure all of her students understand the assignment. "I repeat, do you understand?" "Do you have any questions?" The students begin working on their assignments. The teacher hands out additional assignments. Every moment is filled with scheduled tasks. Very little time is spent on breaks or
discussions not related to the subject matter. The students remain quiet and attentive as they complete their first assignment. They move immediately to assignment number two.

Observation 12
At the conclusion of the film, the students are directed to review the information in their texts. After the review, they are expected to read another chapter, and continue reading until the end of the class period. During the remaining minutes, the teacher reminds them of their upcoming assignments. They listen attentively. Many of them are making an effort to write down the important points. The teacher reminds them of the little time left before the school year ends. She encourages them to study a little harder and improve their grades. The bell rings and the class is dismissed.

Observation 13
The students are told to turn in their work assignments. The teacher begins her lecture on math equations. In between lectures, the teacher holds informal conversations with her students. However, she immediately returns to the subject matter. After the discussion, all of the students are asked to begin working on their ditto sheets. The teacher walks around the classroom and tries to provide personal support for each of her students. "I am waiting to see some work on that paper." She informs the class that she will be available for consultation after school. The disruptive students are asked to remain after class for a few minutes.

Project Success

Classroom Schedules and Task Completion

Observation 1
The students are reading out loud from their English skills pack. Some of the students have left their booklets home. They are not allowed to share with other students. Instead, they are forced to sit and listen attentively without participating. Several of the students are called upon during the review. This procedure continues until the end of class. The students appear very bored. The boredom is due in part to the monotone presentation offered by the teacher. She shows very little enthusiasm in the classroom.

Observation 2
The students continue to work on their reading assignments for the remainder of the class period. Those students who have make-up work to complete were given time to complete their assignments in class. The teacher makes
sure that all of the students are actively participating in the lesson. Even though most of the students have settled down, there is still a lot of "undercover" chiding, touching, and note passing. In spite of these distractions, the students continue to work until the bell rings.

Observation 3
Many of the students do not appear embarrassed about their poor performance on the exams. Those who have done well are excited about calling out their scores. The teacher moves immediately to another assignment. The students begin to ask unrelated questions about vacations and the ballgame. Surprisingly, the teacher takes a few minutes to answer their questions. The students appear satisfied. They begin to settle down and do their work.

Observation 4
The teacher reminds her students to complete their make-up assignments today. She goes to each student and reviews their shortcomings. Most of the students appreciate this gesture. Only a few of the students are unhappy about the "teacher standing over them." "I hate doing these stupid tests." "Why do we have to do them?" In spite of their comments, the students continue to work on their assignments. Those who are not doing any work are not distracting the other students. They sit quietly and/or place their heads on the desks. The students pass in their papers at the end of the period and are dismissed.

Observation 5
During the last few minutes, the students are asked to return their books to the shelves. They begin to talk informally with the teacher. She is giving them a short lecture on the importance of being on time and following schedules. "There will be no more extensions or reminders!" "No one will be excused until appropriate behavior is exhibited." The teacher finally excuses her students. She has asked one girl to remain after class. She suggested that this young lady find a more challenging class next semester. The young lady appeared very proud to hear those comments.

Observation 6
The teacher uses a lot of humor to keep her students interested in their studies. It appears to work nicely. Many of the students smile or laugh, but all of them continue to do their work. Those who refuse to work are identified immediately. Once identified, the students realize they have to accomplish something prior to leaving the class.
Student: You are giving us a lot of work.
Teacher: I don't think it's too much do you? Come on people, let's do some work.
The last few minutes are spent reviewing for the final tomorrow. The students are encouraged to study hard. They return their books to the shelves and are dismissed.

Observation 7
Many of the students have closed their books and put away their materials after only fifteen minutes of class. The teacher notices their behavior. "There is no way you could have completed your assignment in such a short period of time." "Are you still on the first sentence?" During the course of the class the teacher continues to hand out worksheets. She informs them that all of the work can be done in the classroom if they want to avoid homework. They are also reminded about their upcoming test.

Observation 8
Two students have just entered the classroom. Instead of allowing them to enter, the teacher demands a written excuse for their tardiness. The students are given 20 minutes to complete their first assignment. After they complete their work, they are allowed to talk softly until the others have finished. After a few minutes, the review session begins. Many of the students are called upon to respond. Even though the students give correct answers, the teacher provides minimal positive feedback. Instead, she moves quickly to the next students. It appears as if she has a strict schedule and is making every attempt to complete a certain amount of information today.

Observation 9
The students are given more worksheets to complete. During this time, the teacher passes back previous tests. It is obvious which students made good grades. Many of them are calling out their scores or smiling. Those who have done poorly are not saying anything. All of the students in the classroom are expected to file their completed assignments and begin immediately on another assignment. Many of them ask her about their grades. She gives them some suggestions for improving their grades on future assignments.

Observation 10
The film presentation lasts for the entire class period. The question and answer format continue for some time. During the last few minutes of class they are expected to begin work on their make-up assignments. She makes it very clear to them that she is not granting any more extensions. One student attempts to turn in an extra credit assignment. The teacher refuses to take it, because that assignment was due at the beginning of the class period only. The student is very angry. He storms back to his desk and throws the paper in the trash can.
Observation 11
Teacher: Okay, okay let’s get on task!
Students: We are always on task. Many of the students are indicating that they do not understand. Most of them are complaining about all of the work they have to do.
Students: We just got back from Thanksgiving. All of this work!
Many of them are trying to stall, but their plans are unsuccessful. The teacher demands that they get some work done immediately. She continues to do a lot of "spot" checking to make sure her students are working. She also provides additional examples on the board.

Observation 12
Many of the students who have finished their work are socializing with their peers. They are talking about subjects ranging from food to clothing. The teacher punishes them for talking.
Teacher: If you are having trouble finding some work to do, let me help you. Do you need some help?
The students soon realize that the teacher is serious and they begin to work on their assignments.
As the class comes to an end, the teacher lists the homework assignments on the board. She also provides some examples to assist them in doing a good job on their assignments.

Observation 13
The teacher announces that it is test time. As expected, the students begin to ask a lot of questions. The teacher informs them that it is too late to ask questions. "You had plenty of time to ask questions earlier!" "You are expected to begin your test now!" In spite of their anxieties, most of the students finish in fifteen minutes or less. After the test, the students are expected to begin working immediately on another assignment.

Project Y.E.S.
Rewards For Academic Achievement
In the conventional settings, almost all of the rewards were given based on academic performance. Those students who answered questions correctly, participated in classroom activities and discussion, and completed their academic tasks were rewarded by the teacher. Most of the rewards
were verbal. However, a few of them were tangible (e.g., free time, certificates, radio, etc.).

All of the games played in the classroom were academically oriented. The winners were those students who were informed about specific subject areas. They were rewarded based upon their academic knowledge. In the conventional class settings, there was very little emphasis on rewarding for behavior. Proper behavior and adherence to classroom rules was expected. Few rewards or recognitions were given.

In the alternative settings, the students were given rewards for excelling academically. However, they were also rewarded for exhibiting appropriate behavior, cooperating with the teacher and peers, and engaging in any type of behavior that indicated self-improvement (e.g., social skills, posture, communication skills, etc.).

The following are narratives taken from conventional classroom settings. These settings depict the emphasis placed on rewarding students for their academic performance.

**Observation 1**

The teacher is lecturing on prepositions. She maintains good eye contact with each student. She also provides many positive statements and praises for correct answers. "That's right, good job!" Most of the students continue to follow very closely in their tests. The lecture format continues for some thirty minutes. The students are given time to work on some practice sentences. Once completed, their answers are discussed out loud. Those who do not finish are encouraged to complete their assignments at home.
Observation 2
The teacher reviews some examples on the board. The students are eagerly seeking some approval from the teacher. "Mr. __, Look, I am almost done." "See look!" "Me too!" "Look!" "I got most of them right!" The teacher acknowledges their correct answers and they appear to be very pleased.

Observation 3
The teacher strongly encourages verbal exchange. He asks a lot of questions and sets up several hypothetical situations. If wrong answers are given, he moves quickly to the next students. If correct answers are given, he responds favorably. The students are highly praised for their participation and correct responses. Many of them are given an approval "nudge."

Observation 4
At the beginning of the class period, the teacher reviews sentences and sentence structure. She discusses various sentences and illustrates them on the overhead projector. She strongly encourages their participation, even though she appears convinced that they know the material. "I know you know the material, I just want to make sure!" When the students give correct responses, they are showered with positive praise. "Excellent," "good," "great," "thank you" and "very good" were common responses.

Observation 5
The students are given another handout sheet. Those students who finish their assignment sheets are allowed to assist the teacher with moving science projects to the auditorium. This reward encourages many of them to work hard and complete their assignments on schedule. Those who do finish remain in their seats and talk quietly among themselves for the remainder of the class period. Those students who help moved the projects work cooperatively with one another. The teacher does not have to reprimand anyone for inappropriate behavior.

Observation 6
Two students appear very enthusiastic about the subject matter. They bombard the teacher with a lot of questions. He moves to the rear of the class in order to provide visual illustrations of the subject matter. The teacher makes a lot of positive comments to those students who are responding. "Good question, good thought!"

Observation 7
Today is a special book-signing day. The teacher realizes that he has more control today, since he can deny them the opportunity to go to the school-wide assembly. "If
you all are not going to work, you will be sitting in the office with me!" "If you are not quiet, you will miss the party!" The last three minutes are used to return books and clean up the work area. As the students exit, he congratulates one of his A students for a job well done. She seems quite pleased about being singled out for attention. "You should be proud, young lady!"

Observation 8
Today the students are reviewing for chapter tests. The teacher is asking several questions to make sure the students understand the chapter. Those students who respond favorably are praised by the teacher. A new assignment is issued. The teacher hands out a review pamphlet dealing with health-related issues. Many of the students are eager to read out loud. The teacher has decided to construct a team situation in order to increase student response. As the teams are formed, the students are giving each other smiles and "high fives." The students who give the correct responses are praised by their peers and the teacher. Those with incorrect responses are ridiculed. Even though the classroom atmosphere gets a little rowdy, the students remain disciplined and continue to obey the rules of the game. At the completion of the game the winners are identified. They are congratulated by the teacher. They also congratulate each other for a job well done.

Observation 9
The class begins with a vocabulary review. Class participation is encouraged. The students are eager to perform. Many of them are ecstatic. "Oh me, me me. Please, I know, I know!" They are almost out of their chairs. The teacher is pleased with their responses and continues to provide examples that her students can relate to. Many of them are smiling and shaking their heads in agreement. Those students who respond favorably to the teacher's requests are given lots of praises, via verbal rewards. The teacher also makes an effort to build up her student's confidence by "showing them off" to the observer. "See how smart they are!" She seems elated about the positive response from her students.

Observation 10
The last few minutes are spent playing bingo. Those who answer the math questions correctly are rewarded with candy bars. The students seem to like this game since they are receiving immediate material gratification for their efforts. Many of them are accusing each other of cheating. Overall, though they seemed to enjoy this math game.
Observation 11
After completing their review, the students complete their reading assignments. The teacher soon decides to call upon each student to read a segment of the lesson. The teacher offers additional examples and illustrations. He continues to encourage participation from the students. Those students who give incomplete or wrong answers are never criticized. Instead, he builds upon what they have said and elaborates using some of their ideas. The teacher makes special effort to make every student feel like he/she is a part of the class.

Observation 12
The students watch a film today. They are given permission to move to other chairs in order to see the film presentation. The teacher promises them free time at the end of the class period if they are attentive to the film and are able to answer some of the questions at the end of the presentation. She states, "I am willing to play fair if you are."

During the last few minutes of class, the students are allowed to talk and look through various magazines. There is a mad rush for certain magazines. Some of the other students gather in groups for an informal dialogue. Those students who are rewarded have completed all of their assignments. Even though they are given permission to talk, the noise level is controlled and orderly.

Observation 13
The students are working on their review sheets. After they finish they begin a question and answer format. She also provides illustrations on the overhead projector. Her real life examples and personal experiences add a personal touch to the learning process. Most of the students appear eager to respond. The teacher has good eye contact, and is seen on several occasions touching the students on the shoulders or sitting next to them. Any correct response by the student is followed by some type of reward. The students seem very fond of her comments and the physical contact.

Project Success
Rewards for Academic Achievement

Observation 1
The students are now involved in giving oral presentations of their history projects. Many of them are reluctant to stand in front of the classroom. The teacher is trying to coax them into the "limelight." All of them are well received by their peers. Many of their peers clap
and yell to show their support. Their facial expressions indicate joy about their peer's responses. One student is eager to present her project since it includes food. She is highly praised by the teacher and students for her performance. Throughout the presentations, the teacher continues to provide encouragement for his students in a non-traditional way. "Go for it babe." "What you got, my man!" Those students who do not want to participate are not forced. They are informed that they will receive a zero for their projects.

At the end of the class period, the students are allowed to listen to the radio. Apparently, this is a reward for their "good" behavior. As they exit the classroom, the teacher hugs and/or comforts almost all of them. The researcher asks him if he is a coach. He replies "No, I am not a coach, but many of these kids are compensatory students and somebody has got to deal with them."

Observation 3

The students are completing a reading assignment. Some of the students are not paying attention. The teacher continues to encourage them to read. "Read it, it is a very good story." She is showing a lot of affection toward her students, especially those who are working diligently on their assignments. The students respond favorably to her gestures. Many of them smile and continue to show their eagerness to cooperate with the teacher.

Some of the students have put their heads on the desks. She immediately reminds them about their school certificates. (Those students who perform well in class will receive a certificate in the upcoming week.) This seems to excite them and they appear more eager to work.

Observation 4

The teacher begins her lecture with a question.
Teacher: Is it a snowy gray sky?
Students: Yes!
Teacher: What I want you to do is write for ten minutes on the subject of a gray winter day and how it would affect me. The students begin to work on their assignments. She reminds them that there is no right or wrong answer. Many of the students are called upon to read their assignments. She provides a number of encouraging comments to all of her students who participate. "That is great!" "I like it!" "Pretty!" "That is really true!: These comments continue until all of the papers are read aloud. During the remaining minutes, the students are given the opportunity to talk and socialize. They are allowed to line up at the door as they wait for the bell to ring.
Observation 5

The teacher shows a film. She expresses her dislike for the film and challenges the students to come up with some sort of script dealing with female issues. She offers to videotape it. Those who cooperate will receive some extra credit. During her discussion, she sits in the middle of the room on a high stool. Apparently, this is an attempt to maintain close personal contact with her students. At the end of the class period, a couple of students remain behind to talk with her about the video. She is still trying to encourage them to participate.

Observation 6

The teacher is walking around the classroom to make sure the students are "on task." She calls on a few students unexpectedly. "Are you guys with us?" They respond in a positive manner and she moves on to the next table. This class is a non-traditional seating arrangement. Four or five students are seated at each table. At the end of the assignment, the students are called upon to share their experiences with the class. Some of the students do not want to participate. "I don't want to share!" "What if it is too personal?" Those students who participate are praised by the teacher. She continues to offer many words of praise throughout their presentations.

The students are working on another assignment. The teacher is not only talking to them, in some instances, she is sitting right next to them. They seem to like the closeness and attention she provides. They also seem to like the humor she uses to maintain a high classroom momentum.

Observation 7

Many of the students have started to produce some work. They are diligently seeking some personal praise from the teacher. Some of them are even holding their tablets up. "Look, I am finished with the whole page!" Three other students are also demanding the teacher's attention. In response, she provides a lot of encouraging remarks, to insure that they will continue working.

Observation 8

The students are expected to write their own stories today. The teacher encourages them to use their own creativity without taking away from the factual base of the story. The students have gotten very excited, since she has given them permission to "juice" up the story. They make several statements about what they plan to include in their stories. A few of them discuss their papers out loud. "Great statements, good statements, very exciting, oh, you are married!"

The time finally expires. The students seem disappointed that the time has expired.
Observation 9
The students grade each other’s papers. Many of them are looking around and wondering who has their papers. The teacher asks out loud how each student has performed. Those students who did exceptionally well on the test receive some peppermint candy. Those who did poorly do not receive anything. They appear very upset. "Shouldn’t we get at least a half of candy?" The teacher does not agree. They move on to the next assignment.

Several of the young men in the class appear very proud to be taking an active role in the discussion. The teacher and their peers are smiling at them and offering positive statements about their performance. Many of them are pulling up their shirt collars -- indicating their pride in their work. The teacher continues to walk down the aisle touching her students and providing positive feedback when they give correct responses to her questions.

Project Y.E.S.
Teacher Orientation To Classroom Work

In the conventional settings, the students were expected to work independently. Personal assistance from their peers was not allowed. The teacher provided help to all of the students who needed assistance. However, in an effort to lessen dependency, the students were always encouraged to complete as much as they could by themselves. Several remarks and comments were made in the classrooms in an effort to encourage the students to work independently and excel on their own merit. Those students who did not bring the proper materials to school were not allowed to share with each other. They received additional materials from the teacher or they were forced to sit quietly for the remainder of the class period. In most cases, the teachers selected the latter approach, in an effort to stress individual responsibility in the classroom.
In the alternative settings, most of the activities were group-oriented. Students were allowed to work in groups and converse on a regular basis. In Project Y.E.S. at least one-third of the activities were group-oriented (e.g., group counseling, group projects, group trips, etc.). During independent study, the students in Project Y.E.S. were more dependent on the teacher’s input than their conventional counterparts. They expected more attention and assistance, and in most cases the teacher provided it. In Project Success, almost all of the sessions were group-oriented, with the exception of those tasks assigned to individual students (e.g., letters, written essays, homework assignments).

The following are narratives taken from the conventional classroom observations that depict the importance of students working independently.

**Observation 1**
At least eight students have walked up to the teacher’s desk. It is not clear what they want. However, the researcher assumes that it has something to do with previous assignments. Many of them have sheets of notebook papers in their hands. Some of them are actually following the teacher around the classroom as he moves from one area to another. He does not pay them much attention. Instead, he encourages them to return to their seats and work on their own. Many of them look disappointed. However, they eventually return to their desks.

**Observation 2**
The teacher continues to walk around and assist the students on an individual basis. Some of the more impatient students are walking over to him and asking him for help. He has firmly indicated that he will assist each student on a one-to-one basis and that they should return to their seats and work until he can help them.
Observation 3

Many of the students seem bored. They are smiling and have a "smirked" look on their faces that suggest the simplicity of the assignment. They soon begin another practice assignment. They are reminded to work independently until the teacher states otherwise. Three students approach the teacher's desk and eventually return to their seats, appearing satisfied with the response they received. The teacher continues to walk across the room providing personal attention to those students who request it. The teacher collects all completed assignments. The teacher and students wait patiently for the other students to finish. Many of them read, or sit quietly for the next fifteen minutes.

Observations 4

Due to an emergency, the teacher has stepped out of the room. The students begin to talk, walk around and giggle out loud. Upon her return, she reminds them to complete their assignments. "I expect you to be working the entire time!"

During the review session, the students quiet down. The teacher elicits responses from the students. Many of them are attentive and enthusiastic about participating in the class. Many directives are given in regard to textbooks and class work materials. Those students who do not have books or materials are not allowed to participate. "Put your hands, own. You are not prepared to participate in class today." The review continues. Those students who are unprepared sit quietly for the remainder of the class period.

Observation 5

The review is completed and the teacher begins to lecture on prepositional phrases. The students are listening very closely. She is still praising those students who have performed well on a test she recently graded.

Many questions are being asked by the students. "What did I do wrong her." "How can I improve my grades?" The teacher offers some suggestions. She also encourages them to be their "own editors" prior to turning in their papers. Many of the students take her advice and begin to make the necessary changes on their papers. A few of the students are still asking for additional help. She continues to provide some help until the bell rings.

Observation 6

The students are directed to open their books for chapter reviews. The students and teacher are involved in a question and answer review. The teacher is trying to make sure that the students understand the materials. She is
checking each student’s paper to make sure they understand and are writing down the correct answers.

Observation 7
The teacher is reminding each student of their status in the classroom. She is encouraging each of them to complete their assignments. "You have some assignments to complete. Don’t forget them" "I need to see you after class, so that you can finish your work." Those students who insist on coming to her desks are asked to remain seated until she can provide some personal attention.

Observation 8
The teacher is walking around the classroom making sure everybody is doing some work. She is providing encouraging statements for those who need it. "How are you doing?" "How are you coming?" Many of the students seem relieved that the teacher is taking a personal interest in them.
Many of the students are assigned various problems. They are required to go to the board and work them out. They are not allowed to get any assistance from their peers. She reviews the problems on the board and answers the students’ questions. The students rotate until all of them have had an opportunity to go to the board.

Observation 9
During the reading sessions, the students are required to raise their hands if they want to be recognized. During this reading session, the students are corrected by the teacher when errors are made. However, her corrections are done in a non-threatening, uncritical manner. There is teasing or ridicule from the other students when their peers make a mistake.

Observation 10
Those students who have questions are raising their hands. The teacher is providing individual assistance. They are not allowed to talk at all. She states, "I will assist you if you have any questions or problems." She appears to be taking a real interest in those students who are having a very difficult time doing their work. However, she makes it clear that the students are still expected to work on their own in completing the assignments. As they work, she continues to provide clues to the classroom as a whole to assist them in completing their work sheets. She moves up and down each aisle touching her students on the shoulder and making encouraging remarks (e.g., good work, great job!).

Observation 11
There is going to be a lecture on electricity today. Numerous electrical gadgets have been placed on an elevated
table in front of the room. However, before the discussion begins, each student is given a few minutes to look at their grades and a list of the assignments they have missed. The teacher is encouraging each student to compete their assignments. Many of them look frantic as they view the long list. They begin to write down the information from the teacher’s book.

Observation 12
At the end of the class period, the students are asked to work on their own while the teacher grades their quizzes. She is trying to grade their papers and return them by the end of the class period. Many of the students are inquisitive about their peer’s performance. They are looking around and asking questions about grades. The teacher openly talks about those students who have excelled in the classroom.

Observation 13
During the last half hour of class, the teacher provides individual assistance to her students. He allows some flexibility and seems to be encouraging them to work together and help each other out. The students seem pleased. They begin to help each other out. They are reminded by the teacher, "Let’s not get carried away with the group activity, I still prefer to assist you myself if time permits!"

Project Success

Teacher Orientation to Classroom Work

Observation 1
The students are completing a reading assignment. Some of the students have left their booklets home. They are not allowed to share with the other students. Instead, they are forced to remain seated and listen attentively. They are not allowed to participate in any part of the discussion.

Observation 2
The teacher is reviewing some vocabulary words. Those who do not have the proper utensils are forced to sit through the class without doing any work. Unfortunately, many of them do not appear concerned about not participating in the classroom. They are amused, and laugh when the teacher scorns them about not being prepared.

Observation 3
Today, the teacher is demonstrating the voting machine. It is also the day to vote for student council. The ballot box is located in the front of the classroom. Each student has the opportunity to vote. This activity seems to be good
"hands on experience" for the students. Many of the students are talking and discussing the candidates. They are trying to influence their peer’s votes. The teacher overhears them and reminds them that voting is a personal choice, and each student should be allowed to make his/her own decisions.

**Observation 4**

The class begins their word review. The teacher assigns certain words to each student in the class. They are expected to look up the definitions and share them with the class. After the definitions are read out loud, the teacher provides additional examples for the students.

**Observation 5**

The teacher uses the overhead projector for review. The students are very attentive as she explains the assignment. A few of the students are caught talking. However, the teacher does not yell. She politely reminds them that they are interrupting her. She continues to walk around the classroom, making sure that each student is working on their assignment. "Excuse me, but aren’t you supposed to be doing something?" Her courteous approach elicits an immediate response from her students. In fact, she is sitting right next to some of her students and assisting them with their work. She is providing additional attention to those students who are having a difficult time completing their assignment. Most of them appear eager to receive assistance. Many of them call her over to their desks to make sure they are on the right track.

**Observation 6**

Some of the students are ready to blurt out the answers. In this class they blurt out the answers or make some distracting sound in an effort to gain some recognition from the teacher. Unfortunately, this tactic does not work. She indicates that she is pleased with their enthusiasm. However, she also wants some of the other students to take an active role. The "over-eager" students are warned about interfering with the slow responses given by the other students in the classroom.

**Observation 7**

Many of the students are trying to receive some positive comments from the teacher. "See!" "It is perfect!" The teacher smiles, but encourages them to continue working. As they work, the teacher walks around the room and provides personal assistance to each student. he also lectures those
students who have not accomplished a lot of work during the week. Those students who have worked hard, are making sure the teacher is marking off their assignments in his grade book.

Observation 8
The assignment is posted on the board. The students are expected to copy it immediately. Two of the students want some special attention. However, the teacher is not catering to them. They appear disappointed and return to their desks.
Teacher: Are you really trying? Try it first, then ask. You certainly can not read and talk.

Observation 9
The teacher offers several clues to assist her students with their work. Many of the students are trying to get some personal attention. However, the teacher continues to provide assistance to the whole class. "Now class, I want you to remember.... If you do not understand, then skip it and we will come back to it later." Most of his statements are directed to the entire class. Every effort is made to make sure the students are working independently.

Observation 10
The students are very excited in the laboratory. They are experimenting with many of the buttons. They are so excited about the lab, only a few of them are listening closely to what the teacher has to say. Many of them are asking the same questions over and over again. Some of them are getting frustrated because they are having difficulty with the computers. "What is the matter with this stupid machine. I have already done this!" The teacher remains very patient and continues to assist the students on an individual basis as promised. The teacher gives his final directives and the students are expected to work on their own. Each student is expected to work independently and complete their computer assignments by the end of the class period.

Observation 11
After the lecture, the students are directed to work on their ditto sheets. Each student is given the opportunity to complete all of their assignments in the classroom. If they do not finish, they must take the work home for homework. However, it appears as if all of the students are making a special effort to complete their assignments in class. The teacher is also providing some personal assistance. One student is having a lot of problems with her assignment. The teacher remains with her until she is convinced that she understands the work.
APPENDIX D

STUDENT PREDICTIONS

Project Y.E.S. experimental students

STUDENT #1

This young lady was an eighth grader whose problems identified by the counselor were lack of motivation and truancy. In addition to the classroom activities, she was offered individual and group counseling a minimum of twice weekly. In spite of the services offered, this young lady had no desire to attend school and was not motivated by her parents or siblings to stay in school. In fact, during her tenure in Project Y.E.S. she was confronted with many family problems (including her brother’s involvement in the criminal justice system), which probably contributed to many of her problems in school.

Based on the observations, this student was not outwardly verbal or disruptive in class. She seldom was singled out as causing any major problems in the classroom. However, she did engage in disruptive activities such as whispering, reading notes, writing and other "low key" disruptive activities. She was defiant only when she had the support and encouragement of her peer group. Otherwise, she continued to engage in those activities that did not bring a lot of attention to her actions, even though many of her actions were disruptive to the learning process.

As much as she complained about the demands of school, she always seemed to take the time to talk to the counselor and staff, before, during and after school. She loved the personal attention offered to her during her visiting sessions. In spite of her interest in this intervention and the supportive staff, she seemed determined to drop out of school. (This was not surprising since an older sister had dropped out and appeared to be living adequately. In a personal interview, this young lady indicated her desire to become a cashier in a grocery store. She state, "My sister made money and survived, and I could do the same thing.

During her tenure at Project Y.E.S., she was given adequate attention by the staff and her peers. She seemed to be accepted by everyone. She appeared to be quite pleased that she was a part of Project Y.E.S. and she seemed very proud of her attendance record. Her excellent attendance record at Project Y.E.S. was a major accomplishment, since she had established a very poor attendance record in the conventional school setting. She had been warned by the Project Y.E.S. coordinator about
skipping school and the likelihood of returning to the conventional school if she did not attend. She obviously took them seriously, based on her attendance record. Her efforts also indicate her desire to remain in some type of academic setting, since she could have dropped out of school altogether.

The school counselor felt that this young lady would continue to be truant from school as long as she had to attend the conventional school. This prediction was due in part to the lack of encouragement and motivation from the home base. The researcher predicts that her family problems and lack of parental support will limit the impact of the intervention process. Her sister also appeared to play a dominant role in her decisions about her future. Since her sister survived without much education, she was convinced she could do likewise. However, one suspects that academically she could improve, since she did make an effort to complete some of her tasks. She also continued to remain in school even against the odds, indicating that Project Y.E.S. had something constructive to offer her.

**STUDENT #2**

This eighth grader’s problems as identified by the counselor were failing grades, stress management, and family problems. Specific services offered to him included individual and group counseling a minimum of two times a week.

Based on the observations, this young man was very bright and articulate. He was very verbal and always said what was on his mind, even when it was not the appropriate time to speak out. On several occasions, he was reprimanded and removed from class for his verbal outbursts and defiance of authority. He was particularly critical of the coordinator, since he felt she did not like him. He often accused her of singling him out for inappropriate behavior when other students were overlooked.

Even though he was outspoken, he finished up most of his assignments and appeared to be doing quite well academically. The researcher suspects that a lot of his behavior was a reflection of boredom. He had the tendency to distract the other students after he completed his assignments. It was not unusual for him to interfere during the teacher’s lectures by making remarks or jokes, or blurting out the answers. He appeared to say and do many things to get the attention of a female who was also a participant in the program.

Obviously, this young man caused many problems during his tenure in Project Y.E.S. He was unwilling to take responsibility for his actions and wanted to blame the system for his problems. The system included his peers, the staff, the school and his family. He was not able to use
his potential and intelligence positively in this academic setting. In fact, there was some question as to whether he took the intervention seriously, based on the jokes and rude remarks made about the program. On one occasion when the teacher was issuing out monies for appropriate behavior, he blurted out: "Oh, its only play money. We can boycott the store. I can bring twinkies and put the store out of business." (This was one of many rude remarks made by this man during the researcher’s observation period.)

During individual sessions, he exhibited the same type of behavior. He denied his inappropriate behavior and continued to blame his problems (those he would admit to) on his parents. The researcher predicts that the program will have a minimal impact on this young man, since he had so much difficulty dealing with authority and did not appear to take the program seriously. However, one suspects that his academic progress will improve since he did quite well in the program. His success from an academic standpoint could have a bearing on his level of self-esteem.

**STUDENT #3**

This young lady is a seventh grader. Her problems as identified by the counselor were failing grades and lack of self-confidence and self-esteem. She was provided with individual and group counseling at least two times a week. Based on the observations, this young lady showed the most potential for change. Out of all of the students observed by the researcher, she was the most cooperative and respected student in the program. This young lady emerged as the student leader as time progressed, due to her willingness to get along with everyone associated with the program. She was usually given the leadership roles in group sessions, and could be heard on several occasions encouraging her peers to exhibit appropriate behavior in the classroom. "Okay you guys, let’s be quiet." "Let’s be fair now!" "Did you all hear Ms. S.?" "We aren’t going anywhere until we are all quiet." (On some occasions, she was accused by peers of siding with the staff because she agreed with their comments concerning her peers’ inappropriate behavior.)

This young lady also expressed her concerns and dissatisfaction with some of the program’s components. However, she was always pleasant and willing to listen to other’s viewpoints and suggestions. During her tenure in Project Y.E.S., she "courted" two of the guys in the program. The researcher is not clear as to whether this had any bearing on her excellent behavior. Was she trying to make an impression on the guys by exhibiting good behavior all of the time? This may have had a bearing. However, she was pleasant and cooperative even when they were not around.
Student #3 loved the attention and company of friends. It was not unusual to see her surrounded by Project Y.E.S. students who enjoyed her company. (In fact, peer pressure and acceptance was one of the reasons for her participation in Project Y.E.S. She had engaged in inappropriate behavior in conventional schools in an attempt to receive peer-group acceptance.) One could see how popular she was in the program, based on the support and respect shown toward her throughout the intervention program.

The researcher predicts that Project Y.E.S. will have favorable impact on this young lady in the area of self-esteem and reduced disruptive behavior. Her leadership roles, coupled with the support shown toward her by her peers and staff should be instrumental in producing a positive change in this young lady. She appeared to have a strong determination to improve and cooperate within the system, even in the face of ridicule and rejection.

STUDENT #4

This young lady is a sixth grader. Her major problems as identified by the counselor were failing grades, low self-esteem, and poor social skills. She received individual and group counseling at least twice a week.

Based on the researcher’s observations, this young lady was basically withdrawn and did not interact well with her peers. She did make some attempts to become a part of the "in crowd" by engaging in some of their disruptive activities (e.g., talking back, verbal outbursts). She was often teased by her peers for her lack of knowledge in areas that they thought she should be well-versed. Since she was the youngest in the group, they often teased her about her inexperienced behavior. "You haven’t tried that!" "You didn’t know that!" "Gosh, I thought everybody knew that!" "I bet ___ didn’t get it right on her paper." She would pretend as if these comments did not bother her, but her facial expressions said otherwise. One could see the embarrassment on her face when she was teased by her peers.

In regard to academics, she had to be constantly reminded of her classroom assignments. She eventually had to sign a contract because she did not complete most of her assignments. This did not work, and little effort was made on her part to improve. Instead, she spent most of her time catering to the older students in the class -- she was fascinated by their behavior and comments. When confronted by the staff concerning her lack of performance, she always rendered an excuse as to why she had not finished her work. "I did it yesterday." "I left it at home." "I did finish it." The remainder of her time was spent doodling and staring off into space.
Her interpersonal relations with the staff was not the best. This was due in part to her lack of participation in the academic component of Project Y.E.S. She was also very non cooperative in some of the individual sessions. She would deny there were problems, and in some cases got very defensive with the counselor. "There is not anything wrong." "You said I have low self-esteem. I didn’t." "Is my time almost up?" (as she looked nervously at the clock). Ironically, she seemed to enjoy the other components of the program. She participated willingly in the field trips, guest lectures, and other extra-curricular activities.

The researcher predicts that this program will have minimal impact on this young lady since she did not take advantage of the two most important components -- classroom activities and individual counseling. However, as time passed, her peer-group interaction improved, and this could have a bearing on her self-esteem level.

**STUDENT #5**

This young man is a sixth grader. His major problems as identified by the counselor were academics, poor social skills and low self-esteem. Based on the observations, this young man was very withdrawn and isolated from the other students. He was the most isolated student in the entire program. (His petite size was also seen as a problem, since all of the other boys were older and larger in stature.) During his tenure, he never made a special effort to reach out to the students. He was not rude or disruptive, but basically remained alone. It was not unusual to observe him isolated in a corner attempting to work, or sitting at his desk minding his own business, even though several activities were going on around him.

His shyness and withdrawal symptoms affected his relationship with the staff and the researcher. He resented any invasion of his privacy and was not very cooperative during testing times and counseling sessions. He felt that the information would be used against him in some way or shared with his parents, and he did not want this to happen. In fact, by the end of the intervention, he was totally withdrawn and did not trust anyone in the program. (He was the only student who did not participate fully in the follow-up testing.)

He was not heavily influenced by the students in the intervention. He received many Y.E.S. dollars for exhibiting non disruptive behavior in the classroom. This was mainly due to his isolation and withdrawal from the others in the group. He did not appear overly concerned about this isolation. He seemed very proud when he received his "Y.E.S." dollars and was allowed to shop at the school store.
The researcher predicts that with the parental support he received, coupled with an intervention program like Project Y.E.S., this young man will show some improvement in academics at the end of the intervention. His parents always cooperated with the counselor throughout the intervention. They also denied him many privileges at home when he did not do his lessons in school. These denial of privileges were motivating factors in improving his school performance. However, the researcher is concerned as to whether the program will make a significant difference in self-esteem, since he was so defensive and suspicious of those in authority.

STUDENT #6

This young lady was an eighth grader. Her problems as identified by the counselor were (1) lack of self-confidence and self-esteem, (2) an inability to trust others, and (3) difficulty dealing with authority. She received individual and group counseling twice weekly. She also received one family counseling session. She was the last student to enter the program prior to the end of the school year. She stayed the minimum time of six weeks.

Based on the pre-interview and daily observations, this young lady was overly concerned with looks and peer group acceptance. She indicated that she wanted to be a professional model since one of her better qualities were looks. During her tenure in Project Y.E.S., she engaged in some inappropriate behavior with a group of students, even though it could have threatened her medical condition. However, she did not seem overly concerned, given the seriousness of the offense. Her ultimate concern was peer acceptance, irregardless of the cost. She was encouraged to participate in this program by a neighbor who was also a participant in Project Y.E.S. During the first week, this young lady was very cooperative in school-related activities. However, as time passed, she became more defiant and outspoken. It was not unusual for her to say she was not going to do something, or to demand that everyone just leave her alone. Even though it is difficult to fully explain her dramatic change, the researcher suspects that she was heavily influenced by her neighbor. Unfortunately, he was one of the students described as very outspoken, sarcastic, and often critical of the program and its staff. Her dramatic change was also obvious to her parents. She told the researcher that her parents felt her behavior had worsened since she began her tenure at Project Y.E.S. They were not pleased with her attitude/performance at all. However, she did not appear to be overly concerned about their dissatisfaction with her.

The researcher predicts that the program will not have a significant affect on this girl. Immediately after
entering the program, she engaged in negative behavior. She did not allow the program and its staff to work with her. Her lack of trust and openness may prove detrimental to her overall progress. The program may have been helpful in building her self-esteem since she was able to complete most of her assignments. She was one of the few students who did not have to attend summer school. (According to her other teachers, she had been doing very little in her conventional classes.) She was also well liked by her peers and the teacher in Project Y.E.S. These factors may have a bearing on her level of self-esteem.

STUDENT #7

This young man was a seventh grader. His problem as identified by the counselor was academic failure and anger management. He was offered individual and group counseling twice weekly.

Based on the researcher’s observation, this young man had many problems in class in regard to self-control and respect for authority. He was constantly out of his seat, engaging in some type of inappropriate behavior. It seemed necessary for him to always have the last word and to defy authority under any circumstance. When confronted about his behavior, he seldom acknowledged any wrongdoing. Many times he accused the staff of picking on him. He can be described as one of the most disruptive students in Project Y.E.S. In fact, the conventional schools had had many problems with him and it was strongly suggested that he attend an alternative setting.

His verbal abuse was often threatening or flavored with sexual overtones. On two occasions, he threatened to blow up the school, and on more than one occasion he made remarks about sex or sexual acts. Even though he was warned about the verbal abuse, he continued this for the duration of the intervention.

Student #7 appeared to have the best of everything materially. He was an only child and his clothing and hair styles appeared to be quite expensive. This could explain in part why he wanted to always have his way, or why it was so difficult for him to obey authority. He was determined to do his own thing in the context of a class setting. In fact, during the last days of Project Y.E.S., he was released early from school due to his inappropriate behavior.

The researcher predicts that his program will have little impact on this student’s behavior since he was determined to do things his own way. He showed little respect toward his peers and the staff. Since he had a problem with self-control, he did not appear to adjust well in a setting that allowed leniency and flexibility. Instead of viewing this class structure as a benefit, he took
advantage of the informal setting. The researcher predicts that this program will do little for his self-esteem since he was constantly singled out as being disruptive. He received only a few "Y.E.S." dollars for exhibiting appropriate behavior.

**STUDENT #8**

This young lady was a seventh grader. Her problem as identified by the counselor was low self-esteem, lack of self-confidence and poor grades. She can be described, at least initially, as a social outcast. She did not interact well with her peers in the conventional school, nor did she seem to have much success in Project Y.E.S. Two major stumbling blocks that curtailed her involvement with her peers were her pimples, scalps, hair cut, and overall "bland" appearance. Obviously during this preadolescent stage, looks, hair, and weight are very important in being accepted in a school setting. Unfortunately she did not fit in because she lacked the looks, hair and ideal weight -- factors which are very important for peer group acceptance. During the pre-interview she made several comments about her appearance and her desire to be accepted by her peers. At the outset, most of the kids ignored her and accused her of being a pest. Since she did not know how to interact well with people she would constantly bother or nag the other students so they would pay attention to her. She was also the class tattletale. Unlike the other student (#5) who wasn’t bothered by the isolation and peer group rejection, this young lady wanted to be a part of the group, and she did everything in her power to be accepted. She seemed exceptionally proud when she received Y.E.S. dollars or when she worked hard and was praised by the teacher. She worked hard most of the time in order to receive some attention from the staff and the teacher.

As time passed, she became more accepted by peers. One of the major reasons for acceptance was the informality of the class. As time passed, each student got to know her as an individual since many of the activities were group assignments. They were able to move beyond first impressions. (This probably did not happen in the conventional school since the classes are much larger.) The students began to see her as a cooperative and caring person and began to include her in their discussion groups.

The researcher predicts that the program will have a positive impact on this young lady’s self-esteem. She was beginning to receive peer group acceptance as the intervention came to an end, and that was important for her. She also received many Y.E.S. dollars, and that was a sign of success. The researcher predicts that her academic success coupled with peer group acceptance will be instrumental in building self-esteem and reducing delinquent/disruptive behavior.
STUDENT #9

This young man is an eighth grader. His problems as identified by the counselor were lack of self-confidence and poor grades. Student #9 was very soft spoken. At the outset he was a very quiet, well-mannered guy. Even though he was involved in some mischievous events, he was always pleasant and cooperative with the students and staff. He was always pleasant and cooperative with the students and staff. He was especially cooperative in individual counseling. The researcher had the opportunity to sit in on two of his sessions. He was very cooperative and willing to talk openly about himself and his family -- unlike many of the others who denied there were problems or resented participating in the counseling process.

However, this young man had a "sneaky" side to him. The researcher would often observe him talking, throwing paper, or tapping someone when he was not supposed to. Unlike some of the others, he would immediately change his behavior when asked by the staff to do so.

As the intervention progressed, he became more verbal and paid less attention to his assignments. He also began more horseplay in the classroom. One suspects that after several weeks he was influenced by the other young men who were engaging in disruptive behavior. He also knew that he had to attend summer school, so he was less motivated to complete his assignments. He was overheard saying, "Well, I have to go to summer school anyway, so what's the use."

Overall, he was well liked by his peers and the staff because of his respect for authority. The researcher is not sure if his behavior had anything to do with his father's profession. His father was a police officer in Pinellas County. He often mentioned this and appeared very proud when talking about his father. Unfortunately, according to the counselor, he often depended on his parents to rescue him from his problems. This made it very difficult for him to take full responsibility for his actions.

The researcher predicts that the intervention could have a positive effect on his self-esteem in that he was well liked and respected by peers and staff. However, there is some question as to whether his behavior will change, since he knows his parents will always intervene on his behalf.

STUDENT #10

This young man was a seventh grader. His problems as identified by the counselor were lack of self-confidence/self-esteem and poor grades. Based on the observations, this young man was very disruptive at the outset of the intervention. He constantly talked, laughed, and engaged in verbal outbursts. He was often called into the coordinator's office for a private consultation. This
indicated that he often got into serious trouble since he had to be sent out of the classroom. Often he would complete his work in her office for the remainder of the day. He resented this and often continued his inappropriate behavior in her office. It appeared as if many of the things he did and said were done to get attention from his peers and the staff. He would often interject humor to insure that he would get some type of response. (For example, instead of saying he had a headache, he would say: "I have a headache this big and it has Excedrin written all over it." "How do you spell relief -- Rolaids."

Surprisingly, his behavior began to improve after he began liking one of the program participants. She was constantly encouraging him to stop "acting out" in the classroom. She was a positive role model, since she was the most popular student in the class. However, one of the most influential persons responsible for his changed behavior was his mother. According to the counselor, his mother’s consistent effort and support of the program was instrumental in improving his behavior. (This parent took one of the most active roles in assisting her child.) He also indicated that the staff at Project Y.E.S. cared "too much for him," and he could not understand why. He soon realized how much they cared for him and he began to act in a more appropriate manner.

By the end of the intervention, this student was more cooperative. He continued to engage in some mischievous behavior, but his overall attitude and behavior changed significantly. (During this period he also suffered an injury which put him behind in his schoolwork. He realized he had to get serious if he wanted to pass his grades.) However, the researcher is not sure whether the injury coupled with his initial playful attitude will impact negatively on his academic performance.

The researcher predicts that the program will have a positive impact on this student’s self-esteem and his behavior. He finally realized that not only did his parent care, but the staff cared about his well-being. That seem to make him feel very special, even though he initially resented their intrusion into his personal life. It is predicted that this increase in self-esteem will impact on his behavior. It was obvious as the program progressed that these changes were already occurring.

COMMENTS

It appeared as if the intervention program had much potential for increasing self-esteem and reducing delinquent/disruptive behavior. Many of the components were geared toward improving the students’ overall behavior. However, the predictions for student success varied, based on observations, counselor input, and informal discussions with the students.
Those students whom the researcher predicted would benefit most from the program had three things in common. These components will be discussed in brief. Those likely to benefit and show improvement from the programs took the intervention program seriously. Even though, they engaged in some inappropriate behavior at times, they took advantage of the various components the program offered and were determined to improve -- even against the odds. When it was time to work and respect the rules and rights of others, they followed through. Thus it appears that self-motivation, seriousness, and determination played a major role in predicting that these students would improve.

Second, it appears that positive peer-group interaction and acceptance was also important in predicting student success. It is predicted that those students who were genuinely accepted and supported by their peers, increased their chances of improved self-esteem and reduced their likelihood of delinquent behavior. These factors are especially important during the preadolescent stage. The researcher predicts they will play a major role in assessing the impact of this intervention.

Finally, all of the students whom the researcher predicted would benefit and show the most improvement had parental support. Their parents took active roles in their children’s education via phone calls, home visits, family counseling, etc. Thus, one predicts that their efforts will pay off in terms of improvement in their child’s attitude and behavior. This should not be surprising, since no matter what is offered outside of the classroom, the basic foundation is the home. Children spend just as much or more time in the home. If firm social and academic support is offered, it is predicted that this support will impact on the students.

In summary, it appears that this program offered excellent components to aid students in building up their self-esteem and reducing delinquent/disruptive behavior. However, it is predicted that student motivation, peer group acceptance and parental support played a very important role in supplementing what the program had to offer and insuring a certain degree of success among some of the program participants.

Predictions

Project Success

STUDENT #1

This young lady was an eighth grader. Her problems as identified by the counselor were poor self-concept and social and emotional deprivation -- due mainly to family-related issues.
Based on the researcher’s observation, this young lady was very isolated and withdrawn from the group. Even though the other students spoke to her, they did not engage in much interpersonal exchange. They seemed to tolerate her without providing any insults. One suspects that one of the reasons for the isolation was this young lady dressed poorly and did not appear to fit into the stereotypical student mode. She was very tiny and many of her outfits looked worn. (On a couple of occasions, we wanted the students to stand up and make their presentations. However, for fear of embarrassing her, the students were allowed to remain seated.)

This young lady was excited and overwhelmed about participating in this intervention program. She attended every session and completed every task. In fact, she turned her assignments in ahead of time and made every effort to let the counselor know that she had done all of her assignments. She seemed fascinated by all of the attention she received from the counselors and the group presenters. She seemed to thoroughly enjoy hearing the encouraging remarks from them -- remarks that she seldom heard from her peers or from home.

If she saw the researcher on campus during the school day, she would say something positive about the program. She would also enjoy a pat on the arm or shoulder. Her major concern was the upcoming sessions. (On a couple of occasions, she made some remarks about family problems. However, these concerns were never discussed during the group sessions.) On a couple of occasions, she did act very shy when they discussed certain topics, or when she was called upon to participate in certain activities. She participated, but reluctantly -- always looking around cautiously as if she was afraid that someone was going to say something negative about her.

Even though she did not interact well with her peers, she really "clung" to adults. She always tended to congregate or sit near the adults. One suspects that this may have been the only opportunity to interact positively with others.

In her traditional classes, she never made any outward comments. However, she was always attentive. During one of the researcher’s visits she said: "Are you watching me!" She seemed to want to make sure that she was exhibiting good behavior.

The researcher predicts that this program will have positive impact on her self-esteem. Her dedication paid off. She was recognized as being the most dependable student. She seemed to treasure the positive comments made by her teacher and counselor. She seemed to want to do more, because she knew she would hear positive comments. The researcher also predicts that her improved self-esteem will impact on her behavior and academic performance. (Unfortunately, the researcher does not know the full extent of her family problems. These problems may limit the potential effectiveness of the intervention.)
STUDENT #2

This young lady was a sixth grader. She was considered the "baby" of the group. She was only 11 years old. (This was significant, since a third of the students were repeaters, and many of them were 14 and 15 years old.)

Based on the researcher’s observation, she appeared very excited and interested in all of the sessions. She was extremely proud because her sister ended up in the control group. However, she was somewhat naive. On a few occasions, the students made fun of her lack of knowledge in certain areas. "Golly, did you hear her?" "You don’t understand that?" She appeared embarrassed, but only for a minute. Their comments did not deter her from taking an active role in the discussions, nor did it limit her interaction with her peers in the group.

Her naivete was also evident during one of the field trips. She was very surprised about a lot of the things she observed in the correctional setting. Some of the comments she made indicated her total lack of knowledge about this subject matter. "That man is singing a hit song. How does he know that song. He is in jail." (She did not realize that inmates were allowed to watch T.V. and listen to music.)

Overall, she seemed very impressed with all of the sessions. She asked many questions and often seemed amazed at the response. This intervention seemed to be an exciting experience for her. Her facial expressions consistently indicated her excitement about the various topics discussed.

This young lady participated in all of the sessions and completed most of the assignments. She was constantly concerned about getting a grade for her work. When it was explained to her that a letter grade would not be given, she seemed very disappointed -- but only momentarily. When she noticed the researcher in the hallways, she always stopped and made a positive comment about the intervention.

The researcher predicts that this intervention will have a positive effect on her level of self-image. It will also impact on her behavior and academic performance. This intervention allowed her to speak out and express her views. It appeared to have given her the opportunity to speak out, even when she was teased by her more experienced peers. The researcher predicts that this will impact on her self-esteem and also improve her academic performance in the classroom. She will no longer be fearful of speaking out and expressing her views.

STUDENT #3

This young man was a seventh grader. His problems as identified by the counselor were poor self-esteem, insecurity, and a belligerent attitude. During the pre-interview, he indicated that he and his family had some contact with the law, but he tended to downplay the incident as unimportant.
Based on the researcher’s observations, this young man was seeking attention. It was very difficult for him to stay focused on the activities. Instead, most of his time was spent talking, telling jokes, or trying to distract the other students. However, he tended to settle down when reprimanded by the counselor. His peers would also intervene when he really got out of hand. "Why don’t you get serious sometimes?"

This young man agreed with much of the information discussed. However, it was difficult for him to apply it to his own personal life. He believed that many of the skills being taught would not work in his environment. "I know that’s the right way to say it, but whose gonna do it that way? Not me!" "If they do it to me, I am going to do it back to them." "Ahh, that doesn’t really work -- not with my friends. You try it on them and see what happens." The researcher got the impression that even though he knew it was the right things to do, he had little intention of trying it for himself. However, he had little success in discouraging the others from trying the correct way. (Maybe it was difficult for him to believe. Maybe he had not been exposed to any of these measures in his daily environment? Maybe he had seen the other so-called ineffective measures work in his community?)

Even though he always had a lot to say, he seemed intimidated by male figures. During a presentation by a prominent Black role model, he appeared fearful and would not utter a word when called upon. In fact, he got defensive when questioned about personal issues. His male peers were amazed that he would not talk, and teased him profusely on the following day. "What happened to you? The cat had your tongue? You were scared of that man." "Ha, ha, ha!" After only one meeting, the speaker (who just happened to be a probation officer) indicated that this young man may have some problems in the future based on some of the comments made during the group session. He appeared really concerned about his attitude and noncooperative spirit.

In spite of the problems, this young man liked the personal attention he received in this program. He liked the comments made about him by the counselor and his peers, especially in regard to his athletic ability. He seemed to enjoy the activities and wanted to remain in the sessions for an indefinite period of time, even though he knew he had other classes to attend.

The researcher suspects that the program will have a minimal impact on this young man due to (1) his suspicion about the effectiveness of various social skills and (2) his tendency to be distracted. He did not appear to make full use of what the program had to offer. There is a slight possibility that the positive statements made by his peers and the counselor may be instrumental in improving his self-esteem.
STUDENT #4
This young lady is an eighth grader. Her problems as identified by the counselor were lack of self-confidence, poor social skills, and the inability to use her potential to the fullest.

Based on the researcher's observations, this young lady was very bright and conscientious. She listened and was very attentive in each session. Even though she knew many of the answers and had constructive things to say, she tended to downplay her ability and important contributions. For some reason, she seemed to have little confidence in herself. She would respond slowly or state the right answer and shrug her shoulders. (Was she concerned about what her peers would say? Would she still be accepted if she appeared to be a smart student?) The explanation for her behavior was not clear. However, the counselor suspects the latter.

What was clear was the fact that this young lady took advantage of every session and cooperated in every aspect of the program. She was usually one of the first students to arrive for the scheduled field trips.

Many of the students looked up to her, because she always smiled and seemed very positive. When asked why she downplayed her ability, she responded: "I don't know, I just do."

In the traditional classroom, this student exhibited the same type behavior. She participated in the class sessions, when called upon. She always gave the correct responses.

The researcher predicts that these sessions will improve her self-esteem and self-confidence. By the end of the intervention, she was talking more freely and appeared to be confident in her speech pattern. The researcher predicts that this change in her self-esteem and confidence will impact favorably on her behavior and academic performance.

STUDENT #5
This young man is a seventh grader. His problems as identified by the counselor were low self-esteem and disruptive behavior — due in part to borderline academic performance. He was very sensitive and defensive about his academic ability.

Based on the researchers' observations, this young man seemed to take a nonchalant attitude toward the intervention. However, during the pretesting he indicated a desire to participate.

Student: I never get picked for anything. Will I get selected this time?
Researcher: I am not sure. It depends upon random selection.
Student: I probably won't be selected.
It surprised the researcher that this young man did not take a greater interest in the program. In fact, he attended fewer than half of the sessions. There are two possible explanations. First, he was suspended for disruptive behavior. This forced him to miss several sessions. Second, he broke an arm, which warranted frequent doctor visits. This curtailed his participation in the group sessions. Even when he had an opportunity to complete some assignments, he did not take advantage of them. "Oh, I can’t go on the field trip. I forgot to ask my mother."

Even when he was present, he contributed little to the sessions. Most of his time was spent playing around or trying to distract others. Yet, he would constantly ask the researcher about the next session. On the surface, he appeared interested. However, his cooperation and attendance pattern indicated otherwise.

This young man was also observed in the traditional classroom. He was very talkative. He informed the researcher than she was in a "bad class." However, he appeared very proud when the researcher observed the class, and made every effort to let his peers know that he knew her.

The researcher predicts that this intervention will have no impact on this young man’s level of self-esteem, behavior, or academic performance. He attended only half of the sessions. Furthermore, when he was present, he did not show much interest in what was being discussed.

STUDENT #6

This young man is an eighth grader. His problems as identified by the counselor were lack of self-confidence and the need to capitalize on his potential and use it constructively.

Based on the researcher’s observation, this young man was very bright and articulate. He was very verbal and conscientious about the activities going on around him. In fact, on several occasions, he asked questions that indicated he had really thought through the entire process. "Ms. J., when friends ask you to do a certain thing and they know it is wrong, is that peer pressure?" "When they get jealous and try to exclude you, is that an example of what you are talking about? Oh, okay, I get it now."

It appeared as if he was always discovering some new information as a result of the session. He seemed very excited about the new revelations. This young man was seen as the definite leader and role model, yet he did not really know how to capitalize on his potential. Not only was he bright, but also he was an athlete, which added to his popularity. All of the students in the program looked up to him. The young ladies also had a positive attitude toward him, because he seemed like the perfect gentleman. He never
used derogatory remarks and often made comments that indicated he was academically oriented. "Oh no. I’m not ready to get sexually active. I can wait. I have plenty of time for that later." "I would not want a young lady like that. She would have to have some brains." "I am going to get my lesson first." Unfortunately, he was unable to attend the after-school sessions due to athletic commitments. However, he always made a special effort to explain why he did not attend. Other than the sport distractions, he was able to follow through with his other assignments.

The researcher predicts that this program will have a positive effect on this young man. His leadership role in the group sessions coupled with peer support should prove instrumental in building his level of confidence and self-esteem. The researcher also predicts that he will show further improvement in behavior and academic performance.

STUDENT #7
This young man was an eighth grader. His problems as identified by the counselor were poor social skills, poor self-concept, and identity problems. From the outset, this young man was easily distracted. He had a short attention span. When asked to complete the self-esteem measures, he indicated that he was not sure how he felt about himself. However, he did complete the tests. He had to be constantly reminded to stay on task during the testing session.

The researcher suspects that one of his problems was his size. he was very large for his age, and the students often made indirect comments about his weight. He felt the need to retaliate verbally or to do something whereby he could be seen or heard. One suspects that his actions were an effort to compensate for the insecure feelings he had about his size.

In spite of his short attention span, he was very attentive during the group sessions. He asked several questions, and he was able to recall and relay information discussed in previous sessions. He had privy to some of the information missed by the other young men in the group, since he was not actively involved in sports. He was often called upon to inform them about what they had missed.

Most of his peers expressed confidence in his ability to act appropriately if he wanted to. They would often say: "Oh, he is just acting up, that’s all. He does not act that way all of the time. You don’t have to act like that." "There really is two sides to you. You change when you get into the classroom." This was surprising to the adults but not to the students. They seemed to believe that much of his behavior was done to show off in school. Unfortunately, due to his short attention span and the need to be recognized, he was suspended twice during the intervention.
This meant that he missed a few of the sessions due to his absence from school. However, he was very cooperative and attentive in the sessions he was able to attend.

When asked by the counselors about his behavior he indicated that he did not know why he was disruptive in the classroom. However, he did indicate that he could do better and was going to make an effort to improve. His friends in the group supported his verbal commitment to change. He seemed elated at their show of support.

In spite of the two suspensions, it was difficult to believe how he could have caused a major distraction in the classroom, based on his behavior in the group sessions. It did not become clear until the researcher observed one of his classes. In one particular class, he was constantly talking out, laughing, and making unnecessary comments. The young man had to catch himself on several occasions, after he realized the researcher was in the classroom, taking notes.

The researcher predicts that this intervention will have a limited impact on his behavior in the classroom, as evidenced by two suspensions during the program's operation. However, the program may have been positive for him, in that it helped build up his self-esteem. During the session the students were impressed with his comments and his recall. They also made several comments indicating their confidence in him and indicating a belief that he would change. He seemed to appreciate their comments and continued to show good behavior near the end of the intervention period. However, the researcher doubts whether this change in self-esteem will impact on his behavior in the classroom.

STUDENT #8

This young lady is an eighth grader. Her problems as identified by the counselor were poor social skills and an inability to interact positively with her peers.

Based on the researcher's observations, this young lady appeared very mature for her age -- at least on the surface. Her mannerisms and dress were very mature. However, she seemed to have some difficulty interacting with her peers.

At the beginning of the intervention, this young lady was basically withdrawn and shy. Even though she was attentive, she contributed very little to the discussion other than a smile. However, as time passed, she began to cooperate and speak out in front of her peers. She seemed eager to let her counselor know about her improved behavior and performance in class. On one occasion, she brought her grades to the session and showed them off to the researcher. "Look at my grades. I think I did pretty good. What do you think? It is a lot better than what I have been doing."

Even though all of the students had an opportunity to speak with the counselor on an individual basis, this young
lady visited the office more than the allotted time. This extended interaction with the counselor may have contributed to her changed attitude and improvement in interpersonal skills. In a matter of a few weeks, it appeared as if she had developed a new level of confidence. Not only did she look mature, but she began to act very mature. She began to participate and offer positive comments in the group sessions. She seemed eager to take an active role in the discussions. In addition, she began to turn in her assignments on time.

In the traditional class, this young lady was very attentive to her work. Many of her peers were engaged in informal discussions. However, she continued to work and exhibit mature behavior in the classroom.

The researcher predicts that this intervention will have a positive impact on this young lady's level of self-esteem. One suspects that the extended sessions with the counselor may have had a great deal to do with her improvement. One also suspects that she was very excited about the counselor's taking a personal interest in her.

STUDENT #9

This young man was a seventh grader. His problems as identified by the counselor were poor social skills and low self-esteem. Based on the researcher's observations, this young man was very shy, but serious minded. Even though he appeared to be popular among the group, he was never seen talking out of turn or causing any disturbance. He very seldom volunteered. However, when called upon, he always provided some constructive comments or criticism. He also actively participated in the role-playing sessions. Even though he was quiet and withdrawn, he was mainly responsible for keeping the more disruptive guys in line. "Hey, why don't you listen." "Be quiet. Quit playing so much!" "You know what she means." He seemed very concerned when the students were not paying attention to what was going on in the sessions. He appeared to take the sessions seriously and was very respectable and attentive.

In the traditional classroom, he exemplified the same type of respectable behavior. He was soft-spoken, yet cooperative. He never engaged in any verbal outbursts or disruptions. He remained focused on his work and talked softly whenever he interacted with his peers. Unfortunately, he missed a couple of practices due to athletic commitments. However, he attended every school-based function.

The researcher predicts that this intervention will have a positive effect on this young man. One suspects that it will improve his self-esteem, since he was given the opportunity to speak out and improve his communication skills. He was also respected by his peers, even when he
reprimanded them for their inappropriate behavior. By the end of the intervention, he appeared less shy and talked more freely to adults and his peers.

STUDENT #10

This young lady was a sixth grader. Her problems as identified by the counselor were lack of self-esteem, low self-confidence, and social deprivation in the home. Based on the researcher's observation, this young lady had a difficult time interacting with her peers. She was somewhat defensive and seemed ready to snap out at the slightest inclination. It was obvious that she was very immature and had difficulty dealing with criticism.

In the traditional classroom setting she was constantly talking and picking fights with her peers. She paid little attention to the classroom directives. She used some profanity, but realized immediately that it was unacceptable behavior.

On a couple of occasions, she had to be reminded to stay on task. (She was either drawing, playing with string, or just staring off into space.) She was also absent quite often, and was not able to take full advantage of the sessions offered to her. In addition, she did not actively participate in many of the activities offered during the evenings or weekends. (At the last function, she did not eat, for fear that she would be ridiculed.)

On several occasions, she was given encouraging remarks. Every effort was made to keep her involved in the group sessions. She seemed to enjoy them. However, the researcher questions whether she realized the overall significance of the program.

The researcher predicts that this program will have little impact on this young lady, due to her absences and her lack of attentiveness in the program. However, it may prove instrumental in building her self-esteem, since she was given the opportunity to engage in some of the activities that could impact positively on one's self-esteem (e.g., modeling, role playing).

STUDENT #11

This young man is a sixth grader. His problems as identified by the counselor were poor social skills and insecurity. Based on the researcher’s observation, this young man was very withdrawn and isolated from the other students. Even though the students did not ignore him, they did not make a concerted effort to involve him in their conversations. (His petite size could also have been a problem since all of the other boys were older and larger in stature.) He never made a special effort to reach out to them either. However, he was respectable and talked
informally to the researcher on a couple of occasions in the hallway during school hours.

This young man never volunteered. However, he did make an effort to respond when called upon. It was evident that he was shy, because he consistently held his head down and exhibited poor eye contact. (He was made aware of his behavior by a guest speaker who talked about the importance of good eye contact and effective communication skills.)

Even though he was shy, he made several comments which indicated that he had some confidence in himself. "I am proud of myself, because I do well in school." "When I grow up, I plan to be the President of the United States."

This young man was also observed in the traditional classroom. He mainly worked quietly by himself, causing little confusion. However, he was once seen warding off an attack from a young lady who was sitting in front of him. He seemed determined to not let her take advantage of him and the situation.

Unfortunately, he did not follow through with many of the assignments given to the students. He also did not attend any field trips. The researcher thought his participation level would have been higher since he had such high ideals. Because of the limited exposure, the researcher suspects that the intervention will have a minimal impact on this young man's self-esteem. However, by the end of the session the young man was speaking out more and appeared to have gained some self-confidence in relation to his peers.

SUMMARY

It appears as if this intervention had some potential for increasing self-esteem and reducing delinquent and disruptive behavior. Many of the sessions were geared toward improving the students' overall behavior. However, the predictions for student success varied, based on observations, counselor input, and informal discussions with the students.

Those students whom the researcher predicted would benefit most from the program had three things in common. Two of them are similar to those identified in the other alternative program, and will be discussed in brief. The first component is that of seriousness. Those likely to benefit and show improvement from the program took the intervention seriously. They completed their assignments. They appeared very concerned about learning some new social skills. Many of them were eager to try out things they had learned in the sessions on their peers. Even though they periodically engaged in some inappropriate behavior, they took advantage of what the sessions had to offer. Again, it appears that self-motivation, self-determination, coupled with a serious attitude, played a major role in predicting which students would improve.
Secondly, it appears that positive peer group interaction and acceptance was also important in predicting student success. It is predicted that those students who were genuinely accepted and supported by their peers increased their chances of improved self-esteem and reduced the likelihood of delinquent behavior. As previously indicated, these factors are especially important during the pre-adolescent stage. Students want to be accepted and supported by their peers. Thus, the researcher predicts that this will play a major role in assessing the impact of the intervention.

Finally, it appears that the greater the participation in the scheduled activities, the greater the likelihood of predicting a change in self-esteem, behavior, and academic performance. In the other alternative school, the young students had to attend the school for fear of being dropped or returned to the conventional classroom setting. They had very few options. They were receiving grades for their participation. In this case, this intervention was offered in addition to the conventional academic setting on a voluntary basis. While the students were strongly encouraged to attend and complete all of their assignments, there was no real penalty for their lack of participation other than the withholding of coupons. Thus, their participation was based solely on individual motivation and an interest in the program. It is predicted that those who took advantage of what the program had to offer had a greater chance for self-improvement.

In summary, it appears that this program offered some excellent components to aid students in building up their self-esteem and reducing delinquent behavior. However, it is predicted that student motivation and seriousness, positive peer group interaction and acceptance, and full participation played a very important role in insuring a certain degree of success among some of the program participants.
APPENDIX E
ROSENBERG SCALE

This scale is aimed at one aspect of self-esteem. It measures the self-acceptance aspect of self-esteem, more than it does other factors. All of the items revolve around liking or approving the self. It consists of ten items answered on a four-point scale from strongly agree to strongly disagree, although they are scored only as agreement or disagreement. The scale was designed specifically with brevity and ease of administration taking at most, five minutes. The major positive point is its high reliability and thoroughness, in spite of its brevity (Robinson & Shaver, 1971).

Self-Esteem Scale
(Numbers in parentheses refer to high self-esteem responses)
4. Strongly disagree

Items:
1. I feel that I am a person of worth, at least on an equal basis with others. (1, 2)
2. I feel that I have a number of good qualities. (1, 2)
3. All in all, I am inclined to feel that I am a failure. (3, 4)
4. I am able to do things as well as most other people. (1, 2)
5. I feel I do not have much to be proud of. (3, 4)
6. I take a positive attitude toward myself. (1, 2)
7. On the whole, I am satisfied with myself. (1, 2)
8. I wish I could have more respect for myself. (3, 4)
9. I certainly feel useless at times. (3, 4)
10. At times, I think I am no good at all. (3, 4)
APPENDIX F
COOPERSMITH SCALE

This multidimensional scale measures evaluative attitudes toward the self in several domains. (It was originally devised for use with children, although it is recently used with all ages.) These domains include the family, social, peers, parents, school, personal interests, self-acceptance and anxiety-assertiveness. The items are short statements, generally answered "like me" or "unlike me," with certain responses indicating high self-esteem. The form is self-administering and takes about ten minutes. This scale has considerable flexibility in measuring various areas of the self-concept. The major positive point of this scale is that it has the potential to measure discrete sub-areas (such as family or social) of self-esteem, thereby providing more validation than exists for many scales (Robinson & Shaver, 1971).

**Coopersmith Self-Esteem Scale**

*(Letter in parentheses refers to high self-esteem response.)*

**Items**

1. I often wish I were someone else. (U)
2. I find it very hard to talk in front of a group. (U)
3. There are lots of things about myself I’d change if I could. (U)
4. I can make up my mind without too much trouble. (L)
5. I am a lot of fun to be with. (L)
6. I get upset easily at home. (U)
7. It takes me a long time to get used to something new. (U)
8. I am popular with people my own age. (L)
9. My family expects too much of me. (U)
10. My family usually considers my feelings. (L)
11. I give in very easily. (U)
12. It's pretty tough to be me. (U)
13. Things are all mixed up in my life. (U)
14. Other people usually follow my ideas. (L)
15. I have a low opinion of myself. (U)
16. There are many times when I'd like to leave home. (U)
17. I often feel upset about the work that I do. (U)
18. I am not as nice looking as most people. (U)
19. If I have something to say, I usually say it. (L)
20. My family understands me. (L)
21. Most people are better liked than I am. (U)
22. I usually feel as if my family is pushing me. (U)
23. I often get discouraged at what I am doing. (U)
24. Things usually don't bother me. (L)
25.* I am proud of my school work. (L)
26.* I am pretty happy. (L)
27.* No one pays much attention to me at home. (U)
28.* Kids pick on me very often. (U)

** This is a weak item for college students since less than 10 percent respond in the low-esteem direction.
APPENDIX G
TENNESSEE SELF-CONCEPT SCALE

This is a self report scale developed from a clinical perspective. It measures self-concept across many sub-areas, providing both an overall self-esteem score and a complex self-concept profile. The scale consists of 100 self descriptive statements which the subject uses to portray his own picture of him/herself. Ten of these items reflect a self-criticism score and are not a part of the total positive scores. The other 90 statements reflect the overall level of self-esteem. Persons with high scores tend to like themselves, feel they are persons of worth and act accordingly. People with low score are doubtful about their worth and have little faith and confidence in themselves (Fitts, 1965). The items fall into one of five general categories: physical self, moral-ethical self, personal self, family self and social self. Each of these areas is in turn divided into statements of self-identity, self-acceptance and behavior.

There are five response categories for each question, ranging from completely true (5) to completely false (1). The total positive score for the 90 items comprise the overall self-esteem measure, but the various subscores can add to the potential of the instrument.
The scale is self-administering for either individuals or groups and can be used with subjects age 12 or higher and having at least a sixth-grade reading level. Most subjects complete the scale in 10 to 20 minutes (mean time about 13 minutes).

The overall positive point is that the scale has most of the positive attributes one would look for in a scale. In addition, the use of several subscores, gives a full picture of the self-concept of the individual.

**NOTE:** Because of the commercial nature of the Tennessee Self-Concept Scale, only sample items are reproduced here. Items are answered on the following scale:

<table>
<thead>
<tr>
<th>Completely false</th>
<th>Mostly false</th>
<th>Partly false and partly true</th>
<th>Mostly true</th>
<th>Completely true</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</table>

1. I have a healthy body. (Physical)
2. I am satisfied with my moral behavior. (Moral)
3. I have a lot of self-control. (Personal)
4. I am a member of a happy family. (Family)
5. I am as sociable as I want to be. (Social)

Each of these items is keyed so that agreement indicates high self-esteem. Thus, the total score possible for these five items would be 25. Each of the sample items has the sub-area of self-esteem which it represents noted after it.
APPENDIX H
SELF-REPORT SURVEY

The self report survey measures the frequency of criminal acts engaged in by the respondent. The respondents are asked to indicate how many times they have engaged in a criminal/delinquent act over a specified period of time. Thus, the index is an indication of the frequency with which individual offenses have been committed. Some surveys ask subjects to check the appropriate spaces, while others allow them to write in the precise number of times they engaged in each criminal act. These students were asked to check the appropriate spaces indicating a range of times the offense was committed. All twenty items dealt with some type of criminal/delinquent activity and were scored according to the respondents report of the number of times the offense had been committed in the past year (pre-test) and the number of times since the intervention (post-test).

Many current researchers prefer the self report technique and the results it has produced (Hindelang, Travis, Hirschi, 1981). They prefer this approach because of (1) the skepticism about the adequacy of official data (Sellin and Wolfgang, 1964), (2) efforts to validate self report have been reasonably successful, (3) the findings of self report research are clearly more consistent with modern
theories and (4) self report research produces results more compatible with the ideology of Sociology and Criminology (Hindelang et. at., 1981).

Sample Survey

(Pre-test) Please indicate how often in the past twelve months you did each act. (Check the best answer.)

(Post-test) Please indicate how often since the beginning of the intervention/or testing period you did each act. (Check the best answer.)

<table>
<thead>
<tr>
<th></th>
<th>0--</th>
<th>1-5</th>
<th>6-13</th>
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<tbody>
<tr>
<td>1. Stole something worth less than $10</td>
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<tr>
<td>2. Stole something worth more than $10</td>
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<tr>
<td>3. Snorted or sniffed heroin</td>
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<td>4. Injected heroin</td>
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<td>5. Used amphetamine pills (such as uppers)</td>
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<tr>
<td>6. Shot up amphetamines</td>
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<tr>
<td>7. Got drunk on beer</td>
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<tr>
<td>8. Got drunk on hard liquor</td>
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<tr>
<td>9. Got drunk on wine</td>
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<tr>
<td>10. Used marijuana</td>
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<tr>
<td>11. Used downers (valium, librium)</td>
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<td>12. Used psychedelics (LSD, mescaline)</td>
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</table>
13. Used cocaine
14. Been in a fist fight
15. Carried a weapon such as a gun or knife
16. Fought someone using a weapon
17. Stole a car
18. Used force to steal
19. Driven a car while drunk or high
20. Damaged property worth more than $10
REFERENCES


BIOGRAPHICAL SKETCH

Karen Cole Smith earned a Bachelor of Arts in sociology from Bethune-Cookman College in 1977, a Master of Arts in sociology from The Ohio State University in 1978, and a Doctor of Philosophy in sociology from The University of Florida in 1989. She currently teaches at Santa Fe Community College and Bethune-Cookman College extension program in Gainesville, Florida. Her future plans include college-level instruction and varied administrative duties. She currently resides in Gainesville with her husband, James Leroy Smith, and daughter, Brittany Ranay.
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Charles E. Frazier, Chairman
Professor of Sociology

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Ronald L. Akers
Professor of Sociology

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Simon Johnson
Professor of Instruction and Curriculum
This dissertation was submitted to the Graduate Faculty of the Department of Sociology in the College of Liberal Arts and Sciences and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

August, 1989

Dean, Graduate School