

1997

A Creative Thinking and Writing Analysis Workshop as an Alternative Detention Activity to Silence and Work Interventions Used for Behavioral Change in High School

George J. Matranga
University of San Francisco

Follow this and additional works at: <https://repository.usfca.edu/diss>

 Part of the [Educational Psychology Commons](#), and the [Secondary Education Commons](#)

Recommended Citation

Matranga, George J., "A Creative Thinking and Writing Analysis Workshop as an Alternative Detention Activity to Silence and Work Interventions Used for Behavioral Change in High School" (1997). *Doctoral Dissertations*. 469.
<https://repository.usfca.edu/diss/469>

This Dissertation is brought to you for free and open access by the Theses, Dissertations, Capstones and Projects at USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. It has been accepted for inclusion in Doctoral Dissertations by an authorized administrator of USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. For more information, please contact repository@usfca.edu.

The author of this thesis has agreed to make available
to the University community and the public a copy of this dissertation project.

Unauthorized reproduction of any portion of this dissertation is prohibited.

The quality of this reproduction is
contingent upon the quality of the original copy submitted.



University of San Francisco
Gleeson Library/Geschke Center
2130 Fulton Street
San Francisco, CA 94117-1080 USA

The University of San Francisco

A CREATIVE THINKING AND WRITING ANALYSIS WORKSHOP
AS AN ALTERNATIVE DETENTION ACTIVITY TO SILENCE AND WORK
INTERVENTIONS USED FOR BEHAVIORAL CHANGE IN HIGH SCHOOL

A Dissertation

submitted to

The Faculty of the School of Education
Counseling and Educational Psychology Program

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

George J. Matranga

San Francisco, California

May 1997

LD
4881
S16588
M3798

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

George Matranga
Candidate

May 14th, 1997
Date

Dissertation Committee

Brian A. Kuntz
Chairperson

May 14, 1997

Larry L. Galanter
Second Reader

5-14-97

Mark T. Zupnik
Third Reader

May 14, 1997

William P. Feyer
Fourth Reader (if applicable)

5-14-97

ACKNOWLEDGMENTS

I wish to extend my gratitude to Dr. Brian Gerrard who as chair of my dissertation committee offered patience and encouragement. My special thanks is also to Dr. Larry Palmatier whose interest in counseling psychology brought me to the University of San Francisco and for his thorough readings and helpful suggestions in working on the committee. Likewise, for their support, friendship, and time given to this dissertation committee I thank Dr. Neal Laughlin, who prepared and critiqued me, and Bill Firpo, who was constant in offering his invaluable expertise from professional experiences similar to my own.

Special acknowledgments go beyond this committee. It was William Henneberry, my former football coach at Sacred Heart, practitioner also of inspiration in his role within the public schools of San Francisco, who provided a bridge to the university of our rival Saint Ignatius when he returned as Director of Athletic Development. I am now at home with the Jesuits.

Having worked in the San Francisco Unified School District and concurrently matriculated in many programs at nearby San Francisco State University, continuously from age 17, has had significance as the workshop of my own development. I wish to thank Dr. Finis Dew at our local public university for being a counselor to counselors.

always exemplifying those helper characteristics of an open door, ear, heart, and for introducing me to the California Association for Counseling and Development, a professional organization that has grown to have special meaning for my own professionalism. I wish to thank my colleagues, and especially at Raoul Wallenberg Traditional High School for placing their trust in me.

Credit for resourcefulness and technical assistance goes out to my siblings, Frances and Joseph, and our larger family. We thank our parents for being a fountain of goodness, love, and wisdom. I share a rich knowledge of their own schoolwork careers. My grandfather, namesake and first mentor, instilled in me a deep drive to go to college. Bill Williams, my late friend of a generation ago, seeing a dedication called me "doc" and late cousin Kimmie was my first advisee. My own maternal family name, Cancilla, has given me special meaning to the significance of being a counselor. Thank you Susan, Rebecca, Michelle, and my friends who stand beside me. All of you are found in words and concepts in this finished product.

DEDICATION

To the children of San Francisco and the children of the world this dissertation is dedicated. Every day we should remember to pray for your safety as well as provide for you. You are the future. When sudden tragedy occurs to your caretakers, such as the peaceful Dr. Elizabeth Bigelow, or a fellow student, such as a brave and talented Bobby Tran, we hope to reach further into ourselves with the spirit of their inspiration to fill this void.

A special dedication goes out to the students of Raoul Wallenberg Traditional High School and to all students that shared time at Wallenberg. This includes my own Rebecca and Michelle. It is from each other that we learn. It is for our inspiration to each other that this work is dedicated.

TABLE OF CONTENTS

	Page
Approval Page	ii
Acknowledgments	iii
Dedication	v
List of Charts	viii
List of Tables	ix
 Chapter	
I. Introduction	1
Statement of the Problem	1
Purpose of the Study	3
Background and Need	5
Theoretical Framework	10
Statement of Research Question and Hypothesis	16
Limitations	19
Significance of the Investigation	21
II. Review of the Literature	23
Search	23
School Discipline and Detention	23
Adolescence	33
Punishment - It's Implications and Limitations	43
Research on Critical Thinking and Problem Solving	63
Summary	72
III. Methodology	74
Research Design	75
Population and Subjects	79
Intervention Program	85
Independent Variables	86
Experimental Intervention	88

Chapter	Page
Instrumentation	92
Dependent Variables	92
Data Collection	94
Data Analysis	96
IV. Results	98
Introduction	98
Descriptive Statistics	98
Hypothesis 1	104
Combined Statistics	112
Comparison Between Study Groups	114
Hypothesis 2	114
V. Discussion	118
Rival Plausible Hypotheses	124
A Study of Repeat Offenders	125
Implications	127
Recommendations	132
Further Research	132
Further Training	134
References	136
Appendices	146
Appendix A: Creative Thinking and Writing Analysis Workshop	147
Appendix B: Referral and Assessment Detention Forms	164

LIST OF CHARTS

Chart	Page
1. Erikson's Epigenetic Sequence of Development	12
2. Erikson's Psychological Crises	13
3. Morehouse's List of Desirable/Undesirable Punishments	26
4. Morehouse's Paradigm of School Punishment	28

LIST OF TABLES

Table	Page
1. A Study of Silent (S), Work (W), and Creative Thinking and Writing Analysis Workshop (X) Type Detention Interventions of Treatment Used for Minor Disciplinary Problems with High School Students at Raoul Wallenberg Traditional High School: February 5 to March 30, 1995	101
2. Silent (S) Type Detention Interventions	105
2A. Chi Square Test for (S) Type, Silent Detention Group Study	106
3. Work (W) Type Detention Interventions	107
3A. Chi Square Test for (W) Type, Work Detention Group Study	109
4. Creative Thinking and Writing Analysis Workshop (X) Type Detention Interventions	110
4A. Chi Square Test for (X) Type, Detention Group Using Creative Thinking and Writing Analysis Workshop	111
5. Summary Scores for Treatment Approaches	113
6. Chi Square Test for All Types (S, W, X) Including Missing or Not Sure Information	115
7. Chi Square Test for All Types (S, W, X) Excluding Missing or Not Sure Information	116

Chapter I

Introduction

Statement of the Problem

This is a study about education as an agent of change and growth in the development of young adolescents. The perspective is from the high school disciplinarian who receives youth called problematic and has the task of getting them to fit into the educational environment. Working with people in the disciplinary capacity is an extremely difficult task. When the setting is a modern day inner city school that task is all the more difficult. This study seeks to investigate the disciplinary function at school, introduce an alternative method of disciplinary intervention, and measure the effectiveness of the intervention.

Discipline is not a very savory topic because people, in general, would rather talk on subjects that make them feel good. Likewise, to be a disciplinarian is not a field or profession that one would normally pick for a lifetime occupation. Disciplining is an act that most people feel ambivalent about at best, and those who need to use it would like to forget it quickly. So the body of

knowledge about discipline is lessened by our reluctance towards it.

This study seeks to approach the topic from a new framework. Discipline, rather than seen as an impulsive extremity sublimated by hot emotions, needs to be viewed as center stage in a normal part of the education process that is practiced by all.

The lack of information and perspective in this area of education is recognized by Doyle (1989) whose work on classroom management systems brought him to prominence in education. Doyle appraised management and disciplinary needs of the general school setting and found that school interventions had primarily focused on the task of stopping misbehavior. Disciplinary management was being looked at as repair, not as creative intervention. Doyle concluded that more research coming from actual field practitioners was needed:

More field-based research on the effects of school discipline strategies such as punishment and suspension is clearly needed. In particular, we need to know more about:

1. The effects of punishment and suspension on students who receive them. Which students are most likely to be punished or suspended? Do these students modify their behavior when they return to the classroom? What is the rate of 'repeat' offenders?
2. The effects of punishment and suspension on classroom and schools. Does the use of punishment 'improve' classroom order and school safety? Under what circumstances? How do school disciplinary programs affect teachers, students, and classroom processes? (p. 23)

This study aims to provide some needed information from field-based research regarding discipline.

Purpose of the Study

The purpose of this research project was to investigate the effectiveness of after school detention as a disciplinary tool for handling student misbehavior at school. Detention is defined as holding a student during their own free time, such as after school. The subjects of the study were problematic students assigned to detention for inappropriate behavior, i.e. violating a school rule or regulation.

As a school practitioner conducted this research the study highlights the practitioner's perspective for effective student discipline management in developing and maintaining a positive school climate. In many regards, the study was meant to provide information to the staff person who is the designated disciplinarian in a school on the ways that person may survive, cope, and manage amidst a frenzy of diverse problems and problematic youth. As an element in the quest for success, the practitioner has to develop visionary skills in adapting the existing school processes or finding new methods to meet the challenge of current problems for youth and society.

This study introduces a counseling psychology format that combines a critical thinking problem solving method with a brief strategic family systems approach for use in the detention setting. The setting for the research is an urban high school in the 1990's. The characters are thirteen to eighteen year old teenagers living the drama of adolescence, wherein amidst great somatic changes, they strive for their own place in the world. Of itself, a study of detention might seem insignificant, but the study takes on greater importance within the context of adolescence and the educator's responsibility to provide proper preparation to this emerging population of young adults. Detention is developed to a higher order, a treatment at the time of need when the student has to adapt or adjust to successfully meet the demands of their educational environment.

There is a critical moment where the factors involved in the resolution of the problem come together for learning. The researcher worked towards controlling the detention environment so that such a setting for learning could replace the former types of customary custodial detentions. The researcher elected to assess which type of intervention was best suited to the adolescent adjusting to high school. A new disciplinary approach employing learning would be in harmony with recent enlightenments in the developing field of counseling.

In the traditional detention model, students continually questioned the researcher as disciplinarian about the fairness of the penalty. They typically attempted to place the blame and origin of the problem elsewhere, thinking and stating that they were being punished because the teacher was mad and took the anger out on them. The problem was perceived as beyond their control. The cause and effect relationship in their thinking could not easily be defined in a way that made sense of the punishment. The time between problem and penalty was clearly too great of a lapse to fit a behaviorist model of learning. The in-between time mutated lesson learning, with faulty logic on the part of the self-excusing student offender. The end result was that the troubled students reinforced each other with the notion that they were hostages in an unfair and oppressive system. Under this frame of thinking, the adolescent saw school as the enemy and thus their counter-attacks against the school were no less than heroic. Thus, this old-fashioned punishment based model of detention was very flawed.

Background and Need

Discipline in a school is a major interest of concern not only for educators but for society in general. Advocates for children recognize that in California,

education is the main child support system next to the family (Ellwood and Lazarus, 1992). With children from ages 6 to 18 spending their prime hours at school over a five day work week, school must be considered a major factor in a child's socialization and development.

The task of disciplining is no simple matter. Discipline must set the behavioral standards and expectations for the developing youth. It must reflect and model a fair and just democratic system as is cherished by the belief system of the larger American society. Discipline needs to lead students towards success in school. The word 'discipline' has two meanings. A *discipline* is an instructional subject of matter that teachers teach and students master. *Discipline* is also punishment that the school administers to students who wander from the educational path. The goal in either case is '*self-discipline*' existing when a student self-corrects, adapts towards the educational goal, or begins to attain the subject matter. The entire educative process leads towards this end, and when it all works out well, a population of educated, thinking adults who are able to make good decisions for themselves and for others results.

School is a major determiner for the success or failure of our youth. For the developing student, success in school brings praise and incentive towards a choice of numerous opportunities to advance to a world full of

interesting careers, whereas failure all too often means the end of their formalized education and the abrupt entry into the job market as untrained workers. As the ranks of unemployed and unskilled workers grow, the need increases to explore and utilize interventions that will lessen the waste of human potential.

A thorough investigation of discipline in school necessarily acknowledges the anthropological origins of child rearing in its development through time. Such an investigation also notes that intellectual discords of philosophers throughout the ages have dealt with considerations of moral reasoning and punishment in both the function of society and in the function of education.

The Bible has many references to discipline. We cannot discount that many concepts of discipline are intermingled with beliefs that they originate with the Creator. For example, we note Hebrews 12:5-7,11-13:

You have forgotten the encouraging words addressed to you as sons: 'My sons, do not disdain the discipline of the Lord nor lose heart when he reproves you; For, whom the Lord loves, he disciplines; he scourges every son he receives.' Endure your trials as the discipline of God, who deals with you as sons. For what son is there whom his father does not discipline? At the time it is administered, all discipline seems a cause for grief and not for joy, but later it brings forth the fruit of peace and justice to those who are trained in its school. So strengthen your drooping heads and your weak knees. Make straight the path you walk on, that your halting limbs may not be dislocated but healed.

The justification for discipline also comes from a purely secular frame. Discipline is related to the public trust as important in the function of society's rearing of youth. For the purposes of this research in detention and on school discipline, the hallmark of the twentieth century in explaining the right to punish, its aspects, and its origins is the work of Morehouse (1914):

To reduce the suffering caused by wanton injustices and thoughtlessness, society has taken it upon itself to penalize infringement of the rights of others.

The right to punish is therefore the right of society to protect itself from the predatory individual. It is the right to offer the inducement of freedom for respect of others' rights. It is the right to impress and illustrate the immutable law of compensation, which associates good with happiness, and evil with suffering. It resides in the state because the state is the embodiment of social will, an intelligence with keenly self-preservative instincts. It resides in parents, who wish to see their children grow in goodness and become a blessing in the earth. It resides in teachers as the agents of the state and the trustees of children, given over by their parents. The first thing for a teacher to remember is that punishment is a righteous means of securing righteous ends, that it is a most important element in the scheme of school management, since its omission when deserved, and its unjust infliction, are both serious betrayals of the sacred trust imposed in the teacher. And a second fact to be remembered is that proper preventive measures will largely do away with the offenses which require punishment.
(p. 163-164)

The basic tenents of this thought seemed adequate enough to last some three or four generations. While disciplinary practices continue as a part of everyday school life all over the country, little attention has

been given to their actual working effectiveness. Only as society began to address violations to human rights did the question of effectiveness of punishment become a consideration. The lack of measurable research in this area as relating to the issue of corporal punishment was addressed by Hapkiewicz (1975) at the annual meeting of the American Education Association in Washington, D.C. It proved to be a catalyst to Doyle (1989) who questioned:

But are suspensions and punishment effective consequences to use in response to serious rule violations in classrooms? Unfortunately, very little systematic empirical research exists to answer this question. Rather, most of the literature on these techniques addresses legal or moral issues and, thus, either ignores or assumes efficacy. How then, can the strategies be assessed in light of present knowledge?
(p. 19)

The act of detaining or holding a student after school for minor school violations such as tardiness or misconduct has long been a disciplinary practice in education. As other forms of discipline, such as spanking, suspension, and expulsion, have become less acceptable because they violate changes in law or cause serious negative side effects, schools need alternative effective consequences. Detention has remained a seemingly effective consequence to rule violations at school.

Detention being a less serious consequence than those others mentioned for problematic behavior at school, has remained somewhat of an unchallenged type of punishment.

If this punishment is as widely used as educators claim, we then need to view and understand the practice more objectively. An endeavor such as this investigation may find limitations and produce guidelines for using detention as a disciplinary tool in school settings. Such a study need also find if any element(s) exist, or can exist, other than delaying a student's own personal time. The study seeks to find if the behaviors of the problematic students who served this penalty were in any way changed. The study will measure behavior changes for those who were assigned detention. The researcher set out to identify possible alternative disciplinary approaches that would be more in harmony with recent enlightenments and successes in the developing field of counseling.

Theoretical Framework

The theoretical framework of the study is based on the psychosocial development stages of Erik Erikson. Erikson's publications from 1950 through 1982 expanded Freud's work on infantile sexuality into the realm of societal relationships and through the life cycle. Eight stages are described in this intrapsychic and psychosocial model. The individual is viewed as a living organism with homeostatic qualities existing in a systemic environment. Erikson's model is a step-by-step or epigenetic

development process, which is gradual and is characterized by structural formation occurring at each epoch or stage.

In Erikson's epigenetic matrix (see Chart 1) the methodological implications are that development occurs gradually in stages through time. Each step is interrelated with all others and depends on the proper sequence of each item. Each item exists before the normal time of its arrival, but ascends as a starry night sky constellation to its mid-heaven for the season of its critical time.

Even psychosocial crises are thus normal and predictable. Erikson's sociological studies of children growing up in a variety of cultural settings led him to observe that rites of passage exist that formally bring youth through the stages. The main developmental challenge for the growing individual is to meet the demands of these tasks and the culture has the responsibility to provide the setting for such rituals of passage. The researcher labels this notion the "predictable crisis".

The purposes of this study call for a special focus on Erikson's developmental matrix (see Chart 2) to the preteen and adolescent stages. This period follows the school age stage, a time of psychic calmness, called the "latency" period because dormant sexuality characterizes this relatively and industrious time of learning. As the child goes from the former to the later stages, rapid

CHART 1: ERICKSON'S EPIGENETIC SEQUENCE OF DEVELOPMENT

	A	B	C	D	E	F	G	H
Stages	Psychosexual Stages & Modes	Psychosocial Crisis	Radius of Significant Relations	Basic Strengths	Corepathology Basic Antipathies	Related Principles of Social Order	Binding Rationalizations	Ritualism
I - Infancy	Oral-Respiratory Sensory-Kinesthetic (Incorporative Modes)	Basic Trust vs. Basic Mistrust	Maternal Person	Hope	Withdrawal	Cosmic Order	Numinous	Idolism
II - Early Childhood	Anal-Urethral Muscular (Retentive-Eliminative)	Autonomy vs. Shame, Doubt	Parental Person	Will	Compulsion	"Law and Order"	Judicious	Legalism
III - Play Age	Infantile-Genital. Locomotor (Intrusive, Inclusive)	Initiative vs. Guilt	Basic Family	Purpose	Inhibition	Ideal Prototypes	Dramatic	Moralism
IV - School Age	"Latency"	Industry vs. Inferiority	"Neighborhood" School	Competence	Inertia	Technological Order	Formal (Technical)	Formalism
V - Adolescence	Puberty	Identity vs. Identity Confusion	Peer Groups and Outgroups; Models of Leadership	Fidelity	Repudiation	Ideological Worldview	Ideological	Totalism
VI - Young Adulthood	Genitality	Intimacy vs. Isolation	Partners in friendship, sex, competition, cooperation.	Love	Exclusivity	Patterns of Cooperation and Competition	Affiliative	Elitism
VII - Adulthood	(Procreativity)	Generativity vs. Stagnation	Divided labor and shared household	Care	Respectivity	Currents of Education and Tradition	Generational	Authoritism
VIII - Old Age	(Generalization of Sensual Modes)	Integrity vs. Despair	"Mankind" "My Kind"	Wisdom	Disdain	Wisdom	Philosophical	Dogmatism

CHART 2: ERICKSON'S PSYCHOSOCIAL CRISES

Psychosocial Crisis									
Old Age	VIII						Integrity vs. Dispair, disgust. WISDOM		
Adulthood	VII					Generativity vs. Stagnation. CARE			
Young Adulthood	VI				Intimacy vs. Isolation. LOVE				
Adolescence	V			Identity vs. Identity Confusion. FIDELITY					
School Age	IV			Industry vs. Inferiority. COMPETENCE					
Play Age	III		Initiative vs. Guilt. PURPOSE						
Early Childhood	II	Autonomy vs. Shame, Doubt. WILL							
Infancy	I	Basic Trust vs. Basic Mistrust. HOPE							
		1	2	3	4	5	6	7	8

changes usually unanticipated by parents occur. The radius of significant relationships at the onset of high school spreads outwardly from the family to the neighborhood and the school. The youngsters are now embarrassed by the presence of their parents. They would rather be in the presence of their peers. In our culture success at this level is marked by a graduation from middle school. Over the summer in the urban society in this country, clusters of the happy crop of neophyte teenagers travel loudly together as if in command of the streets and neighborhoods. Achievement at the top of one ladder of one stage is, however, only an indication of starting at the bottom of the next ladder. Most young teenagers are awkward, out of place, and feel that no one understands them.

Understanding is thus best suited to others at the same time and place in this development and so peer group affiliation becomes the most significant relationship. When these clusters become too alienated and isolated from the rest of the population they are known as outgroups. In outgroups members negatively reinforce one another and tend to blame non members as the enemy. In this socially distant position development is thwarted.

Viewing these outgroup members in Erikson's terms noting the psychosocial crises of identity vs. identity confusion leads to the conclusion that such outgroups are manifestations of identity confusion. Identity confusion,

inferiority complex, guilt, shame-doubt, and mistrust are the negative psychosocial terms that Erikson applies. These negative poles of the specific developmental stages result in the core-pathology basic antipathies of repudiation, inertia, inhibition, compulsion, and withdrawal in their corresponding stages of life. The functioning and developing individual who makes up the vast majority of society works within the realm of a positive and continued development. Those unsuccessful in a meeting a previous psychosocial crisis will have difficulty handling the new demands of the current psychosocial crises because they have not formulated the structures of successful development in the larger epigenetic scheme. Previous shortcomings will arise, delay, or at least make more difficult the transitions for success.

The researcher views the predictable crisis as an opportunity for developmental growth and learning rather than as merely an explanation for alienation and banishment. When discipline is necessary, counseling based interventions that facilitate thinking, manifest logical consequences, use problem solving approaches, and help students develop their own personal goals would be better suited to meet their adolescent needs than applying raw punishment to coerce compliances. The goal should be to reroute the teenager back to the successful path.

Statement of Research Question and Hypothesis

Over a period of time the researcher developed a new disciplinary intervention for students serving detention that took into account peer counseling approaches. The aim was to shift the function of detention from punishment and students' negativism to produce positive behavioral outcomes. The new intervention strategies seemed more successful and useful than the original tactics used in detention hall. The researcher wanted to see if the new method for handling a detention could be useful to others, thus decided to test the findings. The investigation attempted to find and measure the effects of various types of detention in relation to solving the problem that triggered a referral to detention initially. The three types of detention in this study were: the time out or silent type of detention that will be referred to in this study as silent detention (S); the work service punishment that will be called work detention (W) in this study; and the new alternative counseling type of detention based on the principles of brief therapy and on cognitive problem solving in order to illicit student thinking. The new intervention was called "Creative Thinking and Writing Analysis Workshop" (X).

The researcher hypothesized that the newer treatment would be superior to the older traditional methods. When considering the question of whether or not this treatment

works more effectively, the investigator realized that little or no objective data existed to explain what takes place in a detention hall or validates its usage under any circumstance.

In the larger perspective of a school's total duties, measuring the effectiveness of detention has not been a major topic of concern. More typically detention plays a minor role as a check-off question on administrative opinion surveys that school principals respond to believing they must retain to show as part of their arsenal in proof that they are enforcing discipline - even if the detention they require meets only an informal definition of a behavioral corrective device. No objective data exists to verify whether or not this commonly accepted sanction functions at any other level beyond threat. No one can even say that threat of detention works as a deterrent.

For the purpose of measuring the new detention treatment, the researcher first had to establish a baseline of the results for current detention practices. Specifically, the need for baseline data required measuring the existing traditional silent detentions and work detentions with respect to their effectiveness in producing the desired behavioral outcomes.

Once a baseline existed, an investigator could make a comparison between conventional and new treatments. For the purposes of aspect of the research, data from the

traditional types of detention would be gathered simultaneously along with data from the study of the newer Creative Thinking and Writing Analysis Workshop. Together these form the baseline.

The inquiry applied and tested the following research hypotheses:

1. Students participating in detention or in any of the three detentions interventions will, according to a teacher response survey five days after the intervention, correct the problem they were referred to detention for at a success rate of 55% or better.

2. The counseling based Creative Thinking and Writing Analysis Workshop detention intervention will have a higher success rate than the silent detention or the work detention in producing the desired behavioral outcomes.

The researcher believed that Creative Thinking and Writing Analysis Workshop was better suited to the needs of the student population and hypothesized that this intervention would yield a higher positive result than the commonly used silent detention and work detention methods in inviting students to change their behaviors.

Comparison of the effectiveness of detention as a typical practice appearing in the later hypothesis is in essence a corollary hypothesis to the former hypothesis. We can not compare it unless there is something to compare with it. The analysis of the treatment must be in

relation to a determined success rate that the study then determined. This study among other goals seeks to set a base line for interpretation.

Limitations

This study took place in a grade 9 through 12 college preparatory inner city public high school having no entrance requirements other than a written commitment on the part of its 630 students and parents to follow specific steps towards good attendance, good school habits and working harder. Usage of the findings may be thoughtfully adapted, but cannot be generalized completely, because of the unique elements of the school's students and research problems. The innovative Creative Thinking and Writing Analysis Workshop detention intervention was designed for the academic success of this particular school and population. The basis for referral to detention varied widely, sometimes beyond the control of a student. Most students relied on public transportation to reach school, for example, often from a far sector of the city where morning bus service was not available early enough to get them to school on time. Spending two and three hours daily on municipal buses was not uncommon for some students. Many of them could not find enough hours in the day to do the two or three hours of homework they committed themselves to do when they

signed their commitments and accepted admission to the high school. These problems are clearly systemic problems and not student behavioral problems.

The study spanned a seven week period in the Winter of 1995 and by definition was connected with the day to day historical events both in and outside the school. Any research existing in a real life setting such as this is subjected to unexpected, or extemporaneous events and being social in nature can not have the controlled isolation quality existing in a scientific laboratory. The practitioner-researcher often experienced interruptions and had to step outside the role of researcher in order to deal with the immediate crises arising from the greater population in the school environment.

Thirty teachers completed surveys to determine whether or not a particular detention type had been a successful intervention for measuring behavioral change at the end of the predetermined five day time period. These teachers were neither tested nor trained for anything other than completing a form. The potential existed for educator bias on the relative merits of one form of detention over another, although this potential threat to validity was negated in that teacher raters were unaware of the type of detention they were judging. The practitioner-researcher delivered all of the treatments in order to provide consistency. The threat of researcher's

bias must also be taken into account. Overlap in treatments existed in an unmeasured amount as the content and concept formulating the experimental type of detention was already generally recognized by the students because that method had been the common practice for some time before the study.

Significance of the Investigation

The study extended the research on the usage of detention as a disciplinary tool in high school. The study also provided feedback on the relative usefulness of solving the identified problem that teachers had listed when making a student referral to detention. A further significant contribution was the introduction of the recently developed counseling detention that can be added to the body of counseling information and may be indexed under research in the subject areas related to: problem solving, goal setting, peer resources, critical thinking, brief counseling interventions, and group work in schools. The study also described techniques that counseling educators may use in schools and university counselor training programs.

In looking specifically at adolescence, the true focus of the study, the investigation further described the dynamics of this developmental stage identified

by Erik Erikson. Especially, Erikson's psychosocial scheme formed the background for a new term, "*predictable crisis*", that the researcher has begun to use in consulting with parents and educators to help them deal with the complexities of this rapid changing period of life.

Chapter II

Review of the Literature

Search

A review of the literature on general school discipline, detention, and the framework for the added counseling intervention detention appear in this chapter. This review was accomplished by computer search done between 1985 and 1997 from the ERIC, PSYCHINFO, and the Dissertation Abstracts databases. An extensive manual search was also conducted.

The review includes the following categories: School Discipline and Detention, Adolescence, Punishment - It's Implications and Limitations, Research on Critical Thinking and Problem Solving.

School Discipline and Detention

The authority and responsibility of the teacher and school to function in the disciplinary capacity has long ago been demonstrated. Herbert Spencer (1861) examined the intellectual and moral issues of discipline in his

philosophical treatise on education. John Dewey (1916) discussed the subject of social control in his work on education in the democratic society.

The historical account of Stuart Noble (1954) on education in American displayed discipline in its strict form. Discipline was rigorous and directly connected to America's Puritan foundations, as exemplified in many schoolmasters' use of a schoolyard whipping post. A set of rules posted on the classroom wall often included the number of penalty lashes that student violators could expect for misconduct.

Stoops and Stoops (1972) claimed that discipline is neither punishment nor a body of classical knowledge. They distinguished between imposed discipline and self-discipline. Fortunately, the concept of discipline today is much different from the way they showed Horace Mann describing the practice in 1847:

In one of the schools of those to whom I ascribe the motto, Force, Fear, Pain - consisting of about 250 scholars - there were 328 separate floggings in one week of five days, an average of 65.6 each day. In another 18 boys were flogged in 2 hours in the presence of strangers. In another 12 or 15 in one hour. (p. 8-9)

The authors, of course, subscribe to the view that the highest form of discipline comes from within a person and is known as "self-discipline".

In The Discipline of the School (1914), Frances Morehouse wrote about the topic from the school practitioner's perspective. Her work, including form

letters and report cards, cited discipline as originating from the beliefs of the Puritan forefathers and outlined types of punishment by their desirability and undesirability (see Chart 3). Morehouse included the practice of expulsion and corporal punishment among the types of undesirable punishments. Her work was an extensive analysis that defined all aspects of school discipline in the context of that historical era. She critiqued keeping students staying in at recess and after school among her list of undesirable punishments because, as she stated, even teachers needed physical exercise. She highlighted the advantages to silent time and the disadvantages of work tasks for punishment at school. Morehouse provided a paradigm (see Chart 4) of school punishment for the educator wherein the individual, the offense, and society are viewed in relationship to each other.

A rich and full array of knowledge regarding the field of education and its base and support systems, i.e. psychology and counseling, have blossomed from the seedlings of turn of the century thought. Findings in these fields have had positive impact upon education and advanced it to face changing needs with a multitude of various strategies. In the areas of discipline, in general, and detention, in particular, very few innovations emerged. By the mid century, the adage that Dr. Spock pronounced problematic -- "Spare the rod and

CHART 3: MOREHOUSE'S LIST OF DESIRABLE/UNDESIRABLE PUNISHMENTS

from Morehouse (1914), p. 178-188

Undesirable Punishments

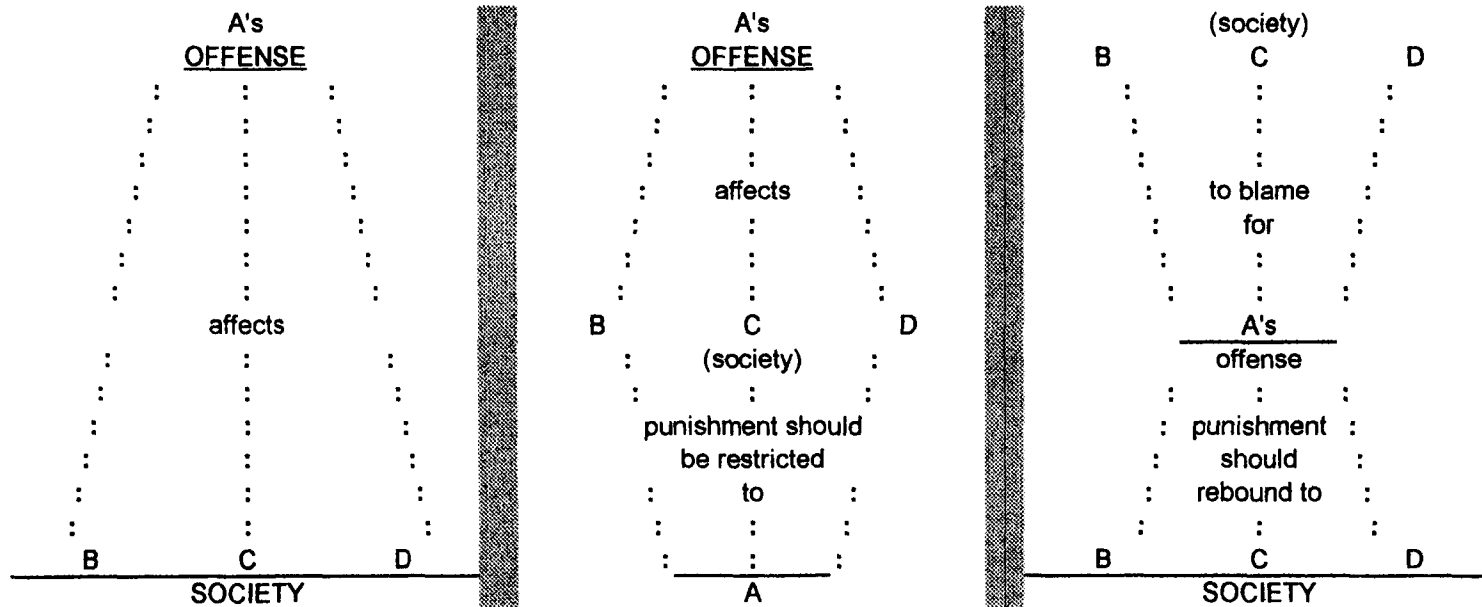
Type	Reason or Disadvantage
THREATS	<ul style="list-style-type: none">- becomes a dare- binds the teacher to follow up on the course of action stated
TASKS	<ul style="list-style-type: none">- assigning usual school work is never advisable, the student can get a poor or negative attitude of school work- when it is entirely different from usual work, it is sometimes advisable
CHANCE TO THINK	
SCHOOL SERVICE (a bad punishment)	<ul style="list-style-type: none">- makes school service disgraceful rather than an honor
DETENTION (staying in at recess and after school)	<ul style="list-style-type: none">- infringes on time needed for outdoor play essential for normal children; cheats the physical side of the child's development- lengthens the already long hours of the teacher's school room employment; teacher also needs outdoor exercise- unbusiness like; school's should close as promptly as they open, except for pupils who need extra help or time for the main objective, the school work- makes a prison of the school room, giving it a lastingly unpleasant connotation- if idle, the pupil is forming a bad habit during the time of detention- if engaged in school tasks, pupil is forming the wrong idea of work- if allowed to do something pupil likes; pupil is not being punished
DEPRIVING OF EARNED MARKS	<ul style="list-style-type: none">- an essentially unjust, illogical confusion of two more or less distinct elements in the school record- has a demoralizing effect upon the developing sense of justice and appropriateness
PERSONAL INDIGNITIES	<p>(once common, its essential feature was personal humiliation including wearing a dunce cap, seating pupils on a dunce block, gagging - an old punishment for whispering, pulling hair, twisting ears, calling names, dressing boys in girls' clothes, and placing children in ridiculous and undignified positions for the school to laugh at)</p> <ul style="list-style-type: none">- loss of self respect should come from the wrong doing and not from cruel action on the part of the teacher- the teacher should be a model of dignity to the children under care
SATURATION	<p>(force the culprit to commit the offense until thoroughly tired of it, when the association will be so unpleasant that pupil will be presumed to be cured of the desire to repeat it)</p> <ul style="list-style-type: none">- fails in many cases, lacks reasoning, is seldom advisable

CHART 3: MOREHOUSE'S LIST OF DESIRABLE/UNDESIRABLE PUNISHMENTS (Cont'd)

Desirable Punishments

Type	Reason or Disadvantage
ISOLATION	<ul style="list-style-type: none"> - a natural solution - <i>alternative course as exclusion from the game</i> - dependent upon methods of application
REPORTS TO PARENTS	
USING PUBLIC OPINION	(peer pressure)
DEPRIVATION OF PRIVILEGE	
POSITIVE INCENTIVE	<ul style="list-style-type: none"> - aims to make offender reach the goal of success
RESTITUTION	<ul style="list-style-type: none"> - just payback for damages
SUSPENSION	
EXPULSION	
CORPORAL PUNISHMENT	<ul style="list-style-type: none"> - a relic from the Dark Ages - seen only as last resort
THE "APPROPRIATE PUNISHMENT"	<ul style="list-style-type: none"> - a too liberal application of the principle that every misdeed leads to an appropriate penalty, has developed what some teachers fondly imagine are especially <i>efficacious remedies</i> (e.g. scrubbing one's mouth for bad language)
SARCASM AND RIDICULE	<ul style="list-style-type: none"> - the least desirable of all punishments - destroys confidence and friendliness necessary for success in the teacher - student relationship - to laugh with children is to be eternally young, to have found the secret of joy; but to laugh at them is the first sign of bitter old age

CHART 4: MOREHOUSE'S PARADAM OF SCHOOL PUNISHMENT
 from Morehouse (1914) p. 170, 173



SOCIAL AND INDIVIDUAL PENALTIES

If A commits an offense, its consequences affect B, C, and D. These three persons suffer through no fault of their own, but because of the interrelationship of social forces. If the fault of the sin lies with A alone - i.e., if it be a fault of selfishness, not of ignorance and weakness for which others are to blame - justice demands that as much as possible the consequence of the act be transferred from B, C, and D, the innocent suffers to A, who is to blame. Individualization, then, in this sense, is the replacing of the punishment on A. But, if the offense is one for which society is to blame, then society is bound to suffer its share of the penalizing which it does by the working of an inevitable moral law.

That punishment should always, as Spencer says in his famous exposition, be proportionate to the seriousness of the offense, as well as inevitable and prompt.

spoil the child' - was commonplace and discipline received less emphasis. In the 1950s, adolescence began to take on a new and problematic meaning. When the younger generation of that decade reached college and began revolting against rigid and traditional patterns of thought teachers decided they must attempt to nullify the newer concept of child rearing with the wisdom attributed to Solomon in an ancient book of proverbs (Castle, 1970):

The injunction that 'He that spareth the rod hateth his son' was a real command to parents and a solace to harassed teachers of wayward schoolboys. (p. 17)

Castle's appeal to biblical authority and the ultimate personification of wisdom, King Solomon, represented but a fraction of the level of strength needed to put in check such a title wave of generational rebellion. A constant shift in the balance of power among various sociopolitical movements have occurred in what has become the politics of education. Education touches all of society. Through the shifts and changes in time, developing new paradigms to guide professional activities is essential. Modern educators have had to identify other methods than discipline for controlling the school environment and shaping the individual behavior of their students.

Legalities regarding the issue of human rights has been the earmark of twentieth century education in the United States. Through the decades, punishment such as expulsion, suspension, and corporal punishment have become

less acceptable because they have been exposed for what they are - violations of students' rights on Americans and human beings. Researchers have surveyed changes in policy. In a study of suspensions in Santa Clara County high schools in California, Cooper (1982) cited violations of the due process protections of the 14th Amendment committed by high school administrators in legal actions such as Gross vs. Lopez and the potential liability of educators and their school districts in the case of Wood vs. Strickland.

Rose (1987) showed convincingly that identification of current disciplinary practices in American Public Schools was urgently needed. The U.S. Department of Education Office of Research and Improvement had focused on the need for useful alternatives to reduce student misbehavior and then published the informational strategies in 1989. The finished collection of research reviews surveyed the court system actions on cases relating to school discipline policies and prevailing practices relating to student misconduct.

The work delved into school organization and classroom management techniques, listing detention, after school detention, Saturday detention, and in school suspension as organizational variables that are the most common strategies employed by U.S. school districts used in an attempt to reduce student misbehavior. Their report

provided a useful annotated list of research reports from 1977 to 1988 and rated the overall attempts to install effective organizational practices identified by research as far less successful than expected. These Department of Education findings led to a later publication on practical applications of student discipline strategies (Moles, 1990). Both of these works included extensive contributions by Doyle (1978, 1979, 1984, and 1986) regarding teacher management of student behavior and misbehavior within the context of classroom functioning. All used a punish and reward psychology which Kohn (1996) has put into perspective through his exhaustive review of the literature.

Classroom management techniques such as assertive discipline (Canter and Canter, 1976) and reality therapy (Glasser, 1969) have been widely used as alternatives to conventional punitive methods. These approaches set clear rules and provide for consistent limits and uniform follow through in an attempt to maintain a calm and orderly atmosphere. Glasser (1990, 1993) now labels both of these methods as coercive and has replaced his earlier plan with quality school management principles because these address the heart of the problem, as Glasser sees it - the system itself.

Ellsworth (1965) discussed the use of the school library for disciplining children in study halls. This practice tended to have children negatively view libraries

rather than have them develop the sense that they are helpful and resourceful. The librarian spent the whole time trying to force students to behave and to maintain order in the room. The author contended that the study hall-library combination failed and now the textbooks on school administration seldom recommend this practice.

Carter (1987) showcased Prospect Elementary School in Oberlin, Ohio as a model for effective school discipline and emphasized the positive view that discipline in a democracy should spring from internal controls and not from fear of punishment.

Grossnickle and Sesko (1985), practitioners in charge of discipline at Illinois high schools, wrote on promoting effective discipline from a school and classroom perspective, and explaining a counselor's role in the scheme of discipline state:

The counselor is a facilitator who helps both student and organization by helping students learn acceptable behavior....called upon to play an increasingly important role in what is termed 'developmental counseling.' They must guide the students in taking an active part in solving their problems, identifying their influence and control over their behavior and lives, and making conscious decisions to act responsibly. The goal is to establish self-discipline.
(p. 46)

Clements (1986) called the problem of secondary school discipline one of our nation's largest educational problems and used a noon hour silent lunch eating detention as an alternative intervention. The report listed (a) repeatedly writing out rules, (b) after school

detention - a less desirable option, because of busing schedules, (c) isolation in the form of stationing the student in the corridor near the classroom, and (d) notifying parents, as four different approaches to resolving moderate aberrant behaviors. All of these suggestions of course, are examples of what Glasser (1990) labels stimulus and response psychology - a coercive and ineffective paradigm.

McCarthy (1987) researched the effects of Saturday school for completing homework in a Michigan high school as an alternative to suspension. He found that using Saturday school neither reduced school suspensions nor increased homework completion rates.

In summary, the amount of literature on discipline seems far less proportional than its value to education. The well known methods of discipline are mostly historical and legal; others remain nebulous as to technique and method of delivery. As a global and imprecise disciplinary practice, detention lies among the latter. With little literature to define or explain detention this tool appears as a footnote rather than a documented tactic that is highly effective.

Adolescence

In order to develop a new form of detention for high school students, educators must make a qualitative shift

away from the limits of the outmoded and coercive category of detention as inflictor of pain. The purpose of this section of the literary review is to offer a better description of adolescence itself and identify those concepts and practical applications that this population would find most useful.

Adolescent theory is by nature a developmental theory for the word adolescence derives from the Latin verb root "*adolescere*" meaning to grow up; and "*adolescens*" is Latin for an individual person in this stage in life. The literature on child psychology notes that historically the importance of childhood and adolescence has been disregarded. In the early years of child psychology Jensen (1938) noted: "The child in the distant past had no rights which any person or group had to respect" (p. 36). Based on his knowledge of science, Jensen saw a modern tendency for society to value its younger members and so he invented the phase living in a "child's century".

Kelly and Kelly (1938), child psychologist and authors in the same era, described preadolescence or the two years before adolescence as the gang age and cited studies on this topic. They described the work of psychologists who had characterized adolescence as a period of "storm and stress", in which strong emotions, particularly those of joy, love, fear, rage, jealousy, and ambition surge up and conflict with one another. They

noted that the real challenge in adolescence is learning to integrate the emotions properly. Both parent and the teacher must take each adolescent through a process of "psychological weaning".

The child psychology literature on nurturing counterbalanced the hard law and order view of the 1940's and 1950's. Carr (1940, 1950), a sociologist, wrote about the failing and neglectful population of youth or juvenile delinquents in spite of such innovations as the juvenile courts, and the state youth authority systems. By then, too, "700 or more guidance clinics scattered around for treating the emotional troubles of deviant individuals" were using the term "detention" for their facilities (p. xv). By using this term meaning "forced delay", more commonly used to denote various holding centers (p. 229) such as prisons or jails than its usage at school, detention took on the aspect of criminal behavior. Today, the negative notoriety associated with detention as relating to prison should be avoided as much as possible with students.

Erikson (1950) studied primitive childhood and child training systems in two American Indian tribes. He found these societies were neither infantile stages of mankind nor arrested deviations from the proud progressive forms that Americans thought they had been developing all along.

Jersild (1957) evaluating the educational morale at the adolescent level, found that student's interest in

school declined with age. High schoolers were more inclined to complain than were younger students, expressing their dislike of teachers, or of the school program, discipline, and school rules and regulations.

In a more recent study of high school psychological maladjustment and academic achievement, Crystal (1994) assessing the cross cultural setting of Japanese, Chinese, and U.S. American students, measured stress, depression, aggression, academic anxiety, and somatic complaints. The findings were that American students reported more frequent feelings of stress than their counterparts in the two eastern countries. American students spent more time on dates, work, and socializing conveying the impression that:

...adolescents in the United States feel obligated to do well in school, but also to have many friends, be good at sports, date, and be employed in some part-time job. In contrast, doing well in school appears to be the major developmental task of Chinese and Japanese teenagers. (p. 751)

Adolescent experimentation with the world moves outwardly from school interests and control towards things that they find interesting. They want to do well in all aspects of school, vocational, and personal life to attain educational as well as personal goals. When they spread themselves too thin over their many activities and social involvement's they inadvertently do poorly in their studies. When they begin to compete poorly in their studies they typically avoid and eventually drop out of

school. A body of knowledge on this problem in the United States is available through the National Dropout Prevention Center and its National Dropout Prevention Network based at Clemson University in South Carolina. Trends in societal violence, issues of safety, and assessment of school climates are all key factors that impinge on students graduation from high school. The modern high school is an integral part of today's world and not the sanctuary of isolated knowledge that schools once provided.

In developing alternatives to disciplining high school students, educators must deal with the fact that this population, and especially those with problematic maladjusted behaviors, are already in a state of stress and confusion and may be at the edge of concluding that school no longer fits their needs. The role of a disciplinarian can be a very critical position and should be approached with caution as decisions and especially interventions that are large scale and impersonal may have ramifications in the future far beyond their face value.

Teenagers, for example, often use threatening and abusive language and murder, traffic fatalities, and suicide are the leading causes of death among teenagers. The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) lists numerous categories specific to adolescent problems. Discipline in this age group is not only

difficult today, but it has become more difficult than ever. Student to counselor ratios are much too high now and counselors are over burdened trying to check the flaws of the poor habits that students have developed over their lifetimes. Interventions must be fair and just; but allotments of time for inquiring and assessing a situation fully are too often minimized. In light of this limitations educators who take on disciplinarian roles need develop an extra keen awareness about the unique population they serve. By building on the concepts and inquiries of the past, more recent studies on adolescence have looked towards this understanding of the adolescent with hopes to develop new and meaningful interventions.

Adolescents are apt to live in a state of doubt, confusion, shame, and guilt. Jersild (1957) noted that many misconceptions and superstitions from the past, such as the vernacular term for menstruation a "curse" - suggest such negative connotations as guilt. Hayward (1997) studied psychiatric problems associated with early puberty in adolescent girls.

Branden (1969) discussed the mechanics of unearned guilt and its psychological ramifications. Adolescents are especially susceptible to these conditions, worries, and uncertainties as they change physically, mentally, and emotionally. Onset of puberty, measurement of body changes, and the psychological aspects related to this changing process in boys (spermarche) and girls

(menstruation) has been thoroughly investigated over this century. Puberty usually corresponds with the onset of adolescence but varies across cultures, occurring earlier in some. Puberty refers to the ability to procreate. Early and late sexual maturation imply certain psychological effects. In a study of the experience of spermarche among adolescent boys in Nigeria, Adegoke (1993) found that the male experience of first ejaculation was not negative. The subjects indicated that they had received prior information from other male sources and told friends about the experience after it happened. Stein and Reiser (1994) studied white middle-class American boys' response to spermarche and found a much different response. Although all the boys in the group had taken sex education in school, many felt unprepared and most did not tell anyone about their first ejaculation of semen and sperm. Their ejaculation occurred earlier than was expected from previous sex education studies. The mean age for these boys was 12.9 years. Those who felt prepared for the changes coped better and expressed more positive feelings about the spermarche. The more common response was one of surprise, curiosity, and some confusion.

Doubts at early puberty can loom heavily over your adolescent's psyche. Boyes and Chandler (1992) noted that a condition of epistemic doubt plays a central role in the shaping course of adolescent social cognitive development.

We then can presently find this insecurity of doubt transformed into a predictable variable for new interventions.

The demographics of doubt are also the demographics of the family in America today. Ellwood and Lazarus (1992) stated:

America has undergone a virtual revolution in family structure over the last three decades. These changes have profoundly affected children's Lives at all levels, yet it has only been in the past few years that we have begun to recognize some of the most significant implications for public policy. In 1990 alone, 1.6 million children in California lived with just one parent. California babies born to unmarried women increased from 13% in 1970 to 30% in 1989 and was by the time of the publication a 273% increase since 1970. The grim prediction they gave is that an estimated 50% of all children will live in a single-parent household at some point before their 18th birthday. They state that: 'Education is California's main child support system.' (P.1,10)

Wallerstein and Kelly (1980) addressed the problems that both children and parents have to face in marriage breakups and divorce. In updating this research Wallerstein and Blakeslee (1989) the study followed original families after the breakup through a 10 year, or, in some cases a 15 year period. They found that children continued to suffer from the divorce of their parents into their late teens and into their 20's. Ten years after the divorce, two thirds of the children had poor relationships with their father regardless of whether or not they had regularly visited him. By that time, too, more than one

third of the good relationships between children and their mother had deteriorated.

Children Now (1992) explained that to compensate for the unexpected change in demographics the state has attempted piecemeal "quick fixes". They report that we have forced schools and libraries to become "ad hoc" child care centers when they weren't designed for that purpose." They reported the statistics showing parents spending less time with their children and increasing their habits of television viewing in just the past few years. Ellwood (1993) supplemented this data to support this identification of the state of California children using benchmarks in scores of categories to compare California's especially poor ranking with scores from other parts of the United States.

Showing an awareness for these current disturbing trends in family, school, and community the work of Bonnie Bernard (1991) at the Far Western Laboratory for Educational Resources and Development provides both an extensive and an exhausting study of the literature on developing useful strategies. Citing the work of Erikson (1963), as this study had earlier presented his work in the Theoretical Framework section. Bernard elaborates in developing a profile of the "resilient" child. The resilient child was one who succeeded despite adverse conditions that we now call "high risk". Studies over the late 1950's, 1960's, and 1970's showed that:

While a certain percentage of these high-risk children developed various problems (a percentage higher than in the normal population), a greater percentage of the children became healthy, competent young adults. (P. 2)

The resilient children were found to have three distinct characteristics that helped them survive amidst their adversities. Bernard profiled the resilient child as a child who is socially competent, has autonomy - i.e. "a strong sense of independence", and who develops problem-solving skills.

In developing a new counseling intervention for a conventional disciplinary detention this researcher asks readers to remember the portrait of a resilient child. The new intervention seeks not to beat down the youth into humble submission, but to help them develop the qualities that will enhance their ability to achieve in those activities that will enhance their personal development. Self-discipline or self-control is the objective in a free democratic society.

The importance of self-esteem on one's psychological welfare (Brandon, 1969) and the large subsequent body of knowledge on self-empowerment both point to the need of internal motivation. Rutter's research on internal vs. external locus of control (1979, 1979, 1984) shows that autonomy is related to a sense of purpose and future. Self-efficacy, as Bandura (1977) defined this behavior of competence also, no doubt, builds social skills. As

researchers found evidence that individuals with poor social competence had the worst prognoses they suggested that educators find ways to strengthen students' social competency.

In summary, the literature has suggested a historical lack of concern regarding the importance of adolescence and the rights of youth. Advancements have been made in the twentieth century through the development of child psychology and other fields related to social awareness to better define the attributes and dynamics of adolescence. Understanding adolescence must happen in connection to, but not limited to their place in the educative process. School has too often carried the burden for deficiencies occurring elsewhere in society. The demand for more workable methods for gaining adolescents' cooperation at school continues. Additional research on youth and adolescents outside of school is also needed. The break down of traditional family systems and values adds to the strong evidence from social demographic information to give more attention and help to the adolescent population.

Punishment - It's Implications and Limitations

My review of adolescent discipline in high schools that use detention as an intervention must include a discussion on the concept of punishment. This researcher does not view the new method of intervention as another

form of punishment. In the following pages detention will be clarified as distinctly different from punishment. Punishment will prove to be inappropriately used in high school when we considering the limitations of its meaning.

Ellison, Bartkowski, and Segal (1996) showed that the social force of conservative religious sects continue to advocate the use of corporal punishment; especially in the form of what they call "child discipline". Controversy goes on, however, as evidenced by the latter literature (Donegan, 1996), especially important whenever considering allocating government funds. Some advocates believe in early interventions for at risk students while others advocate the notion of tough punishments (i.e. more jail time) for this population.

Behind the need for improved child management tactics at school is the conviction about the general lack of ability to follow orders that children bring to school from home. Chess, Thomas, and Birch (1965) noted that modern parents seem to have more trouble with discipline than anything else. They contend that parents first need to establish house rules and then teach those rules to their children.

Any mention of discipline too quickly calls to mind the word "punishment". This association is natural because the idea of society inflicting some kind of pain or loss upon a person for a misdeed has been a subject of thought and debate throughout recorded history. In

retrospect, anthropologists have shown that primitive societies may have punished without connecting the gravity of the crime to the offense. As societies and cultures advanced society's authority upon individuals for the good of all the people became a question of major interest.

Literature, reflecting the place of humans in their natural surroundings, is filled with this concern about the common good. Likewise, philosophy, its concern with the moral order, ethics, and right and wrong behavior is also steeped with attention in this matter. Separating the concept of punishment from any large scale reflections on mankind and the human mind seems unlikely. Mankind endlessly wrestles with problems of the eternal and logical and waffles between these parallel issues.

Until recent centuries, punishment was always physical. Imprisonment, torture, and the death sentence now called "capital punishment" were commonplace. Even in the so-called civilized countries, espousing certain capital crimes is punishable by death.

Punishment was synonymous with corporal punishment or infliction of pain on a person's body. Capital punishment is also a type of corporal punishment because besides removing the criminal from society, the intent is to inflict pain and suffering. Eighteenth century humanism brought improvements to the old system of justice and the earlier prison systems, as this value system brought improvement to many of the rest of mankind's institutional

systems. The great thinkers of that earlier age espoused an overall world view that responsibility in a free and democratic society ultimately is in the hands of each and every citizen.

As corporal punishment has been declared illegal in schools in many states and entirely illegal in others, professional journals contain little if any information on harsh physical whippings. A large storehouse of articles on punishment, however, may be found in popular psychology, newspaper articles, information from other countries, and especially, in parenting and childhood education literature where many more subtle or gentle techniques appear. Some of the historical benchmarks of work with younger populations will be reviewed later as these pertain to thinking and problem solving.

Dr. Spock (1961), the popular pediatrician and writer central to the mid-century controversy regarding the use of punishment for child rearing, saw adverse treatment and punishment as a substitute only to apply in emergencies when the regular system of disciplining children breaks down. Spock believed that what mattered most in good disciplining of children was the vital element of mutual feelings of warmth and love between parent and child.

Miller (1983) saw the former practice of physical maiming, exploiting, and abusing children as gradually being "replaced in modern times by a form of mental

cruelty that is masked by the honorific term child-rearing." (p. 4)

Gordon (1970) in his Parent Effectiveness Training model discussed the serious limitations of thinking that parent power to reward and punish was effective enough. He advised that children must be dependent upon their parents. The more they depended on their parent, the more power the parent had. The children would be in a position of weakness, helplessness, deprivation, and need until their parents inevitably ran out of power and lost all influence over their children.

What exactly is punishment? To build or move toward a definition of punishment one must draw from a larger body of knowledge than the field of education alone. First, one may look at punishment in the nomenclature related to philosophy and to crime. Before the advent of child psychology most thinking about issues of crime and punishment came from thinking on crime and punishment. Today's thinking on punishment is based upon the notion of "retribution", but a new philosophy on punishment called "*the reintegration theory of punishment*" will likely emerge. We will look, therefore, at the topic of punishment in relationship to these two categories: retribution and reintegration.

Retribution is commonly known from the Old Testament of the Bible as "an eye for an eye and a tooth for a tooth" payback of desert as justice. This is the primary

source of thinking on the topic and has remained the conceptual cornerstone of subsequent thinking on the matter. In its simplest form, punishment is seen as an end in itself and is justified by the offense.

Some of the advanced levels of rationalization built upon the primary concept of retribution are: (a) applying the principle of matching degree of punishment to the offense; (b) retribution as educative to society as a deterrence or example; and (c) punishment as expiation for the offenders to discharge their own guilt. As time passes many subcategories arose that broadly separated thinking on this into deterrence theories, incapacitation theories, and the more modern rehabilitation theories that are related to morals and education theories. All of these fall under the umbrella of the thoughts of retribution theory and in some form hold the concept that the individual and the society has been wronged, and therefore justice is needed to right the balance again.

Such thought patterns are not excluded in western thinking. In Hinduism and Buddhism the concept of "karma" is that the whole ethical consequence of one's acts aims to fix one's lot in a future existence. The study of metaphysics shows how essential things are happening to us in the formation of our existence. The Universe has a way of checking its own balances. Christian dogma is permeated with deep concepts such as

soul, hell, conscience, guilt, and sin, all of which relate to the notions of crime and punishment.

In a simplistic sense, the concept of punishment as rooted in retribution seems natural and befitting to our traditional way of moral thinking. We accept this concept and generalize it for usage, even when its application is not as useful as we would find with closer scrutiny. The researcher, however, sees the concept of punishment as worthy of a much closer look in association with the terminology and concepts.

Ellis (1995) completely rejected a "status quo" mentality, believing that philosophical writers on the theory of punishment tended to be deeply conservative, fashioning their labors to respect inherently inconsistent purposes so as to bend the authoritative basis behind their theory of punishment, rather than challenge and improve it. Ellis' views may have inspired others to challenge more strongly the religious thinking on the subject.

More recent literature on punishment proposes the reintegrative theory of punishment as an acceptable and usable alternative that transcends the many limitations inherent with the common philosophy of retribution as the more traditional foundation for punishment. Reitan (1996) defined the reintegrative theory of punishment as a practice that promotes community, by reestablishing

wholeness where a common good has been shattered or where no community existed previously.

This more recent proposition of reintegration emanates from a very different frame of thought. Punishment is neither seen as the infliction of pain nor banishment in exile, an earthly variation on condemnation to an eternal hell hole of reprobates. Instead, punishment is based on the idea of helping the offender be able to correct, adjust, and return to society again. In his philosophical writings Reitan noted that approach is based on the key feature of community:

The key feature of the reintegrative theory of punishment is that it conceives of punishment as a practice designed to promote community. In its simplest form, the reintegrative theory holds that criminal behavior represents a breach or absence of community, and the justifying purpose of punishment is to help restore community at that breach or establish community where it is absent. The name I have chosen for the theory, while useful, may be a bit misleading because it only captures half of what punishment aims to do. Under this theory, punishment 'reintegrates' those criminals who were once members of the community but have been alienated from the community by virtue of their crime; but punishment also 'integrates' those criminals who were never members of the community in the first place. (p. 58)

Reitan, however, rejects the ideas that punishment must, for the benefit of both the individual and society, cleanse away the deep stigma attached to the crime. He rejected the premise that punishment compels the convicted criminal back to positive interaction with society. He noted that punishment will not work if any barriers

excluded the criminal from the community in the first place or arose later to block the criminals return in good standing. Reitan maintained, criminals are rejected from society rather than welcomed back.

Contrary to its place in the overall rational scheme of retribution punishment, moral education is still very lacking. Punishment is administered with malice.

Niebuhr (1967) pointed out that punishment must be positively loving in order for it to achieve repentance from criminals rather than inspire despair in them. Cupit (1996) likewise questioned the former model of retribution as a basis for punishment attacking the relationship between desert and responsibility. Getting one's "just desert" is clearly retributive thinking. Cupit saw the desert and responsibility dialectic as with no conceptual connection.

To the educational researcher, retribution theories are questionable at best. Assuming that we are already beyond the days of corporal punishment and have accepted much research on the findings that parents who abuse their children had parents who beat them, people can generally acknowledge that "violence is the tool of the ignorant". Retribution and payback does not fit the higher order that should become education.

In studying the special various psychological and sociological characteristics of both physically abused children and adolescents, Fisher (1996) replicated and

extended previous conclusions linking physical abuse with impaired social competence and psychopathology. The study found physical impairment adversely correlated to physical abuse and also examined the hypothesized association between physical abuse and suicidality, school grades, and receptive language.

Educators must disavow those basic premises of punishment as presented under the rationale of retribution. The basic premises of this theory of punishment are, in fact, contrary to the educative process of students, not to mention a violation of the principles of the U.S. Constitution and the Bill of Rights. In school, punishment should never be an end in itself. The retribution concepts of deterrence by "exemplism" and "banishment" too easily result in what becomes that best described by this researcher as "scapegoatism". In this scheme a new goat always seems to emerge just in time to replace the last goat which has just been sacrificed.

Victims are made to provide a negative example of society's values and to reinforce those values. Such a system, of course, could easily become a system for breeding out group types. The banished individual then is lost with no possibility of a tie to a positive community. Where a number of other estranged outcasts gather, negative peer groups emerge. The dynamics of adolescents outgroups of peers combining as previously discussed in

this study plays negatively in light of the retribution theory of punishment.

One of the strongest arguments that has received widespread support as providing a framework for justifying the use of punishment in child rearing is the well-used biblical proverb, "Spare the rod and spoil the child." Carey (1994) examined the validity of this proverb and found that the proverb in the Bible is actually quite different, namely, "He who spares the rod hates his son, but he who loves him is careful to discipline him" (Book of Proverbs, 13:24). Carey concludes:

...at no stage does the bible ever say that if you spare the rod you will spoil the child. Additionally, the modified version of the proverb makes a direct causal link between the use of the rod and an effect on the child. The biblical version, however, refers to the attitudes of the caregiver and makes no reference to the effect of discipline strategies on the child. It is simply an appeal to provide love and careful discipline. (p. 1006)

The concept of punishment as derived from the former framework seems to be also a generalized misconception of the stimulus-response (S→R) theory that behaviorists developed in the early twentieth century. Glasser (1986) advised therapists and teachers alike to "stop using the incorrect S→R theory that most of us have believed all of our lives" (p. 17). Most of the concepts that became central to behavior modification were actually first developed by Thorndike, Pavlov, Watson, and Pressey.

The early behaviorists often inflicted pain as part of their rigorous laboratory experiments. From Watson's concepts of behavior conditioning and Skinner's expansion into the explanation of emotional learning, behaviorism sprung with an emphasis on "control". Pain, aversive treatment, punishment, and control have come to be associated with Skinner through his behavioral work and in light of his development of teaching machines in operant conditioning a misconception for teachers may have been made. Elements used in the scientific laboratory research setting have been overgeneralized for common usage. To the school disciplinarian this means that classroom misbehavior such as minor talking distraction regularly draw requests for punishment administration - even from enlightened teachers who oppose corporal punishment - in a belief as if the behavioral interventions were tried and true acceptable administrations of punishment.

In a closer look at the writings of Skinner (1948, 1971), one can find that he was actually a Utopian who believed that people living together control each other with group ethics. As a community minded person, Skinner probably would have embraced modern reintegrative punishment theory. He, however, was opposed to using blunt punishment because of its effect was only temporary and because punishment renerates emotionally adverse stimuli. His real connection with the topic was through his interest in extinction.

Skinner defined punishment either as the withdrawal of positive reinforcers or the presenting of a negative or adverse stimulus. Providing alternatives to punishment he offered: extinction, satiation, allowance of time to pass in accordance with a developmental schedule, forgetting over time to weaken a conditioned response, and positive reinforcement. In producing a condition of extinction, the proposed one need be consistent, ignore misbehavior, and try combining extinction with other methods as reinforcing a competing behavior.

Staddon (1995) explained that by his later writings Skinner argued entirely against the use of punishment on the grounds that punishment does not work. Staddon noted that Skinner's argument of defense for his position boiled down to these three basic points:

1. Punishment is ineffective because when you stop punishing, the punished behavior returns.
2. Punishment provokes 'counterattack'.
3. Positive reinforcement is better.

Staddon is not entirely in agreement with Skinner's earlier stand against punishment for he saw punishment as a deterrent.

If Skinner's beliefs are correct and punishment is truly ineffective, then the common societal belief system is left with a huge void that Skinner's alternatives to punishment do not fill. The criminal justice system, child rearing practices, and the education system rely

heavily on the idea that punishment is necessary to insure social control. The alternatives that Skinner poses are certainly useful, but, as useful as these ideas are, they need time and the more controlled conditions that smaller classes typify in order to work at school.

One might still argue for more immediate needs - teachers deserve stronger back-up and support at those critical moments where students pose a real to the control within the room. In his critical study on punishment, Ellis (1995) explains that in utilitarian theories of punishment the cruel slaughter of innocents straightforwardly was considered for the common good. Students got the impression that those with poor behavior would be eradicated for their interruption of the learning process, and teachers believed that they needed to show those bad students how brutal the real world can be.

A question of justice is certainly at the heart of the matter and not just in the mouth and minds of most of the adolescents who are sent to the high school disciplinarian for punishment. Once again, a paucity of literature on this topic leaves professionals wondering exactly how the corrective processes occur in the everyday workings of a school.

In reality the violators of minor rules at school receive neither a fair hearing nor enough time for thoughtful discourse. Excessively high student to teacher ratios alone prohibit these conditions. Contrary to the

sacred foundations of the federal government, the violator is presumed guilty until proven innocent, rather than considered innocent until proven guilty, and is allowed no defense. Violators in fact must maintain silence. Thus, too often the interventions are seriously lacking in democratic flavor, especially to a population of modern students who have all learned through the social study units to expect democratic treatment and demand these rights that dictatorial types and oppressive authoritarian types of government control. In the end the question is: Do teachers practice what we preach? Interventions at school clearly take the form and style of punishment.

The clear point of distinction between punishment and discipline can now be made. *Punishment is the use of removal from or force upon another, as inflicting pain, for an unacceptable act that has happened in the past.* It is an "a posteriori" function based in "responding to" that which is deemed criminal and rooted in the concept of retribution or pay back. The one exception is the newer reintegrative theory of punishment. *Discipline, on the other hand, is a learning process and thus an "a priori" based experience occurring from the natural order of human development.*

Discipline means learning. The very word "disciple" meaning learner or scholar is most clearly applicable here. A scholar is one who follows a path or way to learning. Obedience is internal with self-discipline as

the goal. *Discipline, by definition is in the realm of beforehand and expectable. As connected under the concept of predictable crisis, discipline should be thus considered a research construct for this study as it was termed by the researcher in Chapter I.*

The person who is the object of the new disciplinary intervention is a "scholar" and not labeled a criminal. The proposed method of intervention transcends good and bad, and notions of innocence and guilt that cannot be fairly treated within limitations of time and the large number of students that a public high school counselor-disciplinarian must handle. The new method of discipline is thus a learning device based upon a caring teacher and a sincere discipline rather than a punitive weapon.

Dinkmeyer, McKay, and Dinkmeyer (1980) organized a systematic training method for teachers to use with students' behavior and misbehavior in the educational setting. They explained that old methods can not work and set about using the democratic approach to establish a democratic atmosphere in the classroom. Equality, encouragement, a role in decision making, and development of self-discipline are vital in this total process. The authors point to their teacher Rudolf Dreikurs and to his teacher Alfred Adler to make the practical point that all human beings share a primary human need to be accepted. Misbehavior, in an Adlerian framework, is seen as a short term goal. Logical consequences replaces punishment and

the individual can take control and become responsible for personal behavior. Adler, who was one of Sigmund Freud's key associates for many years, is author of many of the basic concepts of interpersonal psychology today.

Regarding the education of children, Adler (1930) stated:

"From a psychological point of view, the problem of education reduces itself, in the case of adults, to the problem of self-knowledge and rational self-direction" (p. 3). The turbulence of the day too often clouds this simple fact.

For examples of the failure of the traditional, misconceived, punitive method of correction with its generation of aversive emotional stimuli that Skinner warned about, people need only look to the behaviorist psychologists that followed him. Baldwin and Baldwin (1981) used behavior principals and social learning theory as a framework in their studies to describe in concrete illustrations the feelings and behavior in everyday life. Using the method that Baldwin and Baldwin teach to analyze vignettes from everyday life, one may apply the method to the following scene set in high school life:

Jana, a student who has been well adjusted to attending neighborhood schools for several years, wants to go to college and decides to enter the college preparatory school across the city rather than the local high school. The proximity of the school goes from a short walking distance to a long transit distance and the student has to now contend with many new complex issues. The distance to and from school takes two to three hours daily. Scheduling of buses from home to school is awkward as the student has to figure out the route to take of

two or three buses from home to get to school and the first bus scheduled from her neighborhood will not leave early enough for her to be on time. It is dangerous as she now must travel to her bus stop on cold and lonely streets.

After a long, bumpy, then crowded bus ride, Jana finishes her morning travel. She races up the hill with her heavily burdening book bag only arriving in a sweat ten minutes late for her first class and is greeted abruptly by a stern and concerned teacher who uses more stern criticism penalties as Jana repeats the scenario day by day. Jana has missed points towards her grade because she missed the morning quiz, as well as participation points for time missed during this absence. The teacher, who has threatened her with after school detention and the school policy that has been espoused, seem abruptly disturbed when Jana's response is: 'I hate that teacher! I hate school!' in front of the other big eyed giggling fourteen year olds.

Seven classes later after school Jana's detention is to sit in silence and watch the clock for forty-five minutes. Jana can hardly wait to pick up her heavy book bag and contend with the freaks on the bus ride home where she must do her three hours of required homework.

In working with this student a counselor is not only contending with the original Pavlovian S → R conditioning process that takes place with tardiness as stimulus and detention as response, culminating in the innate lesson "You get in trouble for being late." Viewing the modern version of substitution theory, tardiness is considered an unconditioned stimulus (US) to indicate that no conditioning is needed to elicit it or unconditioned response (UR) of penalty assignment. The neutral stimuli (NS) such as body discomforts, fear, stress, embarrassment that appear during conditioning are more than enough for a

student such as Jana to learn to develop an aversion to school. The original US → UR becomes paired with the adverse emotional stimuli NS and results in a much different product. The NS stressors become the conditioned stimulus (CS) resulting in a new conditioned response (CR) of hatred or aversion to school in the form of a CS → CR example of conditioned learning.

Punishment is typically used incorrectly. Schneiders (1951), writing on the use and abuse of punishment, noted the usually unrealized but true fact that "when used at all, punishment must be used immediately....there must be no appreciable lag time between the act and the means used for punishment" (p. 152). The results of incorrectly administered punishment can be far off target from the anticipated outcome and often counter productive according to Schneiders.

As an alternative solution, Baldwin and Baldwin later concluded their work with a chapter on thinking, the self, and self-control to showcase thinking as a behavior of the brain:

The internal dialogue of our thoughts is a gift to us from society, from the verbal community that talks to us, asks us to describe our behavior and reinforces self-descriptive verbal responses. (p. 275)

The authors contend that behaviorism has come a long way from the closed controlled environment of an experimental laboratory to a growing interest in the study of learning in the natural environment. They propose

thinking and self-directiveness in the classical "know thyself" Greek form as essential in learning.

Dialogue is the essential ingredient that separates punishment from discipline or the schooled method of teaching a lesson. Socrates used the method of question and answer dialogue in ancient Greece, a method that has come to be known as "the Socratic method". Looking back almost two and a half thousand years to the writings of Plato about Socrates in Gorgias, the book proceeding The Republic in The Dialogues of Plato this method appeared in operation. Plato showed the great philosopher Socrates discoursing with the good citizen Callicles on important matters of crime, the state, justice, punishment, and the lot of all mankind in an extensive dialogue. Socrates explained a key element in his beliefs:

Callicles: What do you mean?

Socrates: I mean that every man is his own ruler; but perhaps you think that there is no necessity for him to rule himself; he is only required to rule others?

Callicles: What do you mean by his "ruling over himself"?

Socrates: A simple thing enough; just what is commonly said, that a man should be temperate and master of himself, and ruler of his own pleasure and passions. (p. 275)

Certainly something other than punishment is needed and, especially in school. In order for a human corrective behavioral change to take place on a positive

learning level, a dialogue either external or internal consistent with rational thinking processes needs to ignite the person's motivation in order to resolve the problem. Finding the fruitlessness and error of thinking "in the mode of punishment" for adolescents in school we look to mental dialogue for an intervention.

Research on Critical Thinking and Problem Solving

In place of punishment as the primary school intervention for problematic behavior, this research substituted critical thinking and problem solving as a disciplinary teaching tool. The Attorney General of California's Policy Council on Violence Prevention (Lungren, 1995) advocated that, in order to have a hopeful future, "State and local leaders should involve youth in leadership, decision-making, and problem-solving capacities." A new mode of intervention is thus proposed to develop these capabilities as problems occur.

A person of wisdom shared the important lesson:

*If you give a man a fish,
he can feed his family tonight;
if you teach a man to fish,
he can feed the whole village every night.*
(anonymous)

With the same enthusiasm for the power of learning, this research proposed a problem solving approach to young high school students for usage in afternoon detention hall. Naturally, the investigator retained the practice

of detention even though many others have now discredited the practice entirely. Teachers and administrators alike in the school setting demanded retention of the practice of detention. Thus an altered format taking into account current thinking emerged. Before unveiling the method, however, a discussion of problem solving would be helpful. Who are the important theorists in the field? What are some of the attempts at using problem solving methods and did these work? This section will be dedicated to answering these questions.

As long as problems have plagued mankind, people have sought to solve them. It would be difficult if not at all entirely impossible to differentiate humanity from the thinking process and the ability to work out solutions to the complexities of the environment. Piaget (1973), a foremost theorist on the developing thinking and problem solving abilities in children told us that:

only some kinds of lower animal groups are entirely ruled by instincts....Already in higher animal groups the achievement of certain behavioral forms, exclusively instinctive or seemingly innate, require the intervention of external social transmission in the form of imitations, and of training - in short of education of the young by mother or father. (p. 44-45)

Philosophy has a long epistemological tradition of thinking about thought and thinking about thinking, but Piaget, in the context of modern scientific research, studied the actual development of formation of thought processes by watching children.

Piaget understood the importance of parental and school roles in the early development of intellectual and moral formation. Piaget found that the only technical difference between animal and man is language, the medium for transmitting the thought process and identifying concepts.

Beilin (1989) explained:

The 'meat and potatoes' of Piaget's developmental theory consists in Piaget's characterization of the Kantian categories of knowledge, space, time, number, etc., their precursors, and how they develop. (p.95)

Piaget's theory is a framework of stage and substage development consisting of: the beginning level of sensorimotor intelligence (18 months to 2 years old) that is divided into two subperiods with six substages; the period of representational thought (18 - 24 months to 6 years) where there is rapid acquisition of language and concepts; the period of concrete operations (6 - 11 yrs.); and the period of formal operations (11 years on) that describes subjects 12 to 15 years able to formulate, after a few trials at best, all possible hypotheses and arrange their manipulations at a function of the formulated hypotheses.

Piaget based these findings on a lifetime of careful scientific observation of children and took into consideration the thoughts and findings of other notable researchers in the expanding field of child psychology. The life works of Piaget described the formulation of the

thought processes as was never so systematically reviewed. They gave new meaning and perspective to the psychologist and educators who were fortunate enough to learn of them.

Selman (1976) proposed a theory of Social Perspective Taking following the cognitive development theories of Piaget. Children formulate their understanding of other people and social situations incrementally in four well described stages. They move from egocentrism in youth to a capacity by ages 12 to 15+ to conceptualize multiple third person perspectives and form a societal view.

Our development of thinking comes from putting to use the ability to solve problems. The function of thinking has now been broken down into components showing how this process works on a developmental framework that goes from concrete to abstract operations. Language development has been shown to be directly associated with this development of the thinking and thought processes.

Vasta (1992) reviewed Piagetian Theory along with the five other contemporary theories that represent the largest number of researchers and having the greatest impact for scientific progress in the field. "Striking commonalities" were found between Social Cognitive Theory, Behavior Analysis, Ethological and Relationship Approaches, Ecological Systems Theory, Information Processing Approaches, and Piagetian Theory wherein each recognizes the importance of language and views human development as occurring in progressive stages. For the

Ecological Systems Theory, this is a change as it was first designed as a context only between person and environment, without development. Added is a concept of developmental relevant environments that change in characteristics of a person over the life course. This addition typifies how studies and findings in the field have led to an apex of converging ideas on the subject of how thinking processes interrelate with the biological human.

Problem solving in terms of a school disciplinary action would qualify as a disciplinary intervention. The problem solving model fits the natural pattern of thought development in the human species so should be applicable to working with children, adolescents, and adults without negative side effects, such as the additional stress that accompanies punishment.

Kohlberg (1969) described moral reason as developed and formulated in levels and sub-levels from childhood to post sixteen. The development goes from the perception of external controls of rewards and punishment towards internalized values. The final stage is very reminiscent of "the golden rule" in that the individual considers the perspective of everyone else and is fully aware of the rights of all persons.

Kazdin, Bass, Siegel, and Thomas (1989) noted previous evidence showing that "aggressive and antisocial-children evidenced deficits in interpersonal

cognitive problem-solving skills (i.e., generating solutions to problems), lower levels of cognitive development (i.e., moral reasoning), and maladaptive cognitive strategies (i.e., impulsivity and attributional set)'' . They used a cognitive-behavioral treatment intervention successfully in treating 112 children for anti-social behavior.

Kelley (1992) discussed Neo-Cognitive Learning Theory as a more precise way of understanding the relationship between cognition, emotion, and delinquent behavior. The three major assumptions of the theory are: every child begins life with a natural inborn capacity for healthy psychological functioning and this high-esteem comes automatically and effortlessly; delinquency and dysfunctional behaviors become possible to the degree that children learn alienated frames of reference and then begin to incorporate them into their belief systems; and finally, any child's innate capacity for mental health or mature behavior can be rekindled by thinking processes.

Leadbeater, Hellner, Allen, and Aber (1989) used interpersonal negotiation strategies and social problem solving as variables in a study of 171 eastern big city urban youth engaged in problematic behaviors. They found associations among the youths' levels of interpersonal negotiation strategies, their styles of interpersonal orientation, their competence in social problem-solving

skills, and their self-reported involvement in actual problem behaviors.

Webber, Scheuermann, McCall, and Coleman (1993) used self-monitoring as a behavior management technique in special education classrooms with 142 subjects. Their results supported the widely held contention that student self-monitoring results in behavior changes.

Klaczynski (1994) used the cognitive development approach for investigating practical problem solving and developmental tasks with 23 four year medical students. Their findings provided more direct support than previously available for a relationship between practical intellectual development and life course context.

Amatae and Sherrard (1991) studied a brief strategic intervention in the school setting for adjusting behavior that students could not or would not stop. This approach based on the Brief Therapy Model developed by Watzlawick, Weakland, and Fisch (1974) is very widely known in the field of marriage, family, and couples counseling. The authors studied the principles of problem formation and problem resolution to develop a therapy that would take place in a reasonable length of time, and as a systemic approach would explain how one small change could affect an entire system.

Problems at school in the study were cybernetic in nature with feedback loops and a circular structure.

Through counseling that involked a sense of increased power and shared control, they conteredacted a problem-determined information system that structures and maintains negative behaviors and beliefs in schools. The problem plagued person was allowed to feel more''normal'' and less ''troubled'' or ''bad'' then previously perceived.

Murphy (1994) used the brief therapy model described above for individual cases of student problems in a school setting where he said: ''Large caseloads and other demands make it difficult for school psychologists to meet with students for an extended period of time to resolve school problems'' (p. 115). The author found brief therapy to be pragmatic because it used an outcome orientation. Student clients went through a process that was typically divided into these five parts: clarifying the problem, clarifying attempted solutions, identifying exceptions to the problem, formulating goals, and assessing the client position and role. The study offered no empirical data for the therapeutic effects the authors reported.

The investigations of Amatae-Sherrard and Murphy are descriptive in nature and propose using brief therapy in school settings. The studies are, however, very important as indicators of the potential for an increased awareness of modern theoretical techniques in psychology and counseling that can enhance education interventions in school.

As the literature on thought development and language acquiring processes has broadened, a new rapidly growing interest in logic has emerged. This new field is called, simply, critical thinking and has become a general education requirement for graduation in many universities throughout the country.

Critical thinking is what might be described as the abstract level of thought, as opposed to the more concrete operation of problem solving. A goal of education in a democratic society would be, for example, that learners be trained and become capable in using critical thinking skills.

Diestler (1994) defined a critical thinker as: "someone who uses careful and objective reasoning to evaluate claims and make decisions" (p. 2). Critical thinking is an interdisciplinary activity that spans the curriculum studying the conclusions and the reasons behind arguments. This learning process also studies values and ethics, uses of language, reasoning, statistics, media, evidence, and other data students may use as informational in making their judgements.

Chaffee (1990) saw thinking critically as a way of life, a way of understanding the world and making informed decisions:

The development of our intellectual abilities is a lifelong project that requires continual study and practice, and it must be tied to our personal growth as mature and socially responsible individuals. Being a critical thinker involves not simply accumulating an

arsenal on thinking skills; it also involves using these abilities to make intelligent choices, to empathize genuinely with viewpoints other than our own, and to behave responsibly. (p. 573-574)

The aim of critical thinking is thus congruent with the aim of education. On guiding the child towards education, Adler (1930) said: "It is the task of the teacher to foster in his pupil such an attitude towards the problems of life as well as to make him approach them, not with a view to the mistaken attitudes of the parent or teacher, but with a view to his future place in life." (p. 268).

Summary

The review of the literature identified adolescence as a unique stage of growth and development that advents with the child coming from a state of relative psychic calmness to a difficult and stressful period. The uniqueness of this change is shared directly with the peer group of other adolescents having the same experience in time and space. The author postulates the idea of a predictable crisis that all adolescents must meet.

The focal point of the neo-adolescent world is the school. A historical move from corporal punishment and school suspensions has limited the school disciplinary capacity while the demographics of a changing social order

more removed from parenting has greatly increased the need for school interventions.

This research proposed a new format of disciplinary intervention for use in high schools detention periods, based on counseling techniques that use problem solving and critical thinking skills and replace the old custodial detention model based on punishment. The literature pointed out that punishment no longer works in a society wherein children are used to being treated in a democratic fashion. This review of the literature noted other theoretically related aspects in preparation for the new treatment that will appear in the next chapter.

Chapter III

Methodology

This study was conducted to introduce and investigate the effectiveness of a new counseling oriented detention intervention Creative Thinking and Writing Analysis Workshop for usage as a disciplinary intervention with minor problematic behavior in high school detention slots. Because of a dearth of empirical data on the effectiveness of detention in general, two other types of detention were measured concurrently. A baseline of data, therefore, had to be established first to make comparisons with the researcher's designed treatment. The study provided solid evidence, especially on the value of detention, and introduced and evaluated the Creative Thinking and Writing Analysis Workshop and thus the effectiveness of a counseling-based detention method. The foundations of concepts and theory for the new treatment were reviewed in the previous chapter.

This newer experimental treatment for detention is related to, and gives credit to, the modern notion of systemic thinking as it has impacted the growing field of psychology. The conceptualized notion of the rigid and forceful disciplinarian has been seriously modified and

altered by the researcher's exposure to such classics in the field of counseling psychology as Family Therapy Techniques (Minuchin, 1983), having the fortune of meeting the lecturing Dr. William Glasser after his address to the California Association for Counseling and Development in San Francisco in 1986, and a myriad of other concerned helpers who have contributed to my own ongoing interest in counseling and psychological techniques.

Research Design

A randomized post-test comparison group design was used with three detention groups. Teachers defined entry behavior and the reason for referral of this particular student to detention. Examples of typical pupil behavior considered problematic at school and a cause for detention were class cutting, tardiness to class, disrupting a class, leaving school without permission, and failing to cooperate with supervising staff. Only detentions of one session became part of the study. Thus the regular penalty of five detentions for leaving campus without permission and two for class cutting or any other multiple day detentions assignments were not counted in the comparison.

The researcher held one detention session after school each day over a period of several weeks. The types

of detention varied randomly over the study period across the five day school week. The researcher conducted each session and applied the treatments with the exception of a few individual students or small groups of students who were sometimes pulled out to assist with special work tasks. The number of students assigned detention on any day varied according to school need. Adjustments were made on the final week in order to balance more closely the subjects in each cell.

Silent detention, that will be referred to as Type S, was the original form of detention used in the setting when after-school detention was assigned to the researcher in his role as disciplinarian. Detention was first formed as a punishment for students tardy to school. Detention grew to become the punishment of choice for an ever widening range of school problems. Punishment meant the loss of students' free time, and was not to be used for doing homework or even studying. Sitting up quietly at a desk for a period of some 35 minutes of time after school was physically painful to students who had attended six class hours prior to detention.

Maintaining this state of silence was the direct task of the detention moderator. The threshold level of noise was at the discretion of the detention moderator who could adjust the time in silent detention for cooperation with the state of silence. He or she could reduce the time by five minutes, could add five minutes to the 35 minute

period for noise making, or could require students call their homes after the silent detention and stay for another period.

Work detention, referred to as Type W, was the only alternate to the silent detention and was used occasionally, when the school needed minor labor manpower to assist in special tasks. In the original plan, work was thought of as a punishment. Work as detention with large groups, however, required other variables such as communication and social reinforcement in the adolescent school setting. Work was not hard labor, and was actually called community service detention rather than labeled negatively as punishment. Thus Type W could not be considered true punishment, but represented somewhat of an organized social school behavior working with an unpleasant task that was made to be perceived as positive in order to motivate the group to do the task.

Over a period of time a new type of detention evolved incorporated the researchers experience in teaching, administration, counseling, and work as a school psychologist. This new treatment, Creative Thinking and Writing Analysis Workshop became Type X detention, the experimental condition. Type X was a counseling-based intervention that identified the problem, had the student make a plan to remediate it, aimed at the students establishing their own goals, and elicited feedback for critical thinking in a peer group counseling format.

Detention Type X is the researcher's own designed treatment - a synthesis of reality therapy, problem solving, and group support that takes into account recent innovations in the field of counseling and psychology.

Creative Thinking and Writing Analysis Workshop had become the common form of after school detention for some time before the experiment. All detentions were formalized before the study began so that the key element defining the method could be isolated to one type or another.

Detention Type T is the sum total of the three types of interventions used in detention during the study of one time and session detention interventions. Type T provided a much needed baseline of data for comparison with S, W, X, as well as providing a measure of the overall effectiveness of the detention intervention.

To operationalize the mechanics of the study so that an even evaluation could be made, only interventions of one detention session were counted. Students attending other detentions for serious violations of school rules were excluded from this comparative study. Students who repeated serving detention were removed from the statistical data.

The study is viewable in the following schematic form where the third diagonal row represents the treatments or independent variables and the fourth diagonal row (O or observational outcomes) represents those four dependent

variables or effects that this research will use for the basis of evaluation:

R	O ₁	S	O ₂
R	O ₁	W	O ₂
R	O ₁	X	O ₂
R	O ₁	T	O ₂

The referral to detention types was a randomized choice by teaching staff who had observed the behavior of students. Assignment to type of treatment occurred according to type of detention chosen for the day or by special school need, such as in the case of manpower needed to assist with a school task. After detention was completed and a wait of five days had taken place the referring teacher evaluated their observation determining the effectiveness. The researcher sorted information on detention delivery types and scored this data to determine the rate of effectiveness of the new and other interventions.

Population and Subjects

The study was conducted at Raoul Wallenberg Traditional High School, a public school within the San Francisco Unified School District, where the researcher works in the capacity as Dean or Head Counselor. The

school takes its name from Raoul Wallenberg, a heroic humanitarian, who saved the lives of many Jews during World War II from Nazi genocide. The student population at Wallenberg is usually about 630, the maximum capacity for this school site. Female and male students range in age from 13 and 19 years of age, attending grades nine through twelve.

The setting is a small school situated in a large school district serving some ninety thousand students. San Francisco is a densely populated city of over 700,000 that is the center of the metropolitan urban area exceeding six million people. The student population represents the multi-ethnic population of the inner-city. The city is a port of entry for immigration. Many cultures, many variations in primary spoken language, and subgroups of cultures make up the city and city schools. The largest categories of people making up the city and the city schools are Asian, Black, Hispanic, and White. Many students attending school speak English as their second language and foreign language studied at school is often a third language for students.

Wallenberg is a magnet type school as opposed to a neighborhood school that draws its pupils from a nearby district. Students are attracted to the school mainly because of its college preparatory program, that covers the University of California strenuous A - F requirements and enables Wallenberg graduates to attend universities

all throughout the country. Some 95% of graduates go directly to colleges or technical training and usually about 56% go directly to university programs. In the year previous to the study, Wallenberg had its best figures in these categories with 99% going on to college, and 72% of whom went to universities. Statistics from the California State University System have usually shown that the average college freshman in the system has a $-.7$ decline in grade points while Wallenberg graduates score higher with only a $-.3$ difference. Wallenberg is a relatively new high school and has only graduated classes since the mid 1980s, but the school has already been recognized as a California Distinguished School on two occasions.

The Roaul Wallenberg instructional staff can be profiled as experienced teachers who care about the well being of their school. A large core of teachers has been together since the early formation of the school. Teachers are familiar in working with each other and partake in school decision making bodies along with parents and administration. The faculty as a body discusses important issues, can place concerns on the agendas, and vote on motions. Minority opinions are respected and seriously considered. After decision making as a body, the faculty works together towards common goals. Teachers rarely transfer from their positions and tend rather to retire from them. Teachers are a focal

point in what has become a community of students, parents, themselves, and young graduates.

Raoul Wallenberg Traditional High School stresses the importance of daily attendance. The school was among the top rated high schools in attendance of the 28 listed in the San Francisco Unified School District at the end of the fall term (1/27/95) just prior to the beginning of the study on detention. During that same period, the school ranked first in having the lowest dropout rate at only 0.2% of its student population.

Raoul Wallenberg is a school that believes in a myth. Named in honor of the Swedish diplomat that saved hundreds of thousands of Jewish people during the genocide of World War II, holocaust victims come annually to share stories or actual remembrances of Raoul Wallenberg saving them. The school is dedicated with the only plaque of Wallenberg here in the United States that is outside of Washington, D.C.

One commonly hears that students learned about the high school before coming to the United States. Their relatives told them about it while they were in Russia or Hong Kong. Letters come from far distant lands and a constant stream of phone calls come in requesting application information.

The school uses no test of achievement or scholastic proficiency level as an entrance requirement. The San Francisco Unified School District has Lowell High School,

a school usually scoring yearly within the top five of public high schools in the United States, as its selection by testing and grade achievement school site. A civic controversy exists on whether or not admission by achievement schools create too great a drain of the better students from attending neighborhood attendance high schools. Thus Wallenberg is open to interested high schoolers at any academic level of proficiency.

A lottery system determines the selection of incoming Wallenberg students. The lottery was originally an actual selection of a number from a fish bowl in front of an auditorium full of enthusiastic hopeful students and families, a high type of bonding experience. The school district later put the selection processes under their control and made selection a random computer format. This process was then changed to a format with several categories of priority.

Entrance at Wallenberg requires both the parents and students attend meetings and make commitments. They sign a form promising to attend school daily, work to their highest capacity by studying and doing homework of 2 to 3 hours each day, bring notes and doctors' excuses for absences, have parents attend conferences and school as needed, adhere to a dress code, and work in the college preparatory curriculum. This process defines the school, its purpose, structure, and the rules and regulations in a clear assertive fashion long before a student arrives for

the first instructional day. Chances of selection by lottery are often as high as one in eighteen or twenty.

Students not academically ready to begin a college preparatory program may be selected in this process. The procedures for transfer out of the program have been very difficult and too often necessitate lengthily counseling referral write-ups.

The subjects of the detention treatments in this study are students who have violated school rules and regulations. The largest category of school violation consists of students who defy the authority of teachers and staff or disturb the learning processes of the school. Tardiness comes under this umbrella. Most students have violated a school rule of some kind during their stay in high school. The subjects in this study were assigned detention for a minor violation at school.

At Raoul Wallenberg Traditional High School the certificated staff consisted of 30 full-time equivalent teachers, a resource specialist position for the special education program, an academic counselor, one dean or head counselor, an assistant principal, and a school principal. There were five classified positions that included three clerical workers, a custodian, and a security aide. Three cafeteria workers spent limited hours assigned to this school site. A group of paraprofessional aides assisted a special class of 18 to 22 year olds spending large amounts of time off-campus at job training sites. A few other

school district employees came intermittently to service the school. Several local agencies serviced the school with their workers. Four counseling interns from the nearby University of San Francisco were then training under the supervision of the Head Counselor. Any of these staff members could if needed participate in referring a student to detention, but only the certificated staff and the school security aide actually participated.

The observation of problematic behavior by a staff member was the pre-treatment assessment, or the pre-test. The detention request was based on a descriptive statement of the identifying problem. This concept was used to differentiate faulty behavior from generalizations that those students sent to detention were in trouble because they were caught or because of someone else. Students were required to accept responsibility for their own actions.

Intervention Program

California allows an after-school detention period lasting to a maximum of 45 minutes past dismissal time. Any longer time block necessitates contacting parent through, for example, a telephone call so the parent will know where their child is and will learn about the significance of the problem. A classroom adjacent to the

main office was the designated detention meeting spot that opened immediately following school dismissal.

Independent Variables

Treatment intervention in the form of detention was the independent variable in this research. Detention as type T, or total detention, was an independent variable as were all the subtypes kinds of detention treatment (S, W, X). The three types of detention - silent detention, work detention, or the experimental Creative Thinking and Writing Analysis Workshop - varied randomly during the several week period of this research study. Below is a description of each detention intervention.

Silent detention used silence as its sole independent variable to elicit change. Silence was conceptualized as punishment for the violation of a school rule broken by student offender. Students could not use silent time in detention hall to work on homework, study, read, or have any materials on the desks. They just had to sit up quietly and take their punishment. If they had trouble remaining silent and were uncooperative they were asked to sit up straight, fold their hands, look straight ahead (and not to the left or the right), and watch the clock tick slowly.

The detention monitor typically had to monitor the group very closely as only the actual presence of the monitor kept the students quiet. Any time the monitor

left the detention room, a buzz of mumbling talk and movement could be heard with cautions or periodic assertive threats from others to be quiet. Silent detention was typically most difficult with large groups. Poor behavior would usually be met with extension of the time spent in silent detention.

Work detention used work as its independent variable but it could not be isolated from the organization and cooperative social skills needed in forming the work crew activities. Students would meet in detention hall and were divided into work crews. Work crew activities were sweeping rooms, cleaning boards, emptying garbage cans, moving tables from the basement for special events, and cleaning inside or outside the school picking up debris.

Work was considered to be positive and was labeled as Community Service. As an Ecology Patrol workers aimed at creating a better school environment. To maintain a more serious detention like order this group of students lined up in alphabetical order, was taught drill skills, and sometimes marched together to their areas of work or to inspect jobs. The major problems for this type of detention were establishing the work needs and getting materials within the limited time. The disciplinarian, already burdened with responsibilities, now took over the maintenance duties of others.

Experimental Intervention

The researcher titled the experimental detention intervention as Creative Thinking and Writing Analysis Workshop determining that those troublesome students needing discipline in a high school setting would be better serviced by an innovative problem solving approach. The term *critical thinking* would better fit and describe the approach but the researcher felt a softer word would better suit the process for application with students who were used to being targets of criticism. The thinking approach was process orientated and needs to be viewed in this context. (For a view of the experimental Creative Thinking and Writing Analysis Workshop type of detention intervention, please see Appendix A).

In the process of applying this detention treatment, the researcher used personal expertise in the counseling psychology and education fields to bring students in a group setting from a simple school developmental stage to one of complex thinking and application. The medium of writing used in this detention period literally and actually takes the students from primary stages of letter printing through formations of intermediate cursive handwriting as they begin the thinking and writing process. Thus students in the writing detention became engaged in an activity that can be easily accomplished by

them, rather than an activity that is more difficult that they may resist. To further motivate the students into the activity and nullify usual resistance and denial the student is allowed and told in the process to express their own feelings, give their side of the story or particular circumstance, and demonstrate the right of free speech to document their story in the beginning paragraph. First, however, students had to identify the problem, i.e. the school rule that they've broken, written out in a topic sentence, formatted to show that they are taking responsibility for their own actions. Taking or accepting responsibility for one's own actions is a requirement of the treatment.

The structure of the intervention is one where the detention moderator provides topic sentences for writing, reasoning about the school's purpose, and dialogues for the student's delayed and prepared response. Topic sentences control the structure, but the student moves freely under the context. The format has never been written down with the exception of those students who have attended this detention session. It is not in hand-out or fill-in format. Students receive only a blank sheet of paper. Those having difficulty with the process can move closer to the board or can be helped by other knowledgeable students. Students complete a seven step plan to correct the problem that they have identified.

They set goals (short term, medium range, long term) and try to align them.

The written detention plan when finished becomes a behavioral contract. The concept is connected to match the concept of the school's purpose that everyone will work to the best of their capabilities. The moderator notes this fact and that acceptance to the school is not by their previous achievement but by their informed and promised agreement, signed by both the students and their parents. Students learn that if they are violating any rules they thus have broken the contract and could lose their right to attend school there. They are encouraged to reestablish their contract that now is substantiated on the basis that they have showed responsibility by coming to detention, have identified the problem reviewing their actions as serious or detrimental to their success, made a correction plan able to stand up to logic and the critical thinking of the detention group, and promise to follow their own plan. The writing plan is a document that can be shown to teacher, parent, or the principal to show that they have corrected or are now cooperating to correct the behavior identified as problematic.

A very special magic moment happens with the signing of these documents. The identified problem is solved. A single key word is elicited from the student, called a thematic or key word that *encapsulates* their learning for the day. That word is to be a magical power word that

they chosen very carefully because, when needed, the mere mention of the word will then protect them from making the same mistake again. Calling as a little bird, or appearing as a key to open a door, it will bring up in their mind the plan they have made. They will proceed to follow the plan and be free of the problem.

Andolfi, Angelo, Menghi, and Nicolo-Corigliano (1983) studied the power of metaphoric language condensed in a single symbol that is built into its contextual framework. Romig (1991) showed that use of metaphors can overcome resistance in mental health. Beier and Young (1984) showed the use of "magic suggestion" in the framework of a child's magical thinking during the therapeutic hour. Argyris (1993) who cites Kurt Lewin as a pioneer researcher in producing actionable knowledge discusses his truth seeking by using "successive approximations", framing the whole and then differentiating the parts, and the importance of using metaphors and representations to produce higher types of functioning. These works form a basis of support for this use in the treatment.

Group processes of students were ready to begin as the first writers showed, by sitting straight and attentively, they had finished their activity. One by one students presented their problem solving work to the group in what is a peer group counseling format. School counselors using group sessions have been described in the literature (Williams, 1988). This format is new in that

it uses problem solving and critical thinking as the points of group focus. Students using the group setting listen for faulty logic and good thinking under the guidance of the detention moderator. The intervention is considered primarily to be a *workshop* and is viewed less in the context of punitivism. The word *detention* was de-emphasized and there was a remarkable difference in what happens when the moderator has to momentarily leave the room. The students are able to continue following directions.

Instrumentation

The instrument of measurement was a simple teacher referral form stating their identifying reason, or primary problem, for making this detention referral. The two-part form was written as a contract wherein the teacher agreed to respond at the end of the fifth school day to complete one of two survey boxes that would determine whether or not the detention intervention was successful in solving the problem. Part two was the follow up form that contained the post-treatment measurement instrument. (See Appendix B for the combined one page Referral To Detention and Detention Assessment Follow Up Form).

Dependent Variables

Measurement for all of the treatment cells (Types S, W, X, and T) were for the identical dependent variable.

Each of these measured the effects or outcomes of their after-school detention treatment: "This intervention was, or was not, successful in solving the problem."

Each dependent variable had to do with behavioral change from problematic, at-school problems, to non-problematic as per the observation of the teacher who first identified and stated the problem and then later reviewed it to determine whether or not this intervention was successful in solving the problem. The results of many individual interventions were grouped by types S, W, X and the overall T to determine if the method was actually successful.

The degree of how successful the outcome was could then be measured by a percentage score. A rate of 55% or better was the amount considered for success on dependent variable effects from any of the S, W, X, or T treatments.

This mechanism was put into operation for the Winter of 1995, beginning February 5th, following the onset of the second semester. The detention study was planned to last six weeks so that report card grades would correspond to the period of the research. Time extensions if needed did not pose any threat to the areas under consideration in the treatment.

Data Collection

Teachers were informed in a monthly faculty meeting that a research study about detention was going to take place. The Researcher told them that the study was on various types of detention interventions, but gave only as much information as was necessary in order to keep the study unpolluted. Directions on a simple to understand one-page referral and assessment form were reviewed as each teacher was given an ample supply.

Data was collected from information turned in by the Raoul Wallenberg staff on the two part detention referral and assessment form. If a student arrived in detention and no original referral from the staff had been received, the student served the detention and a form with skeletal information was sent to the staff member to complete. If a completed assessment was not returned by the fifth day, a form was partially filled out for the teacher by hand and sent to the teacher by way of their mail box, reminding them to review their referral and make an assessment. This long, cumbersome, and consuming labor process filled the depths of many wee hours of the late night. The hard work, however, yielded an exceedingly high return of survey assessments. Some better than three quarters of the staff returned a survey to make an assessment (a figure of 75% returns).

The researcher kept data of the detention processes over the seven week period for students who attended detention, but were not been included in the feedback instrument of teacher measurement. These were students attending multiple day detention assignments for their identified problems. This excluded many of the disciplinary interventions due to attendance as students who were found to cut a class received two detentions for each violation and students leaving school without permission received five detentions, and a suspension warning letter.

Information was tallied as it began to come in at the end of the five day follow-up period. It was sorted, categorized, logged, and saved. The survey cells used to describe the findings of results from Treatments S, W, X and T began to fill. By the end of the sixth week with the five day assessment lapse and many reminders that were needed to send back to teachers, the Researcher decided to extend the study for one week so that the results would be better in terms of statistical significance. As a result the study measured a span of 35 rather than the 30 days that were originally planned and a greater amount of assessment tools were returned. The revised research study began on the 5th day of February and ended on the 30th day of March in 1995. Data collection began on the 10th of February and concluded several days into April

after a final round of duplicate assessment forms and call for returns were sent out. .

Data Analysis

Data began arriving as soon as the five day lapse for judgment period passed. Some interruption in the normal daily disciplinarian function of the researcher occurred due to service on the Federal Grand Jury causing numbers of detention subjects to be lower at certain times. Other of the higher numbers were results of school hall sweeps to prevent tardiness later in the study. It was difficult to have laboratory type controls in a complex and changing environment such as a modern high school. A detention in session or one not yet started was subject to whatever crisis might occur at school.

The study was originally planned for thirty days to match a six week report card period in hopes that some comparative analysis could be made regarding grade point average. After the first fifteen days, the researcher felt that a more significant measure of effect size could be reached by extending the study one more week. The split half measure of returns was 75 of 95, or 79%, at the end of the first half, and was 228 of 308, or 74%, for the second half. The total return rate was 303 of 403, or 75%, for the seven week period. A few of the one hundred surveys not counted in the return rate did not make an

evaluation or clearly state whether or not the problem had successfully ended five days after the intervention. The measurement would hopefully reach the 55% success rate necessitated by the initial hypothesis of the research. The results and findings of this research study will appear in the next two chapters.

To analyze the data in terms of their significance, a chi-square test was chosen. Chi-square is a statistical probability design formula developed by Karl Pearson, the father of statistics, in 1900. This method is widely used in communication research statistics to measure the fit or goodness of fit of data found in research.

Chi-square is a standard and widely accepted measure of comparison between expected and observed results in social science research. Williams (1968) states: "...chi-square is best thought of as a discrepancy statistic. That is, its calculation is based upon discrepancy between the frequencies observed for a set of categories and some alternative set of frequencies posed the by researcher." The Researcher selected chi-square testing measurements because it provides a simple statistical measure based upon well defined theoretical constructs; in this work, an alternative approach to traditional detention.

Chapter IV

Results

Introduction

The analysis of data is presented in Chapter IV in three sections. First, the descriptive statistics for the assigned independent variables of silent detention work detention, and the Creative Thinking and Writing Analysis Workshop detention intervention are reported. Second, the combined statistics for the study are reviewed. Third, a comparison between study group findings is presented.

Descriptive Statistics

During the seven week period of the study, some 689 detentions were served by students with the researcher. Some 687 attended regular school day detention and 2 more attended a Saturday detention. This averaged to nearly twenty per day in detention whether or not Saturday was counted as another day.

Subjects in attendance at a daily detention ranged from a low of 1 to a high of 49. Low range days included times when the researcher was called to service on the

Federal Grand Jury or had to be attentive to more serious matters of intervention at school.

All 689 of these students' situations leading to the detention intervention during the study were assigned randomly to treatment in any of three types of detention: a) silent detention , b) work detention , or c) Creative Thinking and Writing Analysis Workshop. Once again, only students serving one detention to work on a specific problem were part of this treatment group data. Many other students served more than one detention for different reasons that would be counted independently in the general descriptive data, but not counted in the research data. Many students, for example, served multiple day detentions and were not counted in the study. Another 125 single-detention students were routinely compiled in the growing data bank until identified as repeat offenders and removed from the data. Some detentions were served at hours beyond the student's daily schedule and not at noon or break time. In their cases students with different schedules served detention before school.

A count of 403 of these one time/one intervention detentions were originated by school staff using the Referral To Detention form (Appendix B) that was designed with top for referral and bottom for evaluation. The referring teacher knew only that an evaluation was being made on this intervention but did not know that three

separate types of detention were in use. Each referring teacher agreed to fill out the evaluation portion of the form, noting the success or failure of the intervention. They then returned the form (that would be the instrument of assessment in the study) to the disciplinarian (i.e. the researcher) after the 5 day wait-and-see observation period. This process produced an average of 11+ students per day serving one session detentions.

By sending second reminders, a number of 303 survey instruments of measurement, or 75% of the total group surveyed as one session interventions, were acceptable for final inclusion and tabulation. In a few other returns, the teacher originating the referral for detention was unable to determine whether or not the intervention was successful. In such cases, a teacher would check both boxes or no box and wrote a comment stating he or she was unable to evaluate the status of the student.

Before tabulating the actual effects of the new treatment protocol, the researcher analyzed the high school detention treatment intervention received by day, counting the number of students attending silent detention, work detention, or the experimental Creative Thinking and Writing Analysis Workshop detention intervention (See Table 1). During the period of the formal data gathering 245 students attended silent detention in 17 applications, 198 students attended 21

Table 1:

A STUDY OF SILENT (S), WORK (W), AND CREATIVE THINKING AND WRITING ANALYSIS WORKSHOP (X)
 TYPE DETENTION INTERVENTIONS OF TREATMENT USED FOR MINOR DISCIPLINARY PROBLEMS WITH HIGH
 SCHOOL STUDENTS AT RAOUL WALLENBERG TRADITIONAL HIGH SCHOOL: February 5 to March 30, 1995.

number	date	type	detentions	all studied	responses	positive	negative	missing
1.	Feb. 5	S	20	5	-	-	-	5
2.	Feb. 6	X	4	1	1	-	1	-
3.	Feb. 7	X	4	3	3	2	1	-
4.	Feb. 8	X	1	1	1	1	-	-
5.	Feb. 9	S	1	1	1	1	-	-
5.	Feb. 9	X	8	4	4	4	-	-
6.	Feb. 13	W	11	7	7	6	1	-
7.	Feb. 15	S	15	2	2	1	1	-
7.	Feb. 15	W	8	1	1	1	-	-
7.	Feb. 15	X	2	-	-	-	-	-
8.	Feb. 16	S	12	-	-	-	-	-
9.	Feb. 17	S	12	-	-	-	-	-
9.	Feb. 17	W	1	-	-	-	-	-
10.	Feb. 21	X	22	5	5	2	3	-
11.	Feb. 22	S	16	2	2	2	-	-
11.	Feb. 22	W	2	1	1	1	-	-
11.	Feb. 22	X	2	-	-	-	-	-
12.	Feb. 23	X	20	5	3	2	1	2
13.	Feb. 27	W	14	2	-	-	-	2
14.	Feb. 28	W	3	-	-	-	-	-
14.	Feb. 28	X	18	8	3	3	-	5
15.	Mar. 1	S	16	7	5	5	-	2
15.	Mar. 1	W	3	2	-	-	-	2
15.	Mar. 1	X	8	2	2	2	-	-
16.	Mar. 2	S	20	1	1	1	-	-
16.	Mar. 2	W	3	-	-	-	-	-
16.	Mar. 2	X	6	-	-	-	-	-
17.	Mar. 6	W	8	-	-	-	-	-
17.	Mar. 6	X	1	-	-	-	-	-
18.	Mar. 7	W	9	1	-	-	-	1
18.	Mar. 7	X	3	-	-	-	-	-
19.	Mar. 8	X	31	15	7	6	1	8
20.	Mar. 9	W	10	5	-	-	-	5
20.	Mar. 9	X	2	2	1	-	1	1
21.	Mar. 10	X	22	10	10	8	2	-
22.	Mar. 13	S	2	1	-	-	-	1
22.	Mar. 13	W	10	5	3	3	-	2
22.	Mar. 13	X	3	1	1	1	-	-
23.	Mar. 14	S	5	-	-	-	-	-
24.	Mar. 15	W	1	-	-	-	-	-
25.	Mar. 16	W	21	12	12	7	5	-
25.	Mar. 16	X	5	1	1	1	-	-
26.	Mar. 17	S	35	12	12	9	3	-
26.	Mar. 17	W	4	2	2	1	1	-
27.	Mar. 20	S	33	21	21	16	5	-
27.	Mar. 20	W	4	-	-	-	-	-
28.	Mar. 21	W	32	16	8	6	2	8
28.	Mar. 21	X	1	1	1	1	-	-
29.	Mar. 22	S	22	13	12	11	1	1
29.	Mar. 22	W	9	5	5	5	-	-
29.	Mar. 22	X	4	2	2	2	-	-
30.	Mar. 23	W	24	13	12	5	7	1
30.	Mar. 23	X	1	-	-	-	-	-
31a.	Mar. 24	S	19	9	1	-	1	8
31a.	Mar. 24	X	30	9	8	8	-	1
31b.	Mar. 25	W	2	1	-	-	-	1
32.	Mar. 27	X	17	13	5	4	1	8
33.	Mar. 28	S	12	8	4	3	1	4
33.	Mar. 28	X	3	2	2	2	-	-
34.	Mar. 29	S	1	1	-	-	-	1
34.	Mar. 29	W	19	11	5	3	2	6
34.	Mar. 29	X	1	-	-	-	-	-
35.	Mar. 30	S	4	4	-	-	-	4
35.	Mar. 30	X	27	18	2	2	-	16
TOTALS =			689	274	179	138	41	95

work detention sessions, and 246 students attended the 26 experimental Creative Thinking and Writing Analysis Workshop detention sessions. Thus, 689 detentions were serviced in 64 applications of the three different types. This amounted to nearly two types per day. Students may have had different dismissal times or served detention in the morning before school on the following day.

Duplicative information of detentions could not be removed until after the referring teachers filled out any subsequent evaluation forms because a student serving a second assigned detention negated the change that could be attributed to the initial treatment. Data accumulation began at the end of the scheduled first half of the study to determine whether or not enough samples would come in to make the study meaningful. At the halfway mark, a minimal number of returns were coming back. The five-day wait-and-observe period accounted for much of the limitation in number of returns. The study was extended for one full week to provide what the researcher judged would be a more proper amount of data.

A closer examination of the daily count showed an increase in treatment intervention numbers later in March. A 7-day span from March 16 to March 24 accounted for 244 detentions, or nearly 35 per day. This increase reflected the administration and staffs' concerted efforts to resolve a problem of students' tardiness to class. Many students had been socializing in the hallways until the

bell rang signaling the start of their next class. They then moved on and arrived late to class. A series of daily hall sweeps at the beginning of classes followed public announcements of the new policy on tardiness. Tardy students were consigned to the after-school detention session. The problem of tardiness subsided after students realized they would have to deal with the inconvenience of after-school detention.

The next challenge in this cat and mouse game was already on the schedule for the next school year's incoming freshman class. This Saturday morning in March worked out conveniently for the make-up detention. In the end only two students actually had to attend the one-time Saturday morning session. In the face of this deterrent, the rest of the unserved detentions were cleaned up and in the end all of the 689 assigned detentions were actually served. Continuous student and parent contacts of various types occurred at every step detentions were not served.

The 689 figure was reduced for three reasons: First, some students were initially assigned multiple day detentions, typically for cutting class or leaving campus. Second, approximately 100 teacher surveys were not returned. Third, some of those 689 students served a second detention. In this third and final reduction step, a substantial number of interventions, 125, were removed for duplication, bringing down the final study group number to a total of 179.

An account of the tally over the 35 days of the study is depicted in Table 1. The independent variables of silent detention (S), work detention (W), and the experimental Creative Thinking and Writing Analysis Workshop detention intervention treatment (X) are divided into success (positive) and non-success (negative) components according to findings from the instrumental survey forms that the teaching staff filled out. This data gathering leads back to the original stated purpose of the inquiry.

Hypothesis 1: The first hypothesis was that high school students participating in any one of the three types of detention interventions would, correct the problem for which they were referred to detention with a success rate of 55% or better. These successes would be verifiable on the teachers' response surveys which they would send back to the disciplinarian-researcher 5 days after the student served a detention.

Silence, the first independent variable was applied in detention to change student behavior identified as problematic. (See Table 2). Application of silence as a punishment was traditionally believed to be useful in dealing with disciplinary problems at school.

Silent detention, the original type of detention used for disciplinary intervention at Wallenberg, was applied 12 times during the 35 days. A total of 245 subjects experienced the silent treatment in detention and only 87

Table 2:

SILENT (S) TYPE DETENTION INTERVENTIONS

number	date	type	detentions	all studied	responses	positive	negative	missing
1.	Feb. 5	S	20	5	-	-	-	5
5.	Feb. 9	S	1	1	1	1	-	-
7.	Feb. 15	S	15	2	2	1	1	-
8.	Feb. 16	S	12	-	-	-	-	-
9.	Feb. 17	S	12	-	-	-	-	-
11.	Feb. 22	S	16	2	2	2	-	-
15.	Mar. 1	S	16	7	5	5	-	2
16.	Mar. 2	S	20	1	1	1	-	-
22.	Mar. 13	S	2	1	-	-	-	1
23.	Mar. 14	S	5	-	-	-	-	-
26.	Mar. 17	S	35	12	12	9	3	-
27.	Mar. 20	S	33	21	21	16	5	-
29.	Mar. 22	S	22	13	12	11	1	1
31.	Mar. 24	S	19	9	1	-	1	8
33.	Mar. 28	S	12	8	4	3	1	4
34.	Mar. 29	S	1	1	-	-	-	1
35.	Mar. 30	S	4	4	-	-	-	4
TOTAL =			245	87	61	49	12	26

of these met the criteria and parameters of the study.

Survey results that teachers returned showed whether or not the intervention was successful. These data were tabulated into the success (positive) and non-success (negative) cells indicating: For the subjects for whom data were available, the survey instrument indicated 49 successful and 12 unsuccessful responses. Translated into percentage data these results meant that: 80% of the time the silent punishment worked in this study, but did not work 20% of the time.

Exceeding the 55% mark set as the measure of success in Hypothesis 1, the treatment was then deemed successful. The silent detention therefore, was successfully used in the study.

The silent detention group study was checked by a Chi-square computation (See Table 2A) comparing actual percentages with the expected minimum percentages (55% positive responses, 22.5% not sure data, and 22.5% for negative responses). Percentages were translated into absolute numerical values. Chi-square testing is applied by testing the hypothesis:

$$H \Rightarrow S_o \geq S_e$$

where S_o is silent detention type observed and S_e is the silent detention type expected. Measures were made both with and without the missing and/or not sure information. The Chi-square including not sure information had a value of 5.068 with 2 degrees of freedom. This was significant between the $p > .05$ and $p < .10$ probability level. This meant that there could be between only less than one chance in between twenty and more than one change in ten that there could be an error, even when including all possibilities of the not returned data.

Table 2A:

CHI SQUARE TEST FOR (S) TYPE, SILENT DETENTION GROUP STUDY

SILENT TYPE (S)	<u>Observed</u>	<u>Expected</u>	
POSITIVE	49	47.85	$X^2 = 5.068$
NOT SURE	26	19.58	degrees of freedom = 2
NEGATIVE	12	19.58	$p > .05, p < .10$
SILENT TYPE (S)	<u>Observed</u>	<u>Expected</u>	
POSITIVE	49	33.55	$X^2 = 39.934$
NEGATIVE	12	27.45	degrees of freedom = 1
			$p < .01$

The Chi-square measure of observed to expected considering only positive and negative findings was 39.934 with 1 degree of freedom. This was significant at the $p < .01$ level meaning that there was less than one chance in one hundred for error if the not returned or missing information is excluded from the measurement of the test .

Work detention in the form of community service, was the next independent variable applied in detention to change the behavior of students identified as problematic (See Table 3). The school authorities believed that application of making work a component of detention would be useful in treating poor behavior at school as a type of

Table 3:

WORK (W) TYPE DETENTION INTERVENTIONS

number	date	type	detentions	all studied	responses	positive	negative	missing
6.	Feb. 13	W	11	7	7	6	1	-
7.	Feb. 15	W	8	1	1	1	-	-
9.	Feb. 17	W	1	-	-	-	-	-
11.	Feb. 22	W	2	1	1	1	-	-
13.	Feb. 27	W	14	2	-	-	-	2
14.	Feb. 28	W	3	-	-	-	-	-
15.	Mar. 1	W	3	2	-	-	-	2
16.	Mar. 2	W	3	-	-	-	-	-
17.	Mar. 6	W	8	-	-	-	-	-
18.	Mar. 7	W	9	1	-	-	-	1
20.	Mar. 9	W	10	5	-	-	-	5
22.	Mar. 13	W	10	5	3	3	-	2
24.	Mar. 15	W	1	-	-	-	-	-
25.	Mar. 16	W	21	12	12	7	5	-
26.	Mar. 17	W	4	2	2	1	1	-
27.	Mar. 20	W	4	-	-	-	-	-
28.	Mar. 21	W	32	16	8	6	2	8
29.	Mar. 22	W	9	5	5	5	-	-
30.	Mar. 23	W	24	13	12	5	7	1
31b.	Mar. 25	W	2	1	-	-	-	1
34.	Mar. 29	W	19	11	5	3	2	6
TOTAL =			198	84	56	38	18	28

punishment. Work, however, was not considered a true form of punishment by the researcher because the factor of social reinforcement, so important for this age group, accompanied this method.

Work detention was a disciplinary intervention at the school 15 times during the 35 days of the study. A total of 198 subjects served this intervention, of whom 84 fit the parameters of the study.

The survey evaluations that teachers returned showed the following: For the subjects on whom data were available, the instrument indicated 38 successful and 18 not successful. Thus 68% of the time this intervention worked in the study, but did not work 32% of the time.

Exceeding the 55% mark set as the measure of success in Hypothesis 1, the treatment was then deemed successful. The work detention intervention was used successfully in this study. Chi-square testing is applied by testing the hypothesis:

$$H \Rightarrow W_o \geq W_e$$

where W_o is work detention type observed and W_e is the silent detention type expected.

The work detention group was checked by a Chi-square computation (See Table 3A) comparing the expected minimum percentages (55% positive responses, 22.5% not sure data, and 22.5% negative responses) with the actual percentages. Percentages were again translated into absolute numerical values. The measure including the missing and/or not sure

Table 3A:

CHI SQUARE TEST FOR (W) TYPE, WORK DETENTION GROUP STUDY

WORK TYPE (W)	<u>Observed</u>	<u>Expected</u>	
POSITIVE	38	46.20	$X^2 = 5.880$
NOT SURE	28	18.90	degrees of freedom = 2
NEGATIVE	18	18.90	$p > .05, p < .10$
<hr/>			
WORK TYPE (W)	<u>Observed</u>	<u>Expected</u>	
POSITIVE	38	30.80	$X^2 = 3.740$
NEGATIVE	18	25.20	degrees of freedom = 1
			$p > .05, p < .10$

information had a value of 5.880 with 2 degrees of freedom. This was significant between the $p > .05$ and $p < .10$ probability level. The Chi-square measure of observed to expected considering only positive and negative findings was 3.740 with 1 degree of freedom. This was significant between the $p > .05$ and $p < .10$ level.

Creative Thinking and Writing Analysis Workshop, the experimental treatment, using a counseling oriented format of problem solving among other techniques, was also applied in detention sessions in an attempt to change students' behavior that had been identified by teachers as problematic (See Table 4). School leaders and the researcher-disciplinarian agreed that this treatment would be useful in treating the problem of students' inappropriate behaviors. This experimental treatment (X) was used 26 times during the 35 days with 246 subjects, of whom 103 fit the parameters of the study.

Table 4:

CREATIVE THINKING AND WRITING ANALYSIS WORKSHOP (X) TYPE DETENTION INTERVENTIONS

number	date	type	detentions	all studied	responses	positive	negative	missing
2.	Feb. 6	X	4	1	1	-	1	-
3.	Feb. 7	X	4	3	3	2	1	-
4.	Feb. 8	X	1	1	1	1	-	-
5.	Feb. 9	X	8	4	4	4	-	-
7.	Feb. 15	X	2	-	-	-	-	-
10.	Feb. 21	X	22	5	5	2	3	-
11.	Feb. 22	X	2	-	-	-	-	-
12.	Feb. 23	X	20	5	3	2	1	2
14.	Feb. 28	X	18	8	3	3	-	5
15.	Mar. 1	X	8	2	2	2	-	-
16.	Mar. 2	X	6	-	-	-	-	-
17.	Mar. 6	X	1	-	-	-	-	-
18.	Mar. 7	X	3	-	-	-	-	-
19.	Mar. 8	X	31	15	7	6	1	8
20.	Mar. 9	X	2	2	1	-	1	1
21.	Mar. 10	X	22	10	10	8	2	-
22.	Mar. 13	X	3	1	1	1	-	-
25.	Mar. 16	X	5	1	1	1	-	-
28.	Mar. 21	X	1	1	1	1	-	-
29.	Mar. 22	X	4	2	2	2	-	-
30.	Mar. 23	X	1	-	-	-	-	-
31.	Mar. 24	X	30	9	8	8	-	1
32.	Mar. 27	X	17	13	5	4	1	8
33.	Mar. 28	X	3	2	2	2	-	-
34.	Mar. 29	X	1	-	-	-	-	-
35.	Mar. 30	X	27	18	2	2	-	16
TOTAL =			246	103	62	51	11	41

Survey results that the teachers returned showed whether or not, in their observation, this intervention had been successful. The results were: For the subjects of whom data were available, the instrument indicated 51 successful and 11 unsuccessful. Translated into percentage data, these results showed that 82% of the time, this counseling intervention worked and that 18% of the time, this method failed to work.

Exceeding the 55% mark set as the measure of success in Hypothesis 1, the treatment was, therefore, deemed successful. The experimental Creative Thinking and

Writing Analysis Workshop detention intervention was used successfully in the study. Chi-square testing is applied by testing the hypothesis:

$$H \Rightarrow X_o \geq X_e$$

where X_o is experimental detention type observed and X_e is the experimental detention type expected.

The experimental group study was checked by a Chi-square comparison (See Table 4A) comparing the expected minimum percentages (55% positive responses, 22.5% not sure data, and 22.5% negative responses) with the actual percentages. Percentages were again translated into absolute numerical values. The measure including missing and/or not sure information had a value of 20.670 with 2 degrees of freedom. This was significant at the $p < .01$ level. The Chi-square measure of observed to expected considering only positive and negative findings was 18.613 with 1 degree of freedom. This was again highly significant at the $p < .01$ level.

Table 4A:

**CHI SQUARE TEST FOR (X) TYPE, DETENTION GROUP USING
CREATIVE THINKING AND WRITING ANALYSIS WORKSHOP**

EXPERIMENTAL TYPE (X)	<u>Observed</u>	<u>Expected</u>	
POSITIVE	51	56.65	X ₂ = 20.670 degrees of freedom = 2 p < .01
NOT SURE	41	23.18	
NEGATIVE	11	23.18	
WORK TYPE (W)	<u>Observed</u>	<u>Expected</u>	
POSITIVE	51	34.10	X ₂ = 18.613 degrees of freedom = 1 p < .01
NEGATIVE	11	27.90	

Because each of the individual groups studied (S), (W), and (X) all surpassed the 55% minimum success rate, these methods were considered successful by having met Hypothesis 1 in all these cases.

Combined Statistics

The background of Chapter 1 noted a lack of useful empirical data on discipline and called attention to the need for a baseline data regarding the effectiveness of current practices related to detention. Such a baseline was specifically needed to be used in comparison with the newer researcher generated experimental counseling type of intervention.

The sum of the three types of detention, categorized the total of types (T), represents this research's attempt to provide such information. Understood is the difficulty in measuring and comparing any of the types to a sum of which they are already an approximate third. The study thus presents its findings in full knowledge of such a limitation. This new combined statistic also moves towards, but is distinctly different from, Hypothesis 2.

Substantiated by the assessment of successful levels of attainment for each of the silent detention, work detention, and Creative Thinking and Writing Analysis Workshop, these independent treatments could be summed up

and referred to as Detention Type T to form a baseline of comparison of each to the larger general category. The results obtained from the Detention Assessment Follow Up Form appear on the following table:

Table 5:

Summary Scores for Treatment Approaches

<u>type</u>	<u>N</u>	<u>n</u>	<u>pos.</u>	<u>%</u>	<u>neg.</u>	<u>%</u>	<u>missing</u>	<u>%</u>
S	245	61	49	80	12	20	26	20
W	220	56	38	68	18	32	28	22
X	224	62	51	82	11	18	41	29
<u>T(Σ)</u>	<u>689</u>	<u>179</u>	<u>138</u>	<u>77</u>	<u>41</u>	<u>23</u>	<u>99*</u>	<u>24</u>
* includes 4 returns that were not sure								
N = all students in detention sessions								
<u>n = all students in the study</u>								

Data columns provide information in both the raw and percentage forms. Percentage comparison of positive, negative, and missing or not sure categories are noted. Resulting percentage survey scores, as calculated to the fractional tenth, were:

S = 80.3% successful, 19.7% unsuccessful

W = 67.9% successful, 32.1% unsuccessful

X = 82.3% successful, 17.7% unsuccessful

The information in these three groups calculated to a sum of detentions that comprised Group T, the baseline used for all comparison. The scores of this group are:

T = 77.1% successful, 22.9% unsuccessful

Comparison Between Study Groups

In a comparison of these percentage scores, the following results emerged: A minimal difference showed up between S and X (2.0%) with X rating as the better. This difference when taking into consideration the number of subjects recorded as fitting the limitations of the study is minimally significant between groups or across groups. The range in scores and significance between W and S (12.4%) is high and even higher between W and X (14.4%), with the X treatment again the better. Combination of the traditional detention types (S) and (W) yielded a positive percentage of 74.4 in comparison with the (x) type rating of 82.3 percent, a 7.9 percent difference.

Creative Thinking and Writing Analysis Workshop thus proved to be superior in any comparison made within the research study. The problem solving intervention was the more successful type in each comparison scoring higher than silent detention that scored above work detention.

Hypothesis 2: The counseling-based experimental intervention Creative Thinking and Writing Analysis Workshop will have a higher success rate in producing the desired behavioral outcomes than the silent detention type or work detention type was stated in Chapter 1. The above comparison showed that: the experimental detention did have a higher success rate than work detention.

measuring 14.4% above; and that the experimental detention did have a higher success rate than silent detention, measuring 2.0% above. Thus, the supposition that the experimental intervention would be superior to the others as stated in Hypothesis 2 proved to be correct.

The entire experimental group study was checked by a Chi-square test comparison (See Table 6) comparing the expected percentages (55% positive responses, 22.5% not sure data, and 22.5% negative responses) with the actual percentages. Percentages were translated into absolute numerical values and tested against the null hypothesis which is:

$$H_0 \Rightarrow S_0 = W_0 = X_0$$

The measure including missing and/or not sure information had a value of 6.1543 with 4 degrees of freedom. This was significant between the $p > .10$ and $p < .20$ level. Combining the rejected null hypothesis with the positive direction of the X versus the S or W results supports the

Table 6:

<u>CHI SQUARE TEST FOR ALL TYPES (S, W, X)</u> <u>INCLUDING MISSING OR NOT SURE INFORMATION</u>				
ALL TYPE (T) - Observed	<u>S</u>	<u>W</u>	<u>X</u>	
POSITIVE	49	38	51	
NEGATIVE	12	18	11	
NOT SURE	26	28	41	$X^2 = 6.1543$
				degrees of freedom = 4
(T) - Expected from Sample	<u>S</u>	<u>W</u>	<u>X</u>	$p > .10, p < .20$
POSITIVE	43.82	42.31	51.88	
NOT SURE	30.16	29.12	35.71	
NEGATIVE	13.02	12.57	15.41	

Table 7:

<u>CHI SQUARE TEST FOR ALL TYPES (S, W, X)</u> <u>EXCLUDING MISSING OR NOT SURE INFORMATION</u>				
ALL TYPE (T) - Observed	<u>S</u>	<u>W</u>	<u>X</u>	
POSITIVE	49	38	51	
NEGATIVE	12	18	11	$X^2 = 4.0104$
				degrees of freedom = 2
(T) - Expected from Sample	<u>S</u>	<u>W</u>	<u>X</u>	$p > .10, p < .20$
POSITIVE	47.03	43.17	47.80	
NEGATIVE	13.97	12.83	14.20	

researcher's theory that an interactive detention based on counseling techniques is preferable to traditional forms of detention punishment.

The Chi-square measure of observed to expected for the entire group study (See Table 7) following the same formula and considering only positive and negative findings was 4.0104 with 2 degrees of freedom. This significance was between the $p > .10$ and $p < .20$ level.

Summary of Results

Findings derived from the teacher feedback assessment instrument measuring success or no success of undisclosed treatment types in solving teacher identified problems of individual students requiring disciplinary interventions at school indicated that a counseling intervention called Creative Thinking and Writing Analysis Workshop was more successful than the traditional silent detention and

work detention types formerly in use at Raoul Wallenberg Traditional High School. Descriptive findings for each of the interventions and day by day information were found in the former part of the chapter. Combined and comparative findings were found in the later part of this chapter.

A discussion of these findings is presented in the next chapter. The implications of these findings and their relationship to existing literature and theory appear along with recommendations for further research and further training.

Chapter V

Discussion

This study investigated the effect that three types of detention interventions had on changing the problematic behavior that teachers had observed in high school students. The teachers rated three randomized treatment interventions of one period of detention in order to determine, after an observation wait of five days, whether or not the treatment had been successful. The purpose of the study was to introduce and test a new researcher designed method of detention that was developed with a counseling format. This problem solving method was tested against the two most common traditional types of punitive detentions that had been an integral part of the high school setting, generally known as time out and work alternative. This study first provided a thorough investigation of school discipline, punishment, and the nature of adolescent development.

An analysis of the data validated the use of the experimental (X) type of detention. Previous literature had not addressed the question of whether or not detention works as a corrective device in managing inappropriate behavior at school. The study indicated that silent and

work type detentions could be used successfully to change behavior. The measurement relied on teachers' observation of students behavior over a 5-day, post detention, period and necessarily included any bias they may have already held about detention's usefulness. Without any knowledge of which treatment was applied, however, their responses indicated that the experimental counseling type ranked first of the three. Hypothesis 1, the 55% benchmark for defining detention's success was met on each of the three treatments (S.W. and X) and on the overall study (T) as predicted. Hypothesis 2, comparing the experimental treatment (X) to the other groups (S.W. and T) was met as this intervention received higher ratings than the other interventions from teachers. Finding a baseline and a comparative measure was important not only in answering the question of whether or not detention worked as a corrective device in managing inappropriate behavior at school, but also as a basis for future research.

The research also looked for other useful information that could lead to further studies on the topic. Identified were three areas for additional data collection and further studies related in this research. What, for example, is the correlation between a low grade point and the number of referrals to detention? Second, what is the correlation between grades and success in the new detention treatment? Third, does a particular population,

clientele, or circumstance better suit detention than another type of student intervention or condition?

The answer to the first two minor research questions brought some complexities. Finding a meaningful correlation between grade point average and detention was not as easy as expected. A computer read out provided all grade point averages for individual students as well as for grades, class types, and school. Because, however, of the large population attending the overall detentions and the nature of the logistic constraints in gathering the data, i.e. one intervention only, the study does not include student's grade correlation with effects of detention type. This information might too easily become misinterpreted. Low grades might very well correlate highly with a referral to detention and high grades may relate to more rapid change when the intervention is used, but these questions would have to be investigated using another research design and multiple day detentions. A one-hour detention would not justify itself as a primary factor in improving a student's grade point average. Thus, the two minor research questions were not answered.

The third question, relating to the target populations for detention, and, especially the newly introduced counseling type intervention, would have logically been substantiated by grade correlation evidence when the answers to the first two minor research questions were found. The researcher presented a basis in the

literature and treatment review that showed that a systemic relationship to change could occur if the other factors were in alignment.

Other questions not addressed at the onset of this study came to be identified for applications in further research. The researcher could investigate taking into account students' perspectives. Students could self-rate on whether or not they sense or have a personal relationship with a teacher or teachers initiating detention referrals. Students might disclose a difference between interventions they consider harassment or meaningful behaviors. Research might disclose areas students' find important in the educative management process.

Some unique characteristics of the study were presented in this research investigation. This study pointed towards ninth graders entering high school as the target population for the counseling oriented intervention. Borrowing from Erikson's epigenetic model, the researcher formulated this phenomenon into the concept "*predictable crisis*" normalizing discipline into an expected and prepared intervention step. A crisis is thus predictable. Being ready to meet the challenge of the crisis presents an opportunity for a positive result through a guidance intervention by the school counselor.

Problematic student behavior beyond the ninth grade can be better met when the students, disciplinarian, and

parents have familiarized themselves early in high school and the student knows the boundaries. Eleventh and twelfth grade misbehavior seems to resolve itself quickly when limits have been made early on in high school.

In many schools ninth graders make up over one third of the high school population rather than one fourth because many students do not get beyond the ninth grade in earning credits toward graduation. Behavior, school attendance patterns, and home study habits of ninth graders, are factors that need special monitoring. The school cannot monitor these factors by itself. A home, school, and student collaboration is most important for success as the early adolescent adjusts to high school in the ninth grade. Simply reaching the tenth grade is a benchmark in itself. This means that those students have learned the essential skills that are necessary for success in high school beginning with the lowest common denominator of actually getting there and to classes on time. When an adolescent is negligent in this need, for whatever reason, school joins parents in on helping find a solution.

A problem solving intervention at any level can be used to teach methods of communication and problem solving. Factors of teen isolation and alienation are broken down. Learning to react to difficult and complex situations by avoidance becomes diminished.

While the benefits of the detention types (S, W, and X) as well as the overall detention (T) were shown in accordance with successfully meeting the hypothesis, the researcher cautions that detention and especially the silent (S) treatments may have long term negative side effects. Detention in general has no developmental or educational benefit and is in the mode of external control and threat. Although, school administrators and teachers generally believe detention is punishment it provides not to fit the classical $S \rightarrow R$ punishment model that is commonly mistaken as the basis for its usage. Detention in its overall historical practice has tended to be easily subjected to assignment out of rash emotional frustration rather than as a stable and logical fit that benefits the individual circumstance. For this reason, the researcher insisted both the teachers and students in all detention processes deal with interventions as related to an *“identified problem”*.

Schools considering the use of detention should not do so haphazardly. Before accepting this practice as part of their plan, educators need to view it systematically in the sense of impact on individuals not merely as a placebo to fill perceived disciplinary lackings at a school. Schools must offer a sound education learning environment that meets the educational needs of each and every individual student. Each and every school also has its own unique characteristics. Discipline can neither

substitute for weaknesses in curriculum delivery nor for other lackings in educational structures at a school. Administrators need to have a clear picture of disciplinary processes such as detention on how it impacts on the well being of the individual and of the school. If these checks have not been made, have you not set sowing up to make corrupt decisions?

Rival Plausible Hypotheses

Alternative explanations of the result of this study appear in this section. The major threat to internal validity was controlled largely by the random assignment of subjects to the various treatment conditions. Other potential confounding influences included an operational design limitation inherent in counting one intervention only and an assumption that teachers would not enter a response on the survey rather than return a negative response.

The main plausible alternative hypothesis related to the findings of the one day and one type detention is that a one day intervention measure removes students with multiple problems, i.e. those with the most problematic behavior from the statistics. The design itself thus slants the results by not taking into account the total universe.

A Study of Repeat Offenders: In answer to this dilemma, the researcher noted that a study of repeat offenders was made by comparing the one-day detention scores before repeat offender statistics were removed from the statistical data pool. Students attending more than one detention who had not been excluded (not originally assigned multiple day detentions) accounted for 125 detentions. The students may have been assigned detentions for other reasons, or by different teachers, or by the same teacher at a later date. The findings for this repeat offender group was similar to offenders with the initial multiple day detention status. As for survey result comparisons, the repeat offenders scored a 70% success rate in solving the teacher identified problem. This represented a drop of several points from the 3 experimental conditions of S, W, and X but remained well above the 55% bench mark determining success for a category.

Another plausible alternative hypothesis questioned missing or unreturned data. Teachers may have reported more positive than negative votes because they did not want to turn in negative results to the researcher. They may have avoided turning in survey questionnaires rather than submitting negative responses that showed an unsuccessful intervention.

Statistics were computed before the final pull out of duplicate subjects, including the 25% of non-returns.

Positive results compared against the combined statistical sum of both negative and missing data still easily surpassed the 55% benchmark for each of the individual S, W, X treatment types, as well as for the overall T score. The possible alternative interpretation that unreturned data contained heavily negative data was thereby negated and, therefore the non-returns do not change or alter the findings in this study.

An undetermined amount of teacher bias that detention works may have implications on the findings. Teachers may have had a vested interest in such a belief, thinking that any intervention would be better than none. In other words, why would any teacher question the gift horse that was willing to take on their disciplinary load by compelling certain target students to sit with them through a 45 minute detention after work hours? This invention lessen their work load and may have detracted from other types of teacher interventions, such as parent contacts, or additionally needed direct one to one contacts between teacher and student. For this reason, teacher held detentions, especially in the consultation mode, i.e. office hours without the negative label of detention, are preferable to a schoolwide detention system.

The researcher tried to take these possibility into account making everything equal within the study. The researcher considered emotionally charged abstracts from

both a teacher and a student perspective, putting them into clearly stated identifiable problems to be solved. The intervention and treatment process through its entire system sought to move from nebulous abstracts and subjective whims to clear, objectively measurable behaviors and outcomes.

Implications

The review of the literature indicated a need for more field-based research in education on describing how discipline strategies actually work. This study moved toward supplying a modest amount of information toward this deficit.

This study mainly introduced a Creative Thinking and Writing Analysis Workshop as the alternative activity for students serving mindless detentions. This intervention relied heavily on a counseling dialogue for problem-solving within a group. This activity can only function as a process and not as a hand-out for students to complete as an assignment. The study set out to show that realistic counseling interventions are far more useful than raw authoritarian disciplinarian methods. The experimental detention intervention, known in this study as Type X, the Creative Thinking and Writing Analysis Workshop treatment, incorporated numerous counseling techniques including students' presentation and peer

analysis of their logic to solve the identified problems. The workshop emphasizes individual and peer standards taking center, lessening the emphasis on a detention manager giving orders. Activities that help students think and make decisions are encouraged. Many familiar counseling techniques are found in this method. The researcher could not explain all the many techniques in full depth due to their extensive backgrounds.

This work does not imply, in any way what-so-ever, the researcher's approval of discipline or existing disciplinary tactics in particular. Neither does this study reflect personal choice in an interest area. Most certainly the topic of this research should, in no way, be misinterpreted to imply credibility of any prison system or detainment center as a beneficial method for treating human beings.

Alternatively, the major implication is that counseling and a reflective dialogue are essential in an interactive process that can produce positive change and development. One learned instructor once explained that no one should never label a child as problematic unless he or she is willing to work with that child on the problem. This nurturing attitude should encompass all instruction. This work is about *psychological weaning, no demeaning and destructive punishment.*

The study falls short in adequately showing the larger picture. The complexities and workloads of

counselor-disciplinarians in the high school setting does not even begin to come through. Many counselors spend 11 to 14 hour work days on site as did the researcher-disciplinarian in this study. The Type X method of intervention was a composite strategy that fits into the time consuming documentation requirements counselors find necessary in order to do their jobs well. Completed Type X detentions were essentially self-written documents (identifying problems, stating correction plans, setting goals, and tested by critical thinking in group processes) that had the strength of being contractual behavior agreements. They became part of the over 6,500 transactions yearly that ended up in the researcher-disciplinarian's file. Add monitoring, supervision, crisis response, on going parent contacts and conferences to these duties and handling a constant flow of problems and inquiries and only then does the picture of a job description of today's urban school counselor begin to develop. This research draws upon eleven years of meeting with this particular school population. A generation of counseling experience, and a whole career in education represent a synthesis of all these experiences. Conducting research concurrently with the myriad of school responsibilities was a major task.

Creative Thinking and Writing Analysis Workshop

intervention was not the preferred detention activity because it ranked highest on the teacher response survey.

Type X was preferable because the method combined counseling, teaching, and ultimately learning as opposed to the former dead and wasted time punishment that the disciplinarian-researcher was being directed to perform. Traditional detention, as ordered, was benefiting neither to the educator's time nor to the population of students it was supposed to scare as a deterrent.

Adults are perplexed and alarmed over the recent phenomena of graffiti damage to their public and private property by the younger generation who call this destruction "tagging". Could this expression of punishment to the property values of seniors be a response to the silent labeling that those who can-not adhere to the norm have been forced to endure? The "adolescent dance with drugs" may also have some relation to society's aversion toward pain or punishment. Adolescents are not merely awkward in body and emotions, their real physical presence is predictably bothersome to others, if not plain loud and threatening when they gather in groups. Legislation imposes loitering and curfew regulations to keep the young and restless moving and slipping into eaves away from the public eye. Though these adolescents are apt to be without money and generally have poor spending skills, they fill the modern shopping malls.

When banished from home with nowhere to go, they ride amorphously around on bus passes sitting quietly in the back. They are the "latch key" generation, baby-sat and

thrilled by television's violent assault. They need someone to talk with them, to advise them, and to inspire them. The American teenager spends an average of only eleven minutes a day talking with parents and, of that eleven minutes, the parent spends ten directing and controlling while the youth gets only one minute of true communication. Add this together and sum up the total.

The sad reality is that adolescents already live in a condition of punishment. With such an over saturation of punishment how can anyone expect that more punishment will help these teenagers achieve those values, goals, and objectives that society hopes they will judge as important as adults have concluded? The mode of working with youth needs to move away from punishment reinforcement to dialogue and involvement.

Throughout history capital punishment has been used by the state to instill fear in the population so that people will follow its rules of law and order. The belief is that such a spectacle will deter others from committing crime. Exemplism is the tool of this system. As recent as 1837, in England, a country considering itself as modern and civilized, the state created powerful spectacles for punishment before large crowds. Felons against the state and murders were hung and then drawn and quartered. Criminals were half hung, then cut down while still conscious to watch their private parts be cut off and burnt before their faces, then slashed across the

stomach and disemboweled before their body was quartered and beheaded. Societies searched for the perfect execution to satisfy the public need for retribution. Still, there is no evidence that capital punishment is a deterrent for crime. Likewise, schools attempt to control students into their processes by using punishment, detention, and coercive methods while there is no evidence that these methods work or so much as deter.

The very nature of counseling, built on the concepts of privacy and confidentiality, should preclude that power tactics using exemplism and scapegoatism as well as coercive punishment intervention are inferior and unacceptable needing to be replaced by methods built on sound theory and evaluated by measurement.

Recommendations

Two types of recommendations follow: (1.) Further research; and (2.) Further training.

Further Research

Further empirical research building on these findings are necessary in the areas of detention, discipline, problem solving, adolescence, and counseling among others.

Further research on detention can examine the relationship between grade point average and referrals to detention, and correlation between grade point average and success in detention. As discussed earlier the future

study necessarily must include multiple detention intervention days. More research is needed on repeat offenders. The most that can be learned will come from the toughest cases.

Research on detention and on school discipline needs to find information that will match problematic behaviors to interventions. A matrix substantiated by empirical evidence is needed. The findings need be aimed at providing a resource of interventions when needed.

The researcher-educator realizes the critical role educators and counselors play in the lives of adolescent students, as well as all students. All too often, educators and parents join together responding to some nearly missed incident that left unchecked would soon be a business of the courts and a negative experience that would be detrimental in the development and future of that young person. Many other unchecked incidents, due to lack of manpower in key essential places in the adolescent world, have strongly contributed to our condition of overcrowded prisons. The ultimate recommendation is for adequate funding in education aimed at providing personnel with counseling expertise to be there and make a difference for the youth of our nation. Counseling should no longer be considered merely a *support service* but should be redefined as an *essential service* and provided to each and every student.

Further Training

All school staff need further training about disciplinary intervention, alternative types of detention, and most assuredly alternatives to detention. Teachers need to share their expertise noting positive ways they have efficiently handled troublesome students. Discipline in teacher training programs falls far behind what teachers need to know about discipline in the first few months in the classroom. At most, new teachers receive instruction in how to write a disciplinary referral for someone else to take care of their problem. Unfortunately, when someone else intervenes on their behalf they miss both an opportunity to gain the respect of their student and to work with them towards a problem solving intervention.

The latter works of Glasser (1990, 1991, 1992, 1993, 1994) provide a useful model, permeated by systemic thinking, in developing quality schools through the perspectives of teachers, students, and school management. Built on Glasser's Control Theory (1984) and attributing the work on quality organizational systems of Deming (1982), the formative element is that each and every person controls themselves in choosing quality experiences thus making motivation the key consideration in the educative process. When widespread innovation is lacking, individuals can still implement these concepts to make a difference in the environment that surrounds them.

Creative Thinking and Writing Analysis Workshop is the preferred intervention for those minor problems the researcher currently sees at school. Students with minor school problems needing more than a simple talk are mandated to an after-school detention period of 45 minutes. The workshop (treatment X in this study) is preferred not only because it was found to be a superior approach to detention with students, but because Treatment X is an application of teaching adolescents numerous academic skills as well as ways of handling problems as these occur in their lives.

Finally, parents are in great need of future training. They are typically unprepared to meet the rapid adolescent changes they have not anticipated. Their scope of functioning seems to be limited reflections of their own teen years and desires for their children to obtain a better lot in life than they. The review of the literature and findings of this research study indicated that parents need training to reestablish a dialogue. Dinkmeyer and McKay (1982), cited in review of literature, offer a systemic method in assisting parents work towards this need, incorporating a newer logical consequences (Dreikurs, 1993) approach to discipline. Essentially, it is dialogue that will help parents psychologically wean their children through the predictable crisis of adolescence and bring them well prepared to the joys and opportunities of young adulthood.

REFERENCES

REFERENCES

- Adegok, A. (1972). The experience of spermarche (the age of onset on sperm emission) among selected adolescent boys in Nigeria. Journal of Youth and Adolescence, 22, (2), 201.
- Adler, A. (1930). The education of children. Translated by: L. & F. Jensen. New York, NY: Greenberg, 2.
- Adler, A. (1930). Guiding the child: on the principles of individual psychology. Translation by: B. Ginzburg. New York, NY: Greenberg, 268.
- Amatae, E., & Sherrard, P. (1991). When students cannot or will not change their behavior: Using brief strategic intervention in the school. Journal of Counseling and Development, 69, (4), 341-344.
- Andolfi, M., Angelo, C., Menghi, P., & Nicolo-Corigliano, M. - Family Therapy Institute of Rome (1983). Behind the family mask: therapeutic change in rigid family systems. Translated by Chodorkoff, C. New York, NY: Brunner & Mazel, 92-110.
- Argyris, C. (1993). Knowledge for action: a guide to overcoming barriers to organizational change. San Francisco, CA: Jossey-Bass, 8-9.
- Baldwin, J. D., & Baldwin, J. I. (1981). Behavior principles in everyday life. Englewood Cliffs, NJ: Prentice-Hall, 14-15, 18, 275.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. Psychological Review, 84, 191-215.
- Bernard, B. (1991). Fostering resiliency in kids: protective factors in the family, school, community. Western Regional Center for Drug-Free Schools and Communities, Portland, OR.
- Beier, E., & Young, D. (1984). The silent language of psychotherapy. New York, NY: Aldine, 84.
- Beilin, H. (1989). Piagetian theory. Annals of Child Development, (6), 95, 85-131.
- _____. Bible. Hebrews 12:5-7. 11-13.
- _____. Bible. Proverbs 13:24.

- Boyes, M., & Chandler M. (1991). Cognitive development, epistemic doubt, and identity formation in adolescence. Journal of Youth and Adolescence, 21, (3), 277-304.
- Branden, N. (1969). The psychology of self-esteem: A new concept of man's psychological nature. Los Angeles, CA: Nash, 94, 111, 117, 233.
- Brigham, T. (1985). A self-management program for disturbed adolescents in the school: a clinical replication analysis. Behavior Therapy, (16), 99-115.
- Canter, L. & Canter, M. (1976). Assertive discipline. Los Angeles, CA: Lee Canter and Associates.
- Carey, T. A. (1994). Spare the rod and spoil the child. Is this a sensible justification for the use of punishment in child rearing? Child Abuse and Neglect, 18, (12), 1005-1010.
- Carr, L. J. (1940, 1950). Delinquency control. New York, NY: Harper and Brothers, XV, 229.
- Carter, M. (1987). A model for effective school discipline. Bloomington, IN: Phi Delta Kappa Fastback Series (250)..
- Castle, E. (1970). The teacher. Great Britian: Oxford University Press, 17, 207-209.
- Chaffee, J. (1990). Thinking critically. Boston, MA: Houghton Mifflin, 36-37, 573-574.
- Chess, Thomas, & Burch (1965). Your child is a person: a psychological approach to parenthood without guilt. New York, NY: Viking Press.
- Clements, J., McKernan, M., & Call, D. (1986). The structured lunch period: An alternative in disciplining high school students. High School Journal (2), 156-159.
- Cooper, C. (1985). The suspension of high school students in Santa Clara County since Goss v. Lopez and Wood v. Strickland. Unpublished dissertation, University of San Francisco, CA, 213.
- Crystal, D., Chen, C., Fuligni, A., & Stevenson, H. (1994). Psychological maladjustment and academic achievement: A cross-cultural study of Japanese, Chinese, and American high school students. Child Development, 65, 738-753.

- Cupit, G. Desert and responsibility. Canadian Journal of Philosophy , 26, (1), 83-100.
- Darby, M. (1991). Population profile of the United States 1991 . Washington, DC: Department of Commerce, Bureau of the Census, 7.
- Dear, J., Scott, K., & Marshall, D. (1994). An attack on school violence . Report of California Commission on Teacher Credentialing's School Violence Advisory Panel. Sacramento, CA: California Department of Education.
- Deming, W. E. (1982). Quality, productivity, and competitive position . Massachusetts Institute of Technology, Center for Advanced Engineering Study.
- de Shazer, S. (1985). Keys to solution in brief therapy New York, NY: Norton, 15-17, 82.
- Dewey, J. (1916). Democracy and education: an introduction to the philosophy of education. New York, NY: Free Press-MacMillan, 10-22.
- _____, (1987). Diagnostic and statistical manual of mental disorders . Washington, DC: American Psychiatric Association.
- Diestler, S. (1994). Becoming a critical thinker: A user-friendly manual . New York, NY: MacMillan, 2.
- Dinkmeyer, D., & McKay, G. (1982). The parent's handbook: Systematic training for effective parenting. Circle Pines, NM: American Guidance Service, 5-19.
- Dinkmeyer, D., McKay, G., & Dinkmeyer Jr., D. (1980). Teacher's handbook: Systematic training for effective teaching . Circle Pines, NM: American Guidance Service, 5-21.
- Doyle, W. (1978). Are students behaving worse than they used to behave? Journal of Research and Development in Education , 2, (4), 3-16.
- Doyle, W. (1979). Making managerial decisions in classrooms. In D. L. Duke (Ed.), Classroom Management (78th yearbook of the National Society for the Study of Education, Part 2). Chicago: University of Chicago Press.
- Doyle, W. (1986). Classroom organization and management. In M. C. Wittrock (Ed.), Handbook of research on teaching , 3rd Ed. New York, NY: Macmillan.

- Doyle, W., & Carter, K. (1984). Academic tasks in classrooms. Curriculum Inquiry, 14, 129-149.
- Doyle, W. (1989). Classroom management techniques. O. C. Moles (Ed.), Strategies to reduce student misbehavior. Office of Educational Research and Improvement: US Department of Education, 11-24.
- Dreikurs, R. (1993). Logical consequences: The new approach to discipline. New York, NY: Meridian.
- Durke, W. (1955). The American school in transition. New York, NY: Prentice-Hall, 90-91, 228-229.
- Ellis, A. (1995). Critical study recent work on punishment. The Philosophical Quarterly, 45, (179), 225-233.
- Ellison, Bartkowski, and Segal (1996). Conservative Protestantism & corporal punishment. Social Forces, 74, (3), 1003-1028.
- Ellsworth, R. E. (1965). The school library. New York, NY: Center for Applied Research in Education, 11, 14-15.
- Ellwood, D. A. (1993). California; the state of our children 1993. Los Angeles, CA: Children Now, 1-2 8, 12, 15.
- Ellwood, D. A., & Lazarus, W. (1992). For the Sake of the Children 1993. Los Angeles, CA, Bay Area Office, Oakland, CA: Children Now, 1-15.
- Erikson, E. (1950, 1963 Ed.). Childhood and society. New York, NY: Norton, 247-274.
- Erikson, E. (1982). The life cycle completed. New York, NY: Norton, 32,33,56,57.
- Fisch, R., Weakland, J., & Segal, L. (1982). The tactics of change: Doing therapy briefly. San Francisco, CA: Jossey-Bass.
- Gerstein, M., & Papen-Daniel, M. (1981). Understanding adulthood. Fullerton, CA: California Personnel and Guidance Association Monograph, (15), 1-5.
- Ginsburg, H., & Opper, S. (1969). Piaget's theory of intellectual development: an introduction. Englewood Cliffs, NJ: Prentice-Hall.
- Glasser, W. (1969). Schools without failure. New York, NY: Harper Row.

- Glasser, W. (1984). Control theory: a new explanation of how we control our lives. New York, NY: Harper Row.
- Glasser, W. (1986). Control theory in the classroom. New York, NY: Harper Row, 17-22.
- Glasser, W. (1990). The quality school: managing students without coercion. New York, NY: Harper Row.
- Glasser, W. (1990). The John Dewey Academy: A residential college preparatory therapeutic high school. A dialog with Tom Bratter. Journal of Counseling & Development, 68, 582-585.
- Glasser, W. (1991). Supplementary material for readers of: The quality school. Canoga Park, CA: Institute for Reality Therapy.
- Glasser, W. (1992). The quality school curriculum. Phi Delta Kappan, 73, 690-694.
- Glasser, W. (1993). The quality school teacher. New York, NY: Harper-Collins.
- Glasser, W. (1994). The control theory manager. New York, NY: Harper-Collins.
- Gordon, T. (1970). P.E.T. Parent effectiveness training: The tested new way to raise responsible children. New York, NY: Wyden, 170-171.
- Grossnickle, D. R., & Sesko, F. P. (1985). Promoting effective discipline in school and classroom: a practitioner's perspective. Reston, VA: National Association of Secondary School Principals.
- Hapkiewicz, W. G. (1975). Research on corporal punishment effectiveness: contributions and limitations. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Holmbeck, G., Crossman, R., Wandrei, M., & Gasiewski, E. (1993). Cognitive development, egocentrism, self-esteem, and adolescent contraceptive knowledge, attitudes and behavior. Journal of Youth and Adolescence, 23, (2), 169-193.
- Jensen, A. (1938). Psychology of child behavior. New York, NY: Prentice-Hall, 36.
- Jersild, A. (1957). Psychology of adolescence. New York, NY: MacMillan, 42.

- Kazdin, A., Bass, D., Siegel, T., & Thomas, C. (1989). Cognitive-behavior therapy and relationship therapy in the treatment of children referred for antisocial behavior. Journal of Counseling and Clinical Psychology, 57, (4), 522-533.
- Kelly, T. (1993). Neo-cognitive learning theory: implications for prevention and early intervention strategies with at-risk youth. Adolescence, 28, (110), 439-460.
- Kelly, W., & Kelly, M. (1938). Introductory to child psychology. Milwaukee, WI: Bruce, 188-234.
- Klaczynski, P. A. (1993). Cognitive development in context; an investigation of practical problem solving and developmental tasks. Journal of Youth and Adolescence, 23, (2), 141-168.
- Kohlbert, L. (1969). Stage and sequence: the cognitive-development approach to socialization. In: Handbook of Socialization Theory and Research. D. A. Goslin (Ed.), Chicago, IL: Rand-McNally, 1969, 347-479. Cited by: U. Palomares and G. Ball, Grounds for Growth, Spring Valley, CA: Palomares and Associates, 1980, 31.
- Leadbeater, B., Hellner, I., Allen, J., & Aber, L. (1989). Assessment of interpersonal negotiation strategies in youth engaged in problem behaviors. Developmental Psychology, 25, (3), 465-472.
- Lindsey, D. (1993). Authentic empowerment for children. Children and Youth Services Review, 15, 81-84.
- Lungren, D. (1995). Violence prevention: a vision of hope. California Attorney General's Policy Council on Violence Prevention. Sacramento, CA. 186, 187.
- McCarthy, J. K. (1987). The effects of Saturday school as an alternative to suspension and homework completion at Hopkins High School. Mount Pleasant, MI: Central Michigan University, thesis, 21-22, 25, 34.
- Minuchin, S., & Fishman, H. (1981). Family therapy techniques. Cambridge, MA: Harvard University Press.
- Moles, O. C. (Ed.) (1989). Strategies to reduce student misbehavior. Washington, DC: United States Department of Education, Office of Research, 1-5.

- Moles, O. C. (Ed.) (1990). Student discipline strategies: research and practice. New York, NY: State University of NY.
- Morehouse, F. M. (1914). The discipline of the school. Boston, MA: Heath, 163-188.
- Murphy, J. J. (1994). Brief therapy for school problems. School Psychology International, 15, (2), 115-131.
- National Dropout Prevention Center & Network, Clemson University, SC.
- Noble, S. G. (1954, 1970 Ed.). A history of American education. Westport, CT: Greenwood, 513-514.
- Phelps, S. B., & Jarvis, P. A. (1993). Coping in adolescence: empirical evidence for a theoretically based approach to assessing coping. Journal of Youth and Adolescence, 23, (3), 359-371.
- Piaget, J. (1973). To understand is to invent: the future of education. New York, NY: Grossman, 44-45.
- Plato, (c. 400 B.C.). The dialogues of Plato: Gorgias. Great Books of the Western World (1992). University of Chicago, IL: Britannica, 275.
- Reitan, E. (1996). Punishment and Community: The reintegrative theory of punishment. Canadian Journal of Philosophy, 26, (1), 57-82.
- Romig, C. A., & Gruenke, C. (1991). The use of metaphor to overcome inmate resistance to mental health counseling. Journal of Counseling and Development, 69, 414-418.
- Rose, T. L. (1984). Current uses of corporal punishment in American public schools. Journal of Educational Psychology, (76), 427-441.
- Rutter, M. (1979). Protective factors in children's responses to stress and disadvantage in primary prevention of psychopathology. Social Competence in Children, (3), Ed. by M. Kent and J. Roff.
- Rutter, M. (Mar. 1984). Resilient children. Psychology Today, 57-65.
- Rutter, M., & Et. Al. (1979). Fifteen thousand hours. Cambridge, MA: Harvard University Press.
- Schneiders, A. (1951). The Psychology of Adolescence. Milwaukee, WI: Bruce, 151-152.

- Selman, R. L. (1976). A developmental approach to interpersonal and moral awareness in young children: some educational implications of levels of social perspective-taking. Values and Moral Development, Thomas C. Hennessy (Ed.), New York, NY: Paulist Press. Cited by: U. Palomares & G. Ball, Grounds for Growth, Spring Valley, CA: Palomares and Associates, 1980, 31.
- Skinner, B. F. (1948). Walden two. New York, NY: Macmillan.
- Skinner, B. F. (1971). Beyond freedom and dignity. New York, NY: Knopf.
- Spencer, H. (1860, 1895). Education: intellectual, moral, and physical. New York, NY: Holt.
- Spock, B. (1961). Dr. Spock talks with mothers: growth and guidance. Boston, MA: Houghton Mifflin, 106-107.
- Staddon, J. (1995). On responsibility and punishment. Atlantic Monthly, 275, (2), 88-94.
- Stein, J. H., & Reiser, L. W. (1994). A study of white-middle class adolescent boys' responses to "semenarche" (the first ejaculation). Journal of Youth and Adolescence, 23, (3), 373.
- Steinberg, L., Lamborn, S., Darling, N., Mounts, N., & Dornbusch, M. (1994). Time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families. Child Development, 65, (3), 755.
- Stoops, E., & Stoops, J. (1972). Discipline or disaster. Bloomington, IN: Phi Delta Kappa, 8-9.
- Vasta, R. Six theories of child development: revised formulations and current issues. Philadelphia, PA: Kingsley, 95-98.
- Wallerstein, J. S., & Blakeslee, S. (1989). Second chance. New York, NY: Basic Books.
- Wallerstein, J. S., & Kelly, J. B. (1980). Surviving the breakup: how children and parents cope with divorce. New York, NY: Basic Books, 295.
- Watzlawick, P., Weakland, J., & Fisch, R. (1974). Change principles of problem formation and problem resolution. New York, NY: Norton.

- Webber, J., Scheuermann, B., McCall, C., & Coleman, M. (1993). Research on self-monitoring as a behavior management technique in special education classrooms: a descriptive review. Remedial and Special Education, 14, (2), 38-56.
- Williams, F. W., (1968). Reasoning with statistics simplified exemplar in communications research. New York, NY: Holt, Rinehart and Winston, 112.
- Williams, G. T., Robinson, Floyd, F., & Smaby, M. H. (1988). School counselors using group counseling with family-school problems. The School Counselor, 35, (3), 169-178.
- Wong, N., & Lau, S. (1993). Effects of self-monitoring and perceived approval on delinquent behavior among Hong Kong adolescents. Journal of Youth and Adolescence, 22, (2), 191-199.
- Yates, B., Hecht-Lewis, R., Fritsch, R., & Goodrich, W. (1992). Locus of control in severely disturbed adolescents; loci for peers, parents, achievement, relationships and problems. Journal of Youth and Adolescence, 23, (3), 289-314.

APPENDICES

Appendix A

Creative Thinking and Writing Analysis Workshop

The researcher named the alternative detention intervention “Creative Thinking and Writing Analysis Workshop”. This program is a new cognitive problem-solving approach for students in detention and for improving student discipline in a high school setting. The term “critical thinking” was more descriptive of the new approach, however, this term sounded too hard for a process that would free students up to take more responsibility. The Type (X) intervention was process oriented and must be viewed in this context. Below we view the application of this detention intervention.

At 2:50 P.M. the dismissal bell rings down the high school hallways and the students begin exiting from their classrooms. This section describes the daily ongoing afterschool class for those who have not made it through the day successfully - 7th period detention. The class is usually held in proximity to the school office so that the school detention moderator, who is the disciplinarian of the school, can be accessed quickly for other problems or concerns therefore the detention is often interrupted due

to these continuing troubles. Over a several year period, the detention has evolved into a problem solving class format that is consistent with school disciplinary processes.

The disciplinarian seats the students from front to back rows in every other seat as in a testing format. To inspire promptness to future detentions students are told that this seating arrangement helps the disciplinarian remember who came first. The desks are arranged in two sections, each facing an open space in the middle of the room. As students enter they receive one plain unruled sheet of paper and a verbal direction to write their name (LAST NAME, First name - as illustrated on the board within the large rectangle representing their paper) in the upper left hand corner as this work will go into their official school file. They are asked to remember and use upper case and lower case printing from the first grade. They print their last name entirely in upper case and capitalize and first name using lower case for the rest of it. Some students giggle. This seems funny as it is a reference back to a younger frame of development that they have certainly passed through successfully. The disciplinarian, whom can better be called the detention moderator, next directs the group to write their grade level and homeroom beneath or beside their name depending on whichever looks the best. The upper left hand side is a descriptor of person. On the upper right hand side they

are asked to handwrite the date in cursive (no numerical shortcuts, using no abbreviations) and below it, 7th period detention. By now the detention moderator has sketched an outline of the paper and headings on the board. The directions have been simple and precise and those still entering the room are accompanied or directed to the alternate seating pattern with sheet of paper where they can quickly catch up with the directions. As the moderator moves about checking the work of students, his experiences in teaching first grade, in teaching elementary school intermediate grades, and in testing courses and experiences from school psychologist training, make assessing student functioning levels very clear and easy to see.

A student enters the room complaining that it's the teacher's fault and he cannot stay for the detention. That student is handed a piece of paper and directed to write a letter of request to be excused from today's detention with a promise to serve it the following day, signing below and putting the headings above.

Another student comes in with the same story, is seated and receives the same explanation. Students may choose to sit and complete the detention, usually rationalizing the experience as one they are already attending. When actual previous appointments necessitate that they be leaving quickly, their written request will be granted and they will be expected to keep their word

about returning tomorrow. This method reduces argumentation and/or decision making that will detract from other detention processes.

The detention moderator is writing the first three Roman numerals, dividing up the large rectangular likeness of their paper into 3 parts. The moderator calls for students to put down their pens and listen attentively. Students are to sit up with their backs straight, feet on the floor, eyes attentive, and ears open.

The class is the Creative Thinking and Writing Analysis Workshop. The moderator points to the title now written over the rectangle on the board that represents their sheets of paper. We will only refer to this as detention twice on your paper, he states. We will use in the right hand corner beneath the date to designate place, and we use it again in the topic sentence of the first paragraph. The moderator sketches in lines on the drawing. There will be three paragraphs: an introduction, a middle, and a conclusion. The moderator writes this other information outside of the rectangle on the board. This, he explains, gives you a simple, usable outline to use in class writing or to help you pass the minimum standards writing test that is needed to graduate from high school. For today's writing, the topic sentence will be here at the beginning of the paragraph and you need to follow a 4 - 8 - 4 plan. There will be a four sentence minimum for the first

paragraph, an eight sentence minimum for the second paragraph, and a four sentence minimum for the third paragraph.

I.

In the first paragraph topic sentence, we state the Identified Problem (IP) for referral to detention. The example sentence you may use is (writes and says): "I am serving 7th period detention because . . . (IP)." Here, the moderator acknowledges that they know that the three dots means continue and four dots mean continue on to the end of the sentence. This sentence, as explained to the students, shows responsibility. They are taking responsibility by recognizing behavior problematic at school, identifying the problem and trying to solve it. He adds that they should recognize the fact that they (telling them with the personal pronoun *you*) are functioning effectively at least 99.9 or 99.99 percent of the time. These statements normalize the students' general behavior and recognizes them for their efforts, putting the problems in proper perspective and students in a positive frame of mind.

This problem needs to be solved or otherwise it will be detrimental to your success. Complete the sentence:
' I am serving 7th period detention because . . . (IP).'
 Identify the problem or rule you've broken, then continue

on to the end of the paragraph (or next three line minimum) telling whatever you need to tell. You may want to tell your side of the story. You may want to explain the situation. You can talk about the importance of the rule. For example, if you were late to school this morning, you may want to tell how the bus driver closed the door in your face after you chased the bus for a block, and the bus splashed muddy water on your white pants so that you had to run back home and change your cloths. Maybe you had to take your little brother or sister to school. Or perhaps the alarm clock did not work. This is your chance to write freely and explain the situation or circumstance. The detention moderator is now moving about the room, checking to assist students towards achieving the task.

II.

The detention moderator moves into the second paragraph of the writing after a pause of about two or three minutes. Students being at various levels of efficiency will be at different points in completing the task. The sketched in board visuals provide a reference for the slower workers as the process continues in dialogue:

Now that you have identified the problem and had the opportunity to discuss it in your writing, the second

paragraph will be to develop a plan to solve the problem you've identified. I will give you an example topic sentence that will continue to show your responsibility and work towards solving the problem: 'I have been thinking about the seriousness of my/the/this problem of ... (IP)... in Creative Thinking and Writing Analysis Workshop , and in an effort to correct it, I have made (constructed, devised) the following 7 step plan:' Since you are already functioning at 99.9+% and this is probably a one time only problem, you probably already do steps that work successfully for you. For example, if you were late to school today, you may usually have things you do that usually get you to school on time. You may perhaps wash your cloths on the weekend. You could sort your cloths and organize them together as one set for each day of the week. You may do your homework earlier in the evening, when it does not take as long or seem like you are being tortured to keep your eyes open. You could set your books in order the night before. You could get a good night's sleep.... Put down some things that you already do, then put down some things that you do occasionally. You might even put down a brand new idea that you just now thought about for the first time in the Creative Thinking and Writing Analysis Workshop .

Remember the rule is that *each step in your plan must solve the problem without creating another or an even greater problem* Your steps must stand up to the critical

analysis of the other students in the group on this rule. Our classic example is that a student once said he could get to school earlier by stealing a car. Is there anything wrong with this logic? (The detention moderator responds to students raising their hands to answer.) Yes, if someone stole a car to get to school on time they would create a much bigger problem than getting to school late. Make your plan to solve the problem without making other problems. Be sure you complete each sentence. Start with a capital letter, end with a period. Have a clear noun and verb. Each sentence can be short. Your topic sentence and seven things that you can do to correct the problem make up the eight sentence minimum of your plan to correct the problem.

Occasionally a student will ask why the plan has 7 steps rather than 3 or 5. Logical answers always seem to work best especially when they might have a metaphoric content, therefore, the moderator replies with this question for the entire group and sees how close a guess comes to the mark. One student tells about the 12 step plan used for alcoholic recovery. Eventually, the answer is one that students who have already been in the detention offer: 'Because there are 7 steps to the City of Gold.'

A large step with the Roman numeral I is drawn. Then above it a next size smaller step with the Roman numeral II, and III, etc. all the way to VII where several columns

are sketched with a triangular roof. In this temple top triangle the symbol of the shining sun with smiling face and beams raying out from it is sketched. The temple is drawn to appear up on a cliff like mountain. (The number seven is really arbitrary but it is the number of change and happened also to be the seventh period of the school day thus we had a 7 step plan that hopefully made some subliminal connection so detention students could make the association).

When one breaks the rule he/she is banished from the city to toil alone in the wilderness as one is banished for rule-breaking from the true enlightenment of the educational community. A stick figure person is drawn to the lower left away from this acropolis scene and walking across a line that rises up the hill that widens to the city's steps. Only by good works may outcasts reestablish themselves again in a step-by-step process until they may once again enter the city. This city has also been known as the City of Brotherly Love. A parallel of The City of Brotherly Love is then made to the walled berg or community of Wallenberg, where we now reside. This metaphor is, of course, a story about the Golden Rule - a clear metaphor that brings the meaning home to the students in the setting at their own unique school.

III.

After the detention moderator has moved about the room again, scanning student work and assisting slow workers for two or three minutes, the process is continued into the third paragraph:

Now that you've identified the problem in the first paragraph and taken steps to remediate it or made your correction plan in the second paragraph, we come to the concluding paragraph - one that has a minimum of four sentences. In the topic sentence of the third paragraph, you make a commitment to follow your plan and correct the problem you've identified. The example sentence is: 'I know that by following my plan I will be able to correct this problem of ...(repeat the IP as stated above)....'

In the following three lines, state how corrections of the identified problem (or IP) will also help you reach your future goals. Write one short-term goal sentence. Follow this with one medium range goal sentence. Finally, state your long-term goal. Attempt to target your goals into alignment so that your short term goal will aim or move you towards your medium range goal, and your medium range goal will direct you towards a long term goal of at least five years in the future or even a life goal.

If you had a problem of tardiness to school, for example, and made a short-term goal to be on time to the

first period, this may lead to your medium range goal of getting better grades and a long-term goal of going to college after graduating from Wallenberg. In college you'll be able to take an 8 A.M. class. College students know that they are better off coming a few minutes early and getting good parking rather than coming a few minutes later and wasting all of that time looking for parking and walking a long distance to class.

If you solve a tardiness problem, for example, you may be able to get to a job on time and not have to be stuck in working on the graveyard shift and sleeping when the sun is out. Next put down a short-term goal, a medium range goal, and a long-term goal that you have in life and try to connect this goal to what you have learned here.

IV.

The detention moderator, after assisting with goal setting concepts above, moves towards the review and reinforcement of learning with this continuance of the dialogue:

Now that you have finished the problem-solving writing, you have showed responsibility in being here, in identifying the problem, in taking steps to remediate the problem, and in agreeing to solve this problem. In essence, this plan is a contract. Wallenberg has no entrance test for admission, but to come to Wallenberg

you must first agree to work hard and make a contract with the school. When you agreed to come to this school you made a contract to be on time, do two or three hours of studying and homework, stay on campus all day, be at school regularly, and work cooperatively with your teachers.

You have to accept or reject the whole package, you simply cannot pick and choose which rules you like or dislike. When you break one of the school rules you violate the contract both you and your parents signed and could possibly lose your right to be here as would happen in a suspension. Since you have taken responsibility for your actions, took effort and made a plan to correct the problem, and agree to follow your plan, your signature below tells me (as well as the teacher or person who referred you to detention) that you have renewed your contract. We can show your teacher, or parent, or the principal that you are solving the problem by following your own plan to resolve it that you agree to follow. For now trusting in your ability to take care of this matter this support will be given.

V.

The detention moderator goes directly to the next phase continuing the dialogue:

Now that you've made a plan and a contract, think of one thematic or '*key word*' that encapsulates or puts into a capsule your learning today. In the dictionary you will find a few entries down (*the detention moderator is gesturing*) under the meaning that '*capsule*' is a word used in writing. Take the big idea and put it into the smallest form, one word, like a small pill. Even the small bit of information will carry the potential for the larger idea to grow back when you recall it. It is clearly a metaphor.

Modern Psychologists (Andolfi, Angelo, Menghi, and Nicolo-Corigliano; 1983) have studied the power of metaphoric language condensed in a single symbol that is built into its contextual framework. Use of metaphor has overcome resistance in mental health counseling (Romig, 1991). It works just as the keyword in a computer can open up stores of information.

It is important that you choose this word carefully, very carefully, for this word of itself chosen properly, can save you from the problem you had. This concept is of a magic word is actually a *magic suggestion* (Beier, Young; 1984) that seems to say: 'Know the word and you will be well!' This knowledge will move you in the right direction. For example, if you have been late to school, and make a good plan such as to turn off the television and telephone, do your work earlier and get a good night's sleep, you may choose a word like 'awake' that can then

arise and shine in your mind like bright purple and magenta neon five minutes before the alarm clock goes off and you then will wake up refreshed, relaxed because your ahead of your work and ready to have a great day.

(*Hypnotic suggestion*).

The key word will also help you in your upcoming presentation. For example, suppose you wish to make your presentation by heart, rather than read it, when suddenly your mind goes blank, sweat rolls, and your knees begin knocking together . . . remembering your key word and just saying it will help you remember what you wish to share with others. Try it, it may even help for classes.

VI.

Now those who have finished their behavioral review show me - not by yelling and jumping up to gain my attention as teachers do not reward such behavior by calling upon you, but by sitting up straight, folding your hands, and looking attentively so that you can then present your thinking and writing and share your feelings and learnings with the others in our group. This is the way to do it in class. This will be done in the manner of formal speech as in the United Nations, the U.S. Senate, or at the state high school championship speech tournament held yearly in Santa Rosa.

Begin with the proper protocol of good afternoon Mrs. _____ or Mr. _____, addressing guest dignitaries first, adults, then good afternoon fellow detainees, and introducing yourself by suggesting; my name is _____ and I'm serving 7th period detention because _____ identifying the rule broken. You can read your work directly as you have written it, or practice using your memory in an impromptu style. You must also share by being a good listener, and moreover a critical thinker.

When your turn comes up, as a critical thinker, you must be able to specifically point to and be able to repeat one of the seven steps, the future goals, or the thematic word. You then evaluate the idea, it in terms of the whole writing in order to assess whether the work is logical or contains faulty logic or poor thinking.

VII.

One by one, students present their problem-solving work to the group in what is a peer group counseling format. School counselors who have used a group counseling approach have been described in the literature (Williams, 1988). This format is new in that it uses problem-solving and critical thinking as the points of a group's focus. Poor thinking and faulty logic are caught

by the peer group under the guide of the detention moderator. Students must share by listening.

The moderator can regulate student presentations and critical analysis reflections as the situation necessitates, making smooth an early dismissal of some needy individual students. This decision for permission to exit early is the moderator's choice. By allowing the presenter to be the subsequent critical thinker, then dismissing him after a successful critique, illicit a condition of individual dismissal motivated good behavior. Students worked towards a quick and early dismissal when this format was offered. Otherwise, the seating scheme by order of entry was followed so that the first one in would be first one out.

(Two disciplinarian manipulators could be used in place of any threat in this intervention: One was the order of presentations as explained above. The other was the starting time of detention. If there was noise at the onset of the period the detention moderator could suggest that the group be given full credit from dismissal time since they were waiting quietly, rather than presently beginning the period. A third possibility, explained below, existed that a student did not pass the workshop and had to repeat it over successfully the following period. Student routinely made minor adjustments to improve their plans within the workshop itself).

Group dismissal was often in line-up fashion using various formations. Students lined up in alphabetical order or reversed alphabetical order, at an arms distance length with a few military drills. Their papers could then easily be collected in alphabetical order.

The Creative Thinking and Writing Analysis Workshop typically ended about 3:25 P.M. making it a thirty-five minute intervention. The time varied according to number of detainees. Good manners were highly regarded. If any students were problematic at detention, they failed and then had to serve eighth period detention in the counseling office under supervision, with parent contact being made since it was now after the legal limit of 45 minutes after school. This was rarely the case.

Finally, at the conclusion of the Creative Thinking and Writing Analysis Workshop disciplinary intervention, the detention moderator took the student written problem identifying and solving contracts back to the office. These were sorted and filed into individual student files for anecdotal type information and documentation as needed for other counseling and guidance tasks.

Appendix B

WINTER 1995 REFERRAL TO DETENTION

TO: George Matranga
Dean's Office, Room 110

Date: _____

I request that detention be assigned to the following
student _____ grade/HR _____
for the following reason (state the one primary problem):

Additional information if necessary:

I understand that an assessment of whether or not this
intervention has been successful is to be made one week (5
school days) following this referral.

Instructor _____ Period _____

Class _____ Room _____

DETENTION ASSESSMENT FOLLOW UP FORM. WINTER 1995

TO: George Matranga
Dean's Office, Room 110

Date: _____

On _____ I referred _____
date student
to detention for the following problem _____

This intervention:

_____ was successful in solving the problem.

_____ was not successful in solving the problem.

Comments if necessary:

Instructor _____ Period _____

Class _____ Room _____