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ABSTRACT

The 1990s are being labeled as the era of juvenile crime and violence. This program was developed, implemented, and targeted for adolescent minority males (n=25), in order to: (1) help identify at-risk students; (2) provide guidance; (3) provide strategies for academic success; (4) provide mentors; and (5) reduce the number of suspensions. Faculty and staff were first in-serviced on the value of creating a positive environment for learning. The at-risk students participated in an intensive 12-week group counseling intervention program. Objectives for the program were: for 70% of the targeted students not to receive a suspension for disruptive disobedience or fighting; for 100% of the students to academically pass for the year; and for 80% of the students to demonstrate a positive change in behavior. Although only the third objective was met, the program was successful overall. Each member of the targeted group was provided with a mentor and peer tutor. Career exploration was used as a motivator for the program. Twelve Appendices include suspension reports, a parent permission letter, a field trip letter, a progress report, and evaluation forms. (JBJ)

REDUCING SUSPENSIONS OF MINORITY MALES THROUGH A GROUP GUIDANCE/MENTORING INTERVENTION PROGRAM

by

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A Final Report submitted to the Faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in the University database system for reference.

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Abstract

Development and Implementation of Program for Reducing Suspensions of Minority Males Through a Group Guidance/ Mentoring Intervention. Campbell-Peralta, Pamela J., 1995. Practicum Report, Nova Southeastern University, Fischler Center for Advancement of Education.
Descriptors: Minority Males/At-Risk Students/Mentoring/ Peer Tutoring/Academic Failures/Group Guidance/Adolescent Males/Disruptive Discipline/Behavior Modification.

This program was developed and implemented to help identify, provide guidance to, provide strategies for academic success, provide a mentor, and reduce the number of suspensions for adolescent minority males. The objectives for the program were for 70 percent of the targeted students to not receive a suspension for disruptive disobedience or fighting; for 100 percent of the students to academically pass for the year; and 80 percent of the students to demonstrate a positive change in behavior. Only the third objective was met. Yet, overall the program was successful. Each member of the targeted group was provided with a mentor and peer tutor. Career exploration was used as a motivator for the program. Appendices include suspension reports, a parent permission letter, a field trip letter, a progress report, and the evaluation forms.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Pamela Campbell Peralta
student's signature

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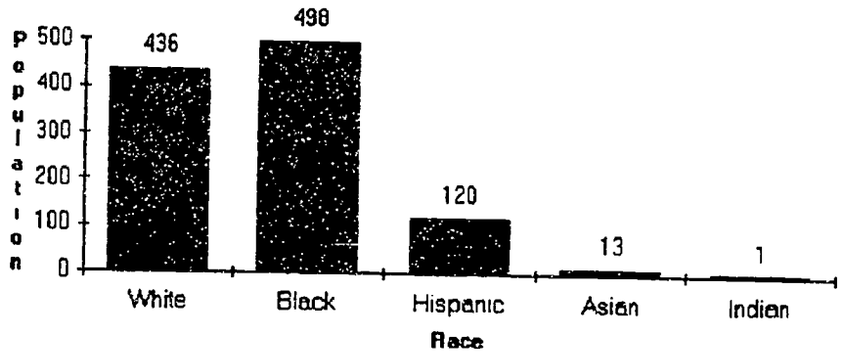
CHAPTER I

Purpose

The junior high school involved in this proposal was a seventh grade center located in an urban area in the southeastern part of the United States. This school will not become a middle school until 1997. The total number of students enrolled was 1068. Since students attending this school came from 13 feeder schools, the population was diverse and geographically disjointed. This school was considered an at-risk school for two reasons. The first, many of the students were from poverty stricken backgrounds as evidenced by the 788 students or 74 percent who were receiving free or reduced-price lunches. Secondly, the ethnicity of the population was largely composed of multiple minority groups of students (Figure 1,p.2). The ethnic breakdown was as follows: Caucasian, 41 percent; African-American, 47 percent; Hispanic, 11 percent; Asian, .01 percent; and Indian, .001 percent. The male to female ratio was 51:49. Data were not maintained on the gender count within the ethnic groups.

Figure 1

Ethnic Enrollment
Total Population 1068



The staff of this school was comprised of a principal, two assistant principals, three guidance counselors, one Human Relations Specialist, 61 teachers, 12 aides, seven custodians, seven clerical, nine lunchroom employees, and a School Resource Officer. Several itinerant staff employees served this school. They were a social worker, a psychologist, a Drug Abuse Comprehensive Coordinating Office (DACCO) counselor, a nurse, and a speech therapist. The ethnic breakdown for administration and teachers was: Caucasian, 72 percent;

African-American, 19 percent; and Hispanic, nine percent. The male to female ratio for administration and teachers was 15:53. The author notes no African-American males were employed at this school.

The population of students who attended the targeted school was diverse. Classes for Hearing Impaired, Physically Impaired, Educable Mentally Handicapped, Specific Learning Disabled, Emotionally Handicapped, and Severely Emotionally Disturbed students were offered. An Intensive Learning Alternative Program, a drop-out prevention program, was team taught with four teachers, three assistant teachers, and a full time Health and Rehabilitative Services counselor. Many of these Exceptional Student Education and alternative education students were mainstreamed into regular classes.

Curriculum offerings for full year courses were English, science, math, geography, reading, band, chorus, and keyboards. Spanish, computers, business occupations, technology, and marketing were offered on a wheel schedule where the student selected four courses and attended each course for nine weeks. The gifted program offered Odyssey of the Mind (OM), a creative problem solving club. Since 1990, the OM teams have placed in

state competition and won three consecutive championships.

This junior high school underwent reconstruction in 1991-1992. The final touches were completed by 1993. The school featured enclosed hallways for the classroom wings, a patio courtyard with planters, male and female locker rooms, a computer lab, a technology lab, science labs, and a business occupations computer lab. The media center housed a television production center and a computers corner which provided students with opportunities to learn with current computer technology. Since the lunchroom was small, five lunches were scheduled to serve the students. There was no multi-purpose room, gym, or stage at the school.

Two expected outcomes of the School Improvement Team's goals were the reduction of referrals and suspensions and the improvement of academic grades. Since disruptive, disobedient and fighting students received discipline referrals which resulted in suspensions, these students were also receiving failing academic grades. As an outgrowth of the School Improvement goals, the Committee to Improve Achievement (CIA) was formed. This committee had seven major goals

and 60 strategies and an ambitious timeline to improve academics. Through networking, the entire faculty participated in the implementation of this plan. The CIA was chaired by the school's 1994-1995 Teacher of the Year who was also a finalist for the county's Teacher of the Year.

The Parent Teacher Student Association (PTSA) was active with many parent volunteers on campus assisting in the media center and the various offices. The PTSA was also the sponsor for five school dances throughout the school year. At the end of each semester the school held an incentive field day for students who had met the criteria for academic and conduct grades. National Junior Honor Society, Student Council, Student Advisory Committee, Edgecomb Bar, Trust Program, Teacher as Advisor program, Hot Paws (environmental club), yearbook, and newspaper were the club offerings at the targeted school. Two talent shows, numerous musical concerts, and assemblies featuring guests added to the extra curricular offerings. In May an Honors Night was held to recognize the students who had received an honor and/or excelled during the school year. An after school tutoring program with teachers serving as the tutors was

offered on two afternoons a week to assist students with math and English. No transportation was provided for this program. The school developed a Youth Crime Watch program and an after school enrichment program which was offered four afternoons per week.

Two programs that aided in discipline control were Time Out and Police Athletic League (PAL). A classroom teacher could send a disruptive student to the Time Out teacher to defuse the conflict at the moment. PAL was sponsored through the Police Athletic League and allowed a student who had received an out-of-school suspension to attend classes at the PAL facility and receive credit for the class work completed. However, students could only attend PAL for a total of 10 days per semester. Since transportation was not provided to PAL, many students did not attend.

Each year the county conducts a Diversity Perception Inventory per school to determine the amount of racial harmony or tension. The last reported results were for May, 1994. In the inventory two questions (numbers eight and 11) were relevant to the climate of the targeted school. Question eight, "In this school, discipline is enforced fairly among students regardless of their racial

group," received a score of 57 percent of the students agreeing with the question and Question 11, "Teachers in this school respect the racial differences of students," received a score of 65 percent of the students agreeing with the question (Appendix A, p.63).

The author's role at the school was Human Relations Specialist. The Specialist functioned as an intervention person serving the students, faculty, administration, support staff, and parents through a multifaceted program of educational instruction to facilitate student success. Past responsibilities included designing and implementing an in-school suspension program. At that time, the author began to recognize the patterns of student disruptive behavior and the factors leading to such behavior. The author served as a co-facilitator in the peer facilitator program. As a member of the principal's staff, the discipline committee, chair of the multi-cultural committee, and a participant of the Child Study Team, the author became increasingly aware of the fact that too many minority males were being referred for disruptive/disobedience and fighting, which resulted in high suspension rates and thus low academic grades.

Since the author was an Educational Leadership major

aspiring to serve in an administrative position, the intensive intervention program the author designed and implemented utilized leadership/manager skills.

Most people within the school system and the community at large will agree that out-of-school suspensions are not the answer to the problem of disruptive discipline (Schram, 1995). To reinforce this idea, the superintendent of the school system issued a directive to reduce the number of students being suspended. After an analysis of the data from the 1993-1994 school year's records, suspensions were indeed at a high level. The total number of males within the county's junior high schools who received unduplicated suspension was 4,539 (Appendix B, p.65). The number of minority males suspended was 2,449 or 54 percent of the total number of males suspended.

Within the targeted school, the 1993-1994 reports indicated 156 males suspended. Of the males suspended, 118 were minority or 76 percent (Appendix C, p.67). For the school year 1994-1995, minority males represented 57 percent of the total male population. As of February 9, 1995, the total number of males referred for disruptive/disobedience and fighting for the 1994-1995

school year was 342 (Appendix D, p.69). The total number of minority males within the same categories was 271 or 79 percent of the total males referred.

As of February 10, 1995, the suspension rate for disruptive/disobedience and fighting for minority males was 82 percent of the total number of suspensions for males. As stated by the principal, the suspension rate should not exceed 40 percent. There is a discrepancy of 42 percent and therefore, a need was established that a program should be implemented to aid in the reduction of referrals and suspensions among at-risk minority males at the targeted seventh grade center so that over representation of a group did not occur.

The administration and the author reviewed the school records and determined that a problem existed. Specifically, the problem was too many minority males were receiving disruptive/disobedience and fighting referrals which resulted in suspensions. Since suspensions cause a student to receive a zero for the class work for each day out of school, they negatively impact academic grades. Thus, the suspended students received failing grades. If suspensions were reduced, then academic grades should improve. The 25 targeted

students had at least one failing grade in any of the four core academic courses. The principal desired no failing grades in the four academic courses. Therefore, there was a need to improve the academic grades of the targeted students.

The first targeted group was comprised of 25 minority males who possessed four of the factors putting them "at-risk" as described by Frymier and Gansneder (1989). The factors which cause children to be at-risk also contribute to the disruptive/disobedient and fighting behaviors. According to Frymier and Gansneder (1989, p.144) many factors contribute to "at-riskness." The at-risk factors the author considered were: receiving free or reduced-price lunch, home setting (living with someone other than a biological parent), at least 10 days absent from school, father's level of education (less than high school graduate), mother's level of education (less than high school graduate), caretaker's loss of job, divorce or separation of parents, having a sibling who dropped out of school, past documented history of disruptive behavior, low academic grades, student expressed dislike of school, and a documented lack of success. Also, the targeted group had

obtained an out-of-school suspension for disruptive/ disobedient classroom behavior and/or fighting, and failing grades during the first and second grading period in any of the four core courses: English, math, geography, or science (Table 1, p.12; key to Table 1, p.13). The targeted group was not receiving services in any special education classes or intervention programs.

The above mentioned at-risk factors contributed to the problem of behavioral referrals in a school with a large at-risk population. High referral and suspension rates and low academic grades were chronic at the targeted school. Disruptive/disobedient and fighting behaviors negatively impacted the classroom. Teacher time was diverted from academics to the disruption, learning was curtailed, other students' education was hampered, and the climate of the classroom was no longer conducive to the acquisition of knowledge (Whetsell, 1995).

The second targeted group was the 25 staff members who volunteered to serve as mentors for the targeted minority males. The male to female ratio of this group was 3:22. The ethnicity was Caucasian, 64 percent; African-American, 24 percent; and Hispanic, 12 percent.

Table 1

At-risk Factors of
Targeted Students

Student	Fr/R Lch	Home Sett	10 days ab	Fthr /ed	Hthr /ed	Job loss	Div/ Sep.	Sib. Drop Out	Drpt His- tory	Low Grades	Dis- like Sch	Lack of Succ
1	*		*					*	*	*	*	
2	*		*						*	*		*
3	*						*		*	*		*
4	*						*		*	*		*
5	*		*				*		*	*		*
6	*	*	*						*	*	*	
7	*		*			*	*	*	*	*		*
8	*						*		*	*		*
9	*		*				*		*	*	*	*
10	*						*		*	*	*	
11	*		*				*		*	*	*	
12	*								*	*	*	*
13	*		*				*		*	*		
14	*						*		*	*		*
15	*		*				*		*	*		*
16	*		*						*	*	*	
17	*		*				*		*	*		*
18	*									*	*	*
19	*						*		*	*	*	*
20	*	*	*						*	*		*
21	*		*						*	*	*	*
22	*						*		*	*		*
23	*						*		*	*		*
24	*		*				*		*	*		
25	*						*		*	*	*	

The key for at-risk factors for Table 1 (p.12) is as follows:

Student- each targeted student was assigned a number
Fr/R Lch-receiving free or reduced price lunch
Home Sett-home setting
10 days ab-10 days absent from school
Fthr/ed-father's level of education
Mthr/ed-mother's level of education
Job loss-caretaker's loss of job
Div/Sep.-divorce or separation of parents
Sib. Drop Out-sibling dropped out of school
Drpt History-past documented history of disruptive behavior
Low Grades-low academic grades
Dislike Sch-student expressed dislike of school
Lack of Succ-documented lack of success

The author designed an intensive program of group guidance that improved problem solving skills, offered techniques in conflict resolution, taught procedures for effective communication, provided for increased motivation, and offered tools for success to at-risk seventh grade minority males. The author selected a targeted group of 25 minority males who fit the criteria for at-risk students and who had a previous history of referrals and suspensions for disruptive/disobedience and fighting and failing grades. An adult mentor and a peer tutor were assigned to each member of the targeted student group by the author.

The targeted seventh grade center was referring and

suspending its minority males at a much higher rate than the remaining population. Research by Myrick and Dixon (1990) indicated that students who participated in such programs not only improved their conduct and self-management skills, but also improved their academic achievement. Research by Gary and Booker (1992) supported the premise that intervention programs were successful in changing the disruptive behaviors to positive behaviors and assigning a mentor to assist the at-risk student did encourage positive behaviors (Schonert-Reichl and Offer, 1992).

The first proposed objectives was: in order to demonstrate a positive change in behavior, at the end of the 12-week intervention program 80 percent of the 25 targeted students will answer yes to 22 of the 27 questions on the Student Program Evaluation (Appendix E, p.71).

According to Smink (1990) mentors gained personal satisfaction and a sense of pride from participating in a program. During the final week of the 12-week intervention program, 90 percent of the mentors were to answer yes to 12 of the 15 questions on the Mentoring Evaluation (Appendix F, p.74).

Watson (1991) stated that parental involvement and support was necessary for an intervention program to be successful. Based on this research, the author actively pursued parental involvement and support. The second objective was: following the 12-week intervention program, 80 percent of the parent(s)/ guardian(s) of the 25 targeted students will answer yes to seven of the 10 questions on the Parent/Guardian Evaluation (Appendix G, p.77).

The remaining objectives were: following completion of the intensive 12-week intervention program, 90 percent of the faculty will answer yes to five of seven questions on the Faculty, Administration, Support Personnel Evaluation (Appendix H, p.79).

During participation in an intensive 12-week intervention program of group guidance, at least 70 percent of the targeted 25 students will obtain no suspensions as measured by a review of the Disciplinary Action Report in which suspensions are reported.

After participating in an intensive 12-week intervention program of group guidance and working with mentors and peer tutors, 100 percent of the students will improve their academic grades and not receive a grade of

F in any of the four core academic courses: English, math, geography or science at the end of the fourth grading period as measured by review of students' school report cards.

The ultimate goal of the intervention program was for the 25 targeted students to internalize the lessons taught and to share them with other at-risk students within the program and within the school at large. During the intensive 12-week intervention program each of the 25 targeted students maintained a personal thought journal. During the counseling sessions, the author observed each student verbally sharing personal information with other members of the group.

CHAPTER II

Research and Solution Strategy

The 1990's are being labeled as the era of juvenile crime and violence (Tatge & Lasseur, 1995). Schools are a microcosm of society, and the concept of school being a safe environment for learning is being challenged. Much of the inappropriate behavior by juveniles is expressed within the confines of school. The inappropriate behavior classified as disruptive discipline results in referrals to the administration, which in turn results in suspensions. As a school system, we are now beginning to address the concept that suspension is not a cure, but rather a "band aid" to the larger problem of educating at-risk students.

First, what are the factors that identify a student as at-risk? Second, what are the programs which have proven effective in reducing the suspension rate and improving behavior? According to Frymier and Gansneder (1989) there are many factors that contribute to "at-riskness." For the purpose of their study, the factors evaluated were home setting (with whom the student

lives), retention in at least one grade, absenteeism, negative self-esteem, drug use, attempted suicide, physical or sexual abuse, use of alcohol, father's level of education, mother's level of education, major change in parent's health, death of a parent, parent's loss of job, divorce or separation of parents, pregnancy, and having a sibling who dropped out of school. The project involved 22,018 students in 276 schools; 6,173 fourth graders, 7,762 seventh graders, 7,417 ninth graders and 666 others. Each of the 276 schools was asked to select 100 "typical" students who were not being served in special education classes or attending alternative schools. The teachers and principals of the 276 schools participated in structured interviews and data were collected. The findings were limited to schools who volunteered to participate.

The findings were as follows: between 25 percent and 35 percent of the students were seriously at-risk, but the researcher felt these figures were low due to the lack of knowledge about a student's out of school at-risk information. Sixty percent of the teachers thought they could not help students cope with out-of-school problems; 45 percent stated they could not help with substance

abuse; and more than 90 percent thought parents, not teachers, should be responsible for helping students. Ninety-one percent of the teachers stated individual instruction was effective, yet only 79 percent used it. Teachers felt they were responsible for instruction of subject matter and were not responsible for the student's attitude about school, attendance, attention in class, or classroom behavior.

Another finding indicated more than three-fourths of the principals retained students, while only 26 percent believed it was effective. Forty-eight percent of the teachers believed retention was effective. In many, but not all, circumstances prior research showed that retention was harmful. Students who were retained had lower achievement levels and were more likely to drop out of school, yet schools continue this practice. The conclusion was that out-of-school factors clearly influence behavior. The education profession must recognize this fact or schools will continue to deal with the symptoms (and suspend students), rather than deal with the causes of disruptive behavior.

Myrick and Dixon (1990) studied fifth and sixth graders who were displaying inappropriate behavior and a

negative attitude toward school. Their desire was to change misbehavior and foster a productive/positive school attitude. The criterion used for selecting the 59 students was a six-item Likert-type scale. These students participated in six small group counseling sessions. Each session was carefully outlined and lasted approximately 30-45 minutes. The students also rated the sessions on a six-item Likert-type scale.

A control group of 59 students was also established. The findings were analyzed using an ANCOVA and there was a significant difference between the counseled group and the control group. The counseled group's behavior improved significantly at $p<.001$ level of significance. As to the results of the students' data, 42 of the 59 responded to the instrument. Of those responding, 72 percent reported an increase in understanding of self, and 86 percent felt the group counseling sessions helped them to better understand others. Sixty-two percent said the sessions caused them to like school more, and 81 percent would recommend the sessions to their peers.

This study demonstrated that positive attitudes about school and appropriate achieving behaviors in the classroom are necessary for students to be able to learn

and be successful. Group counseling sessions did produce improved attitudes and behaviors; therefore, these sessions should be continued and perhaps expanded.

As society becomes more diverse, the concern for understanding and educating minority children increases. Pollard (1989) chose to study high and low achieving students who were classified as being poor minority. The method of study was a survey questionnaire using several social-psychological variables which had been associated with school performance. The criteria for selecting the students were: minority status, African-American or Hispanic; low socioeconomic status (free or reduced-price lunch); average ability based on stanines of four or five on the Iowa Test of Basic Skills; and current grade point average (2.5 or above for high achievers and 1.5 or below for low achievers). Of the students meeting the criteria, 361 students from five middle schools and five high schools were randomly selected.

Seven factors (social attitudes, self-perceptions of ability, general social support, teacher support, parental support, parental influence, school involvement, and active problem solving) and variables were then reported in a multivariate analysis of variance (MANOVA).

The greatest significant difference between the two groups (high and low achievers) occurred between self-perceptions of ability, parental influence, and active problem solving. Teacher support and general support also were significantly effective in influencing student achievement.

In conclusion, Pollard pointed out that achievement in minority children can be effected by several alterable social-psychological variables. These are the variables which can be manipulated by the school environment to improve performance. Schools can increase expectations, reward efforts, provide for more positive adult involvement, assign peer tutors, value achievement, and assist minority students to foster improved academics.

To begin any group guidance program with at-risk students, there must be a "hook." Low academic grades are a result of the lack of motivation as well as the lack of skills. The low achieving student can begin to be motivated toward academic improvement when there is relevance to the student's future (Schram, 1995). An excellent motivational tool is the Choices Jr. computer program. Through a series of questions about personal likes this in-depth program selects a career which is

suited to the student. For many students this is the first time they have thought about a career or that a career was possible for them. The program explains in detail the job description, the necessary courses of study, the amount of schooling, and the anticipated annual income. Once students know that a career could become reality, the goal to achieve it can be set and the academic motivation process begins. For many students this is the spark that is needed to have them return to on-task behavior.

Gary and Booker (1992) also noted that establishing goals early in life provided for long term thinking and decreased the tendency toward immediate gratification. Students should be exposed to many possible career choices and be encouraged to establish long range career and personal goals. Providing an early sense of what is possible helps to establish priorities, and shapes the development and socialization of youths.

According to Slavin and Madden (1989), the more variety in education strategies the greater the chance of academic improvement. Lombardi and Odell (1994) analyzed the 1989 and 1991 Phi Delta Kappa study of at-risk students. In their study of 100 seventh grade students

26 were found to be at-risk and males continued to be considered at risk three times more than females. Ten of the 26 students were already being served in special classes. One of the issues this study attempted to determine was "What are the schools doing to help these students?" Several interventions were analyzed including small classes, parental involvement, tutoring, counseling, and use of the computer. Use of the computer as an intervention and motivational tool was found to be significantly associated with student success. The computer can be viewed as an intervention and adapted computer-assisted instruction can improve both academics and personal/social needs.

Fortenberry (1986) conducted a study of the Jackson Public Schools, in Jackson, Mississippi. This longitudinal study of 32,000 students during school years 1984-85 and 1985-86 was to devise a district-wide system for managing discipline data. Several findings from the study emerged. More suspensions and almost all expulsions occurred in grades seven to 10. Most offenses occurred in classrooms, hallways or on school grounds. Three percent of the students had multiple offenses. Two recommendations from the study are significant. The

first was teachers should be trained in methods for managing disruptive behavior and the second was that there is a need for early identification of students with behavior problems and these students should be placed in intervention programs. Special attention should be given to those who are multiple offenders.

Gottfredson (1986), in her analysis of data from over 600 schools, found that the problems of disruptive behavior are greater in urban schools when the community is characterized by poverty and disorganization. The research found that disruptive students are students who do not attend school regularly, do not perform well, have low expectations, have delinquent friends, dislike school, do not believe in the validity of rules and have little adult supervision. Two junior high schools in Baltimore were selected to implement two classroom management techniques: Canter's Assertive Discipline and Glasser's Reality Therapy. In Assertive Discipline the teacher has clear classroom rules with consequences, provides for consistent follow-through and offers rewards and support for students exhibiting appropriate behavior. In Reality Therapy the classroom rules and consequences are clear and the student is encouraged to make a

commitment to change his or her behavior. The classroom teacher holds student meetings where the students are encouraged to express their views in a non-threatening environment. Ownership of behavior is stressed. Implementation of the Assertive Discipline techniques was adhered to with great accuracy by the teachers. A technical report for the project stated that the traditional responses to misbehavior, writing discipline referrals to the office, decreased. Instead, the teacher implemented alternative approaches for disruptive students such as contacting the parent, removing classroom privileges, and implementing behavioral contracts.

Kiley and King (1992) studied 98 at-risk seventh and eighth grade students in a Maryland middle school to determine if there was a difference in the value orientations (personal beliefs and attitudes). The recommendations from the study were that possibly the personal beliefs of today's youth may hinder their academic success. For any program aimed at counseling or teaching adolescents to be effective the students must perceive that their culture is being validated. The teaching profession must gain understanding and awareness

of the cultural beliefs and values of their students in order to effectively prepare them for a productive future.

Few research studies have addressed what are the characteristics of adults who are successful with adolescents. Schonert-Reichl and Offer (1992) stated that the teachers who are successful with adolescents possess enthusiasm, ability to plan, warmth, flexibility, and awareness of individual differences. They understand and respect the adolescent's sensitivity to criticism and the need to be accepted by their peers. Non-related adults in a mentoring position can play an important role in the lives of adolescents. Support from a caring adult can provide the youth with a positive role model. Schonert-Reichl and Offer (1992) further stated that since at-risk students exhibit negative behaviors, it is important to provide the mentor with training and a network of support.

According to Smink (1990), a mentor is any caring person who develops a one-on-one relationship with someone in need. The mentor is a someone who listens, serves as a role model, encourages, shares information and experiences, and advocates. There is strong evidence

that youths who develop a strong relationship with an adult mentor benefit from the experience. Psychologists and personality theorists state that individuals reap positive benefits when a significant other can give unconditional rewards, moral support, and encouragement. The mentor fits this profile. In today's classroom with high teacher-to-student ratios, the teacher does not have the time to provide individual attention and interaction. The mentor can be effective in providing the necessary attention and the personal touch, increasing self-esteem, fostering good work habits, and exploring career options. The mentor must be willing to offer academic support in the areas of tutoring, goal setting, and time management if academic improvement is a goal of the mentoring program. However, for academic success with at-risk students the mentoring program can not be an independent intervention, but must function with other interventions. The student who has a mentor can more easily understand the value and benefit of education. Smink (1990) detailed 12 steps for starting a successful mentoring program. The 12 steps are as follows: establish program need, secure school district commitment, identify and select program staff, refine program goals and

objectives, develop activities and procedures, identify students in need of mentors, promote program and recruit mentors, train mentors and students, manage mentor and student matching process, monitor mentoring process, evaluate ongoing and terminated cases, and revise and recycle the steps. Contact between the mentor and the student should be several times a week. In conclusion, Smink (1990) found that the mentoring program cannot alleviate the problems facing at-risk students, but it is a valuable intervention for fostering academic success.

Watson (1991) stated that successful mentoring programs provide for a one-on-one relationship between the mentor and the student. The ideal relationship would match youths and mentors of the same race or ethnic background, but this is not always possible. Differences in race have not been a factor in successful youth/mentor relationships. Parental encouragement and approval is vital to the success of the mentoring program. The mentor's first obligation is to the youth as his advocate. However, the mentor may assist the family by referring areas of need to the program staff. Since mentors volunteer their time, it is important to reward them for their efforts. Watson (1991) profiled a

successful minority mentoring program in Washington, D.C., and found that the youths gained self-esteem through the positive interaction with an adult. For many of the youths this was the first one-on-one relationship with an encouraging adult. Mentoring programs enhanced the success of disadvantaged youths.

To analyze the relationship of peer tutoring and disruptive discipline, Winder (1990) used two methods of teaching, direct instruction and peer tutoring with a single second grade class. Nine types of disruptive behavior were recorded during a 16 day treatment period. A paired t-test was used to compare the mean behavior scores. Two disruptive behaviors were significantly reduced when the peer tutoring method was utilized. These were stalling or less time spent on task and the displaying a negative attitude toward school.

Winder (1990) also noted that discipline problems exist because school is viewed as a hostile environment, especially by low achieving students. The competition to do better than one's peer is great and more pressure is placed on the low achieving student. Peer tutoring increased the motivation for learning, removed the threat of succeeding individually and promoted the joy of learning through the sharing of knowledge.

Solution Strategy

Based on the research by Pollard (1989), Frymier and Gansneder (1989), Myrick and Dixon (1990), Fortenberry (1986), and Kiley and King (1992), the author in-serviced the faculty and staff on the value of creating a positive environment for learning. Teachers must be assisted and redirected to gain understanding that they are responsible for positive classroom attitudes. Through the in-servicing, teachers began to understand how powerful their role was in altering disruptive behavior, and they felt they were a valuable link in the process of educating the "total child." The author then selected (with teacher, support staff, and administration input) the 25 at-risk students who had at least four of the following at-risk factors: receiving free or reduced-price lunch, home setting (living with someone other than a biological parent), at least 10 days absent from school, father's level of education (less than high school graduate), mother's level of education (less than high school graduate), caretaker's loss of job, divorce or separation of parents, having a sibling who dropped out of school, past documented history of disruptive behavior, low academic grades, student expressed dislike

of school, and a documented lack of success. Also, the targeted group had obtained an out-of-school suspension for disruptive/disobedient classroom behavior and/or fighting, and had received failing grades during the first and second grading period in any of the four core courses: English, math, geography, or science. The targeted group was not receiving services in any special education classes or intervention programs.

These at-risk students participated in the intensive 12-week group counseling intervention program. Teachers had access to any information that was not deemed confidential in the hope that such information aided the teacher in a better understanding of the student. The group counseling sessions were viewed by the faculty and staff as a positive step in the direction of altering behavior and improving academics. The sessions could not occur in a vacuum, but had to be a part of the total school concept to be truly effective.

CHAPTER III

Method

This chapter contains pertinent information about the actual implementation of the program. The author was responsible for planning and conducting all teacher in-service training, mentor training, planning and designing the intervention program for the students, selecting the students for the group counseling sessions, conducting the sessions, obtaining incentives for mentors and students, and evaluating the program. On a weekly basis, the author monitored the attendance, referrals, and suspensions of the targeted students. Also, on a weekly basis, the author conferred with mentors, teachers, administration, and support personnel as to the progress of the students.

One month prior to the implementation of the group guidance intervention program, the author provided an in-service training for the faculty and staff to acquaint them with the upcoming program. This in-service workshop covered empowering teachers, empowering students, and multi-cultural sensitivity. According to Kiley and King (1992) cultural sensitivity and awareness are necessary to foster learning in today's school. Teachers were

informed on the powerful role they play in the educational process of the total child.

Three weeks prior to the program start date, prospective students were selected based on the author's at-risk criteria. Support personnel, faculty, and staff were consulted for their input on the selected students. At this time, the staff members who had volunteered to serve as mentors were briefed on the upcoming program.

One week prior to the start date, the author met with the prospective students in small groups to provide an orientation to the program and ask if the students would like to participate. Voluntary participation in the program would facilitate students' success. Permission letters explaining the program were sent via the students to the parents/guardians (Appendix I, p.81). Parent/ guardian permission was necessary for a student to participate. The parent/guardian of the student was notified when his/her child joined the program. Not all students joined the program on the start date due either to an absence or a suspension. The teachers of each participating student were notified by a memo.

The mentors were trained by the author in two one

hour sessions on the aspects of mentoring, program goals, and expected outcomes. Each mentor was provided with an author created Mentor Handbook which explained the program and contained a copy of the timeline. The mentors were informed of the student selection process and the process by which students would select mentors.

Most of the group counseling sessions were held in the principal's conference room, since this room is deemed a "power" room by students at the targeted school. Holding counseling sessions in this room aided in the empowering of the students. The 25 targeted students were divided into small groups of four to six students to provide for more one-to-one counseling. Some of the sessions were held in a classroom when the total group met or when the guest speakers gave their presentations. During each session, students who were celebrating a birthday received a card and two candy bars and the group acknowledged the birthday by saying something positive about the student(s).

Door prizes were given during each mentor meeting. These tokens helped to bolster the moral of the mentors and aided the camaraderie. During these meetings, mentors were encouraged to share experiences and

successful techniques, and to offer suggestions for improving the program.

The first student session, "Get Acquainted," was held during week one in a classroom. Since not all students knew each other, this session served as an introduction to each other and to the goals and objectives of the program. Cookies and juice were provided. Each student was given a folder; a supply of notebook paper; a pencil; a monthly calendar; a "Personal Thought Journal" booklet which was comprised of a cover page (Appendix J, p.84), lined notebook paper and a back page all stapled together; and a copy of the program timeline. Students completed the Attitude Survey (Appendix K, p.85). The list of mentors was placed on the board and students drew numbers for the order of selection for their mentor. There was much excitement during the mentor selection process, as each student eagerly awaited his turn to select. Students were asked for which courses they would like to have a peer tutor for academic assistance. Students were consulted on creating a name for the program. The name selected was the Pupils Achieving Success in School (P.A.S.S.) Club. The final task of this session was to write the first entry in the Personal Thought Journal on "What goals do you have for yourself while in this program?" Following

the session the author personally introduced each student to his mentor.

For session two, "Goal Setting," the students met in small groups in the principal's conference room. The lesson on setting academic goals followed the guidelines established by The Study Game (Bovier, 1992). Students completed a worksheet on both short-term and long-term goals. The computer program, Choices, Jr., was explained and the students were informed about the research which states that having a career choice is a motivator for success. The session ended with the journal entry, "Discuss your mentor and tell about one success you had this week." During the next four days, students worked in pairs or in threes to complete the computer program. One copy of the career profile was placed in each student's folder, one copy was taken home to discuss with the parent/guardian, and the final copy went to the mentor. The mentor discussed the career choices with his/her student. The author used these career choices to plan the career exploration field trips that further enhanced motivation and success (Appendix L, p.88). During this week, six mentors held a "Get-Together" breakfast for their students.

The session for week three began with a recap of the career choices and a general discussion of the progress made by the students. Students were provided with a P.A.S.S. Progress Report (Appendix M, p.90) to be completed by classroom teachers. The lesson conducted involved the Conflict Resolution strategies of Schmidt and Friedman (1991) taken from their workbook, Creative Conflict Solving for Kids. We discussed the nature of conflict and the rules for fighting fair. The journal topic "Describe a time when you had a conflict and how did you solve/resolve it?" was completed. During week three, a mentor update meeting was held after school to discuss the progress of both students and the program, and to address any concerns. A memo was sent to teachers and staff informing them of the students being served by the P.A.S.S. Club, the student's mentor, and advising them to contact the student's mentor if a problem occurred.

Week four's session dealt with "Motivation/Feelings About School." Students shared a journal entry and shared any successes or setbacks that had occurred to date. The author conferred with classroom teachers, support personnel, and administration regarding the

progress of the students. The students asked to use the P.A.S.S. Progress Report on a weekly basis. The author agreed.

Week five's session was "Dealing with Anger." The lesson was adapted from Schmidt and Friedman (1991). Students completed the worksheets and reviewed the rules for fighting fair. Students completed worksheets and discussed their responses with the group. A journal entry was made. A meeting to update the mentors on the program's progress was held.

Session six dealt with "Problem Solving" strategies. Progress reports were sent to teachers and the results were recorded. Awards were given to students who had met their goals, for example: no tardies or completing all the assignments in science. Students took progress reports home to the parent/guardian. Popcorn and juice were provided.

"Communication-Giving and Receiving Feedback" was the lesson for session seven. Students practiced the model and several mentors attended the session. Students completed the Attitude Survey (Appendix K, p.85). A journal entry on "What are your goals for the remainder of the school year?" was completed.

Session eight involved "Communication/Listening." Much time was spent on the communication model as most of the students lacked effective communication skills. Some of the peer tutors attended this session. The students broke into pairs and role played effective communication. A journal entry was completed. The author conferred with classroom teachers, support personnel, and the administration regarding the progress of the students.

Session nine, "Dealing with Anger," was repeated when several students in the P.A.S.S. Club demonstrated a deficiency in the skills to effectively deal with anger. Following a round table discussion, all students displayed an understanding of alternative ways to respond to a conflict. Journals were written on this topic and then discussed within the group. Incentive tokens of imprinted pencils were given to students meeting their short-term goals.

"Stress and Crisis Management" was the lesson for session 10. The lesson included handouts, discussion, and a journal entry. Students who selected computers or law enforcement as a career attended a career exploration field trip. A journal entry on either "Your reaction to the field trip, what you liked and learned" or "Describe

a recent time when you effectively handled anger" was completed. Students shared their journal entry. Students who attended the field trip wrote a thank you note to the Security Services Department.

For session 11, "Staying Positive for Success," the students listened to and participated with the two guest speakers from the Urban League, Mr. Darrell Daniels and Mr. Henry Bell. Their topic was timely and well received by the students as evidenced by their journal entries. Doughnuts and juice were provided. On Saturday, four mentors took their students to a local theme park and dinner. During this week the final mentor get-together was held before school. The mentors discussed the program while being treated to juice and doughnuts.

The second field trip occurred during the last week of program implementation. It was to the largest technical high school in the area. The students who had selected careers in medicine, machinery, auto body, commercial art, and engineering attended.

The last session, 12, "Maintaining Goals for Success," allowed students time to discuss their reaction to the program and write this reaction in their journals. Students completed the Student Program

Evaluation (Appendix E, p.71). Awards were given to all students who completed the program. Special awards were given to two students who enjoyed the most academic improvement, and to the student who displayed the most improved attitude. Each student received a Fossil baseball cap. Cookies, chips, pretzels, candy, and juice were served. The program ended with a photo session and wishes of continued success.

During week 12, the mentors completed the Mentoring Evaluation (Appendix F, p.74). The Faculty, Administration, and Support Personnel Evaluation (Appendix H, p.79) was completed by the appropriate individuals, and the Parent/Guardian Evaluation (Appendix G, p.77) was completed. The results were recorded. Since this program concluded with the ending of school, the final report of the results of this program will be provided to faculty, administration, and support personnel during pre-planning of the coming school year.

The cost to implement this intervention program was approximately $300.00. Materials purchased included: 30 pocket folders, two boxes of laser certificates, one packet of pre-printed certificates, three reams of copy paper, two packs of notebook paper, one laser printer ink

cartridge, juice, doughnuts, pretzels, cookies, and candy. All mentor door prizes, the imprinted pencils, the Fossil baseball caps, and other student incentives were donated. Each mentor was financially responsible for any tokens given to his/her student and for any out-of-school events.

The targeted students wrote a journal entry during each group session. The author responded to the entry in writing. Students frequently shared a journal entry with the group.

Timeline

Week	Activities
One	"Get Acquainted" Students given supplies and completed the Attitude Survey (Appendix K, p.85). Met mentors. Assigned peer tutors. Named program.
Two	"Goal Setting" Career profiles completed and discussed with mentor. Academic and behavior goals set.
Three	"Conflict Resolution" Progress reports given. Mentor update meeting held. Memo sent to teaches/staff identifying program participants.
Four	"Motivation/Feelings About School"

	Author conferred with teachers, administration, and support personnel. Progress Reports given.
Five	"Dealing with Anger" Handouts given. Worksheets completed. Mentor meeting held.
Six	"Problem Solving" Progress reports to teachers and parent/guardian. Awards given for goals met.
Seven	"Communication-Giving and Receiving Feedback" Practiced communication model. Students completed the Attitude Survey (Appendix K, p.85). Mentors attended session.
Eight	"Communication/Listening" Peer tutors practiced the model in pairs. Author conferred with teachers, support personnel, and administration.
Nine	"Dealing With Anger" Students practiced conflict resolution strategies in pairs. Awards given to students meeting goals.
10	"Stress and Crisis Management" Students completed handouts on the lesson. Career exploration field trip for law enforcement and computers.
11	"Staying Positive for Success" Guest speakers spoke on the topic. Final mentor meeting held. Career exploration field trip for medicine, machinery, auto body, commercial art, and engineering.
12	"Maintaining Goals for Success" Students completed Student Program

12 (continued)

Evaluation (Appendix E, p.71).
Awards given to all students who completed the program.
Mentors completed the Mentoring Evaluation (Appendix F, p.74).
Faculty, Administration, and Support Personnel Evaluation (Appendix H, p.79) was completed.
Parent/Guardian Evaluation (Appendix G, p.77) was completed.
Results were recorded.

CHAPTER IV

Results

Several methods of evaluating the impact of this 12-week intensive intervention program occurred. These methods included direct observation, evaluation questionnaires, attitude surveys, and review of school reports. Each specific objective and criterion for success will be detailed below.

For the results of this practicum, the ending number of students who completed the program was 20. One student withdrew from school, three students were on suspension the final two weeks of school, and one student was suspended the last week of school.

The first objective addressed in this project involved analysis of the targeted students' academic and behavior improvement. If, after participation in an intensive 12-week intervention program, 80 percent of the 25 targeted at-risk students answered yes to 22 of the 27 questions on the Student Evaluation (Appendix E, p.71), this objective would be met. The Student Evaluation was completed by 18 of the 20 students. Since 83 percent of the students responded yes to 22 of the 27 questions on

the Student Evaluation, this objective was met.

The following table is an analysis of the questions which had significance to the success of the program.

Table 2

Student Evaluation

Question #	% Yes	% No	% Sometimes
1	100	0	
2	83	17	
3	78	22	
4	83	6	11
5	83	6	11
6	66	17	17
7	83	11	6
8	94	6	
9	72	28	
10	100	0	
11	88	12	
12	88	12	
13	100	0	
14	88	12	
15	100	0	
16	94	6	
17	88	12	
18	45	33	22
19	100	0	
20	88	12	
21	100	0	
22	100	0	
23	72	11	17
24	89	0	11
25	100	0	
26	88	12	
27	50	39	11

All students answered yes to question one, "I learned the importance of goal setting." Seventy-eight percent of the students answered yes to question three, "I achieved my goals." Eighty-three percent answered yes and two students wrote in "sometimes" to question four, "I learned conflict resolution strategies," and question five, "I now use conflict resolution strategies." All students answered yes to the following questions 10, 21, 22, and 25: "I liked having a mentor," "I think this program should be continued," "This program helped me learn ways to control my anger," and "I know how to gain positive attention." Eighty-eight percent of the targeted student answered yes to questions 11, 12, 20, and 26: "My mentor helped me with my goals," "I know how to have effective communication with peers and adults," "I feel successful," and "I am proud of my accomplishments in this program." Ninety-four percent answered yes to questions 19 and 24: "I learned about careers" and "My attitude has improved."

The students were very positive about the program. Several commented that the program should start earlier in the school year. Three students wanted the group to meet more than once a week. The author met with the

students in a group session only once a week, but contact with the students was approximately three times a week to assist with the peer tutoring or to intervene on a discipline situation.

The second objective evaluated the mentors' responses to the program and the mentoring process. If, after serving as a mentor in the 12-week intervention program, 90 percent of the mentors answered yes to 12 of the 15 questions on the Mentoring Evaluation (Appendix F, p.74), this objective would be met. Twenty-three of the mentors completed the Mentoring Evaluation. The mentor whose student withdrew did not complete an evaluation and another mentor failed to complete the form. After analysis of the questions, question eight, "The off campus event created a more friendly relationship between the student and me" and question nine, "I took my student to an event off campus" were deleted. Even though four mentors did take their students off campus, this was not a requirement for the mentoring process and therefore, the author felt these questions should not be a part of the evaluation.

Of the 23 mentors who completed the evaluation, 40 percent answered yes to 10 of the 13 questions. Seventy-

four percent responded yes to half of the questions. This objective was not met. However, based on the comments from the mentors, all felt the program was successful and all mentors stated they would volunteer again. One mentor wrote, "This program revealed to me that some of the students we consider unreachable are desperately in need of our help and guidance. Super program and it works!" Several mentors commented that the program should begin earlier in the school year and that they would like more time with their students. Seven of the mentors were beginning teachers who were participating in the Professional Orientation Program and felt pressed for time. However, they exhibited much enthusiasm for the program.

The third objective the author evaluated concerned the parents'/guardians' responses to the program. The questions addressed their child's academic and behavior improvement, parent participation in the program, and communication between the parent/guardian, the child, and the mentor. If, after personal participation and having a child who participated in the 12-week intervention program, 80 percent of the 27 parent(s)/guardian(s) answered yes to 12 of the 15

questions on the Parent/Guardian Evaluation (Appendix G, p.77) this objective would be met.

Only nine or 45 percent of the remaining 20 parents/guardians responded to the evaluation. The author noted that the parents/guardians of at-risk student rarely participated in school sponsored events. This lack of participation is one of the factors in the lack of success of at-risk students. The author made numerous phone calls to the parents/guardians in an attempt to encourage participation and the return of the evaluation. Of the nine parents/guardians who responded to the evaluation, 55 percent answered yes to seven of the 10 questions. This objective was not met. Eighty-eight percent felt their child's attitude about school improved. One mother actively participated with her son. She made visits to the school to meet with teachers, visited with her son's mentor, and the author. Her son was successful in passing for the school year.

Objective four concerned the responses to the program from the faculty, administration, and support personnel. If, after completion of the 12-week intervention program, 90 percent of the faculty, administration, and support personnel answered yes to

five of the seven questions, this objective would be met (Appendix H, p.79). The questions on this evaluation dealt with the behavior, academic, and attitude improvements of the students.

The teachers who responded were the teachers who taught the targeted students in any of the four academic core courses, math, English, geography, or science. Thirty-nine teachers responded to the evaluation. Of those responding 41 percent answered yes to five of the seven questions. This objective was not met. After analysis of the evaluation, 19 of the 20 students did receive at least one score of a five from at least one teacher. Nine students received a score of seven from at least one teacher. Twelve students received two or more scores of either five, six, or seven or a combination. The conclusion reached by the author is that teaching methods and personalities of some of the teachers contributed to the lack of success for the student in that particular teacher's class. Three teachers consistently rated all of the students poorly. In the anonymous comment section, several teachers commented positively. Many teachers noted improved behavior and

academics. One teacher responded,

> Whenever (the student) returned to class, he asked for his makeup work and completed it that day. He even turned in a notebook at the end of the nine weeks. This shows excellent effort.

Another wrote, "He has been doing so much better!" Working with him has reminded me of why I became a teacher in the first place."

The fifth objective evaluated the number of suspensions which the targeted students obtained. If, after participation in an intensive 12-week intervention program of group guidance, at least 70 percent of the targeted students did not receive another suspension as measured by a review of the Disciplinary Action Report, this objective would be met.

Of the 25 targeted students who began the program, one student withdrew from school and four students were suspended at the end of the school year. During the implementation of the intervention program, 22 students received a disciplinary referral, which resulted in 11 students or 46 percent receiving an out-of-school suspension for fighting or disruptive discipline. Three students were suspended for other reasons. Therefore, this objective was not met. Six students attended the

PAL program and received academic credit for the days suspended. This proved beneficial for two of the students. The remaining four students had additional suspensions that negatively impacted their grades. A student could only attend PAL for a maximum of 10 days during a semester. Several students had reached this quota or received additional suspensions. Of the total 14 suspensions, the average days out of school was 2.4 days. Five students received two suspensions for an average of 11.4 days. One student was suspended three times for a total of 15 days. Another student received four suspensions for a total of 26 days. Since out-of-school suspensions result in a zero for the day's class grade, it was difficult for several of the students to pass.

The author notes since this intervention program was implemented at the end of the school year, discipline referrals frequently were dealt with more severely at the end of the school year as compared to the beginning of the school year. Traditionally, students who have had referrals or suspensions during the year will be suspended more readily toward the end of the year. Also, it was common to suspend a student for the remaining one

to two weeks of the year. This happened to four of the targeted students.

Objective six evaluated the academic improvement of the targeted students. If, after participation in an intensive 12-week intervention program of group guidance and working with mentors and peer tutors, 100 percent of the students improved their grades and do not receive an F in any of the four core academic courses: English, math, geography, or science at the end of the fourth grading period as measured by the school report card, this objective would be met.

Since only 12, or 60 percent, of the 20 students who completed the program passed for the year, this objective was not met. Even though this object was not met, the author was certain that without the intervention program, the number of students passing would have been lower. For several students, this was the first year they did not have to attend summer school in order to pass for the year. Overall the students, mentors, faculty, and administration felt the program was successful.

The final objective for this project concerned the responses of the students in their personal thought journals. If, during the intensive 12-week intervention

program each of the 25 targeted students maintained a personal thought journal and shared the entries with the group, this objective would be met. The ultimate goal of the program was to have students internalize the lessons taught in the guidance sessions and to increase their self-esteem and motivation.

All students maintained a personal thought journal and did share experiences with the group. Many students enjoyed success for the first time. Student comments are unedited. One student wrote, "I have been successful in math, which I don't like but, I'm starting to like it." Another wrote, "I was successful when I turned in all my science work when I was supposed 2 and I made a good grade!!" For one student success was "I didn't get no tardies in (geography) class." Ten students said they would return next year and be a quest speaker and share their successes with the new group of students.

CHAPTER V

Recommendations

Since the program ended at the end of school year, the results of the intensive 12-week group counseling sessions, will be shared with the faculty, administration, and the support staff at the beginning of the next school year. A summary of the results will be mailed to the parent(s)/guardian(s) of the students who participated. The results will be shared with district personnel. The principal of the targeted school, who served as the author's mentor, did receive a copy of the results.

The desired outcome of this program was for the students who participated to have positively altered their behavior and to have experienced success. Now they may continue being successful, not only within the school setting, but also in other life activities. Another desired outcome was that the entire school, not just the participants, would benefit from the implementation of this program. Hopefully, the faculty and the mentors in particular, gained a better understanding of the powerful

role they play in influencing the attitudes of the students they teach.

Based on the positive responses from the students, mentors, faculty, administration, and support personnel the author will continue this program next year. Two changes will be made. One, the program will begin during the first quarter of the school year. Secondly, at-risk minority females who meet the criteria will be added to the program. Three mentors requested to work with a female student. The author believes that early implementation of the program will produce even greater successes for the students and the entire school.

The author will actively pursue obtaining a grant and outside funding for the program. More time will be spent on the career exploration aspect of the program. More time will be scheduled for mentor/student interaction.

The author suggests that the ultimate goal is for the students who participated to become contributing members of society and to share their successes with other students who fit the profile of being at-risk. Since 50 percent of the students agreed to return and share their experiences with others, this is the

beginning of reaching this goal. The students' successes started with this intensive 12-week intervention program and will be tracked periodically throughout the next school year.

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Appendices

Appendix A

Diversity Perception Inventory

Appendix A

Diversity Perception Inventory

DATA SORT	ALL RESPONSES			
QUESTIONS	RESPONSES			
	DISAGREE % 1993	DISAGREE % 1994	AGREE % 1993	AGREE% 1994
1. I like to be with people who have a different racial background from mine.	24	16	76	84
2. I enjoy having friends from other racial groups.	18	15	82	85
3. I like attending a school with people from different racial groups.	27	21	73	78
4. My friends like attending a school with different racial groups.	34	29	66	71
5. Students in this school usually "hang out" with students of the same race.	25	17	75	82
6. In this school, students mix easily with students who have different racial backgrounds than theirs.	40	43	60	57
7. Students in the school are afraid of students who have different racial backgrounds than theirs.	47	41	53	59
8. In this school, discipline is enforced fairly among students regardless of their racial group.	41	43	59	57
9. In this school, teachers deal with racial or ethnic insults immediately.	46	42	54	58
10. The students in this school respect the racial differences in other students.	58	57	42	43
11. Teachers in this school respect the racial differences of students.	33	36	67	65
12. Administrators in this school respect the racial differences among students.	39	24	63	75
13. My parents encourage me to have friends from other racial grounds.	31	32	69	68
14. I am afraid of students who have different racial backgrounds than mine.	N/A	82	N/A	18

Appendix B

County Junior High Suspension Rates

Appendix B

County Junior High Suspension Rates

Corporal Punishment Report - 1993-1994
For School Year '93-94, Junior High Schools

Ethnic	Unduplicated Out-of-School
White male	2090
Black male	1626
Hispanic male	791
Asian male	20
Indian male	12
Total	4539

Total minority males suspended:

2,449 or 54 percent

Appendix C

Targeted Junior High School Suspension Report Summary

Appendix C

Targeted Junior High School Suspension Report Summary

Ethnic	Unduplicated Out-of-School
White male	38
Black male	100
Hispanic male	18
Total	156

Total minority males suspended:

118 or 76 percent

Appendix D

Disciplinary Action Incident Report for the Targeted School

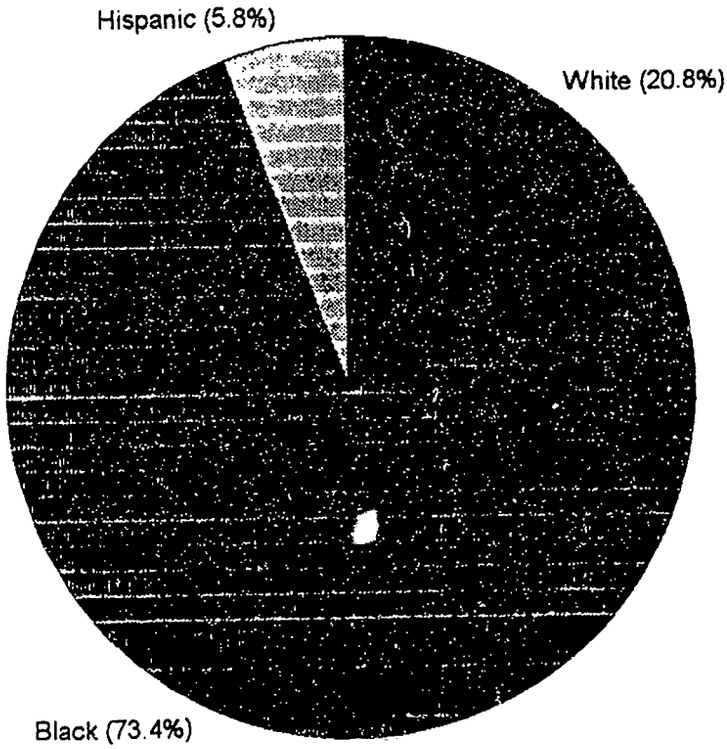
Appendix D

Disciplinary Action Incident Report
for the Targeted School
(Males)

The total number of reported incidents for disruptive/disobedience and fighting: 342

Ethnic breakdown:

White - 71
Black - 251
Hispanic- 20



Percentage Chart

Appendix E

Student Program Evaluation

Appendix E

STUDENT PROGRAM EVALUATION

PLEASE CIRCLE YOUR ANSWER

1.	I learned the importance of goal setting.	YES	NO
2.	I set short term goals.	YES	NO
3.	I achieved my goals.	YES	NO
4.	I learned conflict resolution strategies.	YES	NO
5.	I now use conflict resolution strategies.	YES	NO
6.	I have good study habits.	YES	NO
7.	I am responsible for my behavior.	YES	NO
8.	I have a confident attitude.	YES	NO
9.	My peer tutor helped me with my assignments.	YES	NO
10.	I liked having a mentor.	YES	NO
11.	My mentor helped me with my goals.	YES	NO
12.	I know how to have effective communication with peers and adults.	YES	NO
13.	I participate in class discussions.	YES	NO
14.	I turn in my assignments.	YES	NO
15.	I liked the group sessions.	YES	NO

16.	I learned about careers.	YES	NO
17.	I have set long term goals.	YES	NO
18.	I am happy with my grades.	YES	NO
19.	I liked sharing in the group.	YES	NO
20.	I feel successful.	YES	NO
21.	I think this program should be continued.	YES	NO
22.	This program helped me learn ways to control my anger.	YES	NO
23.	I will share what I learned with others.	YES	NO
24.	My attitude has improved.	YES	NO
25.	I know how to gain positive attention.	YES	NO
26.	I am proud of my accomplishments in this program.	YES	NO
27.	I will be a quest speaker to the next group of students in the program.	YES	NO

Comments:

_____

_____

_____

_____

_____

Appendix F

Mentoring Evaluation

Appendix F

MENTORING EVALUATION

PLEASE CIRCLE YOUR RESPONSE

1.	I found the mentoring process to be successful.	YES	NO
2.	I found myself in the role of friend and helper.	YES	NO
3.	I was able to help my student solve problems.	YES	NO
4.	I was able to help my student set goals.	YES	NO
5.	I felt I had sufficient training to be a mentor.	YES	NO
6.	Some of the problems I encountered with my student required the intervention of support personnel.	YES	NO
7.	I took my student to an event off campus.	YES	NO
8.	The off campus event created a more friendly relationship between the student and me.	YES	NO
9.	I participated with my student in the group sessions.	YES	NO
10.	I met with my student at least 4 times each week.	YES	NO
11.	I met with my student more than 4 times a week.	YES	NO
12.	I was able to connect with the parent/ guardian of my student an offer assistance.	YES	NO

13.	I would volunteer to be a mentor again.	YES	NO
14.	I think I made a significant difference in the life of my student.	YES	NO
15.	I would like this program expanded to be a full school year.	YES	NO

Comments:

_____

_____

_____

_____

_____

Appendix G

Parent/Guardian Evaluation

Appendix G

PARENT/GUARDIAN EVALUATION

PLEASE CIRCLE YOUR ANSWER

1.	The Guidance/Mentor program helped my child to set goals.	YES	NO
2.	My child's behavior improved.	YES	NO
3.	My child's grades improved.	YES	NO
4.	The conflict resolution strategies benefited my child.	YES	NO
5.	My child's attitude toward school improved.	YES	NO
6.	My child talked with me about the program.	YES	NO
7.	I met with my child's mentor.	YES	NO
8.	My child practiced controlling his behavior.	YES	NO
9.	I attended one or more sessions.	YES	NO
10.	I would like to have this program continued.	YES	NO

Additional Comments:

_____

_____

_____

Appendix H

Faculty, Administration, and Support Personnel Evaluation

Appendix H

FACULTY, ADMINISTRATION, & SUPPORT PERSONNEL EVALUATION

PLEASE CIRCLE YOUR ANSWER

1.	Targeted student displayed improved behavior in class.	YES	NO
2.	Targeted student improved his academic grades.	YES	NO
3.	I observed the targeted student using conflict resolution strategies.	YES	NO
4.	I observed the targeted student displaying more on-task behavior.	YES	NO
5.	Peer relations improved with the targeted student.	YES	NO
6.	I observed the targeted student using more self-control.	YES	NO
7.	The targeted student's overall attitude improved.	YES	NO

Additional Comments:

Appendix I

Parent Permission Letter

Appendix I

Parent Permission Letter

March 7, 1995

Dear_____:

Hello, I am Ms. Pamela Peralta, the Human Relations Specialist. I am currently working on my master's degree. As part of the requirement for my course work, I must implement a program at my school. I have chosen to work with students who hopefully would benefit from weekly group counseling sessions designed to help them increase their communicating skills, problem solving skills, and study skills.

Your child has been selected to join the 12-week program. Since I will be meeting with the students on a weekly basis and the information will be reported in a final paper, I do need your permission before I may add your child to the program. Confidentiality will be maintained throughout the program, and no names will appear in the final report.

Each student in the program will be assigned a mentor from our staff who will assist the student in a supportive role for goal setting, for academic assistance, and for communication. Each student will also be assigned a peer tutor for assistance in any area of academics where improvement is needed.

I believe your child could benefit from this program. Parents are a vital link to education. I hope you will visit our sessions and participate with us in this program.

If you would like your child to be a part of the program, please sign the bottom section and return it to school. Thank you.

Sincerely,

Pamela Peralta
Human Relations Specialist

I give _____ permission to participate in the group program.

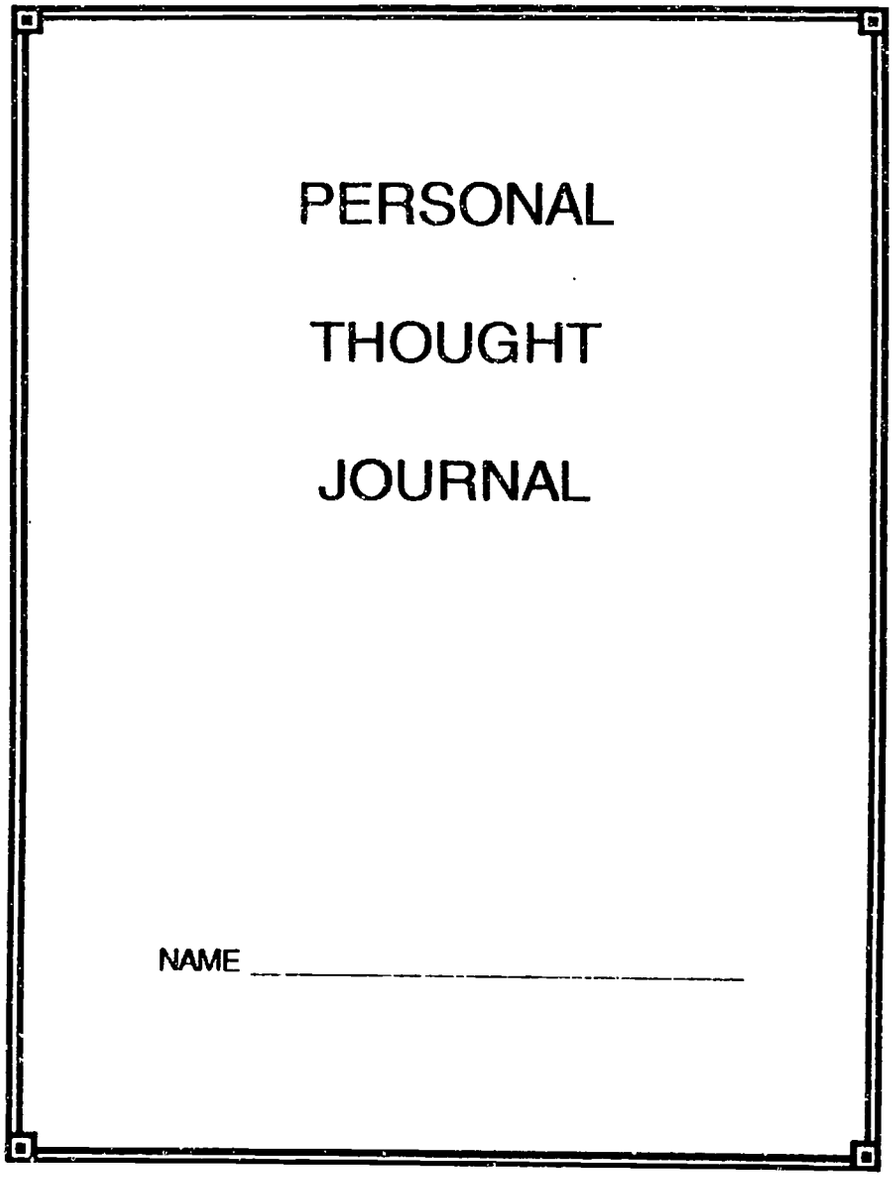
Signature_____ Date_____

Appendix J

Personal Thought Journal

Appendix J

Personal Thought Journal



Appendix K

Student Attitude Survey

Appendix K

STUDENT ATTITUDE SURVEY

PLEASE CIRCLE YOUR ANSWERS

1.	I know how to control my behavior.	YES	NO
2.	I bring supplies to class.	YES	NO
3.	I am happy with the grades I am making.	YES	NO
4.	I set goals and try to achieve them.	YES	NO
5.	I come to class on time.	YES	NO
6.	My teachers are responsible for my behavior.	YES	NO
7.	I like my teachers.	YES	NO
9.	My teachers listen to me.	YES	NO
10.	I like helping other students.	YES	NO
11.	I learn from listening to others.	YES	NO
12.	I like to share my ideas.	YES	NO
13.	I have good study habits.	YES	NO
14.	I believe education is important.	YES	NO
15.	I feel successful in school.	YES	NO
16.	I have a confident attitude.	YES	NO
17.	I share my thoughts with an adult.	YES	NO

18.	I know how to control my anger.	YES	NO
19.	I know what careers are available to me.	YES	NO

Appendix L

Field Trip Letter

Appendix L

Field Trip Letter

March 28, 1995

Mr. David Friedberg, Chief
Security Services Department

Dear Chief Friedberg,

As part of my practicum entitled "Reducing Suspensions of Minority Males Through a Group Guidance Intervention Program," one of the components is to have the targeted males spend a portion of a school day visiting in their chosen career field. Research states that having a career goal fosters motivation in all students especially, at-risk students. Four of my students are interested in the computer field and law enforcement.

Since your department demonstrates real world experiences of law enforcement and working with computers, I thought there may be an opportunity for my students to visit your office. I would provide the transportation. If you think it is needed, I would also chaperone them. The visitation could be with both students or one at a time, whatever you felt was best.

Please consider my request. I will phone you in a week to discuss the possibility of the visits, or you can call me. Chief Friedberg, thanks in advance for your help with this important aspect of ensuring success for my students.

I look forward to talking with you.

Sincerely,

Pam Peralta
Human Relations Specialist

Appendix M

Progress Report

Appendix M

Progress Report

P.A.S.S. PROGRESS REPORT (MENTORING PROGRAM)

STUDENT_____ WEEK OF_____
SUBJECT_____ TEACHER_____

CONDUCT:

_____RESPECTFUL

_____POSITIVE ATTITUDE

_____COOPERATIVE

HOMEWORK:

_____COMPLETE

_____INCOMPLETE

CLASSWORK:

_____COMES PREPARED

_____USES TIME WISELY

_____ASSIGNMENTS COMPLETED

GRADE:

_____ACADEMIC

_____ CONDUCT

TEACHER COMMENTS:

_____

_____

_____

_____

Appendix N

Practicum Software Evaluation Form

Appendix N

Practicum Software Evaluation Form

AUTHOR: STM Corporation

TITLE: Choices, Jr.

CHECK ALL THAT APPLY

___Academic Game
___Drill and Practice
___Simulation
✓Test/Diagnostic
___Tutorial
___Administrative
___Other

LEVEL: ___Preschool ___K-3 ___4-6 ✓6-8 ___9-12 ___Adult

PURPOSE: ___Remediation ___Developmental ✓Enrichment

HARDWARE: Computer:_____ K Ram required:_____ Color: Y N

CD ROM _____ Number of Drives:_____ Printer: (Y) N Other:_____

	Circle Rating
CONTENT	
1. Program has educational value	(Y) N NA
2. Grammar accurate and free of syntax errors	(Y) N NA
3. Stereotype-free (race, ethnic, sex, etc.)	(Y) N NA
4. Content adaptable to varied instructional strategies	(Y) N NA
INSTRUCTIONAL QUALITY	
5. Purpose of the program well defined	(Y) N NA
6. Defined purpose achieved	(Y) N NA
7. Presentation of content clear and logical	(Y) N NA
8. Level of difficulty appropriate for target audience	(Y) N NA
9. Sequence organized for developmental steps	(Y) N NA
10. Graphics, color, sound appropriate for instruction	Y N (NA)
11. User controls sequence of presentation	(Y) N NA
12. Program controls the sequence	(Y) N NA
13. Entry level prerequisites specified	Y (N) NA
14. Program user-friendly, easy to read, understand	(Y) N NA
TECHNICAL QUALITY	
15. Instructional text formatted/sized for easy reading	(Y) N NA
16. Students easily operate program independently	(Y) N NA
17. Relevant computer capabilities used	(Y) N NA
18. Program reliable and student-proof	(Y) N NA
19. Adequate error trapping	(Y) N NA
20. Easy escape from program provided	(Y) N NA
21. Record keeping/printouts of student progress	(Y) N NA
DOCUMENTATION	
22. Manuals available and user-friendly	(Y) N NA
23. Clear operating instructions and trouble shooting	(Y) N NA
24. Constant reference to documentation unnecessary	(Y) N NA
25. Table of Contents, Index, Glossary of Terms provided	(Y) N NA

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