

procedure produced rapid deceleration of the target behavior. By the end of the two weeks of intervention the behavior had decelerated to one occurrence in 30 minutes. This was a frequency divide of 40.

After the two week intervention phase we returned to the before intervention condition. I observed Melissa during the same periods, but I did not intervene. Melissa continued to receive the natural consequence of participating in group activities. The target behavior remained near the counting period floor.

Approximately nine months later I returned to the classroom to observe Melissa for a follow-up period. I counted the inappropriate physical contacts during 30 minutes of group activities daily for one week. During this follow-up phase I did not intervene. The median of 3 inappropriate physical contacts in 30 minutes corresponds with the long term observations of the classroom teacher. When compared with the last week of the before intervention phase, the frequency of inappropriate physical contacts had divided by 15. I was pleased to see Melissa participating and appearing to enjoy the group activities. This new pattern of appropriate behavior was verified by the classroom teacher through anecdotal information and Standard Celeration Chart data for other behaviors in areas such as communication, social skills, and fine motor skills. The teacher further reported that group activities are much more pleasant and beneficial for the class now that Melissa's inappropriate physical contacts are at such a low frequency.

DISCIPLINE IN AN ELEMENTARY SCHOOL

Patricia Flanagan
Morris Hill Elementary School

The purpose of this report is to share data on the frequencies of students sent to the principal for discipline in an elementary school, and to show the effects of school-wide Assertive Discipline on these frequencies.

The Gallop Poll and other surveys rate discipline as the number one problem in the public schools. The data presented in this article may be of interest to other educators and parents who are concerned about discipline in the public schools.

Morris Hill Elementary School is located at Fort Riley, Kansas. The students are children of military personnel. The average enrollment is 400 students in grades Kindergarten through sixth.

Chart 1 shows the frequency of students sent to the principal for discipline before and following the adoption of school-wide Assertive Discipline. During the 1980-81 school year, there was no building wide discipline plan and teachers sent students to the principal for discipline at their own discretion. The frequency of students sent to the principal ranged from zero to 20 per week, with a median of five per week.

At the beginning of the 1981-82 school year, the Morris Hill staff were trained to use Canter's Assertive Discipline. Assertive Discipline is an approach where each teacher posts no more than five rules for her/his classroom along with the consequences for both following or not following the rules. Using Assertive Discipline, teachers send students to the principal after a student has broken five classroom rules in one day, or has caused a serious disruption. As shown in Chart 1, following the adoption of Assertive Discipline, the frequency of students sent to the principal ranged from zero to 18 per week, with a median of four per week.

A comparison of the frequencies before and following the adoption of school-wide Assertive Discipline shows the following: the median frequency of students sent to the principal for discipline decreased from five to four per week; the total bounce was similar during both periods (x20 before and x18 following the adoption of Assertive Discipline); the overall celeration for five months before the adoption of Assertive Discipline was x1.4; the overall celeration for nine months following the adoption was x1.1.

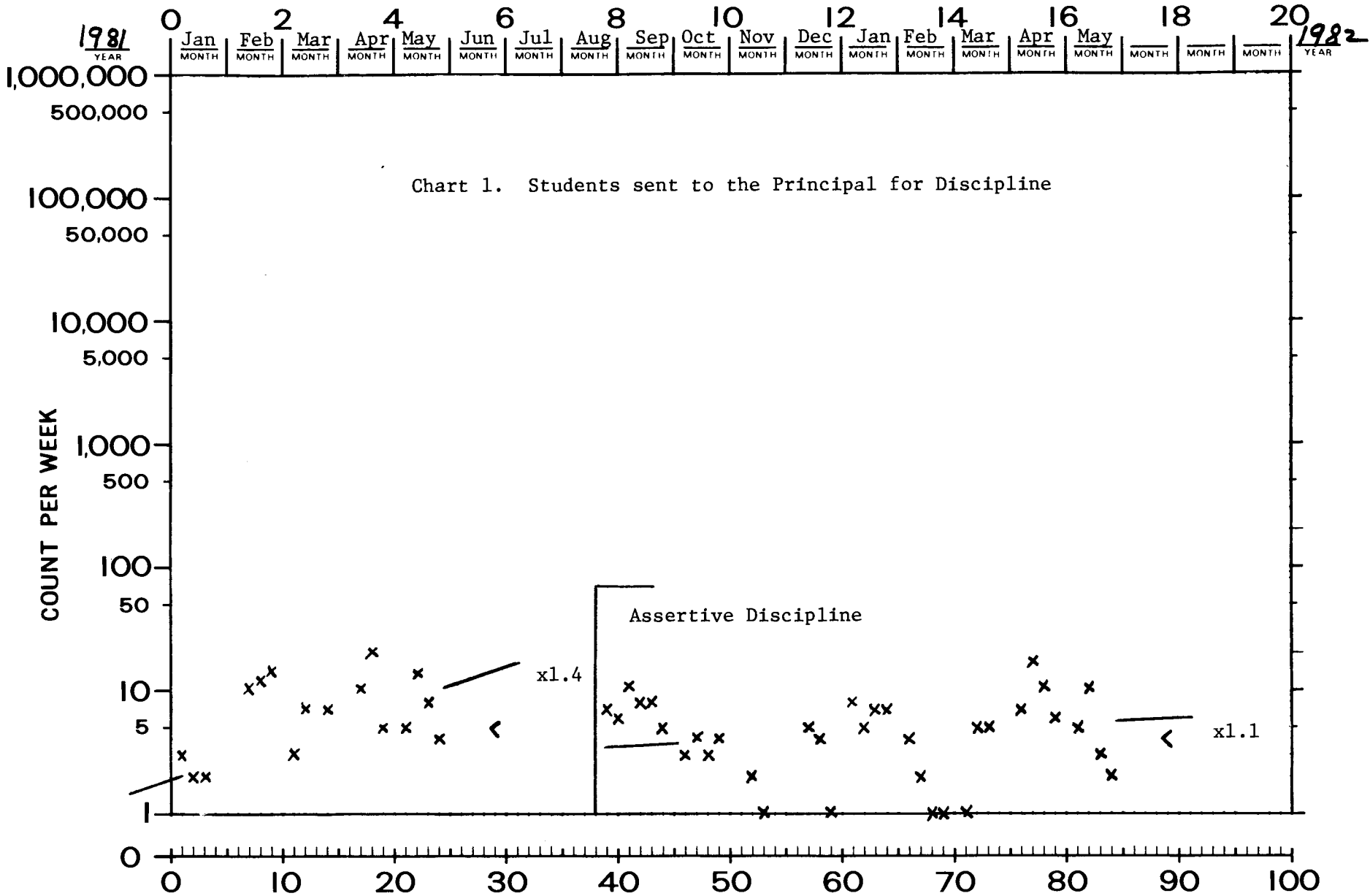
The frequencies, bounce and celeration shared here represent only one elementary school. It would be interesting to compare these measures with those from other schools and with the effects of other discipline strategies.

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CALENDAR MONTHS



WEEKLY BEHAVIOR CHART (WCM-2EN)
 6 CYCLES — 100 WEEKS (20 MONTHS)
 BEHAVIOR RESEARCH CO.
 BOX 3351 — KANSAS CITY, KANS. 66103



Flanagan, Patricia. Discipline in an elementary school.

M.O. Heim	P. Flanagan	students	K-6	sent to
SUPERVISOR	ADVISER	BEHAVIOR	AGE	Principal
Morris Hill	Elementary	P. Flanagan		for discipline
DEPOSITOR	AGENCY	CHARTER		

Geary Co. USD 475 Junction City, Kansas