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Faculty in Education: Perception of Control and Alternative Disciplinary Methods

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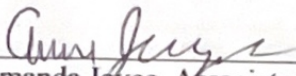
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Faculty in Education: Perception of Control and Alternative Disciplinary Methods

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May 2023

Approved to fulfill the
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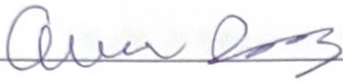
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Faculty in Education: Perception of Control and Alternative Disciplinary Methods

Submitted in partial fulfillment
of the requirements
for the Murray State University Honors Diploma

Samantha Freville

May 2023

Abstract

Schools have the unique and important opportunity to teach students useful life and coping skills as well as positive behavior in their community. One way in which they may impact their students is through their choice of disciplinary methods. Research suggests that alternative disciplinary methods may be more beneficial to students than are traditional exclusionary policies. For part one of this study, undergraduate students reported their experiences with traditional and alternative discipline in elementary, middle, and high school as well as their engagement in school (school involvement and attitudes of school faculty). Results showed that having alternative methods at a young age was significantly positively correlated with involvement at school and outlook of teachers and counselors, and negatively correlated with disciplinary issues in future educational settings. Surprisingly, given the utility of these alternative methods, they are not often utilized in schools, perhaps because teachers and counselors feel constrained to using more traditional disciplinary techniques (Merrett & Wheldall, 1986; Teasley, 2014).

The second part of the study examined disciplinary techniques from the perspective of school employees. Teachers, administrators, and counselors in elementary, middle, and high schools completed a revised Parental Authority Questionnaire (Buri, 1991), the Measuring Authoritative Teaching Questionnaire (Ertesvåg, 2011), the Sense of Agency Scale (Tapal et. al, 2017), and questions regarding levels of perceived control and disciplinary methods used. I hypothesized positive correlations among sense of agency and use of alternative disciplinary methods. I also hypothesized that the more authoritarian teaching would be associated with higher use of traditional disciplinary methods and lower use of alternative discipline, whereas the opposite will be true for authoritative teachers. Results largely did not support these hypotheses,

but post-hoc analyses showed a pattern of interrelations that suggests other traits that may be important in helping educators to decide among disciplinary methods, which has important implications for how schools can support their employees, which in turn, improves student learning conditions.

Keywords: student involvement, positive behavioral interventions and supports, restorative justice, social and emotional learning, discipline alternatives

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Literature Review

The United States' use of certain disciplinary methods in school has recently fallen under criticism (Donnelly & Chakrabarti, 2023; Levenson, 2022; Ma & Finley, 2023; Planas & Brown, 2022). Critics argue that the use of exclusionary punishments, suspensions and expulsions, do not promote behavioral improvements, and that their subjective nature can also be utilized to discriminate against minority populations, those of lower socioeconomic status, students with disabilities and more (Morris, 2005). Those receiving exclusionary punishments are more likely to drop out of school, to be incarcerated, and more, meaning that it is essential to consider those more negatively impacted by these systems (Okilwa & Robert, 2017).

Many schools enforce policies, such as dress codes and tardy policies, that have inherent biases against certain demographics while others enact other vague policies that allow for a teacher's or administrator's own biases to determine how and when a student is punished (Butler-Barnes & Inniss-Thompson, 2020; Morris, 2005). By placing students into structures influenced by teachers' and administrators' personal biases, the educational system is unfortunately perpetuating a system of discrimination through discipline that can damage a student's motivation, involvement, and academic career (Fabelo et al., 2011; Gordon et al., 2000; Mowen et al., 2020). Thus, it is important to explore opportunities for new alternative disciplinary systems that can avoid this harm. Introducing alternatives to these traditional systems creates opportunities for greater success of all students, a more positive outlook on their individual abilities, and an increase in safety (Bradshaw et al., 2009; Gerlinger & Wo, 2016; Sugai & Horner, 2002). Although there is empirical support for alternative methods and positive interventions, traditional punishments are still primarily used in the classroom, (Merrett & Wheldall, 1986; Teasley, 2014).

Current Forms of Disciplinary Action

Suspensions are the most common disciplinary method used in American schools for many offenses varying in severity (Boccanfuso & Kuhfeld, 2011). The intended purpose of suspensions and expulsions is to punish the student by removing them from the teaching environment in order to better manage the classroom and discourage the student from acting out again (Iwata, 1987; McLaughlin, 1994). If a student does not want to be in class, taking them out of class is quite the opposite of a punishment, which results in an increase of misbehavior in the future, due to the reinforcing nature of exclusionary discipline (Skinner, 1965). There is data to support the ineffectiveness of suspensions and detentions, as the majority of students who received one suspension or detention also received many more after that (Fabelo et al., 2011). Punishment negatively impacts students suffering from poverty, discrimination, and low familial support on a greater level (Casella, 2003). With African American students, students with disabilities, and students coming from a lower socioeconomic status receiving the most expulsions and suspensions, disciplinary actions such as these create further academic hurdles for already disadvantaged students (Gordon et al., 2000). Studies support the ineffective nature of these disciplinary methods, yet education systems continue to utilize these techniques and see the same results of growing dropout rates, class failures, and behavioral disruptions (Gerlinger & Wo, 2016; Merrett & Wheldall, 1986; Teasley, 2014).

Zero-Tolerance Policy in Schools

The zero-tolerance policy is immediate suspension or expulsion without warning for actions considered “violent” in nature (Skiba & Peterson, 2000). Not only does this allow for the individual teacher to decide what is deemed “violent,” opening the door for continued discrimination, but the zero-tolerance policy also mostly focuses energy towards the worst-of-

the-worst, rather than minor offenses. According to the U.S. Department of Education, there is a positive correlation between minor school disruption and serious violence within schools (2018; Skiba & Peterson, 2000). This relationship means greater time and effort shown towards the lesser, non-violent behaviors instead of placing such intensity on the violent actions, could potentially decrease all disciplinary issues, big and small. Many teachers and administrators view 'violence' as verbal misbehavior, pushing students, and sexual harassment which are very different from other perceptions of 'violence' as gang activity, drug dealing, drug use, and weapons use (Skiba & Peterson, 2000).

Alternatives

Not only is a student more likely to engage in crime after a suspension, they are also more likely to suffer familial conflicts, less likely to feel a sense of belonging in school, and therefore less likely to participate in class and in extracurriculars, and less likely to reach out to teachers (Rausch & Skiba, 2005). Schools have the unique and important opportunity to teach students useful life and coping skills as well as positive behavior in their community. By prioritizing using traditional punishments on students, however, they often lose important opportunities to serve students and enrich their lives (Gregory & Mosely, 2004).

One study of Texas students revealed that half of those who had received a suspension or expulsion had received at least four, with the average student receiving eight suspensions (Mergler et al., 2014). When breaking the rules becomes an ongoing issue with students, it is clear that these traditional punishments aren't working. Also, within this school system, 31% of students with at least one suspension were held back a grade level, whereas only 5% of students without suspensions had to repeat grade levels (Mergler et al., 2014). Thus, the authors of that study propose three alternative disciplinary models instead of exclusionary discipline,

suspensions and expulsions: restorative justice, positive behavioral interventions and supports, and social and emotional learning.

Restorative Justice

Restorative justice is often used in the criminal justice system to bring the victims of a crime together with the offenders to work toward an understanding and to allow for both parties to be heard (Menkel-Meadow, 2007). This is meant to provide the victim a sense of closure by allowing them to express their thoughts about the offender and the situation. However, there are benefits for the offender as well, as they can see how their actions have impacted people and share their perspective in a safe environment. A similar version of this system of restorative justice has now taken its place in some school systems. Within this system, there is a meeting with the student who broke a rule in their classroom or school, the student or faculty affected and, when applicable, administrators and counselors, with the purpose of holding a conversation about the student's behavior. Parents may also be involved, especially if the student is continually engaging in anti-social behaviors. This way, everyone involved has the chance to share their side of the situation and to come to an understanding of why the student acted the way they did. An important aspect of the use of restorative justice is going into the meeting on the same level, not as a hierarchy of the principal or teacher over the students (Mirsky, 2007).

Ed White Middle School in San Antonio, Texas achieved this equal playing field with restorative justice 'circles' using what they refer to as, "nonhierarchical intent" (Mergler et al., 2014, p. 27). In this example, the circles were introduced into the classrooms to allow each student the chance to decompress before starting the lesson for the day. This system has two main advantages: slowly allowing the students to become accustomed to this new way of addressing problems and thoughts in general, and opening the floor up to students to share their

thoughts on assignments and current mindset. The school then moved to including the circles into a goal of problem solving among students or between a student and teacher. Not only did the students respond positively to restorative justice, as they viewed the circles as being a more just system of disciplinary action, but the number of suspensions and expulsions decreased and the school climate transformed. Students began to approach teachers to participate in the restorative justice systems whenever a conflict arose. This emphasizes the valuable skills this policy is teaching, such as feeling confident enough to approach teachers when necessary and addressing conflicts in a mature and fair manner.

Positive Behavioral Interventions and Supports

Positive behavioral interventions and supports is a system of positive reinforcement, meaning that it provides a rewarding stimulus, whether this be a material item such as candy or money or the ability to participate in a reinforcing activity, when a student performs a desired behavior (Skiba, 2015). Not only does this system of reinforcing “good” behavior encourage the student to continue that behavior, those reinforced students can also serve as role models for others struggling with behavioral issues to show the positive side of acting in a desirable manner. The implementation of positive behavioral interventions and supports in schools has resulted in lower rates of suspensions, office discipline referrals, and misbehavior in general (Bradshaw et al., 2010, 2012; Skiba & Sprague, 2008; Flannery et al., 2014). Positive behavioral interventions and supports include interventions and supports that are mostly intended for those who have had disciplinary issues in the past. This could be weekly appointments with the school counselor or conversations with a teacher whenever their behavior becomes an issue, rather than using suspension as a means of solving this problem. This allows for the student to have a voice in disciplinary decisions and helps the school determine the cause for such behavior. Once a cause

is found, more can be done to address the aspects that cause the student to act out rather than punishing solely based on what is exhibited outwardly.

Social and Emotional Learning

Social and emotional learning focuses on teaching critical skills such as relationship building, coping skills, and how to and not to interact with others (Payton et al., 2000; Skiba, 2015). There are five main aspects of social and emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Payton et al., 2000). These skills were implemented into the curriculum of more than half of the schools within the Austin Independent School District and significant improvements were found, such as a 20% decrease in failing classes and 28% decrease in disciplinary actions taken against the student (Mergler et al., 2014). This immense shift after only one year expresses just how powerful these alternatives to exclusionary discipline methods of suspension and expulsion can be.

Application of Alternatives

The exclusionary practices of traditional disciplinary actions do not prevent future occurrence of the ‘misbehavior’ and have more negative side effects than positive. Yet, the three alternatives described above-- positive behavioral interventions and supports, social and emotional learning, and restorative justice—have proven to be efficacious. Still, despite the current literature supporting the use of alternatives in place of suspensions and expulsions, teachers and administrators continue to use the traditional methods, which means that it is important to explore their motivations and the barriers in place that prevent them from moving toward these more efficacious methods.

Teachers' Role

Some teachers view 'disobedience' or 'misbehavior' as any action by students that is outside of the teacher's own stereotypes or how they believe a specific student should act. Similarly, they may target 'instructional disobedience' which is the students not engaging in learning the way it was originally planned (Elen, 2020; Golann, 2015; Robinson, 1992). Understanding and combatting this frame of mind has been an evolving issue over many decades and countries which makes this a large-scale problem with no simple solution.

Many teachers have a need for control and are controlled by their biases (Robinson, 1992). Therefore, there is an emphasis on punishing students for not fitting the stereotypical male or female role. For example, if a female student yells out during class, they are likely to receive a harsher punishment than if a male counterpart were to act in a similar manner, because yelling is not considered "lady-like" (Robinson, 1992). When students become loud or are moving out of their seats, this could be used as a signal that the teacher does not have control over their students. To combat this, teachers may enforce strict rules in the classroom and utilize exclusionary disciplinary methods more often to prove their power (Okonofua et al., 2016). Because of this ideology, many teachers will go above and beyond with disciplinary actions to be seen as a teacher who maintains suitable control over the classroom. With this need for power over one's students, a teacher will not be able to form a professional relationship with their students, which harms both parties in the end.

There are major benefits in establishing a relationship of trust and mentorship with students as explored through research conducted all over the United States. The data shows that traditional, exclusionary discipline is positively correlated with absence, class failures, and disengagement, which impacts students' willingness to further their academic career (Balfanz &

Fox, 2014; Mowen et al., 2020; Okilwa & Robert, 2017). The lack of a student-teacher relationship creates an uncomfortable, or at the very least, an unfavorable environment which inhibits learning for those students who receive disciplinary action (Welsh & Little, 2018). Teachers and administrators can either address the problematic behavior or signs of distress early on or allow these actions to culminate to where they hinder a student's success. Thus, their actions can be the difference between a student following the school-to-prison pipeline or developing the necessary skills to further their education or have a career (Mowen et al., 2020). According to the American Psychological Association Zero Tolerance Task Force (2008), the perspectives students have of the education system are hindered by zero-tolerance policies that can take form in exclusionary punishment. Although a juvenile's entrance into the criminal justice is not necessarily reliant on a teacher, the teacher can have a major impact on the life trajectory of a student with disciplinary issues.

Racial Discrimination

African American males between the ages of 20 and 24 without a high school diploma, or GED, have a greater chance of being incarcerated than of being employed (Neal & Rick, 2014). Racism in schooling has created a direct school-to-prison pipeline. Not only are students of color more likely to receive suspensions or expulsions, but they are also more likely to receive longer suspensions and harsher punishment than a white person would for performing the same offense (Bradshaw et al., 2010; Okonofua & Eberhardt, 2015; Skiba et al., 2002, 2014). Even though the rates of disciplinary action against students of color are higher, there is no significant difference in between their rates of misbehavior and the rates of their white student peers (Rocque & Paternoster, 2011). In situations where the inappropriate behavior was more objective such as physical violence, inappropriate language, or vandalism, white students were more likely to be

disciplined than black students. However, in situations where the offense was of a subjective nature, such as a student being disrespectful, too loud, or making threats, black students were more likely to be disciplined than white students (Skiba et al., 2002).

Disability Discrimination

Black students have the highest rate of suspension followed by students with disabilities. The combination of those two minoritized identities only magnifies the problem, with 26.8% of black students with disabilities (as compared to 9.2% of white students with disabilities) receiving suspensions (Losen & Martinez, 2013).

Eleven percent of the student population has a documented learning disorder yet they account for 20% of suspensions from school, and students with ADHD or emotional behavior disorder have an even higher likelihood for exclusionary discipline than those with learning disorders (Achilles et al., 2007; Brobbey, 2018). The Individuals with Disabilities Education Act (IDEA) has policies in place to protect students with disabilities in the classroom from discrimination (Palley, 2004). For example, they require a student to have a meeting with teachers, counselors, administrators, and parents to discuss disciplinary action before any punishment takes place in order to ensure exclusionary punishment is used only when necessary. However, there is a lack of staffing with adequate special needs training as well as biases, as discussed above, that play a major role in determining expectations of students (Palley, 2004; Smith, 2000). When those expectations are not met, and the students are acting outside of what the perceived norm for the teacher, they are more likely to be disciplined (Elen, 2020; Golann, 2015; Robinson, 1992).

Socioeconomic Status Discrimination

There may not be direct rules set by school systems that discriminate based on household income of students, however, many policies in place do place those in a lower socioeconomic status at a disadvantage (Welsh & Little, 2018). Policies that punish students for tardiness create a problem that affects students of lower socioeconomic status. Especially in elementary and middle school, students are not responsible for their own transportation to and from school. Parents and guardians determine the time their student arrives at school yet the students are the ones being punished. Exclusionary punishment then takes the student out of the classroom for a longer amount of time which is what the teachers and administrators supposedly want to stop by the student being in the classroom on time.

A Call for More Research

Given the breadth of work described above regarding the ways in which traditional disciplinary methods are failing students, there is a clear need for further research into alternative disciplinary strategies. However, little research has been conducted on students' and school employees' experiences with these methods, and the studies that have been conducted focus on the schoolwide change in rate of punishment instead of looking to individual improvements. They also look at rate of punishment for misbehavior overall without the distinction between offenses. Thus, the purpose of this investigation is to examine experiences with these methods with an eye toward students' and educators' individualized experiences with various disciplinary methods. The first part of this study has explored students' experiences with traditional and alternative disciplinary methods and some key outcomes associated with these experiences, for the purpose of relating these experiences to engagement in the learning environment. The second part of the study explored the experiences of teachers, administrators, and other school

employees with these disciplinary methods with the purpose of finding those factors which best predict use (or lack thereof) of traditional and alternative disciplinary methods.

Part One Study

The first part of this study asked undergraduate students to report their experiences (number of disciplinary actions) with traditional (detention, suspension, expulsion) and alternative discipline (restorative justice, positive behavioral interventions and supports, and social-emotional learning in elementary, middle, and high school. Many K-12 school systems rely on subjective punishments for infractions, such as tardiness or dress code violations for stained or ripped clothing, that may not be within a student's control (Morris, 2005). These punishments are ineffective while potentially encouraging recidivism (Fabelo et al., 2011). Alternative disciplinary methods, such as restorative justice, positive behavior interventions and supports, and social and emotional learning may be more effective (Mergler et al., 2014). The purpose of this project was to examine the ways in which college students' previous experiences with traditional and alternative disciplinary methods relate to their engagement with education. The following hypotheses were tested:

H1: Engagement would be positively correlated with experience with alternative disciplinary actions.

H2: Engagement would be negatively correlated with experience with traditional disciplinary actions.

Methods

Participants

Eighty-one undergraduate Murray State students (mean age = 19.07; 64 female, 54 freshman, 67 Caucasian, 43 Christian) contributed data to this investigation. Participants reported

their experiences (number of disciplinary actions) with traditional (detention, suspension, expulsion) and alternative discipline (restorative justice, positive behavioral interventions and supports, and social and emotional learning in elementary, middle, and high school. They then reported their engagement with the educational system, defined as their school involvement (number of extracurricular activities, including sports, clubs, arts, and other) and their opinions on school faculty and current discipline systems (on a five-point Likert scale ranging from very negative to very positive). Appendices A through F include the recruitment and study materials used with participants.

Procedure

The questions in the study measures (Appendix F) were developed as part of an exploratory analysis to determine if retrospective reports of college students in Kentucky would show a similar pattern of responses as data that had previously been collected on students currently in elementary, middle, or high school in schools around the country. A combination of quantitative and qualitative questions was used. The first section of the study focused on demographics. The second section focused on detentions, in-school suspensions, write-ups, and demerits in elementary, middle, and high school. A sample question was “If so, how many violations, given the following reasons? (Select all that apply): Dress Code; Violence; Academic Integrity (cheating, sharing homework, etc.); Disrespect/Bullying; Tardiness (late to school); Absences; Other.” This question is followed by a qualitative question, “Please explain the situation, as much as you feel comfortable sharing”. Students also reported on their level of engagement in their education, including their level of involvement in extracurricular activities and their attitudes toward faculty and education.

Results

I conducted a series of Pearson's correlations. Experience with traditional discipline was unrelated to both aspects of engagement (all p 's $> .219$), but disciplinary alternatives sporadically predicted engagement outcomes. Specifically, alternative discipline in high school was positively correlated with attitudes towards faculty, education, and traditional disciplinary systems (all p 's $< .048$). Attitudes toward administrators and traditional methods were positively correlated with elementary involvement (all p 's $< .019$) (See Table 1). Importantly, these results add to a growing literature supporting alternative disciplinary approaches by demonstrating that they may improve or maintain engagement with education. Interestingly, experiences with traditional disciplinary actions were unrelated to engagement, but this may be an artifact of the extreme variability that participants had with these actions.

Discussion

Previous research suggests that suspensions and expulsions are detrimental to children's self-perception and success (Okilwa & Robert, 2017). Thus, my study suggests that alternative disciplinary actions may be the more beneficial alternative for students. Surprisingly, given the utility of these alternative methods, such methods are not often utilized in schools perhaps because teachers and counselors feel constrained to using more traditional disciplinary techniques. Thus, more research is needed in order to better understand the experiences of school employees with various disciplinary techniques.

Table 1. *Pearson's Correlation between Traditional and Alternative Disciplinary Methods and Attitudes of Students Regarding School Faculty*

Variable	Elementary Detentions	Middle Detentions	High Detentions	Elementary Alternatives	Middle Alternatives	High Alternatives
Elementary School Detentions	-	-	-	-	-	-
Middle School Detentions	.58***	-	-	-	-	-
High School Detentions	.48***	.73***	-	-	-	-
Elementary Alternatives	-.12	.06	.08	-	-	-
Middle Alternatives	-.04	-.02	.02	.61***	-	-
High Alternatives	-.05	-.19	-.16	.42***	.72***	-
Attitude of Education System	.01	.07	.08	.12	.22*	.26*
Attitude of Administrators	.11	.06	.04	.08	.21*	.25*
Attitude of Counselors	.05	.06	.05	-	.24*	.22*
Attitude of Traditional Disciplinary Methods	.12	.21*	.25*	.24*	.41***	.37***

*p < .05; **p < .01; ***p < .001

The Current Study

The purpose of the current study was to examine disciplinary techniques from the perspective of school employees. After exploring the current literature and conducting part one of this study, more questions remained about the implementation of alternative disciplinary methods. Despite empirical data to support the use of alternatives, teachers and administrators continue to primarily use traditional, exclusionary methods (Merrett & Wheldall, 1986; Teasley, 2014). In order to answer the 'why,' it is important to ask faculty in the education system their perspective during disciplinary situations. With the past research focusing on perceived lack of control as a potential variable in the use of traditional methods, the purpose of this study was to explore if there is a relationship between control and choice of discipline in a school setting. There are studies that look at the correlation between use of alternatives and disciplinary infractions, as well as studies that examine the correlation between authoritative teaching and student outlook in the classroom. In this study, I combined these variables to determine if there is a relationship among each of these variables concurrently, as well as between those variables and student well-being and involvement. I surveyed teachers, administrators, and counselors in elementary, middle, and high schools through social media sites and reaching out directly to schools. The questions came from a revised *Parental Authority Questionnaire* (Buri, 1991) (Appendix L, the *Measuring Authoritative Teaching Questionnaire* (Ertesvåg, 2011) (Appendix M), the *Sense of Agency Scale* (Tapal et. al, 2017) (Appendix P), as well as questions regarding levels of perceived control and disciplinary methods used (Appendices K, N, & O). The hypotheses tested were:

H1: I hypothesized that there would be a positive correlation between sense of agency and likelihood of implementing of alternative disciplinary methods.

H2: I hypothesized that the more authoritarian the participant scores on the survey, the less likely they would be to implement alternative methods of disciplinary action, whereas authoritative teaching would be positively associated with likelihood of implementing these methods.

H3: I hypothesized that authoritarian participant scores would be positively related to the use of traditional exclusionary disciplinary methods, whereas authoritative teaching would be negatively associated with the use of these methods.

By examining the barriers to the more empirically supported disciplinary measures, this research can potentially allow for positive changes to be made within school systems, thus allowing for more successful outcomes for students in the future as well as a more positive outlook towards the education system which has its own benefits.

Methods

Participants

The participants in this study were current teachers, school administrators, and school counselors in a school setting with grades ranging from kindergarten to 12th grade. The participants were recruited using posts on Facebook and emails sent directly to schools in the region. Each participant was also encouraged to share the survey with other educators to recruit more participants. 38 participants completed the survey. We had originally intended a sample of 100, which would have allowed for us to detect, at a 5% significance level ($\alpha = .05$) with power of 80% ($\beta = 0.2$), a two-tailed correlation as small as $r = .28$ (Center for Clinical Research, 2023), but difficulties in recruiting participants led to a smaller sample. Participants included 38 Caucasians, 31 females. Thirty-three participants were from Kentucky, 1 from Tennessee, 2

from Illinois, and 1 from Indiana. Participants had a mean age of 44 ($SD = 13.6$; range = 24-69). There were 34 teachers, four administrators, and one counselor.

Materials

The only materials required to partake in the study were internet connection and a device that could access the survey link. The scales used to make up the questionnaire were as follows: a revised version of the Parental Authority Questionnaire (Buri, 1991), Measuring Authoritative Teaching Questionnaire (Ertesvåg, 2011), Sense of Agency Scale (Tapal et. al, 2017), along with extra questions regarding demographics as well as their experience with alternative disciplinary methods.

Parental Authority Questionnaire (PAQ; Buri, 1991): The original version of this scale consists of 30 items per parent on a five-point Likert scale of 1 (strongly disagree) to 5 (strongly agree). A college instructor version of the scale has been adapted, following prior research precedent, however the study was based on students answering according to how they believed their teacher performed (Bassett et al., 2013). To best fit the context of this study, the pronouns were changed to reflect the intended participants. There are three subscales of the original version of the scale are: permissive, “I feel that in a well-run classroom/school the students should have their way in the classroom/school as often as the teachers do;” authoritarian, “I always feel that most problems in society would be solved if I could get teachers to strictly and forcibly deal with their students when they don’t do what they are supposed to as they are growing up”; and authoritative “As the students in my classroom/school were growing up, I consistently give them direction and guidance in rational and objective ways.” Since this is a look into teacher/student relationships rather than parent/child relationships most of the statements have been revised to reflect that relationship. For example, the statement “As I was

growing up, my mother did not allow me to question any decision she had made” has been turned into, “I do not allow my students to question any decision I make.” The PAQ is scored by summing the individual items per subscale. Scores on each subscale range from 10 to 50. The reliability of the three subscales are as follows: .68 for permissiveness, .83 for authoritarianism, and .86 for authoritativeness when accounting for responses for both parents in the original studies.

Measuring Authoritative Teaching Questionnaire (Ertesvåg, 2011): This scale consists of eight items with two subscales: Warmth, “I work actively to create good relationships with my pupils,” and Control, “I have established routines/rules for individual work.” The statements are on a six-point Likert scale from 0 to 5 where 0 represents ‘never’ and 5 represents ‘very often’. The two subscales are summed separately to determine the interaction between the two variables and correlation with other factors. The reliability for the warmth subscale was .91 while the reliability for the control subscale was .88

Sense of Agency Scale (Tapal et. al, 2017): This scale consists of 13 statements between two subscales. The first subscale is Sense of Positive Agency (SoPA) with statements such as, “Things I do are subject only to my free will.” The second subscale is Sense of Negative Agency (SoNA) with statements such as, “I am just an instrument in the hands of somebody or something else.” The participants are asked to choose a number between 1 (strongly disagree) to 7 (strongly agree) on how much that statement relates to them in their career. The SoNA subscale is reverse-coded and the results of both scales are summed together. The reliability of the two subscales are as follows: SoPA = 0.64, and SoNA = 0.87.

In addition to the scales used in this survey, there were a number of exploratory questions, created for this study, which relate to the results found in the first part of this study.

Such questions are included for exploratory analyses, and I offered no specific hypotheses regarding these questions. In many cases, the question asked participants to select a number on a 5-point Likert-type scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to them. With the existing literature and the results of the first part of this study supporting the idea that a few students receive the majority of disciplinary action, one of the questions was, "Of the following three statements, check the one that is most true of the students you work with: I see all students getting in trouble at roughly the same rate as one another; I see all students getting in trouble at roughly the same rate with a few notable exceptions; I see a small group of students getting in trouble over and over again".

Alternative Discipline was found by summing the willingness to implement scores of all three alternatives and finding the difference between that score and the sum of the three perceived barriers scores of the three alternative methods. This created a likelihood of implementation score. Traditional Discipline scores came from the question asking participants to select strongly disagree to strongly agree on a 5-point Likert scale, "Suspensions and expulsions are effective forms of disciplinary action". Restorative Justice, PBIS, and SEL scores were calculated using the first question of each subscale that asked the participants, "How willing are you to use [Restorative Justice/PBIS/SEL with your students?]" on a 1-5 Likert scale. Warmth was calculated by summing the first four questions in the *Measuring Authoritative Teaching Questionnaire* (Ertesvåg, 2011) that made up the warmth subscale. Control was calculated by summing the last four questions in the *Measuring Authoritative Teaching Questionnaire* (Ertesvåg, 2011) that made up the control subscale. The *Measuring Authoritative Teaching Questionnaire* (Ertesvåg, 2011) utilized a Likert scale of 0-5. Authoritarian, authoritative, and permissive teaching scores were calculated by summing the ten questions in

each subscale of the *Parental Authority Questionnaire (PAQ; Buri, 1991)* separately. The *Parental Authority Questionnaire (PAQ; Buri, 1991)* utilized a Likert scale of 1-5. The Sense of Positive and Negative Agency scores were calculated by summing the responses of the questions in the given subscales of the *Sense of Agency Scale (Tapal et. al, 2017)*. The Sense of Agency total score was calculated by taking the sum of the SoPA score and subtracting the sum of the SoNA score from that. The *Sense of Agency Scale (Tapal et. al, 2017)* utilized a Likert scale of 1-7.

Several additional questions asked about the teachers' attitudes towards exclusionary discipline, which can yield interesting results if this attitude differs from their rate of exclusionary discipline. This example question was: "Suspensions and expulsions are effective forms of disciplinary action." There was an open-ended question included that addresses what disciplinary method participants use the most, which can be used as comparison.

Included, too, were several questions regarding the level of communication between counselors, teachers, and administrators to determine if this could be an area in need of assessment: "Communication between teachers, counselors, and administrators regarding specific students should be improved."

Other questions explored educators' perception of diversity in many forms: "There is diversity in gender/race/culture (background) in teachers at my school."

Finally, there were questions that examined the subjectivity of discipline in schools by asking if teachers consider a student's past record when deciding if or when to act: "I take into consideration the disciplinary history of a particular student, even if it is not required, before deciding a punishment."

Design and Procedure

This study had a correlational design with the dependent variables as use of alternative disciplinary methods. The independent variables were positive and negative agency and teaching style. Once the Google Form survey link was distributed to participants, participants selected the link and will be presented with an informed consent page before moving onto the questionnaire.

Analysis

A series of Pearson's bivariate correlations were run in order to test the correlational hypotheses (Table 2). Descriptive statistics were also calculated and can be found in Table 3.

Results

Hypothesis 1

In order to test the hypothesis that there would be a positive correlation between sense of agency and use of alternative disciplinary methods, a series of Pearson's r correlations was run. The results were found to be not significant with neither Sense of Positive Agency (SoPA) scores nor Sense of Negative Agency (SoNA) scores relating to likelihood of implementing alternative disciplinary methods overall (all r 's $< .09$; all p 's $> .279$). Associations among agency scores and willingness to implement individual alternative justice techniques (i.e. restorative justice, PBIS, and SEL) were also examined and were also nonsignificant (all r 's $< .21$, all p 's $> .156$), with the exception of the following: there was a relationship between the willingness to implement restorative justice that was negatively correlated with Sense of Negative Agency (SoNA) ($r = -.52, p < .001$) and positively correlated with the total Sense of Agency score ($r = .53, p < .001$). There was also a negative correlation between the total Sense of Agency score and willingness to implement SEL ($r = -.37, p = .021$) and a positive correlation between the Sense of Negative Agency score and willingness to implement SEL ($r = .39, p = .015$) (See Table 2).

Hypothesis 2

In order to test the hypothesis that the more authoritarian the participant scores on the survey, the less likely they are to use alternative methods of disciplinary action, whereas authoritative teaching would be positively associated with use of these methods, a series of Pearson's r correlations was run. There was no association between either authoritarian or authoritative teaching and likelihood of implementing alternative disciplinary methods (all r 's < .17, all p 's > .307). There was also no association between authoritarian teaching and likelihood of implementing individual alternative disciplinary techniques (restorative justice, PBIS, or SEL), all r 's < .14, all p 's > .388). Authoritative teaching was also not associated with PBIS or SEL (all r 's < .22, all p 's > .176), but it was positively correlated with likelihood of using restorative justice ($p = .010$, see Table 2).

As a related post-hoc analysis, I also examined the associations between permissive teaching and likelihood of using alternative disciplinary techniques. Permissive teaching was negatively correlated with likelihood of using alternative discipline ($p = .028$), but it was unassociated with any individual alternative disciplinary technique (all r 's < .25, all p 's > .127; see Table 2).

Hypothesis 3

In order to test the hypothesis that authoritarian participant scores will be positively related to the use of traditional exclusionary disciplinary methods, whereas authoritative teaching will be negatively associated with the use of these methods, a series of Pearson's r correlations was run. Use of traditional exclusionary discipline was not associated with either authoritarian ($p = .110$) or authoritative ($p = .486$) teaching. Similarly, neither component to teaching style was associated with use of traditional exclusionary techniques. Specifically, neither warmth (p

= .233) nor control ($p = .249$) were associated with use traditional exclusionary disciplinary techniques. A post-hoc analysis was run to determine if warmth and control were, instead, associated with alternative disciplinary methods instead. Neither warmth ($p = .763$) nor control ($p = .340$) were associated with likelihood of implementing alternative disciplinary methods.

Additional Exploratory Analyses

Exploratory independent samples t-test analysis found a difference between males ($n = 6$, $M = 3.67$, $SD = 1.51$) and females ($n = 32$, $M = 4.47$, $SD = .62$) on willingness to implement restorative justice ($t(36) = 2.24$, $p = .031$), but further data would need to be collected before seeing a distinct difference due to the difference in number of participants of each gender. The number of students in the participant's school was positively correlated with the total sense of agency score ($r = .42$, $p = .008$) and negatively correlated with the sense of negative agency score ($r = -.41$, $p = .011$).

Table 2: Pearson's Correlation between Teaching Methods (Authoritarian, Authoritative, Permissive) and Use of Alternative and Traditional Disciplinary Methods

Variable	1	2	3	4	5	6	7	8	9	10	11	12
(1) Authoritarian	-	-	-	-	-	-	-	-	-	-	-	-
(2) Authoritative	0.27	-	-	-	-	-	-	-	-	-	-	-
(3) Permissive	0.03	-0.05	-	-	-	-	-	-	-	-	-	-
(4) Alternative Discipline	-0.04	-0.17	-0.36*	-	-	-	-	-	-	-	-	-
(5) Traditional Discipline	0.26	-0.12	-0.18	0.19	-	-	-	-	-	-	-	-
(6) Warmth	-0.15	0.42**	-0.10	-0.05	-0.20	-	-	-	-	-	-	-
(7) Control	0.01	0.30	-0.29	0.16	-0.19	0.68***	-	-	-	-	-	-
(8) Sense of Positive Agency	-0.23	-0.05	0.06	-0.18	-0.06	-0.01	0.07	-	-	-	-	-
(9) Sense of Negative Agency	-0.01	-0.45**	0.03	0.09	0.13	0.07	-0.02	-0.12	-	-	-	-
(10) Sense of Agency Total	-0.12	0.32*	0.01	-0.17	-0.13	-0.06	0.06	0.65***	-0.83***	-	-	-
(11) Restorative Justice	-0.08	0.41**	0.07	0.05	-0.23	0.10	0.13	0.23	-0.52***	0.53***	-	-
(12) PBIS	-0.10	0.08	-0.02	0.45**	0.09	0.21	0.06	-0.20	0.13	-0.21	-0.10	-
(13) SEL	0.14	-0.22	-0.25	0.17	0.19	-0.05	-0.04	-0.13	0.39*	-0.37*	-0.38*	-0.16

*p < .05; **p < .01; ***p < .001

Table 3: *Descriptive Statistics of Teaching Styles, Sense of Agency Scores, and School Qualities*

Variable	M	SD	Min	Max
Sense of Agency Total	14.37	10.20	-11	31
Sense of Positive Agency	31.19	5.74	16.3	40
Sense of Negative Agency	16.83	7.77	7	42
Permissive Score	19.40	4.99	11	30
Authoritarian Score	26.74	7.10	11	43
Authoritative Score	40.72	6.02	19	50
Alternative Discipline	1.32	2.41	-5	7
Traditional Discipline	2.84	1.22	1	5
Students in the School	712.82	419.03	0	2000
Disciplinary Issues per month	2.73	3.82	0	15
Educator Career in years	17.78	11.37	1.5	47
Students with IEPs	5.34	7.37	0	40

Discussion

The purpose of this study was to examine if educators' sense of agency and teaching style was associated with their implementation of alternative disciplinary methods. Importantly, I found that one's sense of agency as well as their teaching style has a significant relationship with their willingness to implement some alternative disciplinary method (restorative justice), which has important implications for the ways in which we support educators to the benefit of their students.

Part two of this study first explored how educators' sense of agency would relate to their likelihood of using alternative disciplinary techniques. While the first hypothesis that agency would positively relate to this likelihood was largely unsupported, likely due to the low power of this study, the willingness to implement restorative justice was positively correlated with sense of total agency and negatively with sense of negative agency. This means that educators are more likely to be willing to implement restorative justice with their students when they have a higher perception of control. This is consistent with research that suggests the many benefits of teachers' sense of agency. For instance, teachers with a strong sense of agency are more likely to seek learning opportunities, to act ethically, and to demand to be valued for their contributions (Molla & Nolan, 2020). The current research suggests that the more control educators feel they have at work, the less they feel as though they are only doing what they are told, the more willing they are to use restorative justice. Thus, by supporting educators' sense of agency, schools may be able to improve the experience of educators, which will then also improve the experience of students who benefit from these educators' likelihood to seek out extra trainings and try newer techniques, like restorative justice. Future research should examine the potential variables that lead to higher sense of agency in an educational environment. Once those are

known, schools can focus efforts towards improving educators' sense of agency to have successful alternatives in place.

The second hypothesis focused on the ways in which teaching style (authoritative or authoritarian) related to likelihood of endorsing alternative disciplinary methods. Once again, the study was too underpowered to detect an association between teaching style and overall endorsement of alternative methods, but authoritative teaching was positively associated with endorsement of restorative justice. This means that educators are more likely to be willing to implement restorative justice with their students when they practice authoritative teaching. Authoritative teaching style involves a high level of both warmth and control in the classroom towards students, and it is largely considered to be an ideal teaching style, particularly among Caucasian-American students (Dever & Karabenick, 2011; Walker, 2009). As with sense of agency, it would appear that schools would do well to support their educators as they strive toward this beneficial characteristic so that students may benefit from their teaching style and from their willingness to try beneficial restorative justice techniques. As mentioned with the previous hypothesis, future research is important to identify more ways to promote authoritative teaching over permissive and authoritarian. In a related post-hoc analysis, I also found that the permissive teaching style was negatively correlated with likelihood of implementing disciplinary alternatives. Permissive teaching styles are characteristically low in control (Bassett et al., 2013). When there is a lack of control over students or in the workplace, implementing disciplinary strategies, traditional or alternative, could be an issue to those with permissive teaching habits. Therefore, it becomes important to explore why these educators have implemented a permissive style. One study of early childhood educators found that educators believed punishments of multiple varieties to be ineffective because problematic behaviors quickly returned in students

after punishment, they found parents to be unsupportive of the punishment process, and they felt as though they did not have enough resources (such as teachers' aids) to support the use of effective punishment (O'Grady and Ostrosky, 2023). Perhaps educators who have developed a permissive style have done so because they do not feel as though they are adequately supported in exhibiting control.

The third hypothesis examined the associations between authoritative and authoritarian teaching styles with traditional exclusionary disciplinary methods. Contrary to the hypothesis, neither teaching style, nor the subcomponents of said teaching styles, warmth and control, were associated with use of traditional exclusionary disciplinary styles. Neither warmth nor control was associated with the likelihood of implementing alternative disciplinary methods, either. It is possible that this is because other variables are better predictors of use of these methods, but it's also possible that this, too, was because of a problem with underpowered analyses.

While it is suggested here that many unsupported hypotheses are the result of small sample sizes, there is also the possibility that the hypotheses would have remained unsupported regardless of sample size. For instance, regarding the third hypothesis, there is the possibility that traditional disciplinary methods are more accepted among teachers and are used in necessary cases regardless of teaching style. To address this possibility, future studies could ask participants what their first step in disciplinary action would be, rather than focusing generally on their use of tactics. Among alternative disciplinary methods, restorative justice was the only technique lending support to the first and second hypotheses. It may be the only alternative discipline with which participants were familiar. Similarly, participants may have viewed PBIS and SEL less as disciplinary techniques and more as preventative measures.

In further argument for the possibility that hypotheses were truly unsupported rather than just underpowered, the surprising positive correlation between sense of agency and number of students in one's school could be a result of increased funding for teachers, programs, and other resources that contribute to running a well-managed school with empowered faculty and staff (Barrett, 2018). An attempt to replicate this data in the future would better support this finding.

One of the major barriers encountered during this study was recruiting participants. The original plan was to post the survey onto online educator forums and Reddit to reach out to participants across the country. However, this strategy was unsuccessful and was replaced by posting the survey on Facebook and Instagram and asking people to share the link with more educators who they knew. I also emailed multiple school counselors and administrators of different schools in Kentucky and Tennessee school districts and asked them to distribute the survey to their faculty and staff. This strategy had some success, but not enough success to recruit the required participants during the data collection period. Due to the smaller than intended participant pool, there could be correlations between our variables of interest that remain unseen due to the lack of power from the data. There are two Cronbach's alphas that are slightly below .7 at .64 and .68, which could also be attributed to the smaller sample size and which may also be impacting our ability to detect correlations among variables of interest. This time of year can be especially hectic for educators with spring breaks, end-of-the-year events, testing, conferences, graduations, and more. Teachers are also underfunded and overworked and with the lack of incentive to complete the questionnaire, meaning that educators may have lacked the time and resources that they needed to contribute to this investigation (Smith, 2022; Wong, 2022).

It is important to note that there could be selection bias at play, as the participants completed this survey without any incentive. The educators that participated may have read the description regarding disciplinary methods in schools and wanted their voice to be heard or they have a strong sense of agency to educate themselves which led them to take the survey. Thus, they may not be representative of all educators.

Future research addressing this issue could examine alternative interventions by conducting a true experiment. This could be introduced as a new school program to determine a causal relationship between the alternatives, the educators' perceived sense of control, and rates of student misbehavior. This allows for one, all-encompassing type of alternative form of discipline rather than focusing on only three different examples separately. Future research could also explore, in a larger sample, our exploratory findings that women were more likely than men to implement restorative justice techniques and that sense of agency was higher among participants who had more students. Another method to explore could be creating a specific discipline scenario in which participants would describe the steps they would personally take with the student and what would be their first disciplinary method used.

Though many of the hypotheses for the current study were largely unsupported, the data still paint a picture of teachers who feel empowered to use alternative disciplinary methods, specifically restorative justice, when they are provided the proper supports to develop a sense of agency and an authoritative teaching style. This has important implications for the ways in which school systems support their educators so that they may experience benefits that then trickle down to their students.

Overall Discussion

Traditional disciplinary methods are not as effective as are alternative disciplinary methods when looking to reduce misbehavior in the classroom, improve student-teacher relationships, prevent the school-to-prison pipeline, and encourage continued education (Gerlinger & Wo, 2016; Merrett & Wheldall, 1986; Teasley, 2014). Study one examined the student side of disciplinary methods, attitudes, and involvement. The results of this study showed that students had better engagement outcomes when they were involved in the alternative disciplinary methods. However, with these results that support the current literature, there was not a clear picture for why school systems are not yet embracing these new methods. Study two examined this problem from the educators' perspective on alternative disciplinary methods, potential barriers, sense of agency, and teaching styles (permissive, authoritarian, and authoritative). The results show willingness to use restorative justice is positive associated with both a sense of agency, as well as with authoritative teaching. Thus, the data supports that there are common traits and attitudes of educators that are more likely to implement restorative justice, an alternative disciplinary method that has shown great success in decreasing misbehavior and increasing student involvement in past studies (Mergler et al., 2014; Mirsky, 2007). Authoritative teaching is the ideal teaching style if restorative justice is going to be implemented. Educators with a greater sense of control over the happenings at their school or in their classroom, real or perceived, have a greater chance at pushing for these restorative justice practices.

More research is needed to examine other contributing factors that lead to an unwillingness to implement alternative disciplinary methods as well as support for educators to remove barriers and stigma associated with the implementation of these alternatives. Still, the

current study offers an important early insight into those factors which best predict ideal classroom and disciplinary techniques.

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Appendix A: IRB Approval Part One Study Appendix B: SONA Description for Part One Study



MURRAY STATE UNIVERSITY

Institutional Review Board

229 Withers Hall
Murray, KY 42071-3218
270-805-2746 msu.irb@murraystate.edu

TO: Amanda Joyce, Psychology

FROM: Jonathan Baskin, IRB Coordinator JB

DATE: 4/5/2022

RE: Human Subjects Protocol I.D. - IRB # 22-166

The IRB has completed its review of your student's Level 1 protocol entitled *Disciplinary Action in Education*. After review and consideration, the IRB has determined that the research, as described in the protocol form, will be conducted in compliance with Murray State University guidelines for the protection of human participants.

The forms and materials that have been approved for use in this research study are attached to the email containing this letter. These are the forms and materials that must be presented to the subjects. Use of any process or forms other than those approved by the IRB will be considered misconduct in research as stated in the MSU IRB Procedures and Guidelines section 20.3.

Your stated data collection period is from 4/5/2022 to 12/20/2022.

If data collection extends beyond this period, please submit an Amendment to an Approved Protocol form detailing the new data collection period and the reason for the change.

This Level 1 approval is valid until 4/4/2023.

If data collection and analysis extends beyond this date, the research project must be reviewed as a continuation project by the IRB prior to the end of the approval period, 4/4/2023. You must reapply for IRB approval by submitting a Project Update and Closure form (available at murraystate.edu/irb). You must allow ample time for IRB processing and decision prior to your expiration date, or your research must stop until such time that IRB approval is received. If the research project is completed by the end of the approval period, then a Project Update and Closure form must be submitted for IRB review so that your protocol may be closed. It is your responsibility to submit the appropriate paperwork in a timely manner.

The protocol is approved. You may begin data collection now.

Opportunity
afforded

murraystate.edu

Appendix B: SONA Description of Part One Study

SONA TITLE: Disciplinary Action in Education

Short Description: This study asks participants to come into the lab to complete a survey about their disciplinary experience in school.

Long Description: This study asks participants to make an appointment to come into the lab. Upon arrival, participants will be asked to complete a survey that takes a look at specific disciplinary actions to determine their purpose and effectiveness. Participation in this study should take about 15 minutes. Participants will receive 15 credits for completing this study.

Appendix C: Experimental Script for Part One Study

Hello. Are you here for the Disciplinary Action in Education study?

May I have your SONA ID, so that I may give you credit? (Make note of SONA ID, to assign credit).

Thank you, for coming. I am going to hand you an informed consent form for you to read. If you would like, you may have a hard copy for your records. *(Give participants time to read)*.

The purpose of this project is to discover your experience with disciplinary actions within the education system. The expected outcomes are your input on what disciplinary actions you have personally experienced and your attitude towards them.

Also, it may take about 15 minutes for you to complete this entire survey. If you need to take a moment or a small break, we can help you do that. Just raise your hand. All we ask is that you do not talk to anyone during your break.

We would appreciate it if you would give your best efforts to answer all the questions honestly and give us good data to work with.

Do you have any questions?

Appendix D: Informed Consent for Part One Study

Project Title: Disciplinary Action in Education

Primary Investigator: Sam Freville, Undergraduate Psychology Student, Murray State University, Murray, KY 42071, (270) 809-2097.

You are being invited to participate in a research study conducted through Murray State University. You must be at least 18 years of age to participate. The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask her any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the investigator any questions you may have. You will be offered a copy of this form to keep.

Nature and Purpose of the Project: The purpose of this project is to determine more effective disciplinary actions within the education system.

Explanation of Procedures: Your participation in this study will require you to complete a survey. Your total participation should take about 15 minutes.

Discomforts and Risks: The risks to you as a participant are minimal. Regardless, please know that you can quit participating at any time without penalty.

Benefits: There are no direct individual benefits to you beyond the opportunity to learn first-hand what it is like to participate in a research study and to learn about some of the methods involved in psychological research. A general benefit is that you will add to our knowledge of the research subject.

Confidentiality: Your responses on all the tasks will be completely confidential; they will only be numerically coded and not recorded in any way that can be identified with you. Sam Freville and Dr. Joyce will keep all information related to this study secured for at least three years after completion of this study, after which all such documents will be destroyed.

Refusal/Withdrawal: Your participation in this study should be completely voluntary. Your refusal to participate will involve no penalty. In addition, you have the right to withdraw at any time during the study without penalty or prejudice from the researchers. By completing the survey, you will be indicating my voluntary consent to participate in this research project.

I acknowledge that the risks and benefits involved and the need for the research have been fully explained to me; that I have been informed that I may withdraw from participation at any time without prejudice or penalty; and the investigator has offered to answer any inquiries that I may make concerning the procedures to be followed or my rights as a participant, and has answered to my satisfaction any questions that I have. I voluntarily consent to participate in this research project.

THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY THE MURRAY STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD (IRB) FOR THE PROTECTION OF HUMAN SUBJECTS. ANY QUESTIONS ABOUT THE CONDUCT OF THIS PROJECT SHOULD BE BROUGHT TO THE ATTENTION OF DR. AMANDA JOYCE IN THE PSYCHOLOGY DEPARTMENT AT 270-809-2097 OR 204 WELLS HALL. ANY QUESTIONS ABOUT YOUR RIGHTS AS A RESEARCH PARTICIPANT SHOULD BE BROUGHT TO THE ATTENTION OF THE IRB COORDINATOR AT (270) 809-2916, 328 WELLS HALL, MURRAY, KY 42071. If you would like to know the results of this study, please contact Dr. Amanda Joyce.

Appendix E: Debriefing Statement for Part One Study

Post-Participation Debriefing

First, I would like to thank you for your help in this study. The purpose of this project is to look at individual experiences with disciplinary action within the education system. This particular study was conducted to take a look at specific disciplinary actions to determine their purpose and effectiveness.

Although there were no real risks expected in completing this survey, if you are feeling any discomfort or distress because of this study, please contact the MSU Psychological Center at 270-809-2504.

If you have any questions, comments, or concerns about this study, please contact Dr. Amanda Joyce 270-809-2097. Additionally, you may contact the IRB Coordinator at 270-809-2916 if you have any questions about your rights as a participant.

Your 15 research participation credits will be assigned on the SONA website today. Your participation in this study was greatly appreciated. If you would like to receive a report of this research when it is completed, or a summary of findings, please contact Dr. Amanda Joyce awatson22@murraystate.edu.

Thank you for your participation.

Appendix F: Part One Study Survey

Disciplinary Action Survey

Background Information

Age: _____

Biological Sex Assigned at Birth (circle one): Male Female

Gender: Male Female Other (Please Specify):

Year in college (circle one): Freshman Sophomore Junior Senior

Ethnicity/Race (circle one):

Caucasian African American Native American Asian/Pacific Islander

Hispanic Bi-racial Other (please specify):

Overall College GPA: _____

Religious Affiliation (circle all that apply)

Christian Protestant Catholicism Islam Buddhism
Hinduism Spiritual None Other (please specify):

1. Did you go to a private elementary school (Grades K-5)?

Yes No

2. Did you go to a private middle school (Grades 6-8)?

Yes No

3. Did you go to a private high school (Grades 9-12)?

Yes No

Level 1 Disciplinary Action

Did you received a write up/demerit/detention/in-school suspension in elementary school?

Yes

No

If so, how many violations, given the following reasons? (Select all that apply)

Ex: 2 Dress Code (two dress code violations)

- ☐ Dress Code
- ☐ Violence
- ☐ Academic integrity (cheating, sharing homework, etc.)
- ☐ Disrespect/Bullying
- ☐ Tardiness (late to school)
- ☐ Absences
- ☐ Other:

Please explain the situation, as much as you feel comfortable sharing:

Do you feel like this was justified?

Yes

No

Was the rule clearly stated either by the teacher or handbook prior to the incident?

Yes

No

Did you received a write up/demerit/detention/in-school suspension in middle school?

Yes

No

If so, how many violations, given the following reasons? (Select all that apply)

Ex: 2 Dress Code (two dress code violations)

- ☐ Dress Code
- ☐ Violence
- ☐ Academic integrity (cheating, sharing homework, etc.)
- ☐ Disrespect/Bullying
- ☐ Tardiness (late to school)
- ☐ Absences
- ☐ Other:

Please explain the situation, as much as you feel comfortable sharing:

Do you feel like this was justified?

Yes

No

Was the rule clearly stated either by the teacher or handbook prior to the incident?

Yes

No

Did you receive a write up/demerit/detention/in-school suspension in high school?

Yes

No

If so, how many violations, given the following reasons? (Select all that apply)

Ex: 2 Dress Code (two dress code violations)

- ☐ Dress Code
- ☐ Violence
- ☐ Academic integrity (cheating, sharing homework, etc.)
- ☐ Disrespect/Bullying
- ☐ Tardiness (late to school)
- ☐ Absences
- ☐ Other:

Please explain the situation, as much as you feel comfortable sharing:

Do you feel like this was justified?

Yes

No

Was the rule clearly stated either by the teacher or handbook prior to the incident?

Yes

No

Level 2 Disciplinary Action***Were you suspended from elementary school?***

Yes

No

If so, how many violations, given the following reasons? (Select all that apply)***Ex: 2 Dress Code (two dress code violations)***

- ☐ Dress Code
- ☐ Violence
- ☐ Academic integrity (cheating, sharing homework, etc.)
- ☐ Disrespect/Bullying
- ☐ Tardiness (late to school)
- ☐ Absences
- ☐ Other:

Please explain as much as you feel comfortable sharing:

Do you feel like this was justified?

Yes

No

Was the rule clearly stated either by the teacher or handbook prior to the incident?

Yes

No

Were you suspended from middle school?

Yes

No

If so, how many violations, given the following reasons? (Select all that apply)

Ex: 2 Dress Code (two dress code violations)

- ☐ Dress Code
- ☐ Violence
- ☐ Academic integrity (cheating, sharing homework, etc.)
- ☐ Disrespect/Bullying
- ☐ Tardiness (late to school)
- ☐ Absences
- ☐ Other:

Please explain as much as you feel comfortable sharing:

Do you feel like this was justified?

Yes

No

Was the rule clearly stated either by the teacher or handbook prior to the incident?

Yes

No

Were you suspended from high school? Yes No

If so, how many violations, given the following reasons? (Select all that apply)

Ex: 2 Dress Code (two dress code violations)

- ☐ Dress Code
- ☐ Violence
- ☐ Academic integrity (cheating, sharing homework, etc.)
- ☐ Disrespect/Bullying
- ☐ Tardiness (late to school)
- ☐ Absences
- ☐ Other:

Please explain as much as you feel comfortable sharing:

Do you feel like this was justified?

Yes No

Was the rule clearly stated either by the teacher or handbook prior to the incident?

Yes No

Level 3 Disciplinary Action***Were you expelled from elementary school?***

Yes No

If so, how many violations, given the following reasons? (Select all that apply)***Ex: 2 Dress Code (two dress code violations)***

- ☐ Dress Code
- ☐ Violence
- ☐ Academic integrity (cheating, sharing homework, etc.)
- ☐ Disrespect/Bullying
- ☐ Tardiness (late to school)
- ☐ Absences
- ☐ Other:

Please explain as much as you feel comfortable sharing:

Do you feel like this was justified?

Yes No

Was the rule clearly stated either by the teacher or handbook prior to the incident?

Yes No

Were you expelled from middle school?

Yes No

If so, how many expulsions, given the following reasons? (Select all that apply)

Ex: 2 Dress Code (two dress code violations)

- ☐ Dress Code
- ☐ Violence
- ☐ Academic integrity (cheating, sharing homework, etc.)
- ☐ Disrespect/Bullying
- ☐ Tardiness (late to school)
- ☐ Absences
- ☐ Other:

Please explain as much as you feel comfortable sharing:

Do you feel like this was justified?

Yes No

Was the rule clearly stated either by the teacher or handbook prior to the incident?

Yes No

Were you expelled from high school?

Yes

No

If so, how many expulsions, given the following reasons? (Select all that apply)

Ex: 2 Dress Code (two dress code violations)

- ☐ Dress Code
- ☐ Violence
- ☐ Academic integrity (cheating, sharing homework, etc.)
- ☐ Disrespect/Bullying
- ☐ Tardiness (late to school)
- ☐ Absences
- ☐ Other:

Please explain as much as you feel comfortable sharing:

Do you feel like this was justified?

Yes

No

Was the rule clearly stated either by the teacher or handbook prior to the incident?

Yes

No

Alternative Disciplinary Methods

Did your *elementary school* have any of the following procedures set up for disciplinary situations that you know of? (Select all that apply)

- ☐ **Restorative Justice:** Holding a meeting between a student, parents, counselors, and administrators, and potential student victim of bullying to share harm done and steps moving forward.
- ☐ **Positive Behavioral Interventions and Supports:** Providing rewards for good behavior while having interventions with those who are struggling to follow the guidelines
- ☐ **Social and Emotional learning:** Teaching critical skills such as relationship building, coping skills, and how to and not to interact with others.
- ☐ Other:

Did your *middle school* have any of the following procedures set up for disciplinary situations that you know of? (Select all that apply)

- ☐ **Restorative Justice:** Holding a meeting between a student, parents, counselors, and administrators, and potential student victim of bullying to share harm done and steps moving forward.
- ☐ **Positive Behavioral Interventions and Supports:** Providing rewards for good behavior while having interventions with those who are struggling to follow the guidelines
- ☐ **Social and Emotional learning:** Teaching critical skills such as relationship building, coping skills, and how to and not to interact with others.
- ☐ Other:

Did your *high school* have any of the following procedures set up for disciplinary situations that you know of? (Select all that apply)

- ☐ **Restorative Justice:** Holding a meeting between a student, parents, counselors, and administrators, and potential student victim of bullying to share harm done and steps moving forward.
- ☐ **Positive Behavioral Interventions and Supports:** Providing rewards for good behavior while having interventions with those who are struggling to follow the guidelines
- ☐ **Social and Emotional learning:** Teaching critical skills such as relationship building, coping skills, and how to and not to interact with others.
- ☐ Other:

Attitude

What is your outlook on...	Very Negative	Somewhat Negative	Neutral	Somewhat Positive	Very Positive
The education system in general					
School Administrators					
School Counselors?					
Suspension and expulsion methods of discipline in schools					

Involvement

1. How many extracurriculars (sports, clubs, arts, etc.) were you involved in during elementary school?

0 1-2 3-5 6-8 9+

2. How many extracurriculars (sports, clubs, arts, etc.) were you involved in during middle school?

0 1-2 3-5 6-8 9+

3. How many extracurriculars (sports, clubs, arts, etc.) were you involved in during high school?

0 1-2 3-5 6-8 9+

4. How many extracurriculars (sports, clubs, arts, etc.) are you involved in at college?

0 1-2 3-5 6-8 9+

Appendix G: IRB Approval Part Two Study



MURRAY STATE UNIVERSITY

Institutional Review Board

328 Webster Hall

Murray, KY 42071-3308

270-809-2915 ext 1150@murraystate.edu

TO: Amanda Joyce, Psychology

FROM: Jonathan Baskin, IRB Coordinator *JB*

DATE: 3/14/2023

RE: Human Subjects Protocol I.D. – IRB # 23-126

The IRB has completed its review of your student's Level 1 protocol entitled *Faculty in Education: Perception of Control and Alternative Disciplinary Methods*. After review and consideration, the IRB has determined that the research, as described in the protocol form, will be conducted in compliance with Murray State University guidelines for the protection of human participants.

The forms and materials that have been approved for use in this research study are attached to the email containing this letter. These are the forms and materials that must be presented to the subjects. Use of any process or forms other than those approved by the IRB will be considered misconduct in research as stated in the MSU IRB Procedures and Guidelines section 20.3.

Your stated data collection period is from 3/14/2023 to 8/15/2023.

If data collection extends beyond this period, please submit an Amendment to an Approved Protocol form detailing the new data collection period and the reason for the change.

This Level 1 approval is valid until 3/13/2024.

If data collection and analysis extends beyond this date, the research project must be reviewed as a continuation project by the IRB prior to the end of the approval period, 3/13/2024. You must reapply for IRB approval by submitting a Project Update and Closure form (available at murraystate.edu/irb). You must allow ample time for IRB processing and decision prior to your expiration date, or your research must stop until such time that IRB approval is received. If the research project is completed by the end of the approval period, then a Project Update and Closure form must be submitted for IRB review so that your protocol may be closed. It is your responsibility to submit the appropriate paperwork in a timely manner.

The protocol is approved. You may begin data collection now.

Opportunity
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murraystate.edu

Appendix H: Social Media Post Description for Part Two Study

Title: Faculty in Education Use of Disciplinary Methods

Description:

We are researchers at Murray State University, who are interested in learning more about the experiences of educators with various disciplinary methods. If you are at least 18 years or older, you can click on the link below to complete a series of short questionnaires. This survey will take approximately 15 minutes to complete and your responses will be completely anonymous. To participate in the survey please click the link below:

<https://forms.gle/qfhtP3C3e6q931Q8A>

This project has been reviewed and approved by the Murray State University Institutional Review Board (IRB) for the Protection of Human Subjects. If you have any questions about your rights as a research participant, you should contact the MSU IRB Coordinator at (270) 809-2916 or msu.irb@murraystate.edu. If you have any questions about the survey, please contact Amanda Joyce at ajoyce4@murraystate.edu.

Appendix I: Informed Consent for Part Two Study

Project Title: Faculty in Education Use of Disciplinary Methods

Primary Investigator: Sam Freville, Undergraduate Psychology Student, Murray State University, Murray, KY 42071, (270) 809-2097.

You are being invited to participate in a research study conducted through Murray State University. You must be at least 18 years of age to participate. The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask him or her any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the investigator any questions you may have.

Nature and Purpose of the Project: The purpose of this project is to determine what disciplinary methods are being used and how educators perceive their effectiveness.

Explanation of Procedures: Your participation in this study will require you to complete a survey. Your total participation should take about 15 minutes.

Discomforts and Risks: The risks to you as a participant are minimal. Regardless, please know that you can quit participating at any time without penalty.

Benefits: There are no direct individual benefits to you beyond the opportunity to learn first-hand what it is like to participate in a research study and to learn about some of the methods involved in psychological research. A general benefit is that you will add to our knowledge of the research subject.

Confidentiality: Your responses on all the tasks will be completely confidential; they will only be numerically coded and not recorded in any way that can be identified with you. Sam Freville and Dr. Amanda Joyce will keep all information related to this study secured for at least three years after completion of this study, after which all such documents will be destroyed.

Refusal/Withdrawal: Your participation in this study should be completely voluntary. Your refusal to participate will involve no penalty. In addition, you have the right to withdraw at any time during the study without penalty or prejudice from the researchers. By completing the survey, you will be indicating your voluntary consent to participate in this research project.

I acknowledge that the risks and benefits involved and the need for the research have been fully explained to me; that I have been informed that I may withdraw from participation at any time without prejudice or penalty; and the investigator has offered to answer any inquiries that I may make concerning the procedures to be followed or my rights as a participant, and has answered to my satisfaction any questions that I have. I voluntarily consent to participate in this research project.

THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY THE MURRAY STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD (IRB) FOR THE PROTECTION OF HUMAN SUBJECTS. ANY QUESTIONS ABOUT THE CONDUCT OF THIS PROJECT SHOULD BE BROUGHT TO THE ATTENTION OF DR. AMANDA JOYCE IN THE PSYCHOLOGY DEPARTMENT AT 270-809-2097 OR 204 WELLS HALL. ANY QUESTIONS ABOUT YOUR RIGHTS AS A RESEARCH PARTICIPANT SHOULD BE BROUGHT TO THE ATTENTION OF THE IRB COORDINATOR AT (270) 809-2916, 328 WELLS HALL, MURRAY, KY 42071. If you would like to know the results of this study, please contact Dr. Amanda Joyce.

Appendix J: Debriefing Statement for Part Two Study

First, I would like to thank you for your help in this study. The purpose of this project is to look at educators' experiences with disciplinary action to determine their effectiveness. This study also examined the relationship between perceived level of control in the classroom and use of alternative or traditional, exclusionary disciplinary methods.

Although there were no real risks expected in completing this survey, if you are feeling any discomfort or distress because of this study, please contact the MSU Psychological Center at 270-809-2504.

If you have any questions, comments, or concerns about this study, please contact Dr. Amanda Joyce 270-809-2097. Additionally, you may contact the IRB Coordinator at 270-809-2916 if you have any questions about your rights as a participant.

Your participation in this study was greatly appreciated. If you would like to receive a report of this research when it is completed, or a summary of findings, please contact Dr. Amanda Joyce ajoyce4@murraystate.edu.

Thank you for your participation.

Appendix K: Current Study Background Information

Background

Age: _____

Gender: Male Female Other (Please Specify):

Ethnicity/Race (circle one): White Black Native American
Asian/Pacific Islander Hispanic Bi-racial Other (please specify):

In what state do you work? _____

Are you one of the following (Select all that apply):

Teacher Administrator Counselor

If teacher, what subject do you teach? _____

Experience in position (in years) _____

Experience in career in education field (in years) _____

How many counselors are in your school? _____

How many teachers are in your school? _____

Approximately how many students are in your school? _____

If applicable, how many students are in your classroom? _____

Of those students in your class, how many are on an Individualized Education Program (IEP)? _____

What type of school are you employed at? (Select all that apply)

Private Public Learning Differences Home School Alternative School

Other (Please specify):

What grade level are you in charge of?

Pre-K Elementary (K-5) Middle (6-8) High (9-12)

Do you have the authority to give write-ups, detentions, suspensions, expulsions or other forms of discipline?

Yes No

Average number of disciplinary actions you take (or refer the appropriate office to take) per week _____

Average number of disciplinary actions you take (or refer the appropriate office to take) per month _____

Of the following three statements, check the one that is most true of the students you work with?

☐ I see all students getting in trouble at roughly the same rate as one another

☐ I see all students getting in trouble at roughly the same rate with a few notable exceptions

☐ I see a small group of students getting in trouble over and over again

Instructions: For each of the following statements, circle the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you.

Question	Strongly Disagree	Some what Disagree	Neutral	Some what Agree	Strongly Agree
I am just following the rules that I am given.	1	2	3	4	5
I understand the school rules and agree with them.	1	2	3	4	5
I wish there could be a change in some of the rules that I enforce.	1	2	3	4	5
I feel like I have the power to make changes to the rules.	1	2	3	4	5
I feel like I can approach those in charge of the rules and discuss disagreements and changes	1	2	3	4	5
Communication between teachers, counselors, and administrators regarding specific students should be improved.	1	2	3	4	5
There is ongoing communication between faculty regarding specific students.	1	2	3	4	5
I take into consideration the disciplinary history of a particular student, even if it is not required, before deciding a punishment.	1	2	3	4	5
I am more likely to get a student in trouble if you know that this is their last strike.	1	2	3	4	5
Suspensions and expulsions are effective forms of disciplinary action.	1	2	3	4	5
I tell my superiors about every disciplinary action taken through written statement or other means.	1	2	3	4	5
There is diversity in gender/race/culture (background) in <i>administration</i> at my school.	1	2	3	4	5
There is diversity in gender/race/culture (background) in <i>teachers</i> at my school.	1	2	3	4	5
There is diversity in gender/race/culture (background) in <i>counselors</i> at my school?	1	2	3	4	5
There is diversity in gender/race/culture (background) in the <i>student population</i> at my school?	1	2	3	4	5

Appendix L: Parental Authority Questionnaire (Buri, 1991).

1. I feel that in a well-run classroom/school the students should have their way in the classroom/school as often as the teachers do.

1 2 3 4 5

2. Even if my students don't agree with me, I feel that it is for their own good if they are forced to conform to what I think is right.

1 2 3 4 5

3. Whenever I tell students to do something, I expect them to do it immediately without asking any questions.

1 2 3 4 5

4. Once classroom/school policy had been established, I discuss the reasoning behind the policy with the students.

1 2 3 4 5

5. I always encourage verbal give-and-take whenever my students feel like classroom/school rules and restrictions were unreasonable.

1 2 3 4 5

6. I have always felt that what students need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their other teachers might want.

1 2 3 4 5

7. I do not allow my students to question any decision I make.

1 2 3 4 5

8. I direct the activities and decisions of the students in the classroom/school through reasoning and discipline.

1 2 3 4 5

9. I feel that more force should be used by teachers order to get their students to behave the way they are supposed to.

1 2 3 4 5

10. I do not feel that students need to obey rules and regulations of behavior simply because someone in authority had established them.

1 2 3 4 5

11. My students know what I expect of them in the classroom/school, but they can also feel free to discuss those expectations with me when they feel that they are unreasonable.

1 2 3 4 5

12. I feel that wise teachers should teach their students early just who is boss of the classroom/school.

1 2 3 4 5

13. I seldom give my students expectations and guidelines for their behavior.

1 2 3 4 5

14. Most of the time I do what the students in the classroom/school wanted when making classroom/school decisions.

1 2 3 4 5

15. As the students in my classroom/school were growing up, I consistently give them direction and guidance in rational and objective ways.

1 2 3 4 5

16. I get very upset if my students try to disagree with me.

1 2 3 4 5

17. I feel that most problems in society would be solved if teachers would not restrict their students' activities, decisions, and desires as they are growing up.

1 2 3 4 5

18. I let my students know what behavior I expect from them, and if they don't meet those expectations, I punish them.

1 2 3 4 5

19. I allow my students to decide most things for themselves without a lot of direction from me.

1 2 3 4 5

20. I take the students' opinions into consideration when making classroom/school decisions, but I will not decide for something simply because the students wanted it.

1 2 3 4 5

21. I do not view myself as responsible for directing and guiding students' behavior.

1 2 3 4 5

22. I have clear standards of behavior for the students in our classroom/school, but I am willing to adjust those standards to the needs of each of the individual student in the classroom/school.

1 2 3 4 5

23. I give students direction for their behavior and activities and I expect them to follow my direction, but I am always willing to listen to their concerns and to discuss that direction with them.

1 2 3 4 5

24. I allow students to form their own point of view on classroom/school matters and I generally allow them to decide for themselves what they are going to do.

1 2 3 4 5

25. I always feel that most problems in society would be solved if we could get teachers to strictly and forcibly deal with their students when they don't do what they are supposed to as they are growing up.

1 2 3 4 5

26. I often tell my students exactly what I want them to do and how I expect them to do it.

1 2 3 4 5

27. I give clear direction for my students' behaviors and activities, but I am also understanding when they disagree with me.

1 2 3 4 5

28. I do not direct the behaviors, activities, and desires of the students in the classroom/school.

1 2 3 4 5

29. My students know what I expect of them in the classroom/school and I insist that they conform to those expectations simply out of respect for my authority.

1 2 3 4 5

30. If I make a decision in the classroom/school that hurt the students, I am willing to discuss that decision with the students and to admit it if I have made a mistake.

1 2 3 4 5

Appendix M: *Measuring Authoritative Teaching Questionnaire (Ertesvåg, 2011)*

1. I work actively to create good relationships with my students.

1 2 3 4 5

2. I show interest in each student.

1 2 3 4 5

3. I often praise my students.

1 2 3 4 5

4. I show the students that I care about them (not only when it comes to academic work).

1 2 3 4 5

5. I have established routines/rules for how the students are supposed to act when they change activity/workplace etc.

1 2 3 4 5

6. I have established routines/rules for how the students are supposed to act in plenary teaching sessions.

1 2 3 4 5

7. I have established routines/rules for individual work.

1 2 3 4 5

8. I am closely monitoring the students' behavior in class.

1 2 3 4 5

Appendix N: Discipline Method

In regards to having some education in counseling/school psychology/mental health resources....

You think this would benefit faculty in the education system?

1 2 3 4 5

This would benefit teachers/administrators/counselors in terms of handling student disruption or disciplinary issues?

1 2 3 4 5

What discipline method do you use most often?

How effective do you believe it to be?

Not at all effective 1 2 3 4 5 6 7 8 9 10 The most effective

Appendix O: Alternative Disciplinary Methods

Restorative Justice:

Please read the following description of Restorative Justice and answer the question below regarding its use.

Restorative Justice: Holding a meeting between a student, parents, counselors, and administrators, and potential student victim of bullying to share harm done and steps moving forward.

How willing are you to use Restorative Justice with your students?

1 (Not willing) 2 (Somewhat not willing) 3 (Neutral) 4 (Somewhat Willing) 5 Willing

To what extent do you anticipate barriers getting in the way of you implementing restorative justice with your students?

1 (No barriers) 2 3 (some barriers) 4 5 (very many barriers)

To what extent do you perceive there being stigma around using restorative justice with your students?

1 (No stigma) 2 3 (some stigma) 4 5 (a great deal of stigma)

To what extent is there training or professional development available to encourage your use of restorative justice?

1 (No availability) 2 3 (some availability) 4 5 (a great deal of availability)

To what extent are you available to attend training or professional development to encourage your use of restorative justice?

1 (No availability) 2 3 (some availability) 4 5 (a great deal of availability)

How satisfied are you with your options to use restorative justice?

1 (Not at all satisfied) 2 3 (somewhat satisfied) 4 5 (very satisfied)

Positive Behavioral Interventions and Supports:

Please read the following description of Positive Behavioral Interventions and Supports and answer the question below regarding its use.

Positive Behavioral Interventions and Supports: Providing rewards for good behavior while having interventions with those who are struggling to follow the guidelines

How willing are you to use Positive Behavioral Interventions and Supports with your students?

1 (Not willing) 2 (Somewhat not willing) 3 (Neutral) 4 (Somewhat Willing) 5 Willing

To what extent do you anticipate barriers getting in the way of you implementing PBIS with your students?

1 (No barriers) 2 3 (some barriers) 4 5 (very many barriers)

To what extent do you perceive there being stigma around using PBIS with your students?

1 (No stigma) 2 3 (some stigma) 4 5 (a great deal of stigma)

To what extent is there training or professional development available to encourage your use of PBIS?

1 (No availability) 2 3 (some availability) 4 5 (a great deal of availability)

To what extent are you available to attend training or professional development to encourage your use of PBIS?

1 (No availability) 2 3 (some availability) 4 5 (a great deal of availability)

How satisfied are you with your options to use PBIS?

1 (Not at all satisfied) 2 3 (somewhat satisfied) 4 5 (very satisfied)

Social and Emotional Learning:

Please read the following description of Social and Emotional Learning and answer the question below regarding its use.

Social and Emotional Learning: Teaching critical skills such as relationship building, coping skills, and how to and not to interact with others.

How willing are you to use Social and Emotional Learning with your students?

1 (Not willing) 2 (Somewhat not willing) 3 (Neutral) 4 (Somewhat Willing) 5 Willing

To what extent do you anticipate barriers getting in the way of you implementing SEL with your students?

1 (No barriers) 2 3 (some barriers) 4 5 (very many barriers)

To what extent do you perceive there being stigma around using SEL with your students?

1 (No stigma) 2 3 (some stigma) 4 5 (a great deal of stigma)

To what extent is there training or professional development available to encourage your use of SEL?

1 (No availability) 2 3 (some availability) 4 5 (a great deal of availability)

To what extent are you available to attend training or professional development to encourage your use of SEL?

1 (No availability) 2 3 (some availability) 4 5 (a great deal of availability)

How satisfied are you with your options to use SEL?

1 (Not at all satisfied) 2 3 (somewhat satisfied) 4 5 (very satisfied)

Appendix P: *The Sense of Agency Scale (Tapal et. al, 2017)*

When thinking about your work life, select a number between 1 (strongly disagree) to 7 (strongly agree) on how much you relate to the given statement.

1. I am in full control of what I do.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

2. I am just an instrument in the hands of somebody or something else.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

3. My actions just happen without my intention.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

4. I am the author of my actions.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

5. The consequences of my actions feel like they don't logically follow my actions.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

6. My movements are automatic—my body simply makes them.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

7. The outcomes of my actions generally surprise me.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

8. Things I do are subject only to my free will.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

9. The decision whether and when to act is within my hands.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

10. Nothing I do is actually voluntary.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

11. While I am in action, I feel like I am a remote-controlled robot.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

12. My behavior is planned by me from the very beginning to the very end.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

13. I am completely responsible for everything that results from my actions.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)