

Syracuse University

SURFACE

Teaching and Leadership - Dissertations

School of Education

2011

The Implementation of Life Space Crisis Intervention as a School-Wide Strategy for Reducing Violence and Supporting Students' Continuation in Public Schools

John E. Ramin
Syracuse University

Follow this and additional works at: https://surface.syr.edu/tl_etd



Part of the [Education Commons](#)

Recommended Citation

Ramin, John E., "The Implementation of Life Space Crisis Intervention as a School-Wide Strategy for Reducing Violence and Supporting Students' Continuation in Public Schools" (2011). *Teaching and Leadership - Dissertations*. 235.

https://surface.syr.edu/tl_etd/235

This Dissertation is brought to you for free and open access by the School of Education at SURFACE. It has been accepted for inclusion in Teaching and Leadership - Dissertations by an authorized administrator of SURFACE. For more information, please contact surface@syr.edu.

ABSTRACT

The Implementation of Life Space Crisis Intervention as a School-Wide Strategy for reducing violence and supporting students' continuation in public schools.

By: John E. Ramin, Ed.D.

The purpose of this study was to explore the effectiveness of implementing Life Space Crisis Intervention as a school-wide strategy for reducing school violence.

Life Space Crisis Intervention (LSCI) is a strength-based verbal interaction strategy (Long, Fecser, Wood, 2001). LSCI utilizes naturally occurring crisis situations as teachable moments.

The literature review analyzes school violence, violence prevention programs and effective change practices.

This study employed mixed research methods with a sample population of public school, LSCI trained, staff members in Central New York.

The result of this study supports two conclusions: LSCI is an effective school-wide strategy, but was not implemented effectively or that LSCI is effective as part of a school-wide violence prevention continuum. Further research is warranted.

Syracuse University – School of Education

The Implementation of Life Space Crisis Intervention as a School-Wide Strategy for
reducing violence and supporting students' continuation in public schools.

By

John E. Ramin

B.S. SUNY @ Fredonia, 1988

M.A. Edinboro University of Pennsylvania, 1990

C.A.S. Syracuse University, 2001

Ed.D. Syracuse University, 2011

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education
(EdD) in Teaching and Leadership in the School of Education of Syracuse University

DATE: August, 2011

Copyright 2011 John E. Ramin
All Rights Reserved

Table of Contents

	<u>Page</u>
Chapter One – Introduction to this study	1
Life Space Crisis Intervention	2
Potential Significance of this Study	15
Overview of the Dissertation	17
Potential Impact of this Study	18
Chapter Two – Review of the Literature	19
Understanding School Violence	19
School Violence Prevention	29
Implementing LSCI: the issue of change	49
Chapter Three – Research Methods	64
Study Purpose	64
Sampling Design	66
Survey Data	76
Variables	82
Pre-testing	99
Pilot testing	100
Validity & Reliability	101
Chapter Four – Analysis of data	105
Introduction	105
Independent Variable Data	106
Dependent Variable Data	117
Interview Data	135

Demographic Information (Interviews)	137
Conclusion	163
Chapter Five – Results of this study	165
Discussion of Results	166
Summary	182
Conclusions	184
Significance of the Results	187
Limitations and Implications for Future Research	188
In Closing	200
Appendix A – LSCI Staff Survey Instruments	203
Appendix B – Breakdown of Staff Trained in LSCI within the scope of this Study	218
Appendix C – IRB Approval for Conducting Survey Study	220
Appendix D – Survey Consent Letter	223
Appendix E – Survey Responses	226
Appendix F – Report Card Data (Suspension Rates and Attendance by Schools)	245
Appendix G – IRB Approval for Conducting Interviews	251
Appendix H – Interview Consent Letter	254
Appendix I – Scales by Participating School	257
Appendix J – Interview Data	262
References	311
Vita	322

Acknowledgements

I would like to express my deepest gratitude to Dr. Joseph Shedd for providing me guidance, support, and informational resources, as well as being available for bouncing ideas and expressing disappointments. Without his influence this project would have been very difficult to complete. I also would like to thank Dr. Mara Sapon-Shevin and Dr. Benjamin Dotger for their time, thoughts and feedback as I moved forward through this project. Their words were thought provoking and comforting. I am also grateful to Michelle Mondo for her ability to organize my dissertation committee meetings as well as keep me in the information loop regarding happenings in the Teaching and Leadership Program.

I would like to thank Mary Ann and Scott Preston for their assistance in helping me make sense of the “mountains” of data that is accumulated after a lengthy survey instrument. This was not an easy task, but it was one that we all learned from.

I am grateful for my friends and colleagues at Oswego County BOCES especially Lisa Nappi, Mary Kay Pagano, Jonita Greenhouse, Jim Huber, Kathy Horth, Colleen Martin, and Janet MacDougall. Their ongoing support, understanding and interest in this project helped keep my momentum going, bringing it all to fruition. I would also like to thank Kevin Boutelle for his technical assistance as well as Mark LaFountain and Lisa Spencer who always thought of me when a SU tuition remittance voucher came across their desk. This was a huge help!

I would like to thank “Wegmans” on Route 57 in Liverpool, NY, especially those working in the “Coffee Shop.” Their great food, hot coffee, and wonderful customer service made it a comfortable place for me to work and write.

I am grateful to Joan Egan, my wonderful mother-in-law. She took many days out of her schedule to cover my parental responsibilities so I could go and write. This was an enormous help.

I would also like to take this opportunity to thank my wonderful parents, Ed and Joan Ramin. From a young boy they instilled in me a sense of perseverance, always pushing me to finish what I started and to never give up even when I really wanted to. This life lesson, along with their frequent inquiries about how the project was evolving, helped me keep going especially when there were many more fun things to do.

I would like to thank my awesome kids, Meredith and Jack Ramin. They have been patient and supportive through this whole experience. They grumbled through my many missed dinners and absent Saturday mornings due to this project, and are very excited that “the Paper” is all done.

Lastly and most importantly, I would like to thank my lovely wife, Diane. It was through her love and support that I felt the courage to take the risk to begin and complete one of my life long goals. It was Diane who covered when I was gone, worked so I could continue and encouraged when I would consider quitting. She advised and consoled me through this whole process. For all of this and more I am forever grateful.

Chapter One

Introduction

The purpose of this study was to explore the implementation of LSCI as a school-wide strategy for reducing school violence and supporting students' continuation in school. Mayer (2001) and Hunt, et al. (2002) link both school violence and drop-out rates as being directly correlated. These articles discuss the level of school violence as an antecedent for students dropping out. School violence continues to be a topic of concern among the American public, researchers and policy makers (George & Thomas, 2000). There is frequent mention of situations of school violence interrupting school environments and the learning process (Joong & Ridler, 2005). What is being done to address school violence and is it working?

The media is filled with conflicting examples of school violence. Some highlight situations that have halted a school's ability to educate students (Toppo, 2003; Miller, 2008; Wiseto Social Issues, 2009). Others indicate that in fact school violence is on the decrease (Stossel, 2007). This media confusion causes varying perceptions about violence in schools, interrupting a community's trust in schools.

As a school administrator, I have been faced with many incidents of school-based violence leading to removal and/or dropping out of school. This was something that I really was not prepared for at the completion of my administrative training. It was very apparent from the beginning of my administrative career that I did not have enough effective tools to begin to address the needs of the number of students struggling with emotional crisis, oftentimes leading to violence. I looked throughout my organization and found similar situations from administrators who attended different administrative

programs. This was disheartening. I struggled with this lack of knowledge on how to work with students participating in potentially violent behavior because I was discovering it to be a large part of this school setting. It also came to my attention that the entire county was faced with the same situation. Seven of the nine school districts in the county were cited by the New York State Education Department for having a disproportionately high incidence of students dropping out and nine out of nine being cited for a disproportionately high incidence of out of school suspension for students with disabilities (NYSED, 2009). This solidified that this issue was not a solitary problem isolated to my organization.

Near the beginning of my administrative career, an outside consultant came to my organization to critique our Severely Emotionally Disturbed (SED) program. This consultant recommended we look at Life Space Crisis Intervention (LSCI) as means to support students. The students in that program consist of those fluctuating between the secondary and tertiary violence prevention levels of the Positive Behavioral Intervention and Supports (PBIS) system (Sugai, 2007). It was determined that LSCI was a reasonable approach in addressing those students.

Life Space Crisis Intervention (LSCI)

What is LSCI?

Life Space Crisis Intervention or LSCI is the use of advanced skills of Reclaiming Children and Youth involved in self-defeating behavior (Long & Fecser, 2006). It is a therapeutic, verbal strategy of intervention for students in crisis. Although the focus of LSCI is to use with students it can be used with adults as well.

LSCI utilizes a student's crisis situation as a learning tool to help them deal with issues that would otherwise impede their opportunities. The process uses students' reactions to stressful events to change behavior, enhance self-esteem, reduce anxiety and expand understanding and insight into their own and others' behaviors and feelings (Long, Fecser, & Wood, 2001).

LSCI focuses on a crisis that occurs when an incident escalates into conflict between or within a student and others. Because such crisis involves a student's immediate life experience, it is the optimal time for learning. LSCI provides a means for adults to view the situation from the student's point of view so that there is an understanding of the root of the crisis. This understanding will provide a foundation for guiding students toward more appropriate dealings with crisis situations. The idea is to teach students to draw connections between their feelings and their behaviors (Long, Fecser, & Wood, 2001). In linking their feelings and behaviors, they will have a better chance to modify their reactions into more productive actions. This, in theory, will increase appropriate behaviors, reducing incidences of violence. The goal of every LSCI is as students work through an intervention they will be able to see the connection between behaviors and feelings. With practice, they should be able to use the experiential knowledge gained from the LSCI process and generalize it when facing similar crisis or stressful situations (Kolb, 1984).

LSCI also lends itself to working well with other programs. It was designed to be most effective with those students falling in the tertiary or secondary levels of the PBIS structure. LSCI, by its very nature addresses crisis through a backward design; starting with the crisis and working backwards through the issue to educate about what can be

done in the future when faced with similar situations or stressors. It is individually focused with minimal group learning. Combining this approach with a program that is more curricular and group focused may provide for a more comprehensive design for addressing student behaviors. LSCI also requires extensive training, which is a cost to its users. This typically six day training with follow-up support has its own cost aside from the time involved with the training.

Origins and evolution of Life Space Crisis Intervention

Life Space Crisis Intervention came out of the original works of August Aichorn (1935). In this work Aichorn translated psychoanalytic concepts into operating principles that were successful in treating delinquent boys (Long, Fecser, Wood, 2001). The work of this Viennese educator and psychoanalyst is still being used in the field of mental health and delinquency.

Fritz Redl was a student of Aichorn. Redl took Aichorn's work and immigrated to the United States in 1936. He found a home in Detroit, MI, where he forged a relationship with David Wineman. The work of these two researchers focused on the study of behavioral controls of aggressive, delinquent children and youth (Long, Fecser, Wood, 2001). Redl and Wineman (1951) developed the "Marginal Interview" for use by direct service staff. The term "marginal" was used to distinguish the interview from psychotherapy (Redl & Wineman, 1951; Redl & Wineman, 1957). This "Marginal Interview" was later renamed the "Life Space Interview" or LSI (Long & Fecser, 2006).

In 1956, after teaming up with William Morse, Redl sought to identify the most aggressive children from 200 hospitals along the eastern seaboard (Long & Fecser, 2006). He selected 6 of the most severe cases to become the "Aggressive Child Project." Nick

Long began working with Redl and Wineman on this project. Further development of LSI continued under the direction of Morse and Long. This refinement of LSI created a counseling approach used to manage behavior and change behavior patterns of students (Life Space Interview and the Life Space Crisis Intervention, 2007). There are two types of LSI. Both are “here and now” reactions to an event or experience in a student’s life.

The first of these approaches is considered “Emotional-first-aid-on-the-spot.” This is used when a staff person wants to “Cool off” a student. They try to resolve the problem quickly looking to return a student back to the activity prior to the escalation (Redl & Wineman, 1957). This is broken down into five strategies. They include; “drain off frustration acidity,” “support for the management of emotions,” “communication maintenance,” “regulation of behavior and social traffic,” and “umpire services.” Each of these pieces serves a different function. Redl & Wineman (1957) explain each of the strategies in the Life Space Interview and/or the Life Space Crisis Intervention, 2007.

The first, “drain off frustration acidity,” allows the student to vent his/her emotions. This is done by allowing the student to verbalize their frustration with reflective “nuggets” or statements to encourage continued de-escalation. This is without retribution, with the staff providing guidance to help the student regain control. When the student is calm, the situation is explained gently with firmness allowing for accountability, noting that there is a consequence for their actions, with the goal of quickly rejoining the class activity.

The “support for the management of emotions” is designed to provide support when the student has pent up feelings and emotions that come to the surface. This

strategy helps the student sort through the events and put his or her problems into perspective.

The “communication maintenance” strategy looks to assist when a student withdraws from a situation. This intervention looks to prevent a student from breaking off communication with others. With this strategy you want to keep the student talking no matter what the topic.

The fourth strategy of the “emotional-first-aid-on-the-spot” is the “regulation of behavior and social traffic.” This involves the consistent application of rules and guidelines by a calm, patient adult. This consistent message settles the student around their issues. The idea is that students will be able to identify what it is about the rule that has caused them stress. Then the staff and student develop a plan of working within the guidelines of the established rules which could be “not wearing a hat in class” or “no physical violence of any kind allowed.”

The last strategy mentioned within this group is the “umpire service.” This strategy is used to settle conflicts between inter-child and intra-child situations. The adult collects information and makes a fair, impartial decision. This is not something that is easily accomplished. The student and staff member needs to have developed a strong sense of trust and or a reputation that is respected, so that the student believes that the judgment is fair and impartial. This decision is then consistently enforced.

The more in-depth technique is the “Clinical exploration of life events” (Life Space Interview and the Life Space Crisis Intervention, 2007; Redl & Wineman, 1957). This approach uses five strategies to help the teacher gain insight into the student’s behavior looking to change inappropriate ways of acting. These strategies or techniques

are taught to teachers/staff in order to help them identify underlying issues behind student's behavior. There is minimal direct instruction of the program delivered to students regarding the elements of LSI or LSCI. Elements that are taught are basic program vocabulary and stage sequences. These five strategies are still used and are incorporated into Life Space Crisis Intervention or LSCI (Long, Wood, Fecser, 2001). Redl provided no specific directions for moving into the strategies, but believed that the adult needed to be flexible moving with the conversation (Life Space Interview and the Life Space Crisis Intervention, 2007). These five strategies include "reality rub," "value repair and restoration," "symptom estrangement," "new tool salesmanship," and the "manipulation of the boundaries of the self." Each of these strategies focuses on the varying situations and personalities of the students. This determined which strategy the interviewer was going to use. Redl and Wineman (1957) explain each of these strategies (Life Space Interview and the Life Space Crisis Intervention, 2007).

In a "reality rub" approach the adult helps the student realize that they have misinterpreted or refused to recognize certain information pertinent to an incident. The approach is to make the student aware that their perceptions are not correct and inform them as to the truth of the situation under discussion.

The "value repair and restoration" strategy looks to awaken dormant values such as respect, empathy, trust, etc. Often students have difficulty displaying emotions which could represent vulnerability. The students have learned to hide these emotions behind aggression, nonchalance, and anger. The adult's task is to work these values through probing to identify examples of situations or experiences where the student displayed

these values, which are essentially numb, to help the student develop appropriate responses.

The “symptom estrangement” strategy is used with students who do not recognize their behavior as being inappropriate. In this situation the adult brings attention to the student’s specific behavior and expresses how it is viewed by others. This is done so that the student will see what has occurred as a result of their actions, working with them so that they will opt for an alternate behavior in the future.

The fourth strategy described by Redl (1957) is the “new tool salesmanship.” With this approach the student is helped to improve their ability to react in a problem situation. The adult helps the student recognize the “tools” that they have successfully used in the past to help solve their current situation.

The “manipulation of the boundaries of the self” is the last strategy in LSI. It is used with two types of students. The first are those who allow themselves to be used by others. The second are those that victimize or take advantage of others. The students are made aware of these behavior patterns in an attempt to make them more receptive to interventions (Life Space Interview and the Life Space Crisis Intervention, 2007; Redl & Wineman, 1957; Long, Wood, & Fecser, 2001). This is done by breaking down the situation into smaller chunks to assist with the student’s understanding of the situation from multiple perspectives. It is also helpful to provide examples of when this type of situation has occurred previously if they are available.

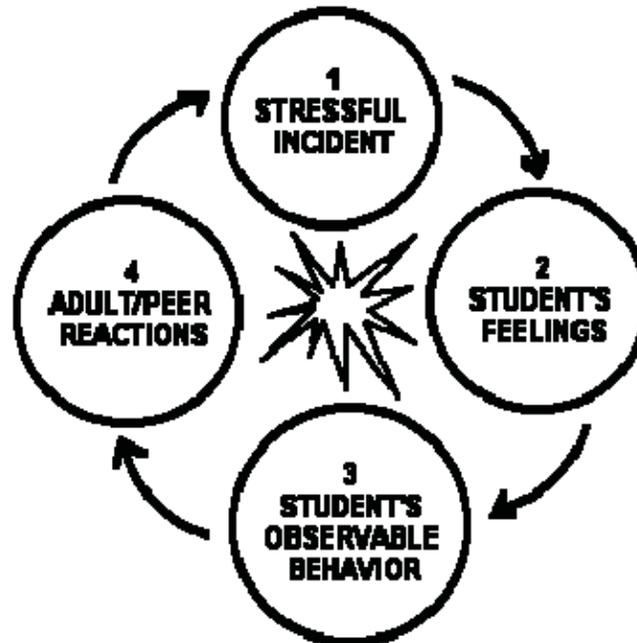
These five strategies provided the varying approaches for working with students in crisis. These strategies targeted the primary ways students respond to stress.

Long and Morse took the information that they gathered in this clinical setting of the Aggressive Child Project and moved it into the educational environment where it could be used by teachers (Long & Fecser, 2006). They coauthored *Conflict in the Classroom* (1965) along with a colleague Ruth Newman. In 1971, Long moved to the Washington D.C. area and founded the Rose School. This was a community-based psycho-educational program which combined special education and mental health services. This program served some of the most troubled students in Washington, DC. Long worked with LSI for approximately 20 years refining, teaching and critiquing. In the early 1990's Long teamed up with Frank Fecser evolving LSI into LSCI. This evolution created a more structured, guided approach to conducting an LSCI with more intervention strategies (Life Space Crisis Intervention Video Series, 1996). It provided a clear progression of what needed to be accomplished within an intervention. It encouraged flexibility, but created a natural progression for accessing the root of the crisis. This revision then provided a plan for guiding students into gaining insight to what the issue is along with an opportunity for discovering alternative strategies.

Long (2001) also focused attention on a pattern of behavior identified as the "Conflict Cycle." This cycle begins with a student's irrational belief causing them to be faced with a stressful event. This then is reflected in the student's feelings followed by the student's observable behavior. This can manifest itself very differently depending on the student's mechanism of coping. Some examples would be belligerence, withdrawal, physical and/or verbal aggression, etc. This is then followed by the adult or peer reactions to that observable behavior. Then at this point, the cycle returns creating a

more intense, stressful event, building until there is a significant crisis. This cycle is displayed in the following picture:

Table 1.01 – Conflict Cycle



The intervention begins through breaking this cycle initially at the level of adult/peer reactions. Breaking this cycle reduces the opportunity for an event to grow into an “out of control” situation resulting in extreme consequences thus fostering more possibilities for the student (Long & Fecser, 2006).

The Current Design of LSCI

Life Space Crisis Intervention, in its current design, is comprised of two different groups of stages. They are the “diagnostic” stages and “reclaiming” stages, which are described below (Long, Fecser & Wood, 2001).

The first are the “diagnostic” stages. These stages are designed to help the interviewer “diagnose” the root of the conflict or crisis. The first of these stages is the initial “drain-off” of emotions. Staff members focus their attention on draining-off or de-

escalating the student's intense emotions. It is important to note that this can only occur with staff members controlling their own personal feelings of counter aggression.

The second of these stages is the "timeline" stage. This stage focuses on establishing a relationship with the student, building a timeline of the events that led up to the crisis. Through establishing a timeline the adult can obtain and validate the student's perceptions of the crisis.

The final stage, of the diagnostic group of stages, is determining the central issue. In this stage the adult diagnoses what the underlying issue is and if the crisis represents one of the six LSCI patterns of self-defeating behaviors. The student at this point may or may not have determined what the central issue is. They become aware during the first "reclaiming stage." The diagnostic stages are designed to assist the interviewer determine the central issue of the crisis. Having this knowledge can help focus the interview so the student can gain a more realistic view of the situation guiding their insight.

The second of the two groups of stages are the "reclaiming" stages. The first of these stages is the "insight" stage. This is where the staff member pursues the student's specific pattern of self-defeating behaviors looking to bring about personal insight and accountability. This is done by approaching the behaviors in a somewhat structured manner. There are six reclaiming interventions associated with this stage. They are an extension of the original LSI and named for their pattern of self-defeating behaviors. They include; red flag, reality rub, new tools, symptom estrangement, massaging numb values, and manipulating body boundaries. Each self-defeating behavior is different and

manifests similarly across populations. Long, Fecser, and Wood (2001) describe these “reclaiming” strategies.

The first of these reclaiming strategies is the “red flag.” This is when a student displaces anger onto others. This is often at the beginning of a day or just following a transition. The student takes the issue that occurred in one setting and projects it into another, more safe setting. The role of the adult in this situation is to teach the student self-awareness and stress management skills.

The second reclaiming strategy is the “reality rub.” This is where the student distorts the events and/or their meanings. Students may present blocked perceptions due to intense feelings. The student’s misperceptions may also come as a result of personal emotional sensitivities or personal history. In these cases the adult’s role is to focus on organizing the student’s perceptions and sequence of time and events.

The third reclaiming strategy is “new tools.” This is where the student wants to do the right thing but does not have the appropriate social skills. These students are the most responsive to intervention. The goal is to teach new social skills that the student can use for immediate positive gain.

The fourth reclaiming strategy is “symptom estrangement.” This student follows the perception that they are doing what they must to survive, even if it hurts others. They are focused on themselves and do not feel that there is a need to change. The goal in working with these students is to make them feel uncomfortable about a particular behavior, by confronting the rationalizations, decoding the self-serving narcissism and distorted pleasure the student receives from the inappropriate behavior.

The fifth reclaiming strategy is “massaging numb values.” This is where the students have a distorted perception of the situation and exploit it for exaggerated feeling of guilt. Their perception is that when they are upset they do terrible things creating a strong feeling of guilt. The adult’s goal in working with these students is to relieve some of the burden by emphasizing a student’s positive qualities. They want to expand the student’s self-control and confidence by abundant affirmations.

The sixth reclaiming strategy is “the manipulation of body boundaries.” With this behavior the students are categorized into two groupings. In the first, referred to as “false friendship,” the student’s perceptions are that “it is important to have a friend even if that friend gets me into trouble.” These students tend to have lower social skills making them targets for manipulation. The goal is to confront the students together to bring to the surface the underlying reason behind the friendship. Then there is follow up with the student in need of social skills providing them tools such as to avoid these situations in the future. The second variation of “Manipulation of Body Boundaries” is called the “Set-Up.” This is where the victimizer manipulates a situation, involving others, to meet their personal needs. The goal is to display to the victim that another student is manipulating events in a way that is working against the student’s best interest (Long, Fecser, & Wood, 2001).

The second of the reclaiming stage is “new skills.” This is where the adult teaches the student new social skills to overcome their pattern of self-defeating behaviors. It is through direct instruction that new skills are taught. Often students with behavioral issues fail to learn the subtle nuances associated with appropriate social and language

skills resulting in misinterpretation with the potential of inappropriate behavioral escalation (ASHA, 2007).

The last reclaiming intervention stage is the “transfer of learning” stage. This stage is specifically focused on successful reintegration back into the classroom. This reintegration includes the generalization of the newly taught social skills (Long, Fecser, & Wood, 2001). This is often done following role playing practice.

I was so impressed by this programs ability to assist students with their crisis situations that I joined a few other members of my organization and became a Senior Trainer of LSCI. We went on to make our organization a national LSCI training site. As I became familiar with LSCI, I began to wonder about the implications of this strategy as a means of supporting students in public school settings. Could Life Space Crisis Intervention serve as a strategy for reducing school violence and supporting students’ continuation in school? If so, LSCI could have an important impact on the districts that face frequent incidents of school violence and high drop-out rates.

Some of our county school districts also began to participate in some of the LSCI trainings that were offered. One district in particular embraced the training sending approximately forty staff members to be trained at various times. This included staff in positions ranging from administrator, teacher, related services, and support staff. This is a huge commitment of resources as LSCI involves six full days of training. Each six day training cycle comes with a cost, not only for the training but for the substitutes required to cover the participants’ positions back in their districts. Also adding to the burden of school districts are the resources required for implementation of LSCI, such as staff time for interventions, space, and support. This can create a significant paradigm shift for

districts moving away from the essentially punitive reaction for incidence of violence. This shift requires effective change practices.

Change practices play a significant role in the effectiveness of implementing any initiative (Fullen, 1993). With such a commitment as LSCI, it is important that effective change practices are in place. Without such practices, any initiative has little chance of being successful.

Recently, my superintendent began to question the effectiveness of LSCI as a means to reduce school violence. He is looking at our organization's commitment of resources towards this initiative in comparison to its success rate for reducing student violence. I would anticipate that this would be a question of many districts as LSCI requires such a large commitment of resources not only for training, but for implementation. This supports the timeliness of this study thus driving its completion.

Potential Significance of this Study

Life Space Crisis intervention has traditionally been thought of as a counseling strategy for working with individuals and not as a more general strategy for reducing violence and inappropriate behavior in schools. This study's purpose is to look at the implementation of LSCI as a school-wide initiative focusing on reducing school violence and increasing school participation across multiple schools.

There is a significant amount of time involved in conducting LSCI interventions. This is time that could be spent on other academic tasks. Granted that during the time of crisis not much learning will typically occur, but is the time that LSCI requires time well spent? Might it be better to just remove the students from that setting? LSCI also requires extensive training, which is a cost to its users: six days of training with follow-up

support. A school needs to weigh these costs against benefits before embarking on this process.

The results of this study could reveal the benefits of utilizing LSCI within a school setting or alternatively, could reveal that LSCI has no documented effect on reducing school violence or increasing school participation. Whatever the findings, the study could provide information to make appropriate decisions.

Most of the studies regarding the effectiveness of LSCI are qualitative in nature, derived from very small samples, and focus on therapeutic or residential education settings. This study, although drawing on these studies, provides a different perspective on the program's effectiveness in a different setting.

This study samples opinions at a single point of time, but asks respondents to report on their experiences with LSCI over time. Surveys are used to reveal staff perceptions of LSCI and its effectiveness, providing a snapshot of information reflective of their current interpretation of the program. The information comes from multiple school sites providing a larger picture of the program's effectiveness. A sample of participants was then contacted for follow-up interviews. This information provides a more detailed look at the research questions in particular settings. In conducting a research project examining a single point also sets the stage for follow up studies.

In determining the effectiveness of LSCI in reducing school violence and increasing school participation the study focuses on relationships between variables along with opinions of the respondents. The study examines both successes and supports and failures and floundering. The following set of questions set the basis for this study:

*Does the way LSCI has been introduced and implemented make a difference in the perceived effectiveness of LSCI within a school?

*Does the level of training and support provided to staff make a difference in the perceived effectiveness of LSCI within a school?

*Does school culture impact the perceived effectiveness of LSCI?

*Does LSCI, as an approach to working with students in crisis, have a perceived impact on different levels of school violence?

Specific questions related to leadership, implementation and sustainability are examined, as well as perceived changes in student behavior.

This study thus provides information that is potentially valuable to educational leaders who must decide whether to adopt LSCI as a means of reducing school violence and supporting students' continuation in school.

Overview of the Dissertation

Literature Review – Chapter two

This chapter begins with reviews of research on youth violence, violence prevention programs other than LSCI, and LSCI itself. A final section discusses research on effective change practices. It underscores that effective change practices are necessary components for any program success.

Research Methods – Chapter three

In chapter three, the details regarding the design of this study are presented. This includes a description of the sampling population, sampling procedures, the design of the LSCI Effectiveness Staff Survey Instrument, pre-test, pilot test, interviews and data analysis procedures. It concludes with a discussion of concerns about the validity and

reliability of the survey instrument used in the study, as it was newly developed and has not been previously established.

Chapter Four – Results and Discussion

In chapter four, the statistical results of this study are presented along with a broad analysis of that information. The sources used were a combination of perceptual and state reported information. This information was gathered through an electronic survey instrument, face to face interviews, multiple New York State Annual School and District Report Cards. All information gathered was to gain a better understanding of the research questions outlined in chapter three.

Chapter Five – Conclusion and Recommendations

Chapter five discusses the statistical results and interview data presented in chapter four within the context the literature discussed in chapter two. The conclusions drawn and their significance in the context of public schools will follow this discussion. Limitations of the study will next be addressed including the associated implications for future research.

Chapter two

Review of the Literature

Understanding school violence

In order to understand the causes of school violence, it is important to have a clear understanding of the term violence as it relates to schools. Violence refers to any intentional actions that (a) disrupt the operation of a school's learning program, (b) cause physical harm or psychological distress for students, teachers, and other members of the school staff, and/or (c) destroy property (Thomas, 2006). It can be an overt or subtle act of aggression, physical harm, intimidation, or coercion resulting in emotional or physical suffering of another. Violence includes any emotional, psychological, or physical harm to person, community, or property (Scherz, 2006). The World Health Organization defines violence as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation (WHO Global Consultation on Violence and Health, 1996). School violence is about a range of things from bullying to aggravated assault, from suicide to homicide (Denmark et al., 2005).

Violence is not isolated to any one community or segment of the population; rather it is multidimensional and pervasive (Scherz, 2006). Violent behavior can occur within the school, on the school grounds, or near the school. Persons committing violent acts can be students, members of the school staff, or outsiders (Thomas, 2006).

1. Thomas (2006) lists various types of violence. These include: Deadly weapons; threats of violence; fighting; child abuse; sexual abuse; bullying and hazing;

vandalism; theft; and disruptive behavior. He describes the various types of youth violence categories as follows: Deadly weapons violence involves the use of instruments that could cause severe physical harm to victims – such as a gun, knife, a hammer, a metal water pipe, a wooden cane, a rock, a ceramic bookend, and automobile, and more.

2. Threats of violence consist of any indications – physical, pictorial, spoken, or written – of a person or group intending to harm other individuals, groups, or property.
3. Fighting consists of individuals or groups engaging in physical and/or verbal combat with the aim of harming – or at least subduing – their opponent.
4. The U.S. Government's Federal Child Abuse Prevention and Treatment Act defines child abuse as any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation; or an act or failure to act which presents an imminent risk of serious harm. Most states recognize four major types of maltreatment: neglect, physical abuse, sexual abuse, and emotional abuse. Although any of the forms of child maltreatment may be found separately, they often occur in combination.
(National Clearinghouse, 2004)
5. The expression sexual abuse refers to unwanted sexual acts that involve exploitation, intimidation, deception, threats, or physical force. Sexual abuse can include such diverse behaviors as obscene phone calls, exhibitionism, window peeking, exposure to pornography, offensive fondling, attempted rape, and rape.

The term child sexual abuse means interactions between a child and an adult or adolescent where the child is being used for sexual purposes.

6. Bullying involves an exploiter seeking to undermine, humiliate, denigrate, or injure someone through such ways as teasing, taunting, insulting, depriving, physically assaulting, robbing, spreading rumors and the like.
7. The terms harassment and psychological intimidation are sometimes used as synonyms for bullying.
8. Hazing is a form of bullying that requires applicants to an organization to submit to activities that are humiliating, degrading, or involving risk of emotional or physical harm. Typical hazing practices include subjecting applicants to insult, sleep deprivation, vile substances to consume, humiliating attire to wear in public, branding, beating, binge drinking, sexual stimulation, sexual assault, and more.
9. Vandalism is the malicious destruction, injury, or disfigurement of any public or private property without the consent of the persons who own or legally control the property.
10. The word theft means taking property that belongs to others without the permission of the owners of the property. Theft also includes individual illegally taking property that belongs to a school district.
11. The expression of disruptive behavior refers to students' action that seriously interferes with the efficient conduct of the schools learning program. The kinds of disruptive behavior of interest are issues that do not involve deadly weapons, threats of violence, fighting, child abuse, sexual abuse, bullying and hazing or vandalism. In other words, the sort of disruptive behavior of interest lies outside

the above-mentioned types of violence and focuses, instead, on acts within the province of school discipline or classroom management.

Common acts of violence are categorized as retaliatory and/or dramatic.

Researchers suggest that retaliatory violence is not an act of aggression that stems from the unmet basic needs of food or shelter, which sometimes occurs in poverty stricken inner-city schools, but instead is about affiliation and belonging. Retaliatory violence is a desperate response, incubated in a school community that has failed to recognize the tremendous pain of less resilient youth from middle- and upper-class strata (Scherz, 2006). Dramatic violence refers to the need to send a message related to how the student is feeling or believing. While there is no evidence to support the notion that the overall trends in violence are increasing, there is evidence of a rise in the randomness and severity of violent episodes in schools (Scherz, 2006).

The rise in dramatic violence leads us to consider how young people are being influenced toward this overtly antisocial behavior and what may be reinforcing this behavior (Scherz, 2006). The literature is filled with statistics highlighting youth violence. Some examples are:

- In 1997, of teens under the age of 18 years, 1700 were implicated in 1400 murders (Snyder, 2002).
- Violence ranks among the five leading causes of death for those under the age of 24 years old and the second leading cause of death for African American males aged 15 to 19 (Scherz, 2006).
- According to the 1990 Youth Risk Behavior Survey, 1 in 20 senior high school students carried a firearm, usually a handgun, and 1 in 5 carried a

weapon of some type during the 30 days preceding the survey (Centers for Disease Control, 2004).

Bullying is another common form of violence and is more socially accepted. Communities tend to be more tolerant of this form of violence which is often viewed from the perspective that “kids will be kids.” Too often, parents and educators assume that bullying teaches kids how to stick up for themselves (Morrison, 2007). Barton (2006) notes that literature on bullying and school violence points to classroom and school environments that play roles in the maintenance of students’ aggressive behaviors. Schools that ineffectively manage bullying earn a reputation among students for tolerating violence, contributing to cycles of aggression and victimization (Barton, 2006; Larkin, 2007).

Denmark et al. (2005) suggest that there are many explanations for school violence, whether retaliatory or bullying. In thinking about the teen years, where the greatest numbers of violent incidents are reported, we know that the following characteristics are associated with these years: impulsivity, searching for a place for oneself, idealism and extremism, highly developed fantasy, and violence as a compensatory mechanism. Add to these stage-specific characteristics, exposure to violence in the family and the community, drug or alcohol use, availability of firearms, prejudice based on difference, and the inability to resolve conflict in any way other than physical, and it is understandable why students resort to violence.

In reflecting on the concept of belonging, the issue of “social connectedness” comes into play (Brendtro, Brokenleg, & Van Bockern, 2001). The importance of the social and emotional dynamics which underpins the processes of social inclusion and

exclusion are essential. Some common themes with students committing violent acts include shame, depression and public humiliation, which often result from a lack or distortion of belongingness (Morrison, 2007).

Ahmed et al.. (2001) indicate that discharging internalized shame is a critical aspect to restoring safe school communities. Without enabling the discharging of shame over wrongdoing, the fostering of healthy and responsible engagement within the school community could prove difficult. Shame breaks down the social connectedness of a school community and must be discharged if a school is to create a healthy foundation for students' positive social identity and sense of pride and respect in their school community.

Rejection is another factor that has been linked to violent behavior. Rohner (1975) studied rejection in 118 cultures around the world and found that in every one of the cultures, kids who were rejected turn out badly. These kids turn out badly in ways that were defined as being culturally inappropriate, such as being disrespectful to elders and defying expectations for that particular subgroup. They develop whatever is bad in that culture, eventually creating a subgroup of acceptance (Kohn, 1996). Rohner (1975) describes rejection as a psychological malignancy or psychological cancer. This is important in understanding youth violence because one of the themes for kids who are violent is rejection (Miller, Martin & Schamess, 2003). These authors argue that if positive acceptance is not provided, then students will seek acceptance from negative routes. The experience of being wanted or needed, they argue is one of the psychological anchors that keep kids steady.

One study by Sameroff (1993) looks at the accumulation of risk factors and their impact on intellectual development. Intellectual development is relevant to the issue of violence because intellectual functioning has been found to be one of the pillars of resilience; it increases the ability to deal with adversity. Felsman (in Dugan and Cole, 1989) describes the need for creativity, adaptability and initiative as measures of intelligence. He also notes the roles of these traits in resiliency. It was noted that using these traits can aid in overcoming adversity.

Sameroff (1993) notes the relationship between the number of risk factors accumulated and their effect on intellectual development, which ultimately plays a role in violence and aggression. He argues that the more risk factors a person experiences concurrently, the more difficulty he or she will have overcoming adversity. Life does not have to be risk free, and no single risk factor is a problem in and of itself. The problem is not poverty, child abuse, or absent parents. Most kids can deal with any of those. The problem is the accumulation of too many risk factors. When we put too many burdens on a kid's shoulders, he or she cannot stand up under the weight (Miller, Martin & Schamess, 2003).

Another trait that has been linked to school violence is temperament (Miller, Martin & Schamess, 2003). In order to understand temperament it is important to recognize that children come with different packages of attributes: active, passive, calming, exacerbating, and so forth. It is also important to know that temperament can be changed. It needs attention, consistency, and direction in order to change temperament. Without knowledge, without resources, without intelligence, without insight, these

authors argue, temperament shapes the pattern of behaviors that lead children down different pathways (Miller, Martin & Schamess, 2003).

Spirituality is the recognition and understanding that human beings are not simply animals with complicated brains but are sacred beings as well. Spirituality also impacts students participating in violence (Miller, Martin & Schamess, 2003). Not meeting students' spiritual needs or not having something to believe in that is bigger than themselves can produce damage in much the same way as not meeting your physical, nutritional, emotional, and intellectual needs do. Rohner (1975) holds that of all the characteristics that kids who have killed have in common, spiritual emptiness is perhaps the most commonly noted. A spiritually empty child has a kind of "hole" in his or her heart, and that hole must be filled with some sense of meaningfulness. Rohner (1975) further elaborates that if it is not filled with a positive sense of a universe of love and reverence for life, then it can be filled with a negative meaningfulness creating a harmful interpretation of life. Rohner (1975) also states that a child who is spiritually empty also has no sense of limits. Spiritually grounded children have a sense that they exist in a meaningful spiritual universe, that they are not acting alone, and that there are limits on what they can do. Reverence for life comes naturally for them. A spiritually empty child says "I'm on my own here, it's me and you, you make me angry, you deserve to die." The emotionally empty child has no floor to fall back on when he or she gets sad. A grounded child could say "I feel lousy, but I realize there is another way." The emotionally empty child, who does not have those tools, oftentimes turns to violence (Miller, Martin & Schamess, 2003).

Another factor to consider regarding school violence is school size. Research shows that small high schools tend to have different social climates than big high schools do (Pittman & Haughwout, 1987). Although larger high schools allow for more opportunities for students, smaller high schools allow for greater personal knowledge of each student (Lee & Smith, 1997). Various studies document that small schools are more likely to attend to students developmental assets like participation in music or art at least 3 hours per week, participation in sports or youth organizations, and parents actively involved with school programs (Search Institute, 2000). This is particularly important for marginal students, those at risk of dropping out, those who were disaffected, those whose parents did not support their education, and those with lower IQ scores; for those kids, researchers have found that small schools are better (Miller, Martin & Schames, 2003).

In a big school, students try out for activities, and those who do not make the cut cannot participate. A norm of exclusion, rather than inclusion is often accepted in larger schools. These students who are excluded do not feel they are in a caring environment so they do not participate in their school community. They do not participate in activities; they do not feel safe. These studies have found that when student populations get larger than about 500 for grades 9 to 12, the schools very quickly cross over into the “dynamic of bigness,” where the school size interferes with students’ perceived role in the school (Miller, Martin & Schames, 2003).

These concepts; spirituality, rejection, temperament, accumulation of risk, ecological perspectives, and school size are tools to look at different pathways kids take (Miller, Martin, & Schames, 2003; Brendtro, Brokenleg, & VanBockern, 2001).

In summary, the research on school violence indicates that there is no single cause of school violence, but an accumulation of risk factors can increase the likelihood that students will participate in such violence (Miller, Martin & Schames, 2003). Although the literature doesn't identify a specific root cause of school violence, and there is a wide range of perspectives on factors which may be more significant than others, researchers generally support the relevance of multidimensional perspectives in understanding cause. The research highlights the overall importance of acceptance and belonging as it impacts school violence (Rohner, 1975; Miller, Martin & Schames, 2003; Brendtro, Brokenleg, & VanBockern, 2001). For this reason utilizing a broad spectrum approach to violence prevention is essential. Also having an understanding that there is no single cause for violence underscores the need to understand the perspective of the students and the reasoning behind their actions.

The research on school violence notes various factors as relating to the causes of school violence. Many relate to the cultural aspects of a school. These highlight that when the school culture does not offer opportunities for students to belong, opportunities to be heard and/or opportunities for students to receive direct instruction and support on how to manage stress students are set up to engage in violent behavior. Using a quantifiable measure as well as having a qualitative support would provide more well rounded and comprehensive information as to the cultural impact of implementing LSCI in a school as well as its impact on violence. Using this mixed method would target specific, consistent information across schools while also accessing personal opinions and underlying messages about targeted school's culture.

School Violence Prevention

Before any prevention strategy can be implemented one must examine the organizational health of a school. Scherz (2006) breaks down organizational health into three categories; adaptation, climate, and infrastructure. He describes them as follows:

1. Adaptation: this includes important areas such as resiliency, organizational awareness, and school learning. Five specific factors that allow a school to keep pace with the internal and external pressures forcing change include: Professional growth and development; Collaborative decision making practices; Teamwork philosophy; Active supervision; and the structure of the workplace.
2. Climate: It is important to appreciate the strength of the mood, milieu, and temperament of your school, which affects your relationships with colleagues, students, and others in the administrative hierarchy of schools.
3. Infrastructure: this includes the tangible aspects of your school culture, such as the physical environment, policies, procedures, vision, and mission statement.

Examining the environment with these varying perspectives may help determine the most appropriate approach in addressing school violence.

Morrison (2007) argues that violence prevention programs that try to build positive attitudes among students, while neglecting the underlying social and emotional issues that generate the violence, creates a shallow veneer and students' engagements

with the community is likely to be superficial. This creates an atmosphere that promotes violent activity underground.

Developmental assets provide an alternate point of view when examining school violence (Search Institute, 2000). Developmental assets provide insights into opportunities for intervention. Although most developmental assets have some connection with school there are 10 of the 40 assets that most notably are a function of the school a child attends. These include:

1. A caring school climate
2. Parent involvement in schooling
3. School boundaries
4. Adult role models
5. High expectations
6. Achievement motivation
7. School engagement
8. Homework
9. Bonding to school
10. Reading for pleasure

Some school climates provide a caring, encouraging environment; parents are actively involved in helping young people succeed in school; youngsters feel safe at home, at school and in the neighborhood; school provides clear rules and consequences, and so forth (Search Institute, 2000). Researchers have found that the more developmental assets a child have in his or her life, the less likely he or she is to have a problem (Miller, Martin & Schames, 2003). When schools are cognizant of creating opportunities for

students to expand their developmental assets there will be less incidents of school violent activity.

When a student falls into a violent pattern of behavior, a consistent approach or way to address it is often necessary to reduce the amount of unpredictability in the situation. Schools will often recognize this and seek out a consistent violence prevention program to be implemented with both their students and staff, depending on the accepted programs design. Below is an overview of just some violence prevention programs. These programs have met with varying levels of success.

Violence Prevention Programs/Strategies

Denmark et al. (2005) offer that there are programs all over the United States designed with violence prevention in mind. The Surgeon General's report (2001) contains a list of model programs. We do not hear about these programs in the media because violence prevention is not newsworthy. The media tends to highlight negative, violent activities instead of positive, caring ones (Moore, 2002). In many of these model programs, the students feel supported and understand that the "grown ups" need to be told when there is a concern or that another student is at risk for becoming violent. Kaufman (1996) argues that through building and affirming positive relationships hope is instilled and individuals are freed from the hold of counterproductive identity patterns such as acts of violence.

Peterson and Skiba (2002) describe a framework that assists schools in developing an approach for improving the behavior of students, and for preventing school violence as well as other behavior related problems. This guide provides a framework for addressing school violence prevention. The framework has a structure based on three

groupings of students according their learning/use of the social curriculum. It frames schools' actions or strategies targeting each of the three levels. These levels of actions are:

1. Actions to create positive climate for all students
2. Actions to identify and intervene early with “at-risk” students
3. Actions to create effective responses to students with chronic or severe behavior problems.

These actions have been used in various violence prevention programs.

There are violence prevention programs that may be either computer based or web-based which are designed to reduce incidences of school violence. These tend to be less successful as they only simulate situations from an outside perspective. These do not provide students with a true understanding of relationships, which underscore most violent episodes (Brendtro, Brokenleg & Van Bockern, 2001).

Each of the following violence prevention programs have met with varying levels of scrutiny. Some studies include quantifiable information while others include more qualitative measures. Some of the notable factors include curriculum, age and level of the students targeted, training, outcomes, and follow-up. The following is only a sampling of many violence prevention programs available.

Life Space Crisis Intervention

Life Space Crisis Intervention or LSCI is the use of advanced skills of Reclaiming Children and Youth involved in self-defeating behavior (Long & Fecser, 2006). It is a

therapeutic, verbal strategy for intervention with children and youth in crisis. Although the focus of LSCI is its use with children and youth, it can be used with adults as well.

LSCI utilizes a student's crisis situation as a learning tool to help students deal with issues that would otherwise impede their opportunities. The process uses students' reactions to stressful events to change behavior, enhance self-esteem, reduce anxiety and expand understanding and insight into their own and others' behaviors and feelings (Long, Fecser, & Wood, 2001).

LSCI focuses on a crisis that occurs when an incident escalates into conflict within and between a student and others. The technique encourages staff to examine the situation from the student's perspective so they have a greater understanding of the root cause of the crisis. LSCI is often understood as a counseling technique but can be conducted by those trained in the skills. It is most productive if a relationship with the student already exists.

Numerous studies describe individual interventions from start to finish (Freado, 2007; Laursen & Peterson, 2005; Beck, 1998). LSCI takes into account that violence is a multi-dimensional scenario. Because such crisis involves a student's immediate life experience, it is the optimal time for learning.

In a recent study, Dawson (2003) reports that LSCI has real advantages for working with troubled students on reducing violent episodes within a school setting. This study collected comparative data between one school trained in LSCI and another which independently created student management procedures. The student population was inner city children ages 11-15 and in self-contained segregated special education sites. Both schools had matched personnel and were similar in size, design, and population.

The study took place over a three semester period. The first was for baseline data collection, the second was for staff training, and the third was for post data collection. Dawson (2003) highlights that students addressed in crisis using the LSCI approach ultimately have fewer behavioral incidences, more opportunities for inclusion into the mainstream, better student attendance and more referrals to a less restrictive environment. With repeated interventions, Dawson (2003) finds students are more able to appropriately deal with their anger and frustration. Staff members trained in LSCI working with these students feel more comfortable and confident in dealing with the students in crisis. Creating an environment where staff members are confident about what they do indirectly improves the school/working environment (Fullan, 2005; Grskovic & Goetze (2005); DeMagistris & Imber (1980). Dawson (2003) notes a similar reaction with the use of LSCI in working with students in crisis.

There are some limitations to the Dawson (2003) study. Dawson (2003) studied targeted student groups between two junior high school self-contained special education programs. It was not implemented or examined as a whole school initiative. The study also only draws information from data collected immediately following the training. This is when staff is interested and reasonably well versed in the techniques required. Would this study yield the same results if more time were allotted between staff training and data collection? Would staff perceptions of the effectiveness of LSCI be as favorable? This study was only conducted in two settings which were compared. Could the results be indicative of the environment of those school buildings in working with the students and staff of those self-contained special education classes?

DeMagistris & Imber (1980) conducted a study of eight boys with diverse maladaptive behaviors in a self-contained classroom of a residential facility. The students were ages 12-15 with varying academic levels. The study compares six students with a control group of two all within the group of eight all randomly assigned. The study found an increase in academic performance/participation on the part of students who received the LSCI intervention. The students who were assigned to the control group were addressed as part of the standard classroom behavioral system. Minimal changes in student behavior were noted.

DeMagistris & Imber (1980) also note that the frequency of verbal “Stand-off’s” between staff and students decrease with the use of LSCI. These decreases could be attributed to the relationships that are built in those environments. Kohn (1996) states that when trust is built between students and teachers, as well as between teachers and students, more productivity in the classroom results.

Limitations to the Demagistris & Imber (1980) study include studying a small sample population including a small control group. The study also examined information gathered from a self-contained setting. Would the study yield the same results in a larger, integrated environment? There were very few staff members involved in this study. Could personalities play a factor in the success of LSCI? Would you see the same results with a variety of people providing the intervention?

LSCI takes advantage of the relational situations creating opportunities to forge those trusting relationships (Long, Fecser, & Wood, 2001). Building upon these trusting relationships can lead to positive school cultures (Rynders, 2006; Bulach et al., 2003). Students need a sense of belongingness (Brendtro, Brokenleg, and Van Bockern, 2002).

This is the greatest of all of the needs outlined in the “Circle of Courage.” They need to feel that they are listened to, along with being part of a group, any group. When students are loyal to a deviant group, positive adult bonds are obstructed (Valore, Cantrell, and Cantrell, 2006). LSCI provides that communication tool for helping students understand that they are being listened to and that they are a part of a larger group or community.

Building trusting relationships does not typically come easily. Students have very diverse backgrounds. This plays a significant role in how they protect themselves and manage stressful situations. Seita (2006) discusses his personal battle of resistance to connect with people. He states that he has a very strong defense mechanism and it wasn't until one person found an opening in his defenses that he was able to connect. Gray, (2007) would argue that the staff person working with Seita found his motivating currency to assist the student in making positive changes. This opening allowed for a relationship to be built, creating a positive template that could be generalized with other people.

Students that typically require the use of Life Space Crisis Intervention do not change their behaviors easily or with much appreciation (Mendler & Curwin, 1999). It is done over time with consistency, optimism, and trust being built through the relationships staff has with students. Through this development of trust, students learn to rely on others as well as themselves with a positive perspective (Brendtro, Brokenleg, & Van Bockern, 2002). With acceptance of these concepts, students make themselves more available to participate in school (Valore, Cantrell & Cantrell, 2006).

Van Bockern (2006) highlights the important qualities people look for when working with other people. These qualities include honesty, trustworthiness, and being a

good citizen. These are often not the focus of our educational system, even though these are noted as being very important employment prerequisite skills. Providing opportunities to directly instruct in these skills reduces the amount of stressful situations due to lack of pragmatic communication skills (ASHA, 2007). LSCI accompanied by a relevant character education component provides the necessary skills to effectively work with other people (Rynders, 2006).

In viewing themselves from a more positive, strength-based perspective students are less likely to participate in school violence fostering a more community-based approach to school (Mendler & Curwin, 1999, Brendtro, Brokenleg & Van Bockern, 2002). This allows more time to take advantage of the academic opportunities that schools have to offer.

The research on LSCI comes primarily from residential treatment facilities or other self-contained student programs. There are no studies, that I am aware of, that indicate how effective LSCI would be when used within a public school setting as a general strategy for reducing overall violence or preventing students from dropping out.

Positive Behavioral Interventions and Supports (PBIS)

PBIS employs a three-tier model of prevention to understand behavior of students in school and to suggest interventions to improve behavior (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2009; Lohrmann-O'Rourke, et al., 2000; Muscott & Mann (in press)). These break out into primary prevention, secondary prevention, and tertiary prevention.

The first level of the PBIS framework is primary prevention. This level is sufficient for approximately 80% of all students (OSEP Technical Assistance Center on

Positive Behavioral Interventions & Supports, 2009; Taylor-Greene, et al., 1997; Putnum, et al., 2003). Primary Prevention involves system-wide efforts to prevent new cases of a condition or disorder. As a system, Primary Prevention efforts in schools provide positive behavior support consisting of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of problem behavior. For example, to prevent injuries to students caused by running in hallways, schools may 1) establish and teach the rule, “walk in the hallways;” 2) create a routine in which staff members station themselves in the hallways during transition times to supervise the movement of pupils; or 3) alter the physical arrangement, such as making sure that an adult is with any group of students when they are in the hallways (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports – 3, 2009).

For students who need additional support or who are “at-risk” there is an additional level. This is referred to as Secondary Prevention. Secondary Prevention is designed to provide intensive or targeted interventions to support students who are not responding to the Primary Prevention efforts. Interventions within Secondary Prevention are more intensive since a smaller number of students, approximately 15%, are involved. Common Secondary Prevention practices involve small groups of students or simple individualized intervention strategies. Secondary Prevention is designed for use in schools where there are more students needing behavior support than can be supported via Primary Prevention. It is for students who are at risk of chronic problem behavior, but for whom high intensity interventions are not essential. Secondary prevention often involves targeted group interventions with ten or more students participating. Targeted interventions also are recommended as an approach for identifying students in need of

more intensive, individualized interventions. Specific Secondary Prevention interventions include practices such as “social skills club,” “check in/check out” and the Behavior Education Plan (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports – 2, 2009; Filter, et al., 2007; Sinclair, et al., 2002).

The third level of PBIS is referred to as Tertiary Prevention (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports – 4, 2009). Tertiary Prevention was originally designed to focus on the needs of individuals who exhibited patterns of problem behavior (Sailor, et al., 2009). Tertiary Prevention is most effective when there are positive primary (school-wide) and secondary (classroom) systems in place (Crone & Horner, 2003; Payne, Scott & Conroy, 2007). Support should be tailored to people's specific needs and circumstances. It should involve a comprehensive approach to understanding and intervening with the behavior, and should use multi-element interventions. This can be difficult as students at this level require individualized programming to target the roots underlying their behaviors as they are not responding to the more general systems that have been put in place. Staff members working with students need to have skills to work through the student's behavior to determine what the underlying causes are (Sailor, et al., 2009). The goal of the tertiary level of prevention is to diminish problem behavior and, also, to increase the student's adaptive skills and opportunities for an enhanced quality of life (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports – 4, 2009; Brooks, et al., 2003; Scott & Caron, 2006; Scott, et al., 2005). This is an area that staff members are not generally prepared for during their educational training and can become the most volatile (Sailor, et al., 2009).

Research has demonstrated that PBIS is effective in addressing the challenges of behaviors that are dangerous, highly disruptive, and/or impede learning resulting in social or educational exclusion (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports – 3, 2009; Sailor, et al., 2009). PBIS has been used to support the behavioral adaptation of students (and other individuals) with a wide range of characteristics, including developmental disabilities, autism, emotional and behavioral disorders, and even students with no diagnostic label.

Restorative Justice

Restorative Justice is a program that is about discharging negative affect, such as shame. It focuses on building positive affect or feelings through the interest and enjoyment of connecting with others. The process takes individuals from positions of alienation through to positions of affiliation and engagement. Restorative Justice aims to capture the balance between shame and pride noting the relevance of each in emotional development. Pride is associated with achievement and success while shame is associated with failure and wrongdoing (Morrison, 2007). Scheff (1994) argues that pride and shame play central roles in the escalation and resolution of conflict.

A restorative justice conference is a practice that brings victims and offenders together to listen and respond to the impact of individuals' behavior upon others. Creating safe social and emotional spaces enables victims and offenders to take responsibility for their behavior and to lay the foundation to repair the harm done; thereby reducing the risk of harm reoccurring P. 34 (Morrison, 2007).

Welden (2010) argues that with the rising incidence of violence in schools, restorative justice could offer schools a solution. It was the expectation in this study that the implementation of the Restorative Justice program would create a supportive, respectful atmosphere. That student's would learn from this change and carry this learning on into

their life. When Restorative Justice is introduced at the school level it encourages inclusion and the creation of supportive relationships. It can also assist in addressing situations like bullying and assaults (Morrison, 2007).

Responding in Peaceful and Positive Ways (RIPP)

Responding in Peaceful and Positive Ways (RIPP) is a school-based violence prevention program (Amendola & Scozzie, 2004). It is designed for middle and junior high school students providing them with conflict resolution strategies. This program combines a classroom curriculum of social/cognitive problem solving strategies with real life conflict resolution opportunities and peer mediation. It is administered over a three year period. RIPP targets key concepts such as the importance of significant friends or adult mentors, the relationship between self-image and gang related behaviors, and the effects of environmental influences on person health (Amendola & Scozzie, 2004). A series of evaluations compares students involved with RIPP with a control group (NREPP, 2007). This study highlights that students that participated in the RIPP program over three years were significantly less likely to violate the school's discipline code, participate in fights, carry weapons, and be assigned in-school suspension. This study also notes that students that participated in the RIPP program were less likely to be involved in drugs, more likely to engage in pro-social behavior, and tended to favor non-violent solutions.

Aggression Replacement Training (ART)

The Aggression Replacement Training (ART) is one of the most widely recognized cognitive intervention programs being used today (Goldstein, Glick, & Gibbs, 1998; Barnoski, 2004; Glick & Goldstein, 1995). Nugent (et al., 1998) highlighted the

implementation of ART as being responsible for a 20% decrease in violent behavior of youth in a runaway shelter. Jones ((1990) in McGinnis, 2003) found a decrease in aggressive incidents and impulsivity and an increase in coping incidents, self-control and prosocial behaviors in high school students. ART focuses on reducing incidences of violence by instructing and modeling alternative behavior Amendola & Oliver, (2003). This program consists of three primary curricular parts; social skill building, anger control training, and moral reasoning (Amendola & Scozzie, 2004). There is direct instruction component followed by role plays to help solidify the concepts. This program, although comprehensive does not specifically address the root behind the students behavior.

Violence Prevention Project (VPP)

The Violence Prevention Project (VPP) is a program designed to teach students about violence and what to do when faced with violence. It was piloted in three large city high schools. VPP consists of student participatory lectures, discussions and role plays. The program runs a course of 10 weeks. An evaluation of this program found that student suspension remained consistent with same grade level students who didn't participate in the program. So there was no change within the general student body. The exception to this was for students who also participated in more restrictive educational settings with other anti-violence program supports built in. In this situation student suspensions were reduced by 71% (Hausman, Pierce, and Briggs, 1996). These findings imply, although do not directly confirm, the relevance of a multi-tiered approach.

A multi-tiered approach is one that is designed for the general student populations with the option of implementing more direct and supportive measures with the more

intense or high-risk students (Department of Health and Human Services, 2001). An example of a multi-tiered approach is the Metropolitan Area Child Study (MACS).

Metropolitan Area Child Study (MACS)

The Metropolitan Area Child Study (MACS) program offered a series of lessons that identifies causes of violence in schools and what students themselves can do to reduce those causes. These lessons were offered at various grade levels with the intent to reduce school violence. This program also offers a more intense implementation for students who were considered high-risk. The results of an eight year study indicated that although the program met the goals of reducing school violence with some of the target audiences; it did not for all (Eron, et al., 2002).

The program was successful when it was implemented while the students were young and early in their school careers. It required consistent support, which is outlined in the program. The levels of support included scheduled time for instruction, release time for follow-up training and collaboration/discussion, and consistent intensive training of new personnel. In contrast, when the program was initiated at the middle or high school grades and was not accompanied by the adequate supports, an increase in school violence was noted (Department of Health and Human Services, 2001). Researchers concluded that the program delivered in this manner did not give students enough skills to recognize potential causes of violence, understanding of their role in the violence, along with the skills to positively diffuse incidence of violence.

Therapeutic Crisis Intervention (TCI)

Another violence prevention program is Therapeutic Crisis Intervention (TCI). This was developed through a grant in 1979 from the National Center of Child Abuse and

Neglect (NCCAN) by the Family Life Development Center (FLDC) at Cornell University (Nunno, 2008). . TCI is designed to prevent crises from occurring, de-escalate potential crises, effectively manage acute crises, reduce potential and actual injuries and help students learn constructive ways for dealing with stress. This program identifies specific intervention approaches for working with students. It outlines the elements and importance of structure, listening, directing, relating, and teaching (Nunno, 2001). Some of the elements are seen in many other programs, such as providing a clear consistent structure. This program differs from some of the other violence prevention programs mentioned by primarily focusing on the crisis as a moment of opportunity. Emphasis of this program is on listening, directing, relating and teaching. This program has within it a second violence prevention program called Life Space Interview. This is a program focused primarily around communication during a crisis and was described earlier in this document. TCI is primarily used within residential treatment facilities and group homes. A study concluding in 1997 evaluated the effectiveness of the TCI program within residential treatment facilities (Therapeutic Crisis Intervention System, 2003). This study reveals that staff members trained in TCI are more confident when faced with students in crisis. Staff members also demonstrate an increase in knowledge and skills for working with kids in crisis. This program is designed for staff to be trained to work with students using the TCI technique. Through this training staff should guide student crisis situations into more productive venues.

Comparison of Violence Prevention Approaches

Table 2.01 briefly describes the various violence prevention programs discussed previously. It highlights the causal factors behind the use of the programs, indicates

whether it is a proactive or reactive model, whether it is intended for group or individual instruction, highlights the programs supportive evidence as well as noting who the programs are intended for.

Table 2.01 – Violence Prevention Program Comparisons

	Comparison 1 – Causal factors addressed (and not addressed)	Comparison 2 – Proactive or reactive	Comparison 3 – Focus on individual vs. focus on group	Comparison 4 – Who is it designed for?
Life Space Crisis Intervention	Immediate student crisis situations Students “Life Space”	Reactive	Individual	Adult and students with developed reasoning skills of approximately fourth grade level and higher with some elements being able to transpose to the younger levels.
Positive Behavioral Interventions and Supports (PBIS)	School-wide disruption and violence	Proactive and Reactive	Group and Individual (large group, small group and targeted individuals)	Elementary, Middle and High School students

	Comparison 1 – Causal factors addressed (and not addressed)	Comparison 2 – Proactive or reactive	Comparison 3 – Focus on individual vs. focus on group	Comparison 4 – Who is it designed for?
Restorative Justice	Violence Alienation Issues surrounding the shame and pride paradigm	Reactive	Individual and Group (victims and offenders)	Elementary, Middle, High School and older (Students in the PBS secondary or tertiary levels)
Responding in Peaceful & Positive Ways (RIPP)	Violence Gang-related activities	Proactive	Group	Middle and Junior High School Students (Students in the PBS secondary or tertiary levels)
Aggression Replacement Training	Violence, Aggression	Proactive	Group	Elementary, Middle, High School and older (Students in the PBS secondary or tertiary levels)

	Comparison 1 – Causal factors addressed (and not addressed)	Comparison 2 – Proactive or reactive	Comparison 3 – Focus on individual vs. focus on group	Comparison 4 – Who is it designed for?
Violence Prevention Project	Violence Being faced with violence	Proactive	Group	High School Students (Students in the PBS secondary level)
Metropolitan Area Child Study	School violence	Proactive	Group	Middle and High School Students (Students in the PBS secondary level)
Therapeutic Crisis Intervention	Violence Child abuse reports within residential care facilities High number of physical restraints	Both Proactive and Reactive	Both Group and Individual	Students within a Residential Care facility (Students in the PBS secondary or tertiary levels)

In summary, the literature on violence prevention in schools emphasizes that education is about relationships – the relationships of children to learning, but also the relationships between children and other children and between children and adults. If those relationships between these children and others have not been nurtured, bad things can be expected to happen (Scherz, 2006). For school violence to be reduced, relationships need to be both built and maintained. Williams (2003) asserts that human relationships built between students and educators play as crucial a role in school life as curriculum and instruction; that it has a powerful effect on learning. Effective violence reduction strategies need to focus on giving students tools to work these relationships appropriately. This creates the avenue for which solid, healthy relationships can form.

The foundation for all of these violence prevention programs is in building trusting relationships. Some of the programs discussed focused on building these relationships proactively, others reactively. All recognize the importance of helping students learn how to use tools that they do not already possess, but building trusting relationships does not typically come easily. Developing relationships that are positive and open helps kids become receptive to learning. It helps them understand that there are options to responding to stress besides with violence. With acceptance of these concepts students make themselves more available to participate in school (Valore, Cantrell & Cantrell, 2006). What many of these programs are missing is working with the students to identify the root behind their stress resulting in their exhibited behavior. This is something that only PBIS, TCI and LSCI take into account. PBIS does not specifically address the root of student behavior but focuses on a functional behavioral assessment

resulting in a behavior intervention plan more than a specific technique to address student behavior. TCI shares its foundation in the fundamentals of LSCI but is typically employed more in residential and day treatment centers. LSCI, however, is designed to address the individual student in a variety of settings, working to understand and have the student understand the root behind their behaviors along with providing them alternatives for their behavior.

Before any violence prevention initiative can be effective a school has to have a culture and learning environment where adults are receptive to addressing the needs of these students. The climate has to be accepting of the various needs of its students, promoting their strengths and helping them overcome or circumvent their weaknesses. If this line of argument is accepted, the effectiveness of LSCI in reducing school violence may depend, in part; on the culture of the school in which it is implemented.

Implementing LSCI: the issue of change

Implementing program initiatives require changes in regular behaviors or procedures. This is often very difficult. Effective change requires significant forethought in order to account for what is required to complete that change (Fullen, 1993). Bambara, Knoster, and Browder (1998) determined that there are specific elements required in effective change practices. They include visioning, skill inventories and development, resource allocations, determining and implementing incentives, and action planning. These elements work together to create effective change. Missing components of this formula lead to differing results including frustration, anxiety, and confusion. This model has provided a conceptual framework for planning and studying change processes.

The “Managing Complex Change” formula (Bambara, Knoster, and Browder, 1998) is a useful tool when creating complex change within an environment. This conceptual framework creates a nice guide in managing change, but excludes other essential elements of effective change including organizational culture. Having a culture that is willing and accepting of a proposed change is essential (Deal & Peterson, 1999; Zmuda, Kuklis, & Kline, 2004; Fiore & Joseph, 2005).

Organizational history is one such factor. This is important to take into account when determining the direction of the proposed change. Paying attention to the organizational history is critical to a deep understanding of the culture (Deal & Peterson, 1999). Prior to the implementation of a proposed change, a detailed understanding of a school’s history needs to occur. Focusing on getting to know people who are familiar with that environment along with researching the organization’s history can assist in this understanding. There may be something in a school’s history, which may have the potential of influencing the proposed change. So as a change agent, understanding a school’s history is a prerequisite for any effective change (Zmuda, Kuklis, & Kline, 2004). This will help determine the direction of the change. An understanding of the organizations history will better prepare the leader as to how to approach the change process. In reflecting on the Managing Complex Change formula environmental history helps to determine incentives and resources needed to bring about the change sought (Deal & Peterson, 1999).

Understanding of a school’s history also provides a glimpse into the evolution of a school’s culture (Fullan, 1992; Deal & Peterson, 1999). Cultural patterns and traditions evolve over time. They evolved as people try to satisfy some of the basic needs of the

organization's members, including psychological, safety, security, social, esteem and self-actualization needs (Whitaker, Whitaker & Lumpa, 2000). A culture forms as people cope with problems, stumble onto routines and rituals, and create traditions and ceremonies to reinforce underlying values and beliefs (Deal & Peterson, 1999). Recognizing, respecting and learning about the culture of a school will assist in creating appropriate change.

Assessing whether the proposed change addresses a cultural need is vital and should be built into the implementation process (Whitaker, Whitaker & Lumpa, 2000). Even the greatest models for decision making cannot be implemented if the school culture is not positive or supporting (Fiore & Joseph, 2005). Relating this to the Managing Complex Change model, culture plays a strong role in developing a vision, shaping and allocating resources and determining incentives.

An organization needs to recognize that collectively they are in a much stronger position to create substantive change. Schools tend to operate with isolationist tendencies. This concept of isolation needs to be addressed promoting cooperation to support a proposed change (Marzano, Waters & McNulty, 2005).

Another component that comes from understanding a school's culture is determining who the key people are; the ones who lead from within (Whitaker, Whitaker, & Lumpa, 2000). A leader must collaborate with the members of the environment to more effectively influence change. It is through this collaboration that leaders from within will surface (Maxwell, 2005). These people may not reveal themselves initially but through time and exploration can be identified. Working with these people will provide understanding and support of the proposed initiatives (Fullan, 1993).

Bridges (1991) states that change is situational. This is a separate concept from transition. Transition is the psychological process people go through to come to terms with the new situation. The changes imposed on schools affect primarily the people that make up that community, thus directly affecting the culture. Being mindful of the need for the school community to transition through the change process will ease the acceptance of change. This may take some time initially, but will provide a stronger foundation for the new situation (Bolman & Deal, 1997).

Organizational climate, as an element reflective of the culture of the organization, is another factor to consider when implementing change. Organizational climate is thought of as those elements of a school environment that are readily observable through the senses (Fiore & Joseph, 2005). It encompasses attitudes and feelings of people within the environment that characterize life in the organization. Demonstrating respect for the staff and the climate within the organization is essential. This may require some sensitivity when working within this system. The climate of a school can be indicative of the continuity or discontinuity of the school's core beliefs. It can also highlight the feelings of the school community bringing to the surface unsettled issues of the past (Bridges, 1991). Until these issues can be dealt with the proposed change will be halted from moving forward (Fullan & Stiegelbauer, 1991).

The social system itself can influence the introduction of new ideas. Rogers (2003) suggests that there are options for the social system in determining how initiatives are diffused within their environment. One such option is "optional innovations-decisions." This is where each individual has the option of accepting or rejecting the proposed idea, independent of what others decide. Another option is "collective

innovation-decision.” This is where the entire system must conform to the decision made. This is done typically through achieving some form of agreement among the organization’s stakeholders. The last option Rogers (2003) presents is “authority innovation-decision.” This concept is when choices to engage in new initiatives are made by a select few in positions of power within an organization. All of these concepts come with varying levels of control and responsibility. The culture of a school indicates which approach is most appropriate for engaging in new initiatives.

Recognizing that each school is a living system with purpose, identifying that purpose or purposes is paramount in proposing change (Zmuda, Kuklis, & Kline, 2004).

School improvement needs to be owned by the school, not imposed from the outside (Barker, 2005). An organization’s capacity for development and growth needs to be built over time by working on internal conditions to achieve cultural change (Harris & Bennett, 2001). This dictates that effective change is not a rushed process.

Having a leader with well-grounded beliefs about learning is also important (Whitaker, Whitaker & Lumpa, 2000). This is not to enforce the leader’s beliefs onto the culture of the school, but to allow for finding common ground as which to work from. This opens up the opportunity to create a common vision.

People have a tendency to resist change for a number of reasons. From a human resource perspective, people have good reasons to resist change (Bolman & Deal, 1997). They have a tendency to feel anxious and incompetent when faced with new situations. They lack the confidence they have had with known scenarios. This is where the leader needs to support the staff with appropriate skills and resources. Some resistance is

sensible and should be paid attention to ensuring that what is being proposed is appropriate or whether it may need some adjusting.

Visioning

Bambara, Knoster, and Browder (1998) identify visioning as the initial step in making complex change. Vision, as defined by Collins (2001), is simply a combination of three basic elements: an organization's fundamental reason for existence, often called its mission or purpose; its timeless unchanging core values; and huge, audacious, but achievable aspirations for the future. Collins (2001) asserts that the most important of these, for a great enduring organization, are its core values or beliefs.

A vision is something that is grown and developed within an organization. It is formed by both looking inward and outward. Looking inside the school at the people and resources there and looking outward at the challenges society and individuals are facing (Starratt, 1995). An effective vision recognizes the value that individuals contribute to the organization. In developing a vision, a leader needs to nurture their constituents' belief in themselves and in each other through a vision worthy of their participation. Rogers (2003) notes that it is important to recognize that as innovations are being pursued the level of compatibility that the vision has to the individual's life influences their receptiveness toward acceptance of that innovation.

Covey (1992) supports the position of visioning by stating that leaders can expect to transform their organizations and their people by communicating vision, clarifying purposes, making behavior congruent with belief, and aligning procedures with principles, roles and goals. This is something that needs to be developed as a collective group to promote mutual understanding (Whitaker, Whitaker & Lumpa, 2000).

An element of this is the moral purpose of the proposed change. Fullan (2003) states that proposed change must transcend the individual to become an organizational and system quality. The collectivities need to be committed to the three aspects of moral purpose. These are: raising the bar and closing the gap of student learning; treating people with demanding respect (moral purpose is supportive, responsive and demanding, depending on the circumstances); and altering social environment for the better. If not, the proposed change will fail. DeGues (1997) states that companies, in this case schools, die because their managers focus on the economic activity of producing goods and services, and they forget that their organizations' true nature is that of a community of humans.

Traditional schools are designed with a principal being the manager of the school and teachers being the managers of their classrooms. This system promotes an "island structure" where each school building is an island to itself and each classroom is an island unto itself. A leader with strong communication skills, grounded core values or beliefs, and an idea of where the school can go, can work with the constituents to develop a shared vision which to reframe their environment. The idea would be to recognize moral purposes and the value each person brings, to develop a common understanding of direction, defining their purpose in the process. The leader needs to recognize that educational change depends on what teachers do and think (Fullan & Stiegelbauer, 1991). Without teacher/staff ownership sustainable change is impossible (Fullan, 2005).

Developing a shared vision will create the means of focusing the schools core beliefs into a consistent frame along with determining a goal and direction reflective of those beliefs. This also allows for the extension of any paradigm boundaries increasing

the success of sustainable change (Marzano, et al., 1995). The vision needs to be public and built into the very fabric of the school. Reflecting on this vision along with consistent revisiting of the schools path, making changes as appropriate in regards to the vision, is essential.

Skills

In order to promote any educational change initiatives a common set of skills needs to be determined. A leader needs to recognize what essential elements or knowledge are needed by stakeholders to effectively make the necessary changes being proposed. If a proposed change is too complex then the individual will not likely adopt it (Rogers, 2003). Leadership should thoroughly understand the elements of the proposed change so they can assess the stakeholders' present skill levels. A plan should be developed in order to accommodate acquiring any new knowledge. Dolan (1994) indicates that it is impossible to stop the operations of a school district in order to introduce a "new and improved" program or service. Children arrive at the schoolhouse door everyday whether or not the staff is ready for them. With this in mind it is important to note that sustainable change is a process and effective change does not happen quickly.

Sustainability of change is very much a matter of changes in culture: powerful strategies that enable people to question and alter certain values and beliefs as they create new forms of learning within and between schools, and across levels of the system (Fullan, 2005). To create these changes in culture a leader needs to assess the stakeholders' current skills and then provide opportunities for acquisition. This concept is reiterated in Nonaka and Takeuchi's (1995) study of Japanese companies. In this study

the authors point out that knowledge expressed in words and numbers represent only the tip of the iceberg in organizational learning. That knowledge is much more. In promoting organizational change you need knowledge that is tacit, or highly personal, and is deeply rooted in individual's actions and experiences, as well as in the ideals, values, or emotions that the people embrace. This is what supports sustainable organizational change.

Kenny (2003) states the development of professional expertise has been explored by many writers. The importance of professional growth that involves reflection on practice is a common thread noted. This is reinforced by Carr and Kemmis (1986) who suggest that teacher change comes about when the teachers themselves consciously examine their own activities and critically reflects upon their own practice, the situational constraints in which they work, and the consequences of their actions. The measure of success is the extent to which adults' actions promote learning, their own and their students. Even with an effective task analysis, the stakeholders need ongoing clarification and support (Johnson, 2005). Bridges (1991) suggests that leaders should be prepared to consistently repeat information and provide ongoing training and support so that stakeholders can develop new skills.

Incentives

Incentives are another piece of managing complex change. Bryk and Schneider (2002) note that at the most basic level, self-interest is directed toward securing some desired return, whether that is improved learning opportunities for children, more attractive working conditions for teachers, or employment possibilities for poor parents.

Paying attention to what that interest is and utilizing that as a motivator for change will ultimately move things in a positive direction.

Teachers tend to attach great importance to the intrinsic rewards of their work (Bryk & Schneider, 2002). They are cognizant of their political, economic and societal impact for our future. Sometimes highlighting this in visioning of change is incentive enough to motivate a proposed change. Sometimes incentives need to be researched to find out what would motivate a change, bringing a vision to fruition.

The history of an organization can lend itself to understanding what motivates staff. The school is essentially a community of people with a past that has shaped their present (Deal & Peterson, 1999). Individuals need to believe that a proposed change will provide improvement over what previous generations have developed (Rogers, 2003). This information can be used as a tool for driving change.

One of the challenges facing an educational leader, when looking to identify incentives for change is his/her lack of control regarding tangible benefits such as pay, benefits, etc. Looking beyond that, Frederick Herzberg provided a different perspective regarding what motivates people (Herzberg, Mausner, & Snyderman, 1993). He developed a two factor theory. His theory consists of hygiene factors, or dissatisfiers and motivational factors, or satisfiers.

Hygiene factors consist of tangible benefits such as pay, vacation, health benefits, etc. These are referred to as dissatisfiers because if they do not seem adequate they can be demotivating for people. These tangible motivators rarely sustain a long term incentive (Whitaker, Whitaker & Lumpa, 2000).

Motivational factors, as described by Herzberg (1993), are concepts such as recognition, achievement, and responsibility. These are more of an intrinsic nature. These are all concepts that a school leader has control over. Having this knowledge and making appropriate use of these concepts can provide leaders a means to work with staff in making proposed changes.

Resources

Resources can mean many things to many people. They can take the form of financial support, time allotment and even available personnel. These resources can be used for various purposes depending on the directions and needs of a project. An example of types of resources is using the role of the Central Office. Often you need central office administrators to assist in projects. They have the ability to create time for people to work, freed from their day to day responsibilities, the ability to create working space for project teams, an avenue for designing interschool communications, and the financial control to support these teams (Conzemius & O'Neill, 2001).

Resource allocation happens at various levels. Typically the size and focus of the project determines the level of involvement within a district. The larger and broader the project the more resources are likely to be needed, which typically requires the involvement of more levels within a district. These are all factors that play a role when planning a project. The project team needs to thoroughly plan what resources will be necessary, being cognizant that resources are not strictly financial.

Resources can be found both internally and externally. Some internal resources could include staff experience, scheduling, space availability, and staff connectedness. Rogers (2003) maintains that one of the biggest resources a school district can have is the

opportunity for staff members to observe the initiative in action with others. When the innovation is visible it will drive communication among peers and personal networks which in turn will create more positive or even negative reactions. This also works in reverse: when an innovation is not visible leaders are unlikely to provide for follow up and support, and the initiative can often be replaced by more visible initiatives. Some examples of external resources are grant funding, community partnering, and parental support. An essential part of project team development is making use of internal and external resources. Having an understanding of what is available and to what extent will help the leader drive the speed and depth of the project (Fullan, 2005).

A factor that plays a large part in resource allocation is the concept of relational trust. Strong relational trust encourages collective decision making and greater teacher buy-in especially when decisions are calling for significant structural changes (Bryk & Schneider, 2002). This results in more secure resource allocation. The opposite is also true. When there is weak relational trust there is often controversy over even the smallest of changes, which also influences the level of resources allotted.

Project teams should be aware of district initiatives. This is an important factor in resource allocation. Projects that have outcomes that are aligned with district initiatives tend to result in more district support.

Action Planning

Change is a process not an event (Fullan 2001). Change is often influenced by the pressure for immediate results skipping essential steps for effectiveness (Zmuda, Kuklis & Kline, 2004). An element that is necessary for effective change is action planning. This process should be developed by a representative sample of the collective

stakeholders. This core group breaks down the initial vision into workable, incremental steps. An effective action plan will outline specific steps, expected outcomes, and responsible parties. It will outline the needed resources involved with each step, the duration and intensity of each step and an evaluation mechanism that is focused and regularly implemented.

The core change group, along with the rest of the staff, needs to fully understand the vision to be able to break it into specific tasks (Marzano, 2003). These steps should build into the understood vision. The idea is that the action plan is always moving innovation to a higher, more refined level (Hall & Hord, 2001). This refined level should be the initial project vision.

Although the action plan outlines the project into specific measurable steps, it should be a supple process. The action plan should be rigid enough to provide consistent direction, but be flexible enough to make adjustments along the way (Zmuda, Kuklis & Kline, 2004). This will allow for continual growth within and beyond the original vision.

In all action plans, it is important to outline specific components in the plan. Some of these components include personnel or positions assigned to tasks, resources allocated for completion of the task, and a time frame allotted for the completion of the task. Specifically outlining these components provide a level of accountability to the plan helping to ensure its successful implementation.

At this phase of the development of a competent system, the act of teaching takes on a “distributive quality,” whereby success is measured not by the efforts of individual teachers but by the performance of the school as a whole (Zmuda, Kuklis, & Kline, 2004). With that being said, the action plan needs to be understood and adopted by the

school or group being affected, to be effectively implemented. During the development of this action planning a period of trialability should take place. This is where information can be generated as to how easily the innovation can be implemented along with potential pitfalls that may be associated. If a user has difficulty accepting the proposed change he or she will be less likely to use it (Rogers, 2003). This is important to note as the entire population will need to take ownership to create sustainable, effective change (Fullan, 2005; Johnson, 2005).

An action plan needs to be considered living. It needs to be constantly attended to in order to cultivate growth. It needs to be evaluated, monitoring direction and appropriateness. This should be done regularly and collectively.

Change Summary

Implementing program initiatives can be challenging requiring changes in regular behaviors or procedures. As Rogers (2003) has noted, some changes can be implemented person by person, while others require consensus and agreements to act according to some common ground rules. Some changes simply cannot be implemented unless all or most of an organization's members act in concert. This is especially true for initiatives like LSCI. LSCI is dependent on a team approach to support individual students. Having most people on board with this initiative assists with the LSCI trained staff persons ability to work with individual students in crisis situations. These kinds of changes require significant forethought in order to account for what is required to complete that change (Fullen, 1993). Using the Managing Complex Change formula helps produce a blueprint for implementing complex change (Knoster, Villa & Thousand, 2000). This reduces the incidence of frustration, confusion and anxiety that can normally be

associated with the implementation of new initiatives. Paying close attention to the guides within this formula including visioning, skill inventories and development, resource allocations, determining and implementing incentives, and action planning will more effectively manage complex change processes. This process provides a pathway to support a thorough implementation of a proposed change.

The literature is filled with information regarding change. The over-riding theme is that change is a complex process. It requires a vision, adequate skills, adequate resources, appropriate incentives, and a well thought out action plan. It highlights that without these elements change becomes more difficult and often prone to failure.

Change is an important element as one examines LSCI's impact on a school and students. For an innovation to be effective, it must not only address a need, but it must be implemented in a way that people understand and accept it and have the skills and other resources to make it work. If this is not done effectively and the initiative does not produce the expected results, the problem may be with how the initiative was implemented, rather than the initiative doesn't work. Noting whether the elements involved in the complex change process have been attended to is essential in determining the initiative's effectiveness. Creating independent variables that address how LSCI was introduced and implemented targeting visioning, action planning and incentives would be useful. Developing another independent variable addressing training and support would target staff skills and resources. These would then address all of the five primary elements involved in the complex change process.

Chapter Three

Methods

Purpose

The purpose of this study was to examine the implementation of LSCI as a school-wide strategy for reducing school violence. More specifically, was there a relationship between Life Space Crisis Intervention when implemented in a school system and school violence affecting student's continued participation in typical public schools? This study examined staff perceptions regarding LSCI, and then correlated this information with the reported school data on violence, performance and attendance in those staff member's respective schools.

Bonoma (1985) suggests three basic criteria that a researcher may use to evaluate the appropriateness of a proposed project's design. Reviewing these criteria assisted in directing the most appropriate evaluation methodology for this study.

The first of these criteria is the purpose of the study. Will the study be looking to explore, describe, or to explain a specific phenomenon, in this case LSCI's effectiveness in public school settings for reducing school violence fostering continued school participation? Each of these components is important. It is the focus of the study that drives the research direction. Studies that are more exploratory or descriptive in nature may be more appropriately studied through qualitative measures. Studies that are more explanatory may lend themselves to more quantitative approaches (Bonoma, 1985).

The second criterion Bonoma (1985) mentions is whether a phenomenon of interest can be studied independent from its context. If not then research methods that emphasize context, interpretation, and meaning are more appropriate. These can be

measured through both qualitative and quantitative designs. The emphasis of this second criterion is whether the phenomenon can be studied out of its context; specifically can the target of the study be removed and studied in isolation of its environment. Noting this indicates that the research method used needs to take context into account. If a researcher is unable to separate the phenomenon from the context, a broader picture is drawn. This is more conducive to a qualitative measure allowing for variances in the context.

The third criterion mentioned is whether the phenomenon under study is amenable to quantification. Can important variables be measured or counted, or can important properties only be described? Are variations in one set of variables to be related to variations in another set? This is looking for the best way to characterize the topic of study. If it is not quantifiable then a qualitative approach would be appropriate.

Reflecting on these three criteria, this study needed to be explanatory, looking to examine whether the effective use of LSCI was related to a reduction in school violence. It was also looking to examine the impact of effective implementation and use of LSCI on students' continuation in school. The study examined people's opinions and experiences with the use of LSCI. It relied on specific contexts, specifically people's perceptions and opinions of how LSCI has been integrated in and its effectiveness in these contexts. These perceptions were quantified, analyzed and interpreted to discover possible causal relationships. These pieces together supported the use of a survey instrument followed by targeted interviews. Personnel targeted for this study were from the greater Central New York Region, including Rochester, forming the sampling population.

Data was collected and analyzed using both quantitative and qualitative research methods. Participants were surveyed using an electronic version of the LSCI Effectiveness Staff Survey (Hard copy is attached as Appendix A), which was developed, pilot tested, and revised by this researcher for this study. The data generated by the LSCI Effectiveness Staff Survey was both descriptive and exploratory related to the primary research questions comprising the underlying general question. The study also included a smaller sampling of follow-up interviews. This was intended to provide a more qualitative element to this study looking at the issue more comprehensively. These interviews were guided by the information gathered through the electronic survey instrument.

Sampling Design

For this study, the universe was all staff members trained in LSCI working within public school systems where there are three or more coworkers trained as well. Due to financial and time constraints, the sampling population was limited to staff members trained and working in public schools within the Central New York and Rochester areas. This took into account that this researcher would be traveling to interview a smaller sample of this population as part of this study. The constraints to this population, targeting only schools with more than three LSCI trained staff members, was purposeful as to potentially elicit multiple perspectives from within the same building. Participants were identified by contacting various LSCI senior trainers throughout New York State. They were asked to share their participant lists of their training events over the three targeted years based on New York State Report Card publications. Upon receipt of those lists a master list was created. Participants were then eliminated from the list due to

geography, type of setting, and if there were two or less participants from the same public school building determined by examining LSCI Senior Trainer participant lists and staff current location. This created a listing of 107 potential participants from nineteen public school buildings within nine public school districts.

A complete listing of those invited to participate is included in the chart below.

table 3.01 – Invited participants

Position	School Code	District Code
1 Social Worker	ES-3	District 4
3 Classroom Teachers	ES-3	District 4
3 Special Education Teachers	ES-3	District 4
2 Classroom Teachers	ES-A	District 1
1 Special Education Teacher	ES-A	District 1
1 Assistant Principal	ES-B	District 2
1 Principal	ES-B	District 2
1 Social Worker	ES-B	District 2
2 Classroom Teachers	ES-B	District 2
2 Special Education Teachers	ES-B	District 2
1 Assistant Principal	ES-D	District 3
1 Counselor	ES-D	District 3
1 Director of PPS	ES-D	District 3
1 Principal	ES-D	District 3
2 Psychologists	ES-D	District 3
2 Classroom Teachers	ES-D	District 3
2 Teaching Assistants	ES-D	District 3
1 Assistant Principal	ES-E	District 1
1 Psychologist	ES-E	District 1
1 Social Worker	ES-E	District 1
5 Classroom Teachers	ES-E	District 1
2 Special Education Teachers	ES-E	District 1
1 Counselor	ES-F	District 5
2 Classroom Teachers	ES-F	District 5
3 Classroom Teachers	ES-G	District 6
2 Special Education Teachers	ES-G	District 6
2 Counselor	ES-H	District 4
1 Special Education Teacher	ES-H	District 4
1 Classroom Teacher	ES-H	District 4

1 Social Worker	ES-W	District 4
1 Speech Pathologist	ES-W	District 4
3 Classroom Teachers	ES-W	District 4
2 Classroom Teachers	ES-Y	District 12
1 Special Education Teacher	ES-Y	District 12
2 Security Persons	HS-N	District 5
1 Teacher	HS-N	District 5
1 Teacher Aide	HS-N	District 5
1 Assistant Principal	HS-O	District 3
1 Counselor	HS-O	District 3
1 Psychologist	HS-O	District 3
1 Social Worker	HS-O	District 3
1 Support	HS-O	District 3
2 Special Education Teachers	HS-O	District 3
3 Classroom Teachers	HS-O	District 3
2 Teaching Assistants	HS-O	District 3
1 Counselor	HS-P	District 6
2 Classroom Teachers	HS-P	District 6
1 Special Education Teacher	HS-P	District 6
1 Assistant Principal	HS-V	District 4
3 Counselors	HS-V	District 4
1 Security	HS-V	District 4
1 Classroom Teacher	HS-V	District 4
1 Psychologist	MS-I	District 7
2 Classroom Teachers	MS-I	District 7
1 Special Education Teacher	MS-I	District 7
1 Teaching Assistant	MS-I	District 7
3 Classroom Teachers	MS-J	District 4
1 Assistant Principal	MS-K	District 3
2 Counselors	MS-K	District 3
1 Dean of Students	MS-K	District 3
1 Psychologist	MS-K	District 3
3 Classroom Teacher	MS-K	District 3
2 Special Education Teachers	MS-K	District 3
1 Teaching Assistant	MS-K	District 3
1 Transportation	MS-K	District 3
1 Secretary	MS-L	District 8
3 Special Education Teachers	MS-L	District 8
6 Classroom Teachers	MS-L	District 8

1 Principal	MS-M	District 9
1 Psychologist	MS-M	District 9
1 Classroom Teacher	MS-M	District 9
2 Classroom Teachers	MS-T	District 10
1 Teaching Assistant	MS-T	District 10
3 Classroom Teachers	MS-U	District 11

Originally there were 122 potential respondents invited to participate. Fifteen invitations were returned immediately following the initiation of the electronic invitation. A second attempt was made to invite those participants reviewing their identifying information without success.

Overall, there were one hundred seven LSCI trained school district employees invited from sixteen schools in nine school districts. There were:

1. 52 Classroom Teachers
2. 18 Special Education Teachers
3. 11 School Counselors
4. 7 Psychologists
5. 4 Social Workers
6. 3 Principals
7. 3 Assistant Principals
8. 3 Security Officers
9. 1 Dean of Students
10. 1 Director of Pupil Personnel
11. 1 Secretary

Demographic Data

The survey yielded thirty-eight responses. There were twenty-eight people who completed or attempted all sections of the survey. Ten others began the survey but did not complete the instrument. All missing responses and N/A responses were entered as blank responses.

Of the thirty-eight responders 78.6% were female and 21.4% were males. This was representative of the sampling population of this study.

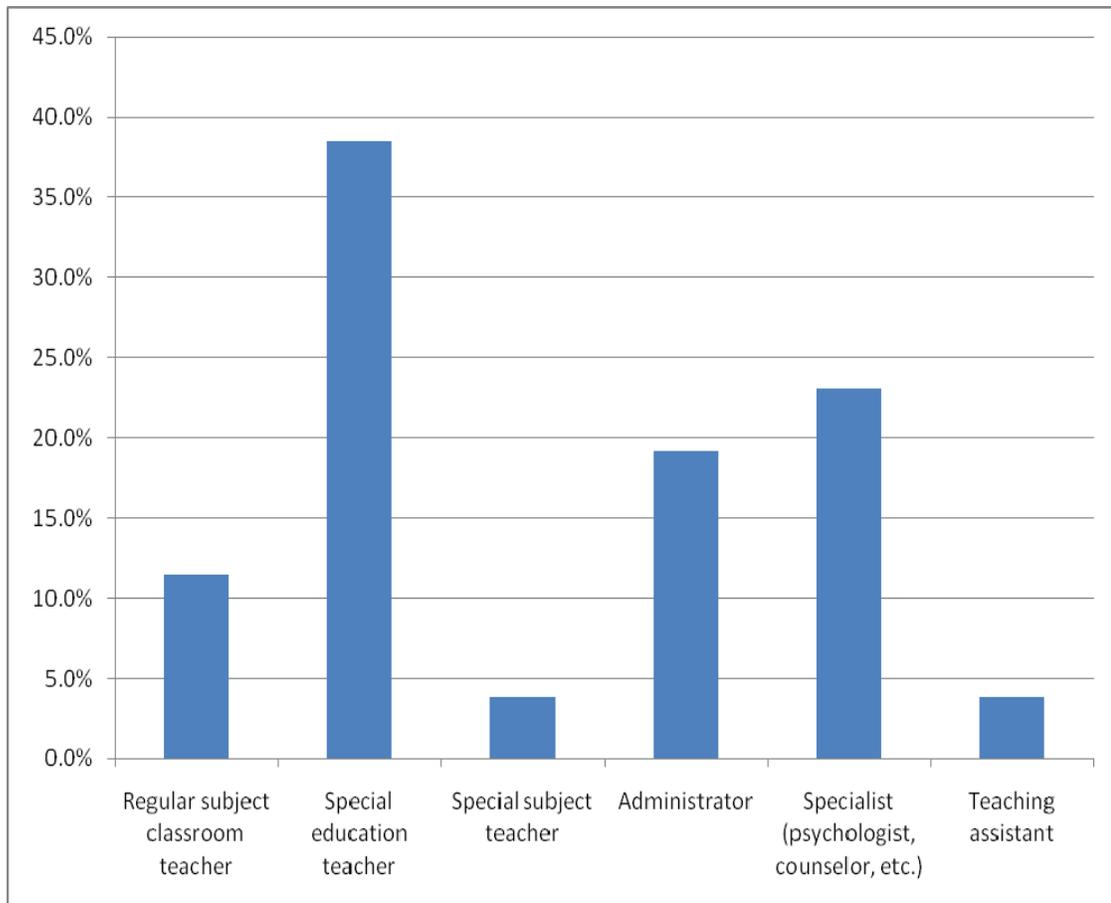
There were sixteen schools in nine school districts represented in the results of this study. A breakdown of that information is provided in table 1.

Table 4.01 - Participants

Table 1			
School	Number of Participants in the survey	District	Number of Participants in the follow up interviews
ES-A	1	District 1	
ES-E	2	District 1	
ES-B	1	District 2	
ES-D	6	District 3	3
MS-K	2	District 3	
HS-O	7	District 3	3
ES-3	2	District 4	
ES-H	1	District 4	
MS-J	3	District 4	
ES-F	1	District 5	
HS-N	2	District 5	
ES-G	1	District 6	
HS-P	1	District 6	
MS-I	1	District 7	2
MS-L	6	District 8	
MS-M	1	District 9	1
16	38	9	9

All the participants held positions within the public schools at the time of the survey. A breakdown of their positions is highlighted in the chart below.

Table 4.02 – Survey Participant Positions



The specific numbers, positions and districts are as follows:

1. 13 Classroom Teachers (52 invited to participate)
2. 7 Special Education Teachers (18 invited to participate)
3. 4 School Counselors (11 invited to participate)
4. 2 Principals (3 invited to participate)
5. 2 Assistant Principals (3 invited to participate)
6. 2 Psychologists (7 invited to participate)
7. 1 Dean of Students (1 invited to participate)
8. 1 Director of Pupil Personnel (1 invited to participate)

9. 1 Secretary (1 invited to participate)

10. 1 Social Worker (4 invited to participate)

11. 3 Teaching Assistants. (7 invited to participate)

It is important to note that twenty six of the thirty eight respondents have or have had a professional relationship with this researcher. Some of the schools identified for participation in this study were within the geographic region of the researcher's employment. Being a school administrator there have been many opportunities to work collaboratively with some staff listed. They come from districts three, five, seven, eight and nine. At no time has this researcher been in a position of authority with any participants.

All of these staff members indicated that they were tenured within their district at the time of contact. When asked about how long each staff member has been working in their current position the responses ranged between 4 years and 29 years with an average of 16.7 years. Without knowing the length in position ratio of the sampling population, it was impossible to determine if this was a source of bias or if it might be representative of the sampling population. Since this study targeted those LSCI trained staff members' perceptions while working in a public school, it was not felt feasible to target specific positions, gender, or length in public schools as specific variables. It was, however, important to note as it may be an indicator of what may have guided some responses.

Research Questions A basic cross-sectional design was used as this study did not attempt to capture changes over time (Babbie, 1990). The following series of questions formed the basis of this study:

1. Does the way LSCI has been introduced and implemented make a difference in the perceived effectiveness of LSCI within a school?
2. Does the level of training and support provided to staff make a difference in the perceived effectiveness of LSCI within a school?
3. Does school culture impact the perceived effectiveness of LSCI?
4. Does LSCI, as an approach to working with students in crisis, have a perceived impact on different levels of school violence?

Information gathered through this survey instrument was then compared to the respective school data reports for three consecutive years on the annual New York State School Report Card. The specific years were established as years following the participants' training in LSCI.

Researcher's Position

As mentioned previously, my interest in LSCI began as a school administrator seeking additional tools for working with students prone to violence. I initially was trained in this strategy and found it effective. I later refined my skills, ultimately becoming a Senior Trainer through the LSCI Institute, looking to support even more students. I believed then – and still believe – that LSCI can be an effective tool for working with individual children and adolescents in crisis. But my experience with LSCI were largely limited to self-contained settings where there is more acceptances and attention to addressing students behavioral and/or emotional needs. I wanted to believe that LSCI could be effective in general school settings, and as a strategy for working with large groups of students, but neither my own experience nor the research literature shed light on those possibilities.

Initial Challenges

Personal Bias

This study presented several challenges. The first of which was a personal bias. Although I was prepared to discover that LSCI could not be effective as a general strategy for violence prevention in schools, I have a bias regarding LSCI that I had to take into account as I entered into this study. This is a limitation for this study as it is my responsibility as the primary researcher to remain objective (Fowler, 2002). This is something that needs to be taken into account when both analyzing and discussing the results. This makes it all the more important to use an objective survey instrument, but it could complicate the direction and interpretation of the interviews.

Another confounding factor to note is my position as a school administrator. My position is one of authority. Although no participants were within my administrative jurisdiction, I was aware that my position might have an influence on some people's responses. This reinforces the confidential design of the survey instrument along with the need to have participant from within and outside of the general geographic region where this researcher is unknown (Fowler, 2002).

Sampling and Recruitment Challenges

There were challenges noted in developing and accessing a list of LSCI certified personnel in the greater upstate New York region to be invited to participate. This researcher contacted the LSCI Institute who indicated they were not keeping track of people who have gone through the training at the time of this study's inception. Individual LSCI Senior Trainers were contacted requesting their participation by sharing their contact list. Only a few trainers chose to participate. Several who declined were

worried that sharing their participant lists might interfere with future training opportunities. This study's initial participant list was created out of the names gathered from those Senior Trainers willing to participate.

Another challenge was to narrow the participant list to those still working within the school identified. It was felt accessing individual school district websites would give the most current information with the least amount of school or personal intrusion. There were many changes with regards to staff placements, continued employment and names. Adjustments were made to the contact list noting these changes.

Survey and Interview Design

Another challenge was to design the survey and interview instruments to overcome participants' feelings of discomfort responding to some questions, particularly those that asked about perceptions of building culture and leadership styles that might be viewed as negative. Specific mention of participant confidentiality was highlighted in the survey cover letter and email invitation to help alleviate participant fears. However, it was felt this limitation still influenced the general participant response rate.

Survey Data

Descriptive Information

A request for participation in the LSCI Staff Effectiveness Survey was sent to 107 staff members who were identified as going through the LSCI training in seventeen separate schools in nine separate school districts across the Central New York Region. Invitations were sent via email through SurveyMonkey. An electronic address was noted within each email linking the potential participant to the survey. This was designed to maintain confidentiality, promoting participation. Potential participants were given three

weeks to respond and complete the survey. A follow up invitation was sent out to potential participants seven days into the survey reminding them of the opportunity to participate. This was then followed up again after seven more days.

A copy of the LSCI Effectiveness Staff Survey can be found in the appendix at the end of chapter five.

Instrumentation

Design options are essential in conducting a reliable study. This is specifically looking at whether the researcher can develop different sequences and controls for settings, conditions and respondents (Williams, Rice & Rogers, 1988). In this study, LSCI trained public school personnel were surveyed from different school districts in and around the central New York/Rochester areas. Potential participants were provided an electronic invitation for participation in the online study. It was expected that there would be a strong participation rate due to the response received during the pre-test study.

The approach of using an online survey was chosen due to the varied public schools that will be participating in the study. This approach had its downfalls, specifically the potential for unreturned invitations, and uncompleted surveys (Babbie, 1990). In response to these confounding issues multiple invitations were sent out to potential participants. Conducting an electronically designed survey, as opposed to a mail-in designed survey, was determined to be a better approach due to both cost effectiveness and timeliness of responses.

Survey Instrument

The survey instrument was created specifically for this study. It was comprised of seventeen general questions, plus questions requesting the participant's background information. All of the questions were guided by the four research questions mentioned earlier. These general questions guided one hundred and two sub-questions. These "sub-questions" requested information and perceptions of the staff member's experiences from both the classroom and the school. Most questions provided a six-choice Likert scale. The exceptions looked for information through closed choice set up or open ended responses. The Likert scale was consistent throughout the survey instrument. The range was from "very inaccurate" to "very accurate" with an available choice of N/A. Each item was scaled consistently. The range was from "1" being very inaccurate to "5" being very accurate. There was also the option of "N/A" which is scaled a "0." There was one question requesting participant background with seven sub-questions.

The survey instrument was created using items grounded in the previously noted research. There were four sections to the survey. The sections of the survey instrument include "school culture, including the learning environment," Life Space Crisis Intervention," "Implementation and Use" and finally "Demographics." These four areas were felt to address the essential elements of the four guiding questions of this study.

Question 1-1 was asking for information related to school culture. This was important as it related to how a school has integrated "Developmental Assets" into its culture (Search Institute, 2000). The twelve sub-questions explored various aspects of the school's culture targeting elements related to; a caring school climate, expectations, school engagement and bonding to a school.

Question number 1-2 was directed at how a school responds to student management. This question had thirteen sub-questions. These sub-questions were developed using research on PBIS, LSCI and elements of Developmental Assets (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009; Long, Fecser and Wood, 2001; Search Institute, 2000).

Question number 1-3 identified the personnel responsible for supporting students, helping them find alternatives to violence. This was a stand alone, multiple-choice response question. It was developed in response to the literature around PBIS (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009).

Question number 1-4 and 1-5 asked if a school had a formalized violence prevention program beyond LSCI. This came from the information gathered about LSCI. It noted that LSCI was an approach that typically targets students in the secondary or tertiary levels of the PBIS pyramid. This offered an opportunity for a school to address violence through a separate violence prevention program as well. Question 1-4 was a “yes/no” style question with question 1-5 requesting the name of the schools violence prevention program indicated in 1-4.

Question 1-6 continued the query of violence prevention. It targeted the concepts supporting small schools and relationship building (Lee & Smith, 1997). This was a continuation of ideas addressed in earlier questions.

Question 2-1 addressed the length of time LSCI has been used in the respondents’ school. This was important as an indicator of how this program was potentially infused into the school culture. If LSCI was new to a school, one might expect a different response then if it were something staff/students had known about for a while.

Question 2-2 had four sub-questions. All of the sub-questions focused around the “Conflict Cycle,” which as noted previously, was the root of LSCI. It was the understanding of a conflicts cycle that an individual can implement the cognitive restructuring necessary to find a more appropriate solution to stress (Long, Fecser, & Wood, 2001).

Questions 2-3 and 2-4 pertain specifically to LSCI. They inquired about the stages and interventions that were specific to LSCI (Long, Fecser & Wood, 2001).

Question 3-1 had sixteen sub-questions. These questions specifically addressed a school’s approach to the complex change process (Knoster, Villa, & Thousand, 2000). How a school/district approached the implementation of initiatives, specifically, LSCI was an indicator of the resources and skills they were willing to provide staff to address violence. This was supported throughout the change literature previously noted in this document.

Question number 3-2 and 3-3 were directed at having others trained and the relationship between them. They were both short answer response questions. These questions were derived from the managing complex change literature along with some of the literature regarding relationships ((Knoster, Villa, & Thousand, 2000); (Bentro, Brokenleg, & Van Bockern, 2001) & (Schertz, 2006)).

Question 3-4 targeted the incentives for using LSCI. Noted previously in this document, incentives were important parts of a complex change process (Knoster, Villa, & Thousand, 2000). Discovering the relationship between what incentives were available and employed for the use of LSCI may impact how effective LSCI has been for that school. The question also explored the culture as it impacted LSCI. This made note

of the feelings and attitudes of the people within that school environment (Bridges, 1991).

The kinds of changes in student behavior were addressed in question 3-5. This question was reflective of the impact LSCI had on the school environment. This came from the LSCI research. The literature highlighted that when staff feel they have appropriate skills to work effectively with students in crisis they were much more confident and comfortable creating positive outcomes (Dawson, 2003).

Question 3-6 was based on the notion that when staff perceived that LSCI was being effective they were more likely to use it. This was supported by the change literature ((Bolman & Deal, 1997); (Fullan, 1992); (Fullan, 1993) & (Fullan, 2001)).

Question 3-7 requested that the staff member completing the survey share an experience with LSCI. This was to begin looking at LSCI qualitatively (Bogdan & Biklen, 2003).

The remaining portions of the survey addressed demographics. The purpose of their inclusion was to examine if there were demographic issues that may have impacted the effectiveness of LSCI. This section was also important to assist in the identification of a sample population for follow-up interviews.

The items in this study were grouped according to the information gathered in the pilot study which will be discussed later in this chapter. Scale construction looked at the similarity of responses, placing these responses into groups representing patterns of “like” responses (Babbie, 1990). A Cronbach’s Alpha was then computed for each of the scales, removing items that took away from the strength of that scale. Following that procedure a Pearson correlations was conducted between independent variable,

dependent variable and between independent and dependent variables. Correlations were then noted and discussed.

Variables

In respect to variables, it was important to determine whether the variables provide sufficient variance, explanatory power, reliability, and validity (Williams, Rice & Rogers, 1988; Babbie, 1990). Scales were developed to represent the specific independent and dependent variables. These scales were developed after the survey was administered. . Groups of items that were thought to reflect the same underlying dimension were established and calculations were made using the Cronbach's Alpha formula. Specific items were then removed from the scale depending on the score that resulted. These new collections of items indicated the specific variables and were used to conduct the correlations described later.

Independent Variables

There were four primary independent variables for this study. They were noted in research questions one through three. They included *the introduction and implementation of LSCI, the level of training and support for LSCI, and school culture and the learning environment*. These variables were studied and measured through both the survey instrument and the follow-up interviews.

Four independent variables were identified to explore factors impacting school violence. Two of these variables are directly associated with LSCI while the other two variables are not. The first two variables are *effective introduction and implementation of LSCI, and effective training and support for LSCI*. The third and fourth variables are *positive general school culture, and a positive learning environment*. The two variables

not directly associated with LSCI were thought to potentially serve as alternative explanations of changes in inappropriate behaviors. These were derived from the previously mentioned research questions that drove this study. Although *school culture* could be defined as an intervening variable (potentially affected by LSCI) it was being treated as an independent variable for purposes of this study due to the culture being an essential element in accepting and using LSCI.

Each item in the survey was designed to elicit information through a five point Likert scale with a range of 1 “Very Inaccurate” to 5 “Very Accurate,” a single, closed response, or an open ended, narrative response. Scales, reflecting responses to several items, were constructed to represent each of these variables. Some item scores were reversed before being included in their respective scale. Cronbach’s alpha was computed for each set of items corresponding to these variables. Only items that were developed using the Likert scales, that enhanced the study’s reliability, were used in developing the variable scales. Items which were originally hypothesized to reflect an underlying variable, but which lowered the scale’s alpha rather than raising it, were dropped from the scale. Scales can be found in the appendix (charts 9-20) regarding where schools fell within these scales.

Independent Variable 1

For the variable *Effective Introduction and Implementation*, an initial Cronbach’s α was conducted with all hypothesized items assumed in the scale. There were a total of sixteen items originally hypothesized to represent this scale, which can be found in the appendix. The removal of seven items from the scale resulted in a higher Cronbach’s

alpha. This would increase the strength of consistency among the set of indicators. The items that were finally used in this scale were:

#3.2.b: The “Conflict Cycle” is taught to specific students after an initial crisis.

#3.2.c.: The “Conflict Cycle” is taught to all of the students in my school.

#3.2.d: The “Conflict Cycle” is taught to all of the students in my class.

#3.2.e: I use the “Conflict Cycle” to assist students in understanding their reactions to stressful events.

#3.2.g: In my school, multiple staff members are used to complete a single LSCI interview.

#3.2.h: Staff in my school takes time to discuss experiences using LSCI.

#3.2.j: The space required to perform an LSCI interview has interfered with its effectiveness. (scale reversed)

#3.2.k: The time required to perform an LSCI interview has interfered with its effectiveness. (scale reversed)

#3.2.l: Other people’s perceptions, of what happens during an LSCI interview, interfere with its effectiveness. (scale reversed)

Variable	N of Items	Cronbach’s α	SD	Mean
Introduction and Implementation	9	.826	.675	2.70

Independent Variable 2

For the variable *Effective Training and Support*, an initial Cronbach’s α was conducted with ten hypothesized items assumed in the scale. The ten items initially designated to represent this scale can be found in the appendix. The removal of three items from the scale resulted in a higher Cronbach’s alpha. This increased the strength of

consistency among the set of indicators. The items that remained after these items were removed were:

#4.1.m: My district offered opportunities for follow-up training with my original trainer.

#4.1.n: There were opportunities for casual follow-up training such as study groups.

#4.1.o: My district offered salary changes as per professional development language of the contract for participating in LSCI.

#4.3.d: My school/district does not directly encourage the use of LSCI. (scale reversed)

#4.3.e: There is reservation at my school regarding LSCI implementation due to the amount of time required for training. (scale reversed)

#4.3.f: There is reservation at my school regarding LSCI implementation due to the total cost of having staff members trained. (scale reversed)

#4.3.g: My school/district discourages staff from using LSCI by highlighting LSCI's use when situations end poorly.

For the variable *effective training and support*, it was discovered, as mentioned above, that the removal of three items from the scale resulted in a higher Cronbach's alpha. The results were:

Variable	N of Items	Cronbach's α	SD	Mean
Training and Support	7	.795	.622	2.21

Independent Variable 3

For the variable *positive general school culture*, an initial Cronbach's α was conducted with eleven hypothesized items assumed in the scale. The eleven items

initially designated to represent this scale can be found in the appendix. The removal of two items from the scale resulted in a higher Cronbach's alpha. This would increase the strength of consistency among the set of indicators. The items that were finally used in this scale were:

#2.1.a: My school creates an environment of respect and pride.

#2.1.b: Respect and pride are two of my school's core beliefs.

#2.1.c: My school encourages students to be respectful at all times.

#2.1.d: My school encourages students that do not fit into a natural peer group to participate in school.

#2.1.e: Students at my school are encouraged to join in-school clubs and/or after school activities such as student government, music and athletics.

#2.1.f: Students are encouraged to participate in community-based activities such as Pop Warner or Girl Scouts.

#2.1.i: Student attendance is regularly discussed with building staff and addressed at my school.

#2.1.k: Positive student actions are addressed through building-wide recognition ceremonies such as student of the month, pep rallies.

#2.1.l: Positive student actions are addressed with in-class recognition such as "Gotcha" certificate or other in-class awards.

For the variable *positive general school culture*, the removal of two items from the scale resulted in a higher Cronbach's alpha. The results were:

Variable	N of Items	Cronbach's α	SD	Mean
General School Culture	10	.841	.622	4.04

Independent Variable 4

For the variable *Positive Learning Environment*, an initial Cronbach's α was conducted with fifteen hypothesized items assumed in the scale. The fifteen items originally designated to represent this scale can be found in the appendix. The removal of six items from the scale resulted in a higher Cronbach's alpha. This increased the strength of consistency among the set of indicators. The items that were used in the development of this scale (each preceded by "My district/school....") were:

#2.1.m: recognizes staff members' new learning in internal ceremonies such as staff meetings or being placed in mentor type relationships.

#2.1.n: recognizes staff members' new learning in public ceremonies such as board of education presentations.

#2.2.a: Utilizes a character education program

#2.2.b: Encourages co-teaching

#2.2.c: Creates cooperative learning opportunities

#2.2.d: Has developed small learning communities (such as a house system)

#2.2.e: Works to keep student class sizes small

#2.2.f: Provides direct instruction in social skills

#2.2.g: Provides supervised safe de-escalation locations

For the variable *Positive Learning Environment*, it was discovered that the removal of six items from the scale resulted in a higher Cronbach's alpha. The results were:

Variable	N of Items	Cronbach's α	SD	Mean
Learning Environment	9	.882	.951	3.32

Dependent Variables

The first four dependent variables of interest are the *incidence of school and classroom violence and disruptive behavior*. These variables are separated into listings of behaviors that are considered inappropriate and unacceptable at both the school and classroom levels but combined to create one scale. Data on increases or decreases in these variables are based on the perceptions of those responding to the survey. A fifth dependent variable addresses school referrals to special education or out of school placements. This information was gathered through direct survey responses. The next two dependent variables are school and classroom academic participation and performance. This information was gathered through direct survey responses. The eighth dependent variable takes into account school out of school suspension rates over time as reported on the school's Annual State Report Card. The ninth dependent variable is *changes in school attendance*. This examines students' attendance as measured on the school's Annual Report Card. A high correlation between these two variables was expected as the literature supports the notion that schools where there is high incidence of school violence also has low student attendance (Mayer, 2001; Hunt, et al., 2002).

Dependent Variable 1: School Inappropriate or Unacceptable Behavior

It was hypothesized that the inappropriate or unacceptable behavior within the school would decrease the more thoroughly people were trained in LSCI. An initial Cronbach's α was conducted with all hypothesized items assumed in the scale. There were a total of fifteen items designated to represent this scale, which can be found in the appendix. The removal of three items from the scale resulted in a higher Cronbach's alpha. This would increase the strength of consistency among the set of indicators. The items that were finally used in this scale were:

- #4.4.a Decreases noted with a student's "swearing."
- #4.4.b Decreases noted with student's engagement in "fighting."
- #4.4.c Decreases noted in student's engagement in "bullying."
- #4.4.d Decreases noted in student's engagement in "vandalism."
- #4.4.f Decreases noted in student's "absenteeism."
- #4.4.g Decreases noted in student's engaging in "harassment."
- #4.4.i Decreases noted in student's engaging in "threats of physical violence."
- #4.4.j Decreases noted with a student's "refusal to report to an assigned area."
- #4.4.n Decreases noted with a student's "misuse of equipment."
- #4.4.o Decreases noted in student's "tardiness."
- #4.4.p Decreases noted in student's insubordination."
- #4.4.q Decreases noted in student's using "directed vulgarity."

The results were:

<u>Variable</u>	<u>N of Items</u>	<u>Cronbach's α</u>	<u>SD</u>	<u>Mean</u>
School Inappropriate or Unacceptable Behavior	12	.912	.366	3.12

Dependent Variable 2: Class Inappropriate or Unacceptable Behavior

It was hypothesized there would be a decrease in student inappropriate or unacceptable behavior as a result of having staff trained in LSCI. An initial Cronbach's α was conducted with fifteen hypothesized items assumed in the scale (see appendix). It was discovered that using all items hypothesized in this scale produced a high Cronbach's alpha. The items that were used in the development of this scale were:

- #4.4.a Decreases noted with a student's "swearing."
- #4.4.b Decreases noted with a student's engagement in "fighting."

- #4.4.c Decreases noted with a student’s engagement in “bullying.”
- #4.4.d Decreases noted in student’s engagement in “vandalism.”
- #4.4.e Decreases noted in student’s engagement in “stealing.”
- #4.4.f Decreases noted in student’s “absenteeism.”
- #4.4.g Decreases noted in student’s engagement in “harassment.”
- #4.4.h Decreases noted in student’s engagement in “sexual harassment.”
- #4.4.i Decreases noted in student’s “threats of physical violence.”
- #4.4.j Decreases noted with a student’s “refusal to report to an assigned area.”
- #4.4.m Decreases noted in student’s engagement in “horseplay.”
- #4.4.n Decreases noted in student’s “misuse of equipment.”
- #4.4.o Decreases noted in student’s engagement in “tardiness.”
- #4.4.p Decreases noted in student’s “insubordination.”
- #4.4.q Decreases noted in students use of “directed vulgarity.”

The results were:

Variable	N of Items	Cronbach’s α	SD	Mean
Classroom Inappropriate or Unacceptable Behavior	15	.970	.756	3.82

Dependent Variable 3: School Academic Participation and Performance

It was hypothesized that school academic participation and performance would increase as a result of staff being trained in LSCI. An initial Cronbach’s α was conducted with three hypothesized items assumed in the scale, (see appendix). The removal of one item from the scale resulted in a higher Cronbach’s alpha. This would increase the strength of consistency among the set of indicators. The items that were used in the development of this scale were:

#4.4.s Increases were noted in student's "academic participation."

#4.4.t Increases were noted in student's "academic performance."

The results were:

Variable	N of Items	Cronbach's α	SD	Mean
School academic participation/ Performance	2	.920	.455	2.7

Dependent Variable 4: School Referrals to Special Education and Out of School Placements

This variable was measured with perceptual (survey) data. It was hypothesized that there would be a decrease in referrals to special education and referral for out of school placements as a result of staff being trained in LSCI. An initial Cronbach's alpha was determined to look at the strength of consistency among a set of indicators. This variable only had two items to measure so eliminating items was not an acceptable option. This group revealed a relatively high alpha score using the items listed below.

4.4.k Decreases noted in "referrals to special education" for behavioral reasons.

#4.4.l Decreases noted in "referrals to out of school placements" for behavioral reasons.

Variable	N of Items	Cronbach's α	SD	Mean
School Referrals to Spec Ed/Out of Sch	2	.933	.707	3.5

Dependent Variable 5: Class Academic Participation and Performance

It was hypothesized that classroom academic participation and performance would increase as a result of having staff trained in LSCI. Information was gathered directly from the LSCI Effectiveness Survey Instrument pertaining to this dependent variable. An initial Cronbach's α was conducted with three hypothesized items assumed

in the scale. It was discovered that using all of the items created a strong level of consistency between items within the scale. The items that were used in this scale were:

#4.4.r Increases noted in students completing their “homework.”

#4.4.s Increases noted in students “academic participation.”

#4.4.t Increases noted in students “academic performance.”

The results were:

Variable	N of Items	Cronbach's α	SD	Mean
Classroom Academic participation/performance	3	.788	.603	2.48

Dependent Variable 6: Improved School/District Attendance

The data collected to measure this variable was from the individual school and district NYS State Report Cards. This was not based in specific survey items. It was an examination of the three consecutive years following the last staff person's LSCI training. It was hypothesized that school attendance would increase having staff members trained in LSCI within the school.

Dependent Variable 7: Decreased School Suspensions

The data collected to measure this variable was from the individual school and district NYS State Report Cards. It was hypothesized that school suspension would decrease over time having staff members who have been trained in LSCI within schools. This information was examined through analyzing information reported on the annual school report card over a three year period. The three school years noted were from 2005-2008. This time period was chosen as it reflected a time period where people were either previously trained or were in the process of being trained but had completed the training by the end.

Interviews

To provide a clearer understanding of the results of the survey, a sample of respondents was purposefully selected to follow-up with semi-structured interviews (Bogdan & Biklen, 2003). These respondents were chosen from schools that had a higher number of staff people trained in LSCI than what was required for participation in this study. This was by more than double the participation criterion, but they reported they were not practicing/using LSCI. Another selection criterion was for schools who reported they were using a separate violence prevention program instead of LSCI to address school violence. This was structured to find out what issues regarding LSCI may have impacted its implementation and effectiveness from various perspectives and situations. This guided conversation surrounded two specific questions, which came out of the survey data. These were:

1. How consistently or inconsistently has your school implemented LSCI? What do you think accounts for that level of implementation? Can you illustrate?
2. How effective do you think LSCI has been in reducing violent or disruptive behavior in your school/classroom? What do you think accounts for the impact it has had? Can you illustrate?

Some additional questions were asked looking to discover some background for decisions in each participant's situation. These included:

1. How did you come upon LSCI?
2. Tell me about how/why you ended up in the LSCI training.

3. Do you get a chance to discuss issues related to LSCI with some of your colleagues who have been trained in LSCI? Others in your district? What does that look like?
4. Does your building offer opportunities for staff members to share what they may have learned with other staff members whether formal or informal?

These conversations helped this researcher get a clearer understanding of the impact LSCI has had on the interviewee's individual situation and the issues that have been present.

The interviews lasted approximately thirty minutes and were recorded creating a script of the conversation. Information from those conversations was then coded according to the patterns that emerge. These patterns were then compared with the information gathered using the survey instrument to either strengthen or weaken the overall results (Bogdan & Biklen, 2003).

Data collection procedures

Participants were invited to participate in this study by an electronic invitation. Each invitation had an individually assigned link attached, which connected participants to the survey instrument. Also included in this invitation was an "opt out" option which removed potential participants from the invitation list. This invitation was approved by Syracuse University's IRB (appendix C). The LSCI Effectiveness Staff Survey instrument was formatted to be delivered through "Survey Monkey" (Survey Monkey, 2009). This online survey research service was accessed to provide easy access for participants.

Participants had approximately three weeks to access and complete the survey. A reminder email was sent to non-completers after week one and then again after week two. At a designated date and time the survey was taken offline. No further surveys were accepted following that date. An inventory of participants was taken at that time.

Follow-Up Interviews

A targeted sample of participants was selected for follow up interviews. These participants were contacted and presented with a second consent letter (Appendix D). Each participant was contacted via email to explore interest. They were emailed a copy of the interview consent letter as well as a copy of the questions that were going to be asked. This researcher traveled to the nine participant's schools for each interview. Each interview was recorded for accuracy. This interview was then transcribed and analyzed for inclusion in this study.

Data Coding

For data coding of the survey instrument, responses for each Likert scale item were recorded as they appeared on the instrument so further coding of the instrument was not necessary. Any responses of N/A were removed from the data set. The organization of the data was consistent with the organization of the survey instrument in an effort to reduce potential errors (Fowler, 1993).

Information gathered via follow-up interviews was coded into categories surrounding the independent variables. The codes were determined by this researcher and focused around the strategies used within each interviewed staff person's setting with regards to LSCI (Bogdan & Biklen, 2003).

Data Analysis

A Cronbach's α was applied to the survey data set based on the specific variables. The intent was to look for internal consistency or reliability of responses on individual items as compared to the underlying variable the items were meant to reflect. Specific items were removed from the set when they were found to detract from the set's reliability. Any items removed were noted in chapter four.

Regarding research questions one through three, a one-tailed Pearson Correlation test was conducted. The intent was to examine the relationship among the various questions as predicted by the assumption that there was a relationship between these independent variables. The sum of all responses was used to determine those sets (Sprinthall, 2000).

Information was also compared to the dependent variables. This was done through a one-tailed Pearson Correlation. The intent was to explore the relationship between the specific independent variables and the dependent variables noted. It was predicted that there would be a direct correlation between these variables where the stronger more positive the independent variables the higher the decrease in student behaviors.

Information gathered via follow-up interviews was coded into categories targeting the independent and dependant variables. It was important to keep in mind the credibility of the information being received as it relates to how real the information is that is being provided. Information provided through the interviews was then compared with what was provided through the survey for consistency (Shenton, 2004). It was also important to pay attention to transferability. Does the information provided through the interview coincide with the information noted through the literature? The dependability

of the information is also important. One of the limitations of this study was that this researcher had a relationship with the respondents that were interviewed. This needed to be taken into account when reviewing the information as the potential for skewed data was present. The interviews also needed to be analyzed taking into account conformability. This researcher needed to be well aware of his position regarding LSCI in relation to gathering and processing information gathered through the interviews. He needed to be cognizant to not lead the exchange into assumed responses. This information was then added to the specific survey information to support the concepts revealed through the study.

Ethics

Survey research methods required that the researcher take steps to ensure that the participants were treated in an ethical manner, and that all risks to the people involved with the study were minimized (Babbie, 1990; Fowler, 1993). In this study there were a few ethical concerns that needed to be addressed. The first concern was that participants in this project had the risk of their co-workers and supervisors discovering their responses. This was particularly noted to be a concern when responding to questions regarding school (as opposed to classroom) conditions as well as questions regarding support. These questions could have prompted participants to respond unfavorably toward their school and leadership. This in turn could have lead to tension between staff and leadership if the responses were not kept confidential. For this reason the study was designed so that each survey would be kept confidential with the name of each participant known only to myself with the master code list being kept in a secure location.

Another potential risk was that the invitation for participation in this study was addressed to school district personnel specifically trained in LSCI. Designing a study specifically targeting a select group within a larger population created issues regarding confidentiality. When a small group is selected for participation from one school and unfavorable responses are noted toward that participant's school, then other staff and leadership may deductively speculate participant's responses. This too, had the potential of causing tension among building and district staff. For this reason schools publically reported were given aliases to assist in the confidentiality of participants.

One additional risk was that this study could highlight the differences between school districts regarding how they manage school violence. This could result in poor publicity for some schools and districts. This could create a situation where schools and districts might become reluctant to participate in future research studies. School district information was treated confidentially to minimize this risk. This risk factor supported the notion of creating aliases for schools participating in the study.

Reporting

Upon completion of the data analysis of both the survey information and the participant interviews conclusions were drawn. These conclusions were shared with participant and school districts upon request. Included in this summary was specific data identified by school alias code only. This highlighted the school violence changes in their district since LSCI was introduced. The change information was presented to aid in decisions regarding future staff development, self-competence and initiative implementation. The school alias codes specifically pertaining to the school district interested was disclosed to the superintendents of identified school districts.

Pre-testing

Pre-testing was conducted as a means of discovering any unforeseen problems in the research design (Babbie, 1990). An earlier, hard copy version of the LSCI Effectiveness Staff Survey Instrument was pretested with a group of three peers at Oswego County BOCES during the fall 2008. These participants consisted of two teachers and one administrator. Substantial changes were made as a result of this pre-test to address concerns with clarity of wording, length of the instrument, and feasibility of analysis. The initial tool contained many questions that were lengthy with multiple questions embedded. Having multiple points being questioned, within one question, lead to confusion on how to respond using a four point Likert scale. For this reason many questions were changed reducing the number of concepts addressed in each question.

Another change that was made to the survey based on the pre-test was with respect to the number of variables in question. The survey instrument was very long asking many questions that were outside of the variables in question. These were identified and eliminated as extraneous and unnecessary for this study.

A second pre-test was conducted using a hard copy of the LSCI Effectiveness Staff Survey Instrument. This was conducted with the assistance of eight teachers trained in LSCI from a local middle school. These eight staff members were contacted and all agreed to participate. These eight staff members included four special education teachers, one teaching assistant and three classroom teachers. They were provided a survey instrument and a feedback form to both complete and critique. They were asked to complete the two items over a week's time. One teacher was asked to collect the instruments while another was asked to return them. Seven out of the eight surveys and

feedback forms were completed, with the eighth, a classroom teacher, only partially completed. This second pre-test revealed the need for some additional changes.

The most consistently remarked issue with the instrument was that participants were uncomfortable remarking about issues they didn't know about. That there was a need for a category of N/A to allow participants to move through the instrument without getting frustrated by the lack of appropriate choices.

Another issue that was brought up was that participants didn't always feel comfortable remarking about school issues as opposed to classroom issues. This prompted a format change allowing for both classroom and school to be referenced within the same question.

Pilot Testing

A pilot study occurred with a group of staff members from a local city school district. A group of four LSCI trained staff members from the same elementary school were contacted for participation in this pilot study. There were two special education teachers, a classroom teacher and a school counselor. Both special education teachers led self-contained classes designed with twelve students, one teacher and one teaching assistant. Each staff member agreed to participate.

The staff members were entered into the Survey Monkey system. An email was generated requesting their participation with a link to the online survey. The email also indicated that the staff members had a total of 10 days to complete the survey instrument. After the first five days, only one of the surveys was complete, so a reminder email was sent to the remaining participants. There was 100% completion rate by the close of the survey. The pilot test of the survey instrument employed all the procedures identified for

the full study (Babbie, 1990; Fowler, 1993). The participants from the pilot study were then removed from the sampling frame. The pilot test was also used to test out all aspects of data collection, coding, and analysis, and changes for the final survey were made accordingly (Babbie, 1990; Fowler, 1993). The data collection process was felt appropriate for this study. The questions were coded following the same procedures outlined previously. When the study was examined for analysis, it was felt that there were too few responses to design scales to be used in the larger study. It was determined that the scales would need to be developed at that time. There were some wording changes to questions to clear up some confusion noted from participant feedback.

Validity and Reliability

As the LSCI Effectiveness Staff Survey Instrument was developed for this preliminary study and it had not been previously tested in other studies, the issue of validity was of concern. Validity of the LSCI Effectiveness Staff Survey Instrument had not been established. It was one goal of this study to determine the validity of the instrument.

The external validity, or the extent, to which it was possible to generalize from the data and context of the research study to broader populations and settings, was essential for this study (Hedrick, Bickman & Rog, 1993). We live in a time where school violence is of great concern (George & Thomas, 2000). It is essential that we recognize whether LSCI has true value in working with kids in crisis within a public school setting. District stakeholders need to know whether the investment in LSCI is worth the benefits of the intervention.

The internal validity, or to what extent was the research measuring and testing what it claims to measure, was important when determining the research methodology (Williams, Rice & Rogers, 1988). This concept applied to impact (potential cause-effect) questions and referred to the extent to which causal conclusions could be drawn (Hedrick, Bickman & Rog, 1993). This was important when looking at the relationship between LSCI, school violence and attendance in school. A survey was developed to examine these relationships in a standardized way allowing for a quantitative analysis. Following the survey up with a sampling of participant interviews, allowed participants to speak more freely about the subject adding a more comprehensive view of the subject (Atkinson, Coffey & Delamont, 2003).

When designing the research it was essential to keep in mind how replicable are the research process, measures and results (Williams, Rice & Rogers, 1988). This is reflective of how reliable the study is. Using a structured survey approach enhanced the reliability of the information collected. The LSCI survey primarily collected information in a closed format. This assisted in the reliability along with replication. A consistent data collection process was maintained as well. This should have reduced any variation in replication with the exception of sampling variations and sampling errors (Babbie, 1990; Fowler, 2002).

To create a more comprehensive model, a sample of respondents was specifically selected, according to how they responded on their surveys. They were followed-up with a semi-structured interview (Bogdan & Biklen, 2003). It was expected that this would augment some of the concepts and clarify some of the issues discovered through the survey instrument. Providing this type of interview format impacted the ability to

replicate this study as it created an avenue for individual open-ended response, which allowed for opportunities of inconsistencies.

Content Validity

Content validity refers to the degree to which items of the survey represent that which the instrument was intended to evaluate (Sprinthall, 2000). The LSCI Effectiveness Staff Survey Instrument was primarily intended to evaluate teachers' perceptions of how LSCI had influenced school violence within public schools. Regarding the content validity of the instrument, the focus of the survey was on the school's general culture, the learning environment, LSCI implementation, LSCI training, LSCI's use and support, and changes in student behavior. The exception was a section related to participant demographics. During the pre-test, there was feedback from some of the respondents that they were uncomfortable reporting about issues representative of the entire school. This did create a problem for *face validity* of the survey as the respondent may have been uncomfortable accurately completing those questions. However, the LSCI Effectiveness Staff Survey Instrument was also intended to measure respondents' perceptions of changes in behavior within the school along with changes within their classroom.

Construct Validity

Construct validity refers to the validity of theoretical variables or *constructs* that were developed to help frame certain phenomena (Social Research Methods, 2010). The LSCI Effectiveness Staff Survey Instrument involved the use of the variables of *general school culture, the learning environment, LSCI implementation and use, training and support, and changes in student behavior*, which were all constructs that have been

identified by researchers as being important (Fullan, 2005; Collins, 2001; Bolman & Deal, 1997; Bryk & Schneider, 2002; Kohn, 1996; Miller, Martin & Schames, 2003; Long, Fecser & Wood, 2001; Sugai, 2007). Construct validity required extensive testing in multiple studies to be established (Sprinthall, 2000). Although the research behind these variables being studied was rooted in research, there was relevance to studying them further as we look at specific combinations.

Statistical Validity and Reliability

As a means of determining the reliability of the variable scales constructed from items on the LSCI Effectiveness Staff Survey Instrument, Cronbach's α was used for each set of survey items regarding *general culture, learning environment, LSCI implementation, LSCI training and support, and [what dependent variables?]*. This was done for each item of culture deleted in turn. If the deletion of a single item served to raise the α value, then that item was deleted from the scale as a means of increasing the overall reliability. Such items did exist in the pilot test, but with such a small pilot response rate, it was felt that there was not enough information to accurately determine an appropriate alpha. So items were not removed, but included in the full study to determine the alpha with a higher n. Establishing the reliability for sections of the survey instrument was a helpful first step in establishing statistical validity. Reliability was a necessary, although not a sufficient condition for statistical validity. That was, if the instrument was determined to be reliable, it may indeed be valid. If the reliability was low, the instrument cannot possibly be valid (Sprinthall, 2000).

Chapters Four

Results and Discussion

Introduction

In this chapter, the statistical results of this study are presented along with a broad analysis of that information. The sources used were a combination of perceptual and state reported information. This information was gathered through an electronic survey instrument, face to face interviews, multiple New York State Annual School and District Report Cards. All information gathered was to gain a better understanding of the research questions outlined in chapter three. They include:

1. Does the way LSCI has been introduced and implemented make a difference in the perceived effectiveness of LSCI within a school?
2. Does the level of training and support provided to staff make a difference with the perceived effectiveness of LSCI within a school?
3. Does school culture impact the perceived effectiveness of LSCI?
4. Does LSCI, as an approach to working with students in crisis, have a perceived impact on different levels of school violence?

Each research question was presented and then restated to highlight the variable or variables within, prior to the corresponding analysis of the survey. Then each set of analyses was followed by a summary of results. Then interview data will be presented. This information will be structured to explore any information not clearly defined through the survey data. A summary of findings will conclude this chapter.

The first research question was examined.

- 1) Does the way LSCI has been introduced and implemented make a difference in the perceived effectiveness of LSCI within a school?

The question introduced the first variable which is labeled *introduction and implementation*. A summary of the survey results reflective of this variable is listed below.

Independent Variable 1

These items were used in the scale regarding *Introduction and Implementation*.

They include:

#3.2.b: The “Conflict Cycle” is taught to specific students after an initial crisis.

#3.2.c.: The “Conflict Cycle” is taught to all of the students in my school.

#3.2.d: The “Conflict Cycle” is taught to all of the students in my class.

#3.2.e: I use the “Conflict Cycle” to assist students in understanding their reactions to stressful events.

#3.2.g: In my school, multiple staff members are used to complete a single LSCI interview.

#3.2.h: Staff in my school takes time to discuss experiences using LSCI.

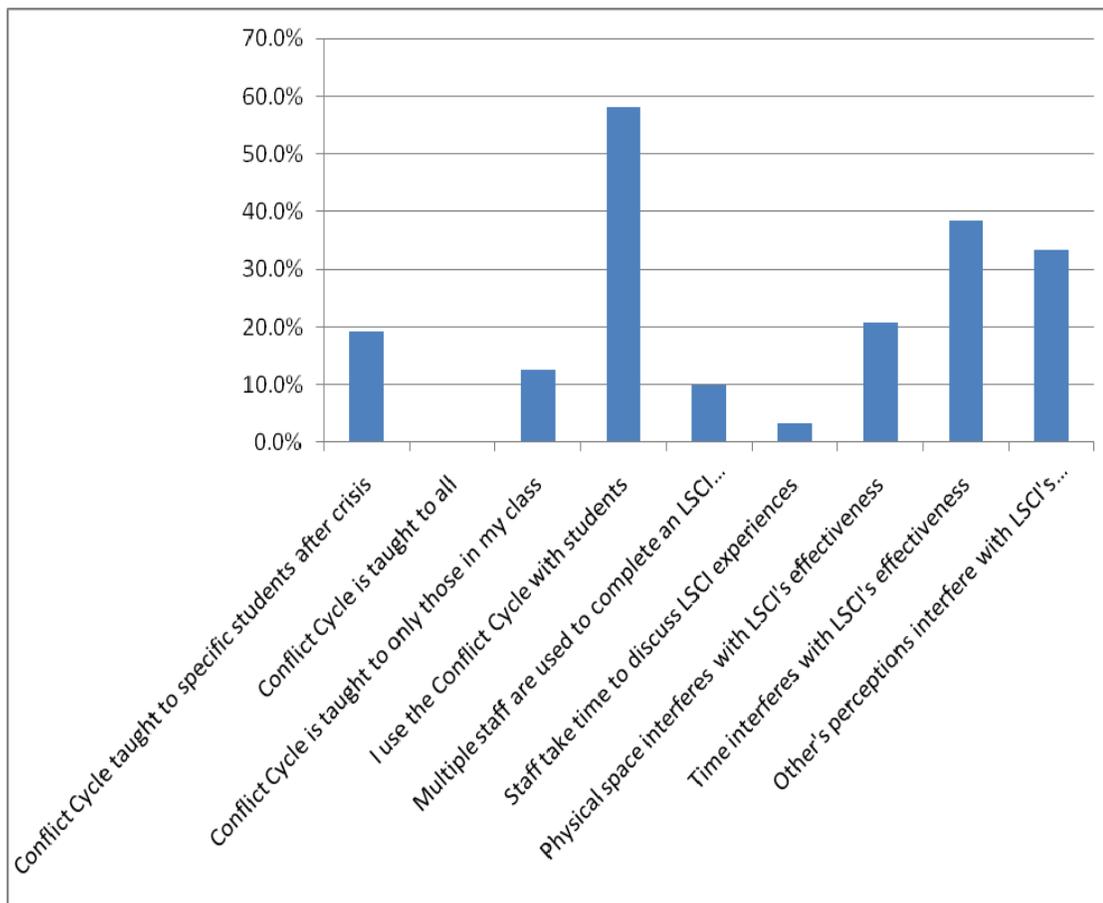
#3.2.j: The space required to perform an LSCI interview has interfered with its effectiveness. (scale reversed)

#3.2.k: The time required to perform an LSCI interview has interfered with its effectiveness. (scale reversed)

#3.2.l: Other people’s perceptions, of what happens during an LSCI interview, interfere with its effectiveness. (scale reversed)

The chart below indicates the percent of response accurate or very accurate to the individual items within this scale.

Table 4.03 - Introduction and Implementation Items



The items address implementation from two directions. There are items that pertain to the use of the conflict cycle as a major element in LSCI and the extent of staff involvement, and there are items that address factors that might interfere with its use. As noted in the chart above 58.1% of the respondents indicated that they use the conflict cycle with their students. Most respondents indicated that they use it after a crisis and that it was not taught to all students, only a select few, typically those who tend to respond to stress with crisis or were in the respondent's class.

Respondents also indicated that they rarely utilize other staff members when working students through crisis nor do they debrief following an interview. About one third indicated that the time that it takes to conduct an LSCI interview limits its effectiveness, as do other people's perceptions. One fifth indicated that physical space was a concern as well.

Some items that were not included in the scale nevertheless raise interesting questions concerning of how people were introduced to LSCI. According to those who have responded, 74% identified that an administrator signed them up for the LSCI training. This implies a top down directive which may have an influence on effective implementation. Only 22% of the responses identified LSCI as a school initiative.

The survey revealed 83.3% of the participants responded *accurate* or *very accurate* to the question: "I have found LSCI, or at least pieces of LSCI, to be effective when working with students in crisis." This statement was also reflected in the perceived changes in student behavior outlined later in this chapter. This could not be substantiated with specific school data as no school that participated in this study collected LSCI related discipline data nor were the defined behaviors outlined for this study. It was also noted that 33.3% of respondents felt that their district/school does not directly encourage the use of LSCI. This was then followed up with a 28.6% response that their district/school was not aware of LSCI being used. Specific information regarding items not included in the scale can be found in the appendix.

The second research question was examined next.

- 2) Does the level of training and support provided to staff make a difference with the perceived effectiveness of LSCI within a school?

The question introduced the second variable which is labeled *training and support*. A summary of the survey results reflective of this variable is listed below.

Independent Variable 2

Independent variable 2 examined the training and support offered for LSCI. The specific questions measuring this variable include:

#4.1.m: My district offered opportunities for follow-up training with my original trainer.

#4.1.n: There were opportunities for casual follow-up training such as study groups.

#4.1.o: My district offered salary changes as per professional development language of the contract for participating in LSCI.

#4.3.d: My school/district does not directly encourage the use of LSCI. (scale reversed)

#4.3.e: There is reservation at my school regarding LSCI implementation due to the amount of time required for training. (scale reversed)

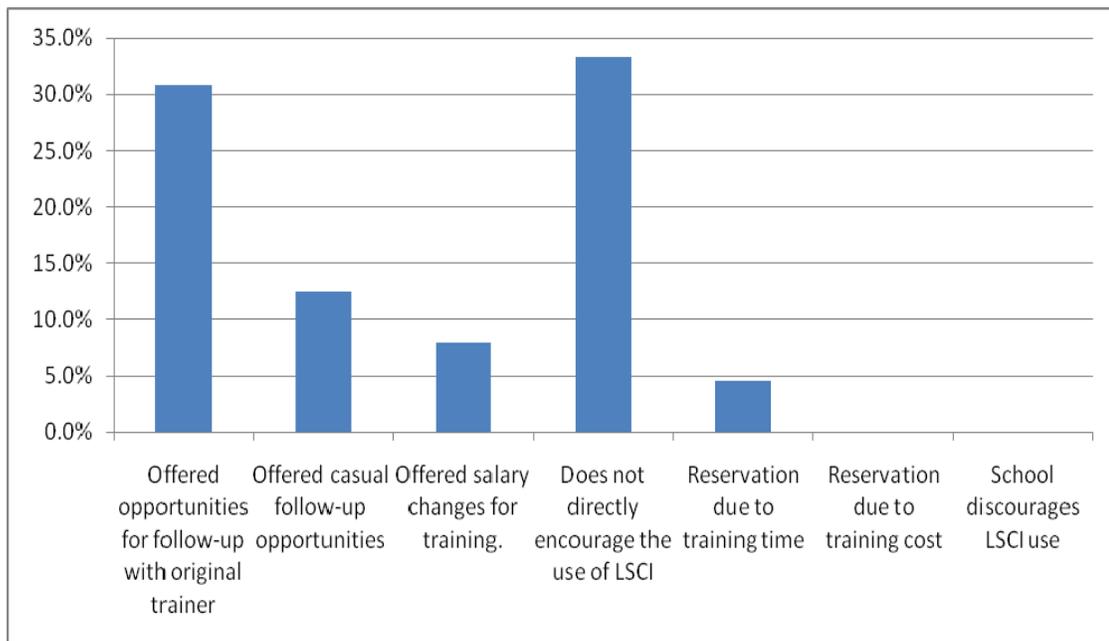
#4.3.f: There is reservation at my school regarding LSCI implementation due to the total cost of having staff members trained. (scale reversed)

#4.3.g: My school/district discourages staff from using LSCI by highlighting LSCI's use when situations end poorly.

The chart below indicates the percent of response accurate or very accurate to the individual items within this scale.

Table 4.04 - Training

items



This scale was comprised of items that focused around some of the logistics involved with training and support. The largest response was that 33.3% of the respondents indicated that their school does not directly encourage the use of LSCI. In contrast, none of the respondents indicated that their school discourages LSCI use.

Over 31% of the respondents indicated that their school offered follow-up opportunities with their original trainer but then this percentage dropped to 12.5% without the original training structure. Some reservation was noted for sending people to LSCI training due to the time requirement but no respondent indicated a reservation due to cost. Only 8% of those surveyed indicated that they were offered a salary change as a result of participating in LSCI training.

The third research question was examined.

Does school culture impact the perceived effectiveness of LSCI?

The question introduced the third and fourth variables which are identified as *general school culture* and *the learning environment*. The culture itself was felt to be a too broad of a category so it was split looking at the overall school culture and the the elements within the learning environment. A summary of the survey results reflective of the variables is listed below.

Independent Variable 3

Independent variable 3 measure the participant's perceptions regarding their general school culture. The specific questions are as follows:

#2.1.a: My school creates an environment of respect and pride.

#2.1.b: Respect and pride are two of my school's core beliefs.

#2.1.c: My school encourages students to be respectful at all times.

#2.1.d: My school encourages students that do not fit into a natural peer group to participate in school.

#2.1.e: Students at my school are encouraged to join in-school clubs and/or after school activities such as student government, music and athletics.

#2.1.f: Students are encouraged to participate in community-based activities such as Pop Warner or Girl Scouts.

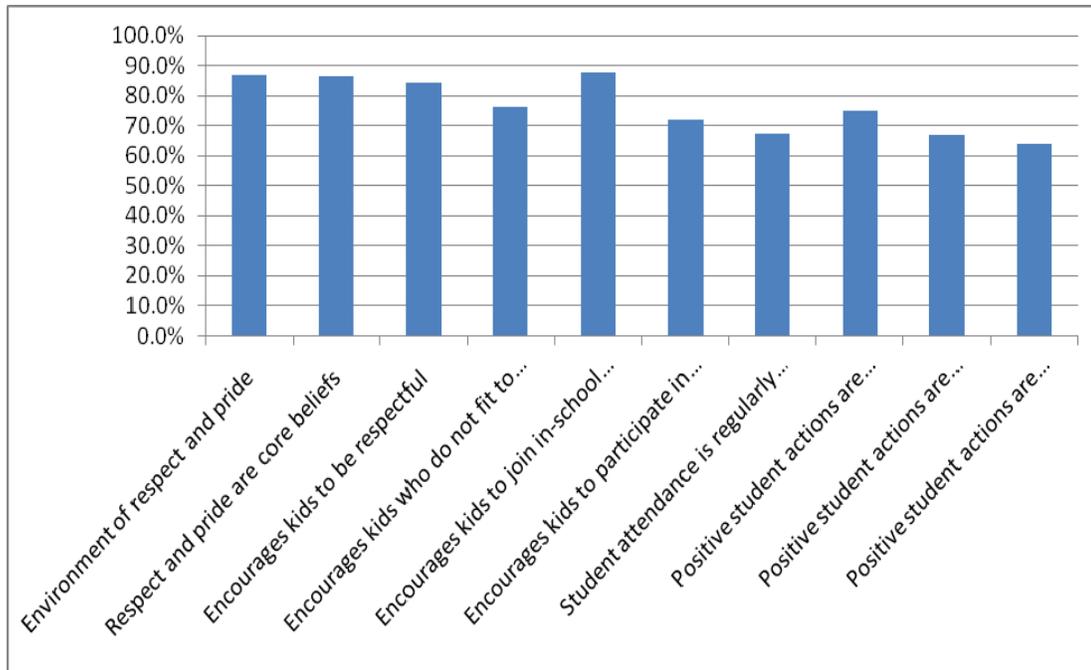
#2.1.i: Student attendance is regularly discussed with building staff and addressed at my school.

#2.1.k: Positive student actions are addressed through building-wide recognition ceremonies such as student of the month, pep rallies.

#2.1.1: Positive student actions are addressed with in-class recognition such as “Gotcha” certificate or other in-class awards.

The chart below indicates the percent of response accurate or very accurate to the individual items within this scale.

Table 4.05 - General School Culture Items



All of the responses within this scale were between 87.9%, for schools encourage students to join in-school clubs, and 63.9%, for schools that recognize positive student actions within the classroom, for answers of accurate and very accurate. This draws attention to the fact that participants feel that overall their school promotes a positive school culture for their students.

An item that was not included in the scale was that student competition limits student participation in extracurricular activities. Respondents indicated that this statement was accurate or very accurate 18.7% of the time. This item would have been reverse coded if it had been included in the scale.

Independent Variable 4

Positive Learning Environment is the fourth variable measured. The questions used in this measurement include:

#2.1.m: recognizes staff members' new learning in internal ceremonies such as staff meetings or being placed in mentor type relationships.

#2.1.n: recognizes staff members' new learning in public ceremonies such as board of education presentations.

#2.2.a: Utilizes a character education program

#2.2.b: Encourages co-teaching

#2.2.c: Creates cooperative learning opportunities

#2.2.d: Has developed small learning communities (such as a house system)

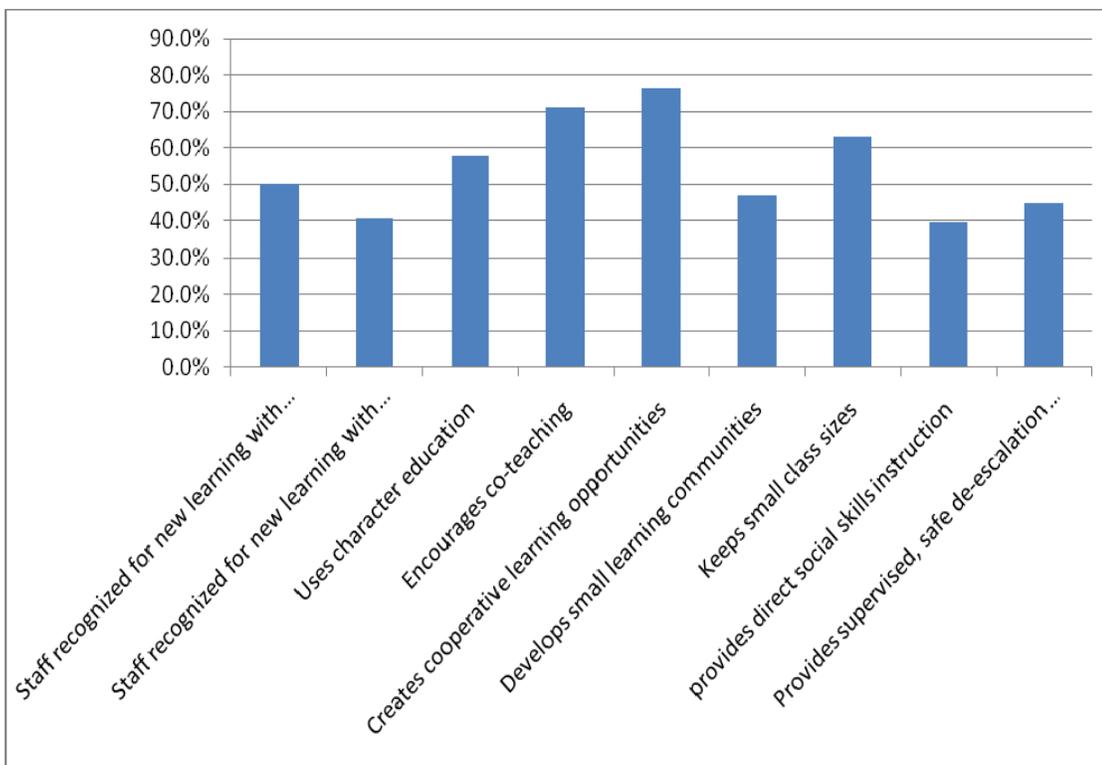
#2.2.e: Works to keep student class sizes small

#2.2.f: Provides direct instruction in social skills

#2.2.g: Provides supervised safe de-escalation locations

The chart below indicates the percent of response accurate or very accurate to the individual items within this scale.

Table 4.06 - Learning Environment Items



Within this scale the two highest rated items were encouraging co-teaching and looking to create cooperative learning opportunities. Both of these items have received widespread attention in education for the past several years with a significant amount of available staff development. It would stand to reason that these two items would rate rather high in comparison to some of the others.

Creating small class sizes was another item examined. Nearly two-thirds (63.2% of responses indicated accurate or very accurate that their school worked to keep class sizes small.

The item that rated the lowest was providing direct instruction in social skills. This had a combined 39.4% for responses of accurate and very accurate. Considering all of the mandated curricular obligations set forth by the State education department it was understandable why direct instruction in this area does not rate higher.

Independent Variables Summary

<u>Variable</u>	<u>N Items</u>	<u>SD</u>	<u>Mean</u>
Introduction and Implementation	9	.675	2.70
Training and Support	7	.622	2.21
General School Culture	10	.622	4.04
Learning Environment	9	.951	3.32

(A display of these scales at the school level is provided in charts found in the appendix.)

The mean or central location of all responses for the two LSCI variables, *introduction and implementation* and *training and support* was below the mid-point in this five point scale indicating that the overall perception was that their school had not appropriately introduced and implemented LSCI or provided appropriate training and follow-up. The mean or central location for the two remaining independent variables displayed something different. Participants indicated that they perceived their school to have a positive *general school culture* and a positive *learning environment*. The *learning environment*, however, had a wide variety of responses. This indicates that staff had varying perceptions of their schools learning environment and the elements representing this variable.

Scales were developed as part of this analysis as noted above. This information was then used to compute correlations using Pearson's (1-tailed) correlation design. The four independent variables were compared between each other to determine if there were any significant relationships. Those correlations are listed in the chart below.

Table 4.07 - Correlations between Independent Variables Chart

Variable		Intro & Implementation	Training & Support	General School Culture	Learning Environment
Intro & Implementation	Pearson Correlation	1	-0.717	0.043	0.335
	Sig. (1-tailed)		0.004	0.447	0.143
	N	12	12	12	12
Training & Support	Pearson Correlation		1	0.245	0.003
	Sig. (1-tailed)			0.221	0.497
	N		12	12	12
General School Culture	Pearson Correlation			1	0.624
	Sig. (1-tailed)				0.005
	N			16	16
Learning Environment	Pearson Correlation				1
	Sig. (1-tailed)				
	N				16
Correlation is significant at the .01 level (1-tailed)	Correlation is significant at the .05 level (1-tailed)	Correlation is significant at the .10 level (1-tailed)			

In reviewing the above chart of correlations among independent variables, two statistically significant correlations were noted. *Introduction and implementation and training and support* ($r = -.717$ ($p < .01$, $N=12$)) was the first one noted. There was a strong, negative correlation between these two variables. This inverse relationship indicates that those who rated training strong tended to rate implementation weak and those who rated training weak tended to rate implementation strong. This was a peculiar finding which will be addressed further in the interview section.

Also noted in the above chart of among independent variable correlations was a correlation between *general school culture* and the *learning environment* ($r = .624$ ($p < .01$, $N = 16$)). This was a reasonably strong, positive correlation which has been expressed through people's responses that their school has a positive culture which in turn creates the foundation for a supportive learning environment.

There was no correlation between *introduction and implementation* and *general school culture* or *the learning environment*. This was unexpected as it was assumed that the *general school culture* especially would drive how an initiative was both introduced and implemented. There was also no correlation noted between *training and support* with *general school culture* or *the learning environment*. This too was unexpected as it was felt that especially the learning environment and the elements that make up that variable would give the direction of the necessary training and support.

Dependent Variables

The fourth research question was examined using dependent variables.

Does LSCI, as an approach to working with students in crisis, have a perceived impact on different levels of school violence?

The question introduced the dependent variables. Most of the items were measurements coming directly from the respondents' perceptions of change.

This study looked at various dependent variables as measures of decreases in violence and inappropriate behavior over a three year period. There are seven dependent variables identified for this study. There are listed as:

School Inappropriate or Unacceptable Behavior
 Class Inappropriate or Unacceptable Behavior
 School Referrals to Special Education and Out of School Placements
 School Academic Participation and Performance

Class Academic Participation and Performance

(Information regarding the two dependent variables listed below was taken directly from each school's Annual New York State Report card over three years following staff being trained in LSCI.)

School Attendance Rates

School Suspension Rates

These dependent variables can be separated into 2 categories. These are variables at the school level and variables at the class level. This information was elicited through statements of change using the same five point Likert scale or through the annual school/district report card found on the New York State Education Department website. They are described in the listing below.

It is important to note that respondent participation for rating the dependent variables was much less than what was reported for the independent variables. This could have been due to the length of the survey, placement of the specific questions, or respondent comfort with answering these types of questions.

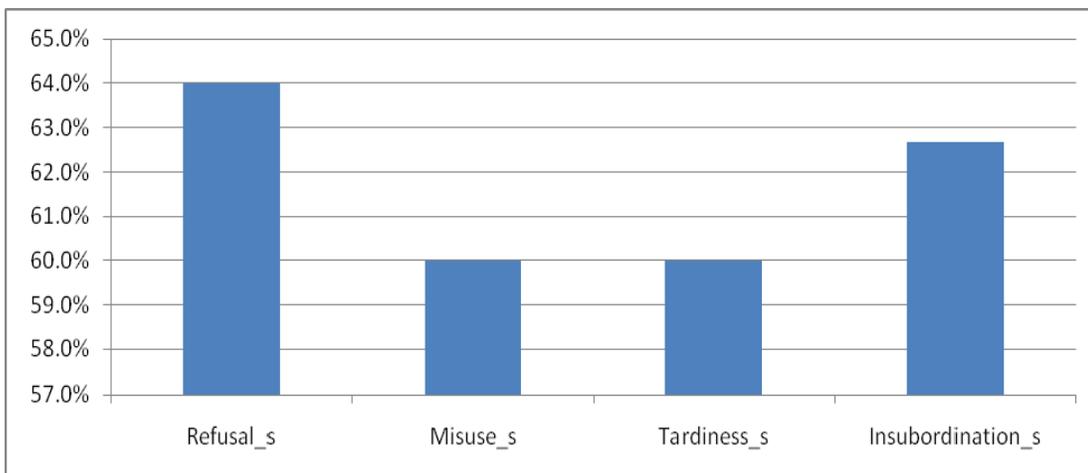
Dependent Variable 1: School Inappropriate or Unacceptable Behavior

It was hypothesized that the inappropriate or unacceptable behavior within the school would decrease as people received more thorough training in LSCI. There were twelve items used in this scale as a measurement of this variable.

Staff indicated that there was a decrease in all inappropriate behaviors since staff members were trained in LSCI. The largest change was a decrease in refusal to report to an assigned area. The second largest decrease noted with students reported levels of insubordination.

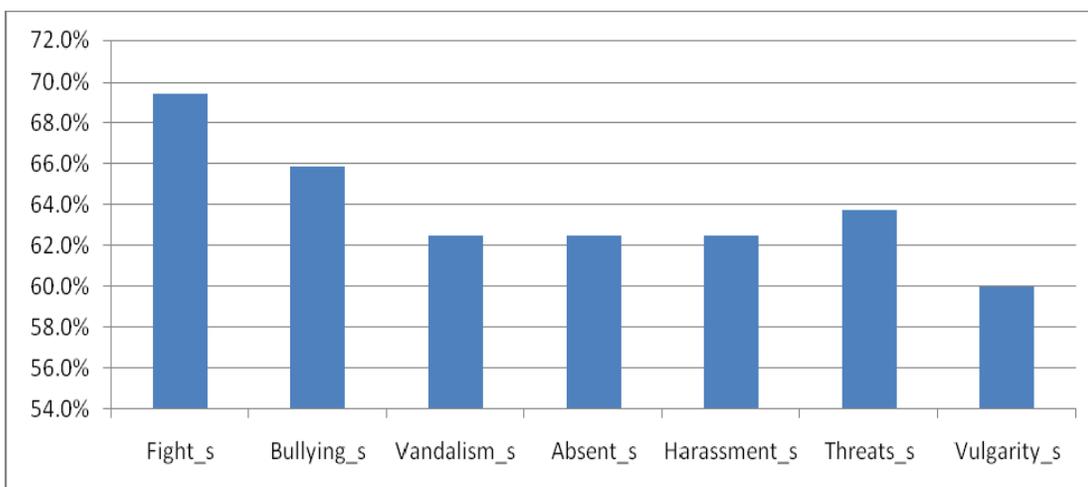
Table 4.08 – Changes in School Inappropriate Behavior

Chart



Staff indicated that there were decreases noted in all areas considered unacceptable. The biggest change was noted with students fighting, followed then by student bullying. The least noted change were in the areas of misuse of equipment and directed vulgarity.

Table 4.09 – Changes in School Unacceptable Behaviors



Dependent Variable 2: Class Inappropriate or Unacceptable Behavior

It was hypothesized that there would be a decrease in student inappropriate or unacceptable behavior in the classroom as a result of having staff trained in LSCI. There were fifteen items used in this scale to measure this variable.

Staff indicated that there were decreases noted in each of these areas at the class level. The biggest change was with students' misuse of equipment. Eighty percent of staff surveyed noted that there was a decrease in students' insubordinate behavior since before they were trained in LSCI. The least change was noted with students being tardy. This was consistent with what was reported at the school level. Respondents also noted decreases in directed vulgarity, threats of physical violence and general harassment. The overall amount of positive change noted in this area as compared to the school level was much greater.

Table 4.10 – Decreases in Classroom Inappropriate Behaviors

Chart

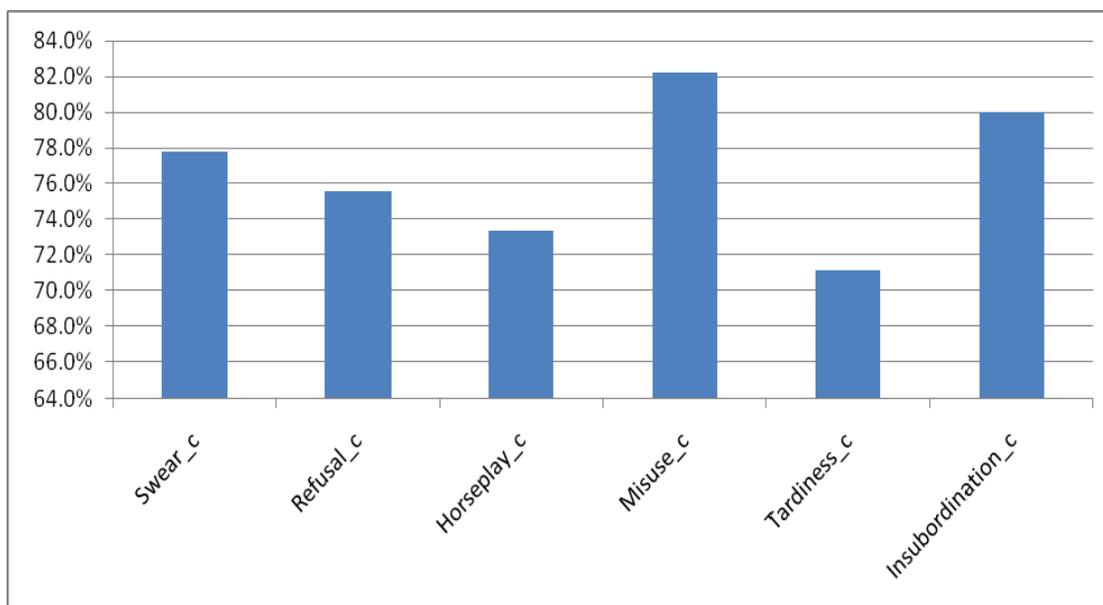
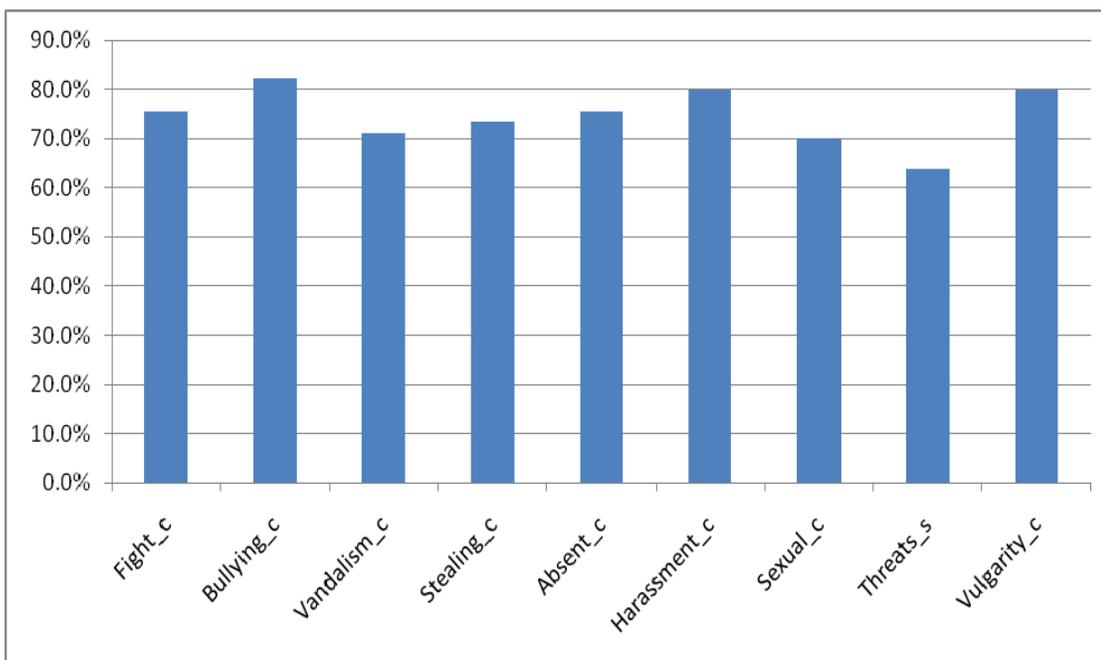


Table 4.11 – Decreases in Classroom Unacceptable

Behavior

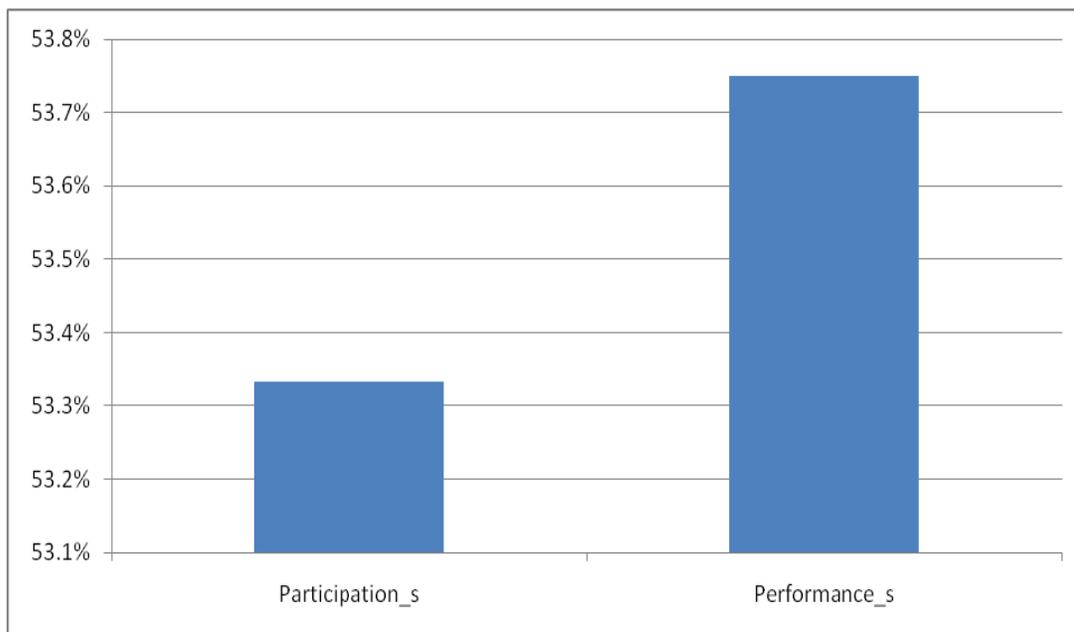


Dependent Variable 3: School Academic Participation and Performance

It was hypothesized that school academic participation and performance would increase as a result of staff being trained in LSCI. There were two items used in this scale to measure this variable.

Participants' were asked to indicate whether they saw an increase in student's school participation and school performance. All of these items noted a positive change or decrease ranging from 53.32% for participation to 53.74% for performance.

Table 4.12 – Increases in School Academic Participation and Performance

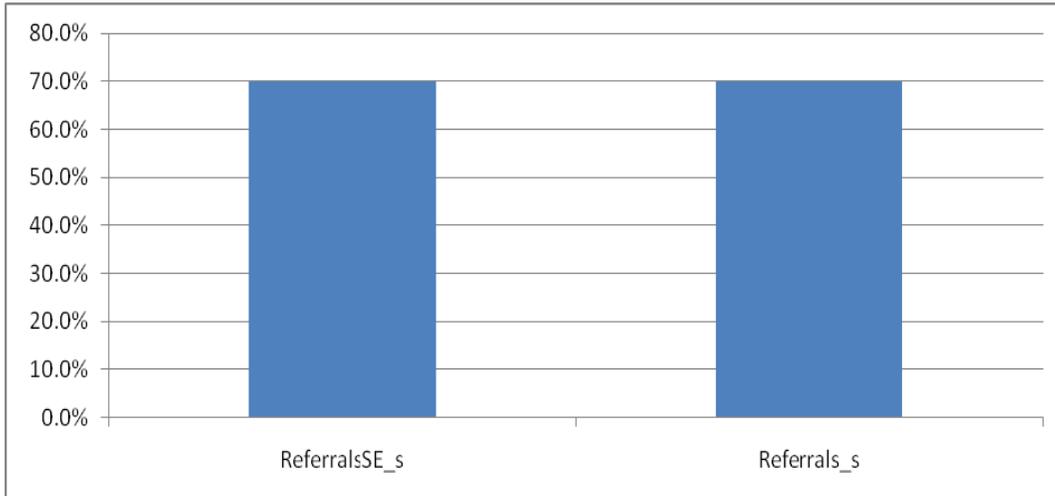


Dependent Variable 4: School Referrals to Special Education and Out of School Placements

It was hypothesized that there would be a decrease in referrals to special education and referrals to out of school placements as a result of staff being trained in LSCI. There were two items used in this scale to measure this variable.

Staff was asked to report decreases noted in referrals to special education and referrals to out of school placements for behavioral concerns. Decreases were noted in both areas indicating that districts are trying to work with students in the general education environment within their school buildings.

Table 4.13 – Decreases in School Referrals to Special Education and Out of School Placements

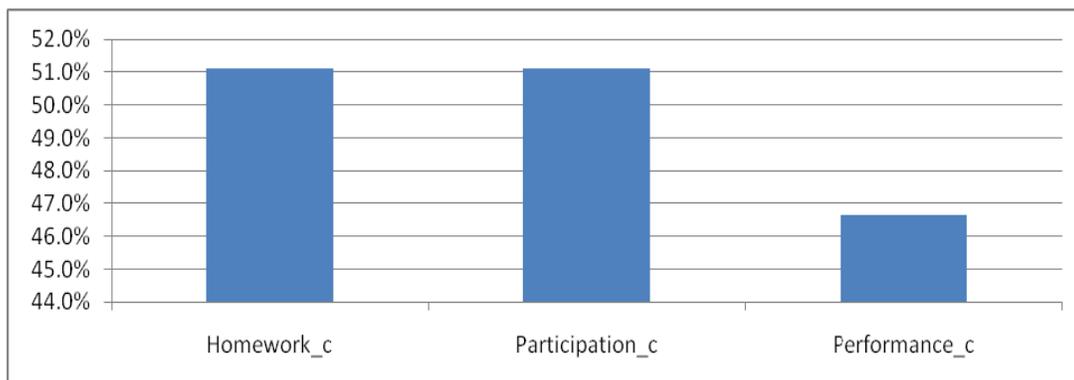


Dependent Variable 5: Class Academic Participation and Performance

It was hypothesized that classroom academic participation and performance would increase as a result of having staff trained in LSCI. There were three items used in this scale to measure this variable.

Staff was asked to respond regarding changes noted with students completing homework, participating in class and overall classroom performance. Those who responded indicated that they have noticed a greater than 50% increase in both homework completion and classroom participation since participating in LSCI training. They noted the least amount of change in overall student classroom performance at 46.6% increase from before they participated in LSCI training.

Table 4.14 – Increases in Class Academic Participation and Performance

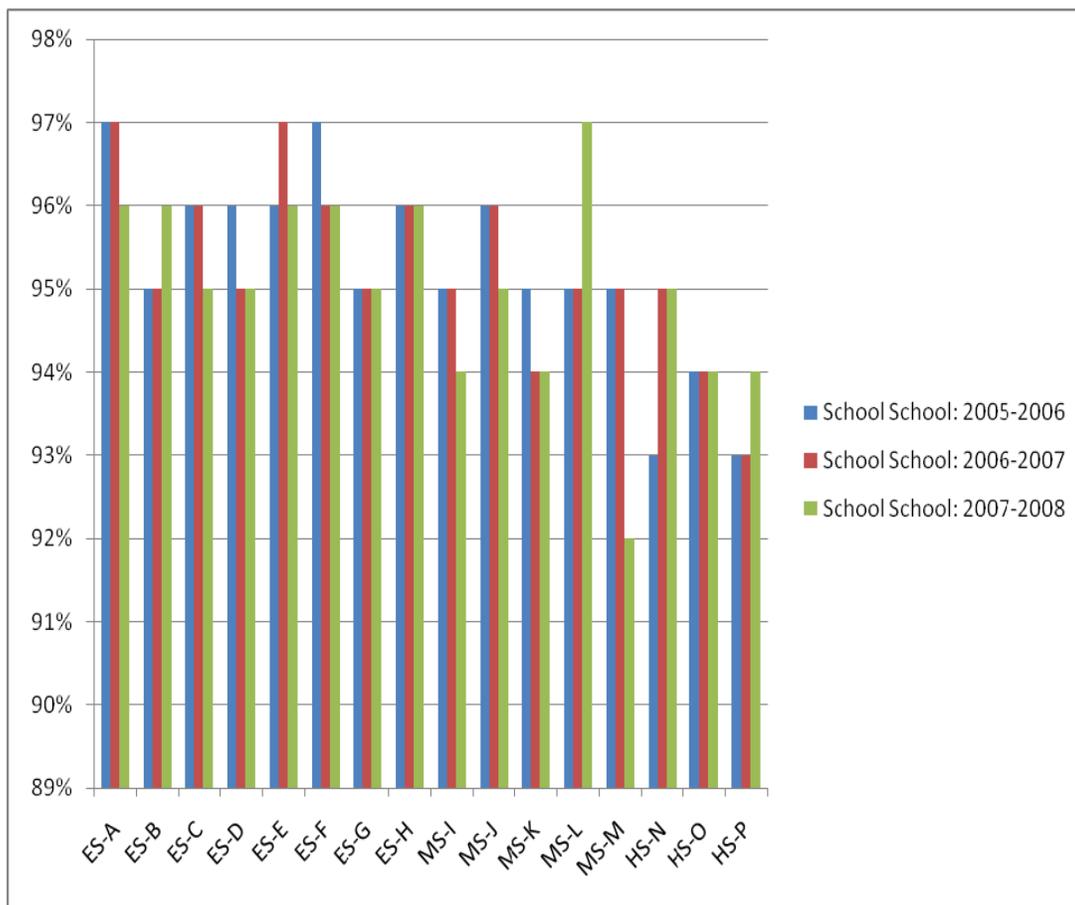


Dependent Variable 6: Improved School/District Attendance

The data collected to measure this variable was from the individual school and district NYS State Report Cards. It was hypothesized that school attendance would increase having staff members trained in LSCI within the school. The below charts displays the pattern of changes noted with both attendance at the school level from 2005-2008. This time was chosen as all staff members chosen for this study would have been trained before or during this time.

Overall, student attendance was higher for elementary schools and lower for students in middle school and high school. There was no specific pattern other than what was mentioned noted at the school level. Of the sixteen schools targeted for this study, two schools had reported higher attendance rate, two had reported lower attendance rates and twelve schools reported remaining unchanged over the three school years noted, 2005-2008.

Table 4.15 - School Attendance



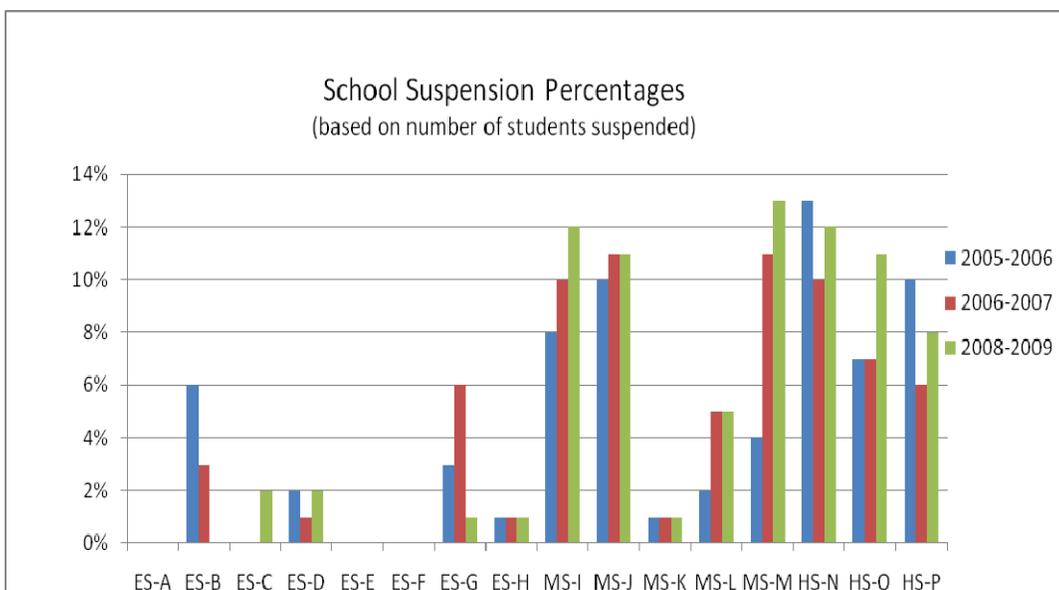
Dependent Variable 7: Decreased School Suspensions

The data collected to measure this variable was from the individual school and district NYS State Report Cards. It was hypothesized that school suspension would decrease over time having staff members who have been trained in LSCI within their school. This information was examined through analyzing information reported on the annual school report card over a three year period following staff members being trained in LSCI.

The chart below displays annual suspension data, in percentages, based on the number of students suspended.

The suspension data present no apparent pattern. Suspension rates range from none to 13% of students suspended. There were no reported changes in nine of the sixteen schools. Two schools reported a lower suspension rate while five schools indicated that their suspension rates increased over the three years designated time frame. As one would expect suspensions at the younger levels are significantly lower than those at the upper levels.

Table 4.16 - School Suspensions chart



Cronbach’s alpha scores were used in determining the reliability of the different dependent variables scales. These scores are listed below:

Cronbach's α for all item based dependent variables

Variable	N of items	Cronbach's α	SD	Mean
School Inappropriate or Unacceptable Behavior	12	.912	.366	3.12
Classroom Inappropriate or Unacceptable Behavior	15	.970	.760	3.82
Classroom Unacceptable Behavior	9	.957	.792	3.81
School Referrals to Spec Ed/Out of Sch	2	.933	.707	3.50
School academic participation/performance	2	.920	.455	2.70
Class Academic participation/performance	3	.788	.603	2.48

The mean or central locations of responses for all the dependent variable measures were above the mid-point of the scale except for school and classroom academic participation/performance. Both school and classroom academic participation/performance displayed a lower mean indicating that participants perceived the items making up those variables as being more inaccurate than not. There were wide ranges of responses and with very few response items the implication of this is limited. It is important to point out that there were only two items making up the variable regarding school academic participation/performance and three items making up the classroom academic participation/performance variable. There was more consistency noted regarding the range of responses for the themes of variables "in the classroom" and "in the school." The exception to this is the range of responses surrounding *school referrals to special education or out of school placements*.

Correlations between Dependent Variables

A chart reflecting the various correlations between dependent variables can be found below. Some specific correlations (r) were noted at both the $p < .05$, at the $p < .01$ and at the $p < .10$ levels for between dependent variables.

Table 4.18 – Dependent Variable Correlations

Variable		School Inappropriate or Unacceptable Behavior Avg.	Class Inappropriate or Unacceptable Behavior Avg.	School Referrals to SPED or OSP Avg.	School Academic Partic and Perform Avg.
School Inappropriate or Unacceptable Behavior Avg.	Pearson Correlation	1	-0.714	0.76	0.065
	Sig. (1-tailed)		0.247	0.009	0.434
	N	9	3	9	9
Class Inappropriate or Unacceptable Behavior Avg.	Pearson Correlation		1	-0.941	-0.156
	Sig. (1-tailed)			0.11	0.45
	N		6	3	3
School Referrals to SPED or OSP Avg.	Pearson Correlation	0.76	-0.941	1	0.447
	Sig. (1-tailed)	0.009	0.11		0.098
	N	9	3	10	10
School Academic Partic and Perform Avg.	Pearson Correlation	0.065	-0.156	0.447	1
	Sig. (1-tailed)	0.434	0.45	0.098	
	N	9	3	10	10
Class Referrals to SPED or OSP Avg.	Pearson Correlation	-0.564	0.396	0.5	-0.945
	Sig. (1-tailed)	0.309	0.255	0.333	0.106
	N	3	5	3	3
Class Academic Partic and Perform Avg.	Pearson Correlation	-0.826	0.773	-0.866	-0.327

	Sig. (1-tailed)	0.191	0.036	0.167	0.394
	N	3	6	3	3
Change in School Suspension 05-06/07-8	Pearson Correlation	-0.453	-0.186	-0.152	0.11
	Sig. (1-tailed)	0.111	0.362	0.337	0.382
	N	9	6	10	10
Change in School Attendance 05-06/07-08	Pearson Correlation	-0.153	0.823	-0.427	-0.154
	Sig. (1-tailed)	0.347	0.058	0.109	0.336
	N	9	6	10	10
Correlations is Significant at the .01 Level (1-tailed)	Correlation is significant at the .10 level (1-tailed)				
Correlations is significant at the .05 level (1-tailed)					

Variable		Class Academic Partic and Perform Avg.	Change in School Suspension 05-06/07-8	Change in School Attendance 05-06/07-08
School Inappropriate or Unacceptable Behavior Avg.	Pearson Correlation	-0.826	-0.453	-0.153
	Sig. (1-tailed)	0.191	0.111	0.347
	N	3	9	9
Class Inappropriate Behavior Avg.	Pearson Correlation	0.773	-0.186	0.823
	Sig. (1-tailed)	0.036	0.362	0.022
	N	6	6	6
School Referrals to SPED or OSP Avg.	Pearson Correlation	-0.866	-0.152	-0.427
	Sig. (1-tailed)	0.167	0.337	0.109
	N	3	10	10
School Academic Partic and Perform Avg.	Pearson Correlation	-0.327	0.110	-0.154
	Sig. (1-tailed)	0.394	0.382	0.336
	N	3	10	10
Class Referrals to SPED or OSP Avg.	Pearson Correlation	0.292	-0.265	0.152
	Sig. (1-tailed)	0.317	0.333	0.404
	N	5	5	5
Class Academic Partic and Perform Avg.	Pearson Correlation	1	-0.040	0.941
	Sig. (1-tailed)		0.470	0.003
	N	6	6	6

Change in School Suspension 05-06/07-8	Pearson Correlation	-0.04	1.000	-0.548
	Sig. (1-tailed)	0.47		0.014
	N	6	16	16
Change in School Attendance 05-06/07-08	Pearson Correlation	0.941	-0.548	1.000
	Sig. (1-tailed)	0.003	0.014	
	N	6	16	16
Correlations is Significant at the .01 Level (1-tailed)	Correlation is significant at the .10 level (1-tailed)			
Correlations is significant at the .05 level (1-tailed)				

In reviewing the above chart of correlations among dependent variables, several statistically significant correlations were noted.

A correlation was noted between changes in *classroom inappropriate or unacceptable behaviors* and *classroom academic participation and performance*. This was represented by $r = .773$ ($p < .05$, $N=6$). This correlation would be expected because if students are demonstrating inappropriate behaviors within the classroom that student's focus, or attention, was typically not on the instruction being delivered, ultimately affecting performance. When or if the behaviors escalate, students traditionally have been removed from the room, again influence exposure to the learning process.

A correlation was noted between changes in *school inappropriate or unacceptable behaviors* and changes in *school referrals to special education and/or out of school placements*. This was represented by $r = .760$ ($p < .01$, $N=9$). This positive

correlation was expected as patterns of behaviors can lead to changes in programming decisions.

There was a strong correlation noted between changes in *class inappropriate or unacceptable behavior* and changes in *student attendance*, $r = .823$ ($p < .05$, $N = 6$). This indicates that students who engage in classroom inappropriate or unacceptable behavior may also be inclined to be absent from school.

A strong correlation was also noted between changes in *class academic participation and performance* and changes in *student attendance*. This was represented by $r = .941$ ($p < .01$, $N = 6$). This indicates that the more students participate and perform in class the more likely they are to attend. The reverse was also true that students are less likely to participate and perform the less likely they are to attend.

There was a negative correlation noted between changes in *student suspension* and changes in *student attendance*. This was represented by $r = -.548$ ($p < .05$, $N = 16$). This inverse relationship indicates that the more students are suspended the less likely they are to attend.

Correlations between Independent and Dependent Variables

Using the scales were developed as part of this analysis, correlations were examined between the independent and dependent variables. Some specific correlations (r) were noted at the $p < .01$, $p < .05$ and the $p < .10$ levels for between independent and dependent variables. The below listings will identify significant correlations.

Table 4.19 - Correlations between Independent and Dependent Variables

Variable		Intro & Implementation	Training & Support	General School Culture	Learning Environment
School Inappropriate or Unacceptable Behavior Avg.	Pearson Correlation	-0.052	-0.028	-0.042	-0.048
	Sig. (1-tailed)	0.447	0.471	0.457	0.451
	N	9	9	9	9
Class Inappropriate or Unacceptable Behavior Avg.	Pearson Correlation	-0.097	0.394	0.827	0.074
	Sig. (1-tailed)	0.438	0.256	0.021	0.444
	N	5	5	6	6
School Referrals to SPED or OSP Avg.	Pearson Correlation	0.491	-0.154	0.146	0.13
	Sig. (1-tailed)	0.075	0.336	0.344	0.36
	N	10	10	10	10
School Academic Partic and Perform Avg.	Pearson Correlation	0.415	0.063	0.371	0.523
	Sig. (1-tailed)	0.117	0.431	0.146	0.06
	N	10	10	10	10
Class Academic Partic and Perform Avg.	Pearson Correlation	0.268	0.077	0.507	0.248
	Sig. (1-tailed)	0.331	0.451	0.152	0.318
	N	5	5	6	6
Change in School Suspension 05-06/07-8	Pearson Correlation	-0.338	0.289	0.256	0.114
	Sig. (1-tailed)	0.141	0.181	0.169	0.337
	N	12	12	16	16
Change in School Attendance 05-06/07-08	Pearson Correlation	0.061	-0.067	-0.337	-0.336
	Sig. (1-tailed)	0.425	0.419	0.101	0.101

	N	12	12	16	16
Correlation is Significant at the .01 Level (1-tailed)	Correlation is significant at the .10 level (1-tailed)				
Correlation is significant at the .05 level (1-tailed)					

There was a correlation noted between LSCI's *introduction and implementation* and *school referrals to special education or out of school placements*. This was represented as $r = .491$ ($p < .10$, $N=10$). Many of those interviewed remarked that LSCI was better at addressing students at the individual level which supports this correlation.

The items that surrounded *general school culture* focused on expectations. There was a correlation noted between *general school culture* and *classroom inappropriate or unacceptable behavior*. This was represented as $r = .827$ ($p < .05$, $N=6$). It would be expected that there would be a connection between classroom behavior and classroom expectations. Many of those interviewed remarked that they were able to use some of the skills gained through LSCI to help those students having difficulty. That LSCI seemed to be most effective when working with students at the individual level. Addressing students at this level will ultimately change the environment within your classroom continuing the positive correlation between these two elements. This was to be expected as it follows the same argument noting class expectations.

There was a correlation noted between the *learning environment* and *school academic participation and performance*. This was represented as $r = .523$ ($p < .10$, $N=10$).

There were no other significant correlations, at either the $p < .05$, $p < .01$ or $p < .10$ levels, noted between the independent variables and any of the dependent variables. While there were many reports of improvements in student behavior and participation in the three years since LSCI was introduced, there was no evidence that respondents that associated these changes with LSCI itself. The only statistically significant correlations between independent and dependent variables were for the independent variables not directly linked to LSCI (*general culture* and the *learning environment*). Because neither of the LSCI variables (*introduction and implementation of LSCI* and *training and support of LSCI*) were significantly correlated, at a $p < .01$ or $p < .05$ level, with any dependent measures, there was no possibility of testing a more complicated model that tests the relative contribution of LSCI and the general school culture/positive learning environments variables using regression analysis.

Interview Data

Descriptive Information

While most of the [number] survey respondents answered most of the items used to construct independent variable scales, the response rate dropped significantly for items included in dependent measures. That not only meant that it would be difficult to draw firm conclusions about what respondents perceived to be the extent of changes in these dependent measures, but it also meant that the correlations between independent and dependent variables would be based on very small numbers. This could be either because of the structure and length of the survey instrument or because respondents did not feel comfortable responding to the dependent items. After an initial analysis of the survey information, therefore, a group of schools were identified in which I would

conduct follow-up interviews. These schools were chosen to clarify gaps and inconsistencies in the survey data, and to explore different patterns of responses for different schools.

Specific respondents were also chosen to further question implementation of LSCI related to the number of staff members trained and to gain a better understanding of how LSCI was working in their settings. It was assumed that with, in some schools, where there is a large population of staff members trained in LSCI that there would have been a more significant response to its effectiveness and impact within the school. This was not what was reported through the survey instrument. It was felt important to explore this inconsistency further to have a better understanding of the role LSCI played in some of the schools.

Respondents from four initially targeted schools were invited to participate in these follow-up interviews. Six participants responded from two of those schools. A follow-up request was sent to the non-responders of the initial group identified. Only one person responded stating that she did not use LSCI in her school and didn't feel she could be much help. She stated that she would prefer not to be interviewed.

The survey data was re-examined and two different schools were selected for participation in the follow-up interviews. One school was chosen specifically to explore its lack of implementation and the other was chosen to explore LSCI's use in concert with another program. Three survey participants from these two schools agreed to be interviewed. The specific schools and districts are noted in Table 1 as well as listed below. There were a total of nine people interviewed as a follow up to the survey.

Demographic Information

Respondent survey results from the schools that were chosen displayed some interesting information. Participants were chosen to add breadth to the survey data in understanding individual and school situations regarding LSCI. Three of the schools chosen had large numbers of staff members trained in LSCI, in numbers more than double the initially employed selection criterion ($N > 6$). They, however, reported that they were not using LSCI or any other formal violence prevention program. The fourth school, MS-M, reported that they were not only not using LSCI, but were using something different.

Nine total staff people agreed to participate from the four schools in individual, one on one interviews. The breakdown of the schools and interview participation was as follows:

Table 4.22 - Interview Participation

School District	Type of School	School Label	School Community Demographics	Number of Staff Trained in LSCI within the School	Number of Staff that Participated in the Survey	Number of Staff that Participated in the Interviews	Positions Held
A	Elementary (PreK-5)	ES-D	Rural	10	6	3	School Psychologist, Director of PPS, School Counselor
A	High School (9-12)	HS-O	Rural	11	7	3	Assistant Principal, Special Education Teacher, Guidance Counselor
B	Middle School (6-8)	MS-I	Rural	7	1	2	Special Education Teacher, School Counselor
C	Middle School (7-8)	MS-M	Suburban	4	1	1	Classroom Teacher

Each interview lasted from 20 minute to 45 minutes depending on the depth of the conversation.

All interviews centered around two main questions that came from the initial analysis of the survey data. They were:

1. How consistently or inconsistently has your school implemented LSCI? What do you think accounts for that level of implementation? Can you illustrate?

2. How effective do you think LSCI has been in reducing violent or disruptive behavior in your school/classroom? What do you think accounts for the impact it has had? Can you illustrate?

Some additional questions were asked looking to discover some background for decisions in each participant's situation. These included:

3. How did you come upon LSCI?
4. Tell me about how/why you ended up in the LSCI training.
5. Do you get a chance to discuss issues related to LSCI with some of your colleagues who have been trained in LSCI? Others in your district? What does that look like?
6. Does your building offer opportunities for staff members to share what they may have learned with other staff members whether formal or informal?

These questions generated many different conversations. Those conversations were then transcribed. That information was then gathered, coded and organized into categories around the study's four essential questions taking into account the elements of credibility, transferability, dependability and confirmability (Shenton, 2004). All of the information was examined and reexamined by a single examiner for intracoder reliability. The codes were inductive and deductive, created and refined as the data were analyzed. The categories used in the coding chart were designed to address pre-existing questions regarding LSCIs implementation and effectiveness. Some characteristics identified came from the interviews themselves. A summary of the coding and themes are listed in charts at the beginning of each section regarding the individual research questions. These will then be followed by specific examples addressing the research questions.

The interview data were organized according to the individual research questions driving this study. Although participants' were not asked the specific research questions, responses focused around those topics.

Research Question 1

Does the way LSCI has been introduced and implemented make a difference in the perceived effectiveness of LSCI within a school?

Respondents that participated in the interview process were asked a variety of questions to explore their thoughts and experiences regarding how LSCI has been introduced and implemented into their buildings. This information was then analyzed and coded into patterns of characteristics to explain the participants' perception of LSCI surrounding the research question. The below chart identifies the characteristics or themes uncovered through the interviews.

Table 4.23 - Qualitative Coding Chart 1

Research Question	Category	Characteristic
Does the way LSCI has been introduced and implemented make a difference in the perceived effectiveness of LSCI within a school?	Initiative Introduction	Administrative decision
		Confusion as to how LSCI came about
	Initiative Implementation	No formal plan for implementation
		No cohesive administrative buy in
		Lack of communicated purpose
		Lack of shared vision or purpose
		Pockets of implementation

Two characteristics or themes emerged with regards to how LSCI was introduced in the participants' schools. The first theme indicated that administration decided which staff would participate in LSCI training. This characteristic came addressed questions from remaining from the survey. This was noted in three of the four schools that participated. School ES-D, School HS-O and School MS-I stated that an administrator within their district informed staff about the training. One staff member indicated that:

I have never even heard of LSCI before I was signed up for the class.” “We were told we were going and that this is what we would be doing in our building.” “We were changing our model of how we schedule kids and thought it was important to have this kind of training as we will all be sharing kids. HS-O: Special Education Teacher (Interview, October 13, 2010).

This supports what was reported through the electronic survey where 74% of respondents indicated that an administrator signed them up for LSCI.

Another characteristic noted regarding introduction was confusion. This was not noted in the survey instrument. School HS-O indicated confusion as to who was responsible for introducing staff to the training indicating both the Director of Special Education and/or the Superintendent.

School MS-M had varying ways LSCI was introduced. There are four staff members working in that school who have gone through the LSCI training. One staff member worked for another district and part of her job at that time was to move that organization into a national LSCI training site status which caused them to participate in the training. Another staff member was exposed to LSCI through an administrative internship with another district so when she saw the advertising for the course she was familiar with what it was. The last two members heard of the training through a regional advertisement and thought it would be helpful in their positions.

Implementation

There are five characteristics or themes revealed through the interview process. They include: no formal implementation plan, no administrative buy in, lack of communicated purpose, lack of shared vision, and pockets of implementation. Two of these three characteristics came from survey information. These were information shared about a shared vision and no implementation plan. The remaining three were induced as a result of the interviews. These characteristics were echoed by the information gathered from the electronic surveys.

The first characteristic noted regarding implementation was that there was no formal plan of initiation. The survey information revealed that there really was no effective initiation or implementation plan in any of the schools surveyed. This was supported by these comments:

I worked at BOCES with an incredible team of administrators and I was so incredibly impressed by the way that that worked. That is truly, truly it. I have not heard of LSCI before, so and I loved all of the things that went with it 'cause the celebrations and the communitiness and the connectiveness and the pin (Circle of Courage) all of those things that mean those things; I wish they could be part of this (PBIS [Positive Behavior Intervention and Supports]). So there was no plan for LSCI. MS-M: Special Area Teacher (Interview, October 28, 2010).

I felt like doing something different. People are busy, the other counselors, but I felt that this would be a good opportunity and help me in my job, so I signed up. HS-O: School Counselor (Interview, October 8, 2010).

Neither of these participants indicated there was a plan for LSCI and yet they chose to participate. Both of these staff members come from buildings where multiple staff members have gone through the LSCI training. Overall, 48% of all those interviewed indicated that they felt there was no organized plan. The key word in that statement is organized. Although several of those interviewed thought there was a plan, several noted that they did not feel it was organized which influenced the initiative. This was supported by this statement:

I don't think there was a plan. The administrator, I don't think he knew much about it. This is one of those things, it wasn't lost in the shuffle, but it was up to the individual to use the material. HS-O: School Counselor (Interview, October 8, 2010).

I mean I might be wrong but I don't think there was a whole continuation. I'm not really sure why it didn't continue. I don't know how long ago it was, I can't say if it was a turnover in administration or something like that. I'm not really sure, um, I don't know because those of us that went [to the training] thought it was useful. It was good to put in your toolbox of things to know, I'm not sure why it didn't go much further than that. In fact, I cannot even recall back, I don't know if we presented on it when we came back, or the thought was more groups

were going to be going. If the school psychologist were there as well, which they were, then you got a couple of special education teachers and psychologist were trying to make a difference with it, but I don't think any regular ed people ended up going, which they probably should. MS-I: Special Education Teacher (Interview, October 22, 2010)

This leads into the another theme identified. The analysis of the interviews revealed that participants felt that there was no overall administrative buy in. Although in most cases it was an administrator that signed them up for the training, the implementation of the program was not administratively supported at the building level. This was supported by these statements:

Because it was not a training that was necessarily embraced, or given top down from the principals, it's not something that is consciously discussed. If I could do it now, I would go back and have more buy in from the principals and make sure that it is something that is discussed and that each individual training session is a conversation that takes place and that our crisis interventions are geared around LSCI. To put all of that energy, a total of three years into the training, and not fully utilize it has been discouraging." ES-D: Director of PPS (Interview, October 8, 2010).

The director of special education probably had one but they weren't my direct supervisor and wasn't for a few years. The principal took that over. HS-O: Special Education Teacher (Interview, October 13, 2010).

People let things get lost unless they talk about it. HS-O: School Counselor (Interview, October 8, 2010).

I think that's more of a district leadership issue. What I am saying it wasn't like there is this wonderful program we are all going to do you know like it was they sent us all to "Capturing Kids Hearts" this summer. It was here you people are going and now it is done and over with and we never talked about it again. So it's like they spend a lot of money on training us on things but hahaha so that's the kind of thing I am saying. ES-D: School Psychologist (Interview, October 8, 2010).

I think the reason being was we were, this was a top down directive, we were told this is what you were doing, which isn't always appreciated. They really needed to call it a building-wide initiative and had the administrator in charge really said let's follow up, let's continue with some follow up workshops, if there had been some really consistent follow up to say how are you implementing this in class or

even not it through some classroom observations or even incorporating it into evaluations would be nice. ES-D: School Counselor (Interview, October 8, 2010).

I've tried to use it myself within the classroom, but if you don't have the back up or those processes in place, with administration backing it up like the disciplinary areas then it falls flat. To me it was kind of backwards. The administration and guidance people maybe should have been in it first with maybe some key teachers possibly to help institute it. HS-O: Special Education Teacher (Interview, October 13, 2010)

Overall, it was felt that this lack of administrative support for LSCI's implementation in the participants' school building affected its cohesive implementation. The survey queried some points regarding implementation but still left some points unanswered. If LSCI was effective in working with kids in crisis, why is it not being implemented in these schools and what was influencing that fact. Two important elements regarding implementation were noted in the survey information. The first was 33.3% of respondents felt that their district/school does not directly encourage the use of LSCI. Twenty eight point six percent report that their district/school was not aware of LSCI being used. This second point leads to the third characteristic.

The third characteristic or theme revealed through the interview process was that participants felt there was a lack of communicated purpose for LSCI within their buildings. This lack of communicated purpose was supported through these statements:

Well honestly, I don't think there was ever a plan to implement it fully. And if you don't have a plan to implement it fully you are not going to be able to do that. I just don't think there was a plan from the beginning to fully implement it. I think it was more of an exposure type thing. Let's talk about how it was and if I really get feedback of how wonderful it is going in this direction maybe we will go that way. We didn't, we haven't and we didn't. HS-O: Assistant Principal (Interview, October 13, 2010).

This lack of communicated direction for LSCI was felt to have impacted LSCI's implementation in the participants' buildings. This then leads to the fourth characteristic

noted. Participants in the interviews indicated that they felt there were pockets of individuals that were using LSCI. This was reiterated by the information gathered from the survey indicating that only 22% of survey respondents indicated that they felt LSCI was a school initiative. With that being said, most survey respondents (83%) believed that LSCI was a useful tool. This was supported by these comments:

I think it (LSCI) has been (effective), for the people who are using it. They are saying that it is for the most part because the people who use it are not getting caught up in that conflict cycle, because oh boy those kids are masters at drawing you into that conflict cycle so um, besides the fact that kids feel heard um they don't feel like what a jerk you are or that I really don't care what got you here you shouldn't have done this. Um, so I think that staff that use it are empowered by it and I think kids really benefit from the process. I think it is a lot more respectful and more useful. You get a lot more information. And you build a relationship with the kid through that process. ES-D: Director of PPS (Interview, October 8, 2010).

That I thought LSCI was better for the individual. Because it gives a better, more concrete ways of dealing with their own issues. More [self] control. MS-M: Special Area Teacher (Interview, October 28, 2010).

The individuals that attended (LSCI) classes are using it, probably pretty consistently, but not consciously calling it a red flag intervention or a rub intervention or a new tools, but they are using some of those skills. Like, I probably use it daily, um, just trying to framework the interviews when I'm trying to get to the background and what happened. Setting the timeline and just trying to break through the, I don't necessarily call it the red flag situation; I'm using those skills daily. Even some of the replacements, just making them think, putting that thought in their heads. Talking with one of the more difficult students and saying "have you thought about this?" and leaving them with that. But I probably use it daily. The individuals that attended classes are using it, probably pretty consistently. Not as many administration as I would like, I think every administrator should go through the training. I have tried for years to get my new administrators and the new administrators in the district to go because as an administrator you are oftentimes dealing with students in crisis mode and I would think that it would be extremely beneficial and I haven't yet been able to convince people to take that course cause I found it extremely beneficial. MS-I: School Psychologist (Interview, October 22, 2010).

Although many survey and interview respondents report that LSCI was effective when used, most report that their schools do not use LSCI fully across their school. In most cases LSCI was introduced by administrative directive and there was no clear explanation as to why it was selected for their school. LSCI was primarily used by pockets of staff members in the targeted schools. Staff indicated that they felt the lack of Administrative buy in, a communicated vision or formal implementation plan all affected LSCI's implementation in their school.

Research Question 2

Does the level of training and support provided to staff make a difference with the perceived effectiveness of LSCI within a school?

Respondents that participated in the interview process were asked a variety of questions to explore their thoughts and experience regarding LSCI's training and support in their buildings. This information was then analyzed and coded into patterns of characteristics to explain the participants' perception of LSCI surrounding the research question. The below chart identifies the characteristics or themes uncovered through the interviews.

Table 4.24 - Qualitative Coding Chart 2

Research Question	Category	Characteristic
Does the level of training and support provided to staff make a difference with the perceived effectiveness of LSCI within a school?	Training	Comprehensive training
		Skills came naturally
		Valuable and worthwhile
	Support	Need for training follow up
		District moving in another direction
		Need for initiative support group within a building
		Visibility of LSCI's use in the building

Three characteristics or themes emerged with regards to the training element in LSCI in participant's schools. The first theme indicated the level of training. This came directly from information derived from the survey information. The remaining two themes were induced directly from the interviews.

There was a significant amount of training involved in acquiring the skills necessary for conducting an LSCI interview. The training schedule was designed to be either a full five consecutive days or six split days. There was a large amount of reading, role playing and often a required research paper. It was considered a three graduate credit level course in most colleges and universities. With that being said, there was a

large amount of rigor involved in building LSCI skills. Those that were interviewed indicated that they felt that their training was comprehensive. This statement was supported by the below comments:

The training was extremely thorough. And I learned a lot. The exam was extremely appropriate. I think the presentation was really well done for people in the county. You [the district] didn't hire out to people in North Carolina. I thought the people really knew their stuff. Integrating the video piece, it wasn't boring; I thought they were able to mix it up pretty well. ES-D: School Psychologist (Interview, October 8, 2010).

I thought it was a pretty good training and other than the role playing, which makes me a little uncomfortable anyways, I thought it was good. MS-I: Special Education Teacher (Interview, October 22, 2010).

All participants in this study went through the LSCI training, which follows a consistent format and content. Some participants indicated that they felt the skills taught came naturally. This was the second characteristic revealed. Some participants felt LSCI fit well into their repertoire of skills which aided in their use of LSCI. This was supported by these comments:

I think more in our practice we kind of use those practices so it was kind of nice because it was something that we already do, maybe more of a refresher, new techniques, new things to think about, so I think as counselors and psychologist we use it more often. ES-D: School Psychologist (Interview, October 8, 2010).

I think most of us went through the training and really liked it. And those of us that were counselors and psychologist it kind of hits our model, coming to me naturally anyways, we found that it was the teachers and teaching assistants that really took away a lot, a lot of skill from it. So overall, even though I thought the training was great, the implementation was a disappointment. ES-D: School Counselor (Interview, October 8, 2010).

The staff that indicated that the skills did not come naturally felt it was both valuable and worthwhile. They felt that the skills gained through the training assisted them in working students through crisis situations. This was supported through the data

collected from the survey indicating that 58.1% of students use the Conflict Cycle, as the primary component of LSCI, with their students. Some statements supporting this claim include:

It was an expensive training but so is discipline, dropout rates, homebound tutors, staff/student injuries, special transportation. What costs more in the end? ES-D: Director of PPS (Interview, October 8, 2010)

I thought it was a good training especially if you are dealing with some of the more volatile students. HS-O: Special Education Teacher (Interview, October 13, 2010)

The people that went found it very beneficial, that's why it's interesting that every time we have a situation where there is an escalation involving a student or there's an interaction with an administrator that obviously is trying to do the right thing that there is nothing intentional about escalating a student, and I know that, but at the middle school, those people that have the LSCI training talk about "if they [staff] had LSCI they wouldn't have said that," "if they had LSCI they would have handled that differently," "oh my God that said this, I can't believe it, if they had the training we could have prevented that." Where a student is grabbing a trash can and throwing it or trying to trip an administrator or doing things, then we wouldn't have to physically intervene so we would have to de-escalate like that. Because I don't, didn't have the training in my program in school psychology and I don't know how many administrators have that kind of training in their program. It comes up frequently, that boy it would have benefitted that person if they took that course. Boy, it would have benefitted them. MS-I: School Psychologist (Interview, October 22, 2010).

All staff that participated indicated that the training was both valuable and worthwhile. They all felt that they needed both follow up training and support to maintain the integrity of the initiative. This concept was substantiated through these comments:

I never felt that there was the, um, follow up it deserved. I don't know if it [the training] stayed with them over time. ES-D: School Counselor (Interview, October 8, 2010).

I don't feel it was enough training or support. HS-O: Assistant Principal (Interview, October 13, 2010).

The follow up wasn't there. Even the terminology, we don't talk about it. We don't say did you think about this, did you go through the timeline? ES-D: School Psychologist (Interview, October 8, 2010).

There has been no follow up since the training, which was a few years ago. It has kind of fallen away because we haven't had any, you know, follow up to that training. I know other people have gone, but we haven't, like, addressed it at say like a professional development day and the like. HS-O: Special Education Teacher (Interview, October 13, 2010)

Two characteristics regarding follow up came from the information revealed through the survey. They include the need for follow-up and the availability of a support system. The remaining characteristics came directly from the information gleaned from the interviews.

Follow up training is an important element in introducing any building initiative. This lack of follow up was mentioned again and again in the interviews, (recall that only 33.3% of survey respondents indicated that they were offered follow-up training with their original trainer, only 12.5% responded that follow-up training was offered in a different type of structure). Staff recognized the need for support which moves to the next characteristic identified. Staff indicated that there was a need for building level support or a "support group" as part of the implementation and use of LSCI. This claim was supported by the below statements:

We would be in the same room [the others in the building trained in LSCI] and we would talk about those things, but honestly right afterward, there would be a discussion that a teacher did something or it was clearly... someone came in and it was a [specific intervention]. MS-I: Special Education Teacher (Interview, October 22, 2010).

Oh, Mary Smith and I used to call each other all of the time and say I got a Red Flag Carry-Over and there was a Tap-In, we used to talk about it. I got this kid coming in with this and we would laugh about it. And that went on for about a year or so, the first year, we did that in December and we continued with it, it was, it was pretty good. It was good conversation, but unfortunately, it phased out through the years. Like I said it has been five years and I really need to revisit

some of the stuff, like I said I have the conflict cycle, but you know the carry-over, tap-in, the body boundaries, the reality rub, the manipulating body boundaries, all of those things we need to kind of review and relearn because what you don't use you lose. HS-O: Assistant Principal (Interview, October 13, 2010).

I think it would be beneficial especially for the people that have gone through the training, to come back together to say: How can we help use this in the building? HS-O: Special Education Teacher (Interview, October 13, 2010).

Having this type of support in the building would help with some of the staff's fear that may be involved with trying new approaches. The survey results indicated that buildings were willing to have staff members participate in LSCI training and that only 33.3% of buildings discourage LSCI's use, but as mentioned previously most do not feel that LSCI was considered a building initiative. Staff revealed that they feel the concepts of LSCI should be more visible in the building to support LSCI's use. This was revealed in the next characteristic.

Having information and awareness of LSCI available to all would help in working with students in crisis. This was supported by these statements:

I think what we need is even if we posted the, like your chart, and said this is the intervention we are using or this is what happened. We need to have it more visible so we know we are using it. HS-O: School Counselor (Interview, October 8, 2010).

I do cafeteria training, and things of that nature, basically an overview, not really going through the [LSCI] binder or anything 'cause I'm not a trainer, but basically giving them [cafeteria staff] an overview of the conflict cycle and seeing how basic it is. HS-O: Assistant Principal (Interview, October 13, 2010).

We have those opportunities. This school has a "Learning Fair" as the end of every school year. A Learning Fair is any professional development that the staff did which can be as their evaluation or anything that they attended or researched out, that they thought was really cool, they can do a power point or presentation to all of the staff in the district. ES-D: Director of PPS (Interview, October 8, 2010).

A characteristic or theme that was identified was the district moving in another direction. This implies that time, funding and energy were refocused in another direction.

Some comments that support this idea are:

Staff were going to this training in waves and another group never made it, so I can't, I really can't say for sure why it stopped. MS-I: Special Education Teacher (Interview, October 22, 2010).

I think that not enough people are trained in it. I think the people who are trained were not given an opportunity to do anything with it because another behavior modification program (PBIS) came through. And that came through district-wide. MS-M: Special Area Teacher (Interview, October 28, 2010).

Only those who have participated in LSCI training were selected for participation in this study. Overall, people stated that they felt that the training was good, but the follow up and visibility really wasn't there. Although several people from their building participated in the training, without the follow up the initiative essentially dropped off even if it was good.

Research Question 3

Does school culture impact the perceived effectiveness of LSCI?

This question examines two variables; *general school culture* and school culture as it affects the *learning environment*. There were several characteristics that were revealed through the interview process regarding school culture. They are listed in the chart below.

Table 4.25 - Qualitative Coding Chart 3

Research Question	Category	Characteristic
Does school culture impact the perceived effectiveness of LSCI?	General School Culture	Staff Insecurity with working with kids in crisis
		Expectations
		Consistency
	Learning Environment	Ripple effect
		Smaller community

Three characteristics or themes emerged with regards to participant's schools general school culture and learning environment. Only one characteristic came out of the survey information; smaller community. All of the rest of the characteristics came directly from information induced out of the interview information.

Overall, all responses of the survey indicate a positive school culture with only isolated reservations. There was some conversation during the staff interviews that revealed some interesting information that has the potential to impact a positive school culture. Some staff indicated that fear played a part in working with some of the students who exhibit violence. Fear was something that was not specifically raised in the survey instrument. It does, however, have an impact on the school's culture. This concept is supported by the following story:

Well I can, share a story from being involved with students and from staff. We had one of our autistic kids last year a young boy named Gregory, a fantastic kid, such a good kid I just got a letter from him the other day, I think you move so quickly into problem solving sometimes that you skip over, you know I say that we are in the business of talking kids out of their feelings sometimes. ‘Oh it’s not a big deal, it’s just a dance, you’re too young to be dating anyways,’ you know, and I think we miss these opportunities and with this particular kid he had a young teacher, relatively new, an excellent teacher but I think he scared her and . . . , she was ready to quit – honestly, and we took her under our wing and we were modeling how to communicate with this kid. And once she realized that he was coming off the bus angry he was refusing to get off the bus, not because he didn’t want come to school he just needed control over something. and that was the one thing he could control and once we got, were able to model our sort of reflective listening really drawing out the issues and also incorporating some of the sensory issues and stuff to accommodate the autism she started to, her fear dropped and she was able to, she didn’t go to this training, but she was able to you know model some of those things so she became much calmer, and it was then ‘Oh Gregory, it looks like you had a bad day let’s go and talk about the argument mom had with you this morning.’ and then he would just calm, calm, calm, and you saw this throughout the year. I mean he went from melting down multiple times daily to I gonna say that he would go for weeks without melting down. It was a huge change in this kid. And I think without having some of those skills, you know you go in ready for a fight, you are always reacting rather than saying ‘no one’s gonna die here, let’s get to the root of this, let’s give it the time that it deserves. ES-D: School Counselor (Interview, October 8, 2010).

This concept is also reiterated by these statements:

It shocks me that adults can be that fearful of a five year old and other than the fact that they have no perspective on where that anger or where that violence comes from or where they are trying to get their needs met. They don’t think about what drives the child to behave that way. Some people are comfortable with it and some people are not. But it is an enormous piece of how it all played out. ES-D: Director of PPS (Interview, October 8, 2010).

We were redesigning our high school model and I was going to be working with some of our toughest kids. I was afraid and I could see it in how I was working with the kids. Everybody was just angry. HS-O Special Education Teacher (Interview, October 8, 2010).

Fear has an impact on school culture by influencing consistency and expectations.

This was also a theme revealed through the interview process. Information gathered

through the survey instrument indicated that 85% of those who participated include respect and pride in their school's core beliefs. Respect and pride are reflective of expectations. The interview process revealed that expectations were another characteristic regarding school culture. This was supported by:

My first rule, respect everyone and it's on the board and there it is, respect our stuff and respect everyone. I explain it on the very first day, and if you respect everyone, you are being respected too. I typically do not have many instances of kids misbehaving in my class and they usually look to come. I think it is because I have clear expectations. MS-M: Special Area Teacher (Interview, October 28, 2010).

Setting expectations differently can have a different effect. In instances where there are no established expectations or even negative expectations initiatives tend to fail.

This was supported by:

But across the board, all those teachers that went to the (LSCI) training are they still doing it, no. And I struggle with this too, when I go to staff development, I think people are wired to have strengths and weaknesses and some are really good socially with their kids and others are really good academically with their kids, um and you know I question whether you can change a person. You can take them to training you can monitor their classroom for 10 weeks straight every period but once you have been out of there for 2 weeks what is going to happen? Is it going to go back to the way it was before? I think they do, I think they do, people are wired that way. I think they tend to go back to what they feel comfortable doing. If their strengths are social then, you know working with students being understanding, they're good at that, if they are not then they are going to have a hard time doing it. That is what we are doing now with Capturing Kids Hearts. I think it's a great program. Do I think that everyone on my staff can carry it out to an acceptable level? I don't. We are going to have to be on and really monitor. and it's tough too because they are really going to be defensive about it. You know I always tell them it's ok to make mistakes, they never want to show you that they did, they think it's a chink down in your professionalism or something. It's alright, you made a mistake, you'll never do that again will ya, you learned from that one. HS-O: Assistant Principal (Interview, October 13, 2010)

Another characteristic or theme that was raised in the interviews was consistency.

Consistency with how student behaviors are managed and crisis situations are handled.

Information gathered through the survey instrument did not directly address consistency.

Consistency provides everyone with predictable outcomes. It offers opportunities for people to take risks. This concept is supported by the following statement:

We had someone at every grade level, which really could have turned into something more, I don't know. I can't speak for the whole school but I would like to think it could have had an impact 'cause there was a person at every grade level so just by having somebody to recognize some of the situations may have helped to reduce it, probably, probably, it would have had a bigger impact if it was more widespread. I'd like to think it impacts the classes that I'm in.

j- OK, how so?

You know, the old thing where the kid comes storming in late and the teacher's natural reaction is to let them have it for being late and I'm in four classes, if that happens I can be the one to go and see the kid while the other teacher keeps things rolling so we don't create a stir. If I wasn't in that room they might just blast him away and something else happens and the kid bops someone in the hallway. but, so I would say, you know, that was helpful. So one of the eighth grade teachers; same kinda role. They are in a lot of classes so in that way we could create an impact. MS-I: Special Education Teacher (Interview, October 22, 2010).

This concept was reiterated by this statement regarding the implementation of PBIS:

It has created a consistency, which is something that you are looking for in any kind of behavior program and consistency as well from K to 12. It started in high school and then to elementary and then came to the middle school. So it was a sort of progression over time that has then finally come together. And I credit my principal for bringing it to this building. She put together some awesome things of expectations and rewards and discipline and punishment and she follows through and thank goodness for it. She expects quality from everyone. MS-M: Special Area Teacher (Interview, October 28, 2010)

The concept was also supported by this statement by an administrator who had arranged for several people to receive LSCI training:

My idea in sending so many people to the training was so that kids could go from staff to staff and be treated in the same way. That when a kid had a problem, no

matter where they were or what class an intervention could start and move between individuals. That staff would all have the same language and same way of addressing their problems. ES-D: Director of PPS (Interview, October 8, 2010).

Each school was noted to have very different cultures with respect to their learning environment. As it was discussed in previous chapters, culture is created by the groups needs. In this case it was the school's need to address student's behavioral needs.

Another characteristic revealed was the idea of a "Ripple Effect." The term "Ripple Effect" was assigned to acknowledge the thought of events that are not directly related to the student's immediate issue. An example might be if a student gets in a fight resulting in suspension there are the ripple effects of possibly reporting the level of violence to the state, potentially needing to hire a tutor, having a Superintendents Hearing, etc. This information would be what you would see reflected in the Annual New York State Report Card data. Although no pattern or data trend was noted during the three years examined for all of the schools, it was hypothesized that addressing student crisis, providing alternatives to violence would have an impact on suspension rates reducing what would be reported on the Annual New York State Report Card. Addressing student crisis in a constructive manner by making it a teachable moment and providing alternatives would offer more opportunities for students to be available for the learning process. This concept was supported by the below statement:

The district office, they were very excited that we were going this route. They see the superintendent's hearings that are going on they see the level, especially at the upper levels, the level of intensity that the violence has gotten in the district, you know they are frightened frankly because we have assistant principals or dean of students who handle discipline. I think the principals are quite a bit detached from the reality of the violence because someone else deals with it. They're not the ones calling the parents or having to explain what is going on, it is the assistant principals that are doing it. ES-D: Director of PPS (Interview, October 8, 2010).

Another response was to create smaller classes. This provides more opportunities for staff to build relationships with kids. This was addressed in the survey instrument. Sixty one percent of respondents noted that their schools worked to keep classes small. Forty-three percent reported that their schools were working to create small learning communities. These concepts were raised in the interviews as well. This concept was supported by the below statement:

I do all of the discipline basically, it's not broken up into segments like one person does one half of the alphabet and the other does half. And then you know you operate out of your code of conduct which is consistent with everybody, but everybody has their own style they are all going to be judgment call type situations. um, when you go talk with different people, sometimes the kids are not as comfortable with some people as they are with one person. They don't have that level of trust, um I think that being here 11 years every kid that comes through knows or has heard of who Ms. Timbs [me] is, 'cause I have taught their cousins or brothers and they have said you know whatever to them and it allows me to already have that level of relationship with them. Even if they might be a total stranger to me uh at first, I think we have that level of relationship through what they have heard about me and then when I get to talk with them I can say is so and so your sister or is so and so your brother and I am able to build from there. Being in a smaller community aids in that, along with helping us keep class sizes small, because I am the only one that they are going to come and talk to so it helps I went through LSCI. The guidance counselors didn't go through that LSCI. HS-O: Assistant Principal (Interview, October 13, 2010).

This was not seen consistently among the schools participating.

The interview highlighted specific characteristics surrounding the concept of school culture. They included staff fear and insecurity when working with potential violent students, expectations, consistency, "ripple effect", and small learning community. Some of these items supported what was revealed through the survey instrument, while others were not specifically addressed. Overall, participants'

perceptions were that there were elements of school culture that had an effect on not only on LSCI's implementation, but effectiveness as well.

Research Question 4

Does LSCI, as an approach to working with students in crisis, have a perceived impact on different levels of school violence?

This question examines LSCI's role in response to violence. There were several characteristics that were revealed through the interview process regarding the schools response to violence. They are listed in the chart below.

Table 4.26 - Qualitative Coding Chart 4

Research Question	Category	Characteristic
Does LSCI, as an approach to working with students in crisis, have a perceived impact on different levels of school violence?	Response to violence	Recognizing patterns of behavior
		Addressing the individual needs of the more intense kids
		Teaching tool

There were several items noted in the survey that addressed this question, but not specifically these characteristics. All three of these characteristics emerged out of the information gleaned from the interview data.

The response rate dropped off for the perceived impact portion of the survey. Interview participants were asked to note changes in student behaviors since the

introduction of LSCI, whether or not they were in response to the implementation of LSCI.

One characteristic that was revealed was staff members' ability to recognize patterns of behavior. LSCI as a process identifies patterns of student behaviors outlining specific characteristic and corresponding interventions. Recognizing these patterns assists in understanding how they are best addressed. This was not specifically addressed in the survey instrument, but was supported by the below statements:

You recognize some of the patterns and so you knew and you got to know your students in that respect. You knew a little about their background without knowing everything. So I think it helped in that respect and just talking them down sometimes you have the chance to talk them down. And sometimes it's hard in a little room if you can't remove them. That is why having administrative support is so important. HS-O Special Education Teacher (Interview, October 15, 2010)

As far as staff interactions I use it [LSCI] all of the time, you know and that's, I think part of that comes natural to me which was really nice about the training was it highlights stuff you already know and you do forget and ever since the training you are more you know I'm conscience of the things I am doing. I'm sitting there listening to an angry staff member and I ... just had one snap at me in that meeting. and you know 5 or 6 years ago that would have affected me differently. Now I am able to look at that and say that this person is coming into this meeting, they have already been preloaded with issues [a concept addressed in LSCI training] you are always going back to some of that, especially some of the role plays which I think were some of the most effective parts of the training, and like I said for me it's um, it brings back my graduate school experience, Dr. Cuddy [pseudonym], say whatever anyone does or says you got to ask yourself, what does it mean and what else could it mean, now what are we going to do about it? You know, that simple question of what does this mean, does this mean that they hate me, or that I am the worst person in the world or does it mean something else? More often than not it's something else, it's not personal so, you are always, when you can have that as a conscious thought, say I am the adult I'm not going to be sucked into this cycle I am going to stand outside of it, and it might have to let them run through it a couple of times before it burns itself out, and it is really nice to kind of work with the staff on that because not everybody, not everybody if good at that. ES-D: School Counselor (Interview, October 8, 2010).

Addressing the individual needs of students was displayed as another theme or characteristic of the interviews. It was important to recognize that the needs of the individual can require more attention than those of the larger group. Oftentimes it is those students who continue to have trouble with classroom management systems and need more individual attention, that tend to move into crisis situations. This was not specifically addressed in the survey instrument but was supported by the below statements.

The thing that is maybe hardest to support with this program [PBIS] is in the negative behaviors. Because you can remind them [students] that this is what you want, this is where you are wanting them to go and here are the rewards for that, if they are not behaving, it doesn't deal with the individual issue like LSCI. So you end up sending them to the principal's office or they get suspended. I thought LSCI was better for the individual, 'cause it gives a better, more concrete way of dealing with their own issues. More control. MS-M: Special Area Teacher (Interview, October 28, 2010).

I thought (LSCI) was better for the individual. Because it gives better more concrete ways of dealing with their own issues, more control. MS-M: Special Area Teacher (Interview October 28, 2010).

Many of those interviewed remarked that they were able to use some of the skills attained in LSCI in their classrooms to help those students having difficulty. That LSCI seemed to be most effective when working with students at the individual level. This would make sense as addressing students more individually would occur in the classroom as compared to addressing individual behaviors to an entire school. Student suspension data were examined at the school level through reviewing each schools' annual New York State Report Card. As noted previously, no out of school suspension patterns were noted. This would may not necessarily reflect the changes in individual classrooms.

The last characteristic revealed through this interview process was LSCI as a teaching tool. This was addressed in the survey instrument as teaching students the “Conflict Cycle.” Survey respondents indicated that they teach the Conflict Cycle” to their class or to the individual students after a crisis situation. This was supported by this statement.

I would say I have used the knowledge I have, especially the conflict cycle. I mean personally, I think it is a lot of common sense. The whole thing of reacting a certain way, to deal with them [students], having a place to send kids to talk and de-escalate, having them [students] learn from the experience. That just makes perfect sense. MS-I: Special Education Teacher (Interview, October 22, 2010).

Having teachers be aware of the conflict cycle and making use of the skills provided may be providing some assistance whether people knowingly see that or not.

The respondents information on student behavior was also representative of relationship building, which was a part of LSCI, and more difficult to develop due to sheer numbers of students in the school versus within a class. Staff also indicated that it was recognizing patterns of behavior that was important along with using LSCI as a teaching tool to help diffuse violence in their school.

Conclusion

The survey and interview data that address the study’s four research questions have been presented in this chapter. In the following chapter, these results will be discussed, and conclusions will be drawn regarding the significance of these findings. The highlights of these findings have been that although various staff members participated in an extensive LSCI training course there was little or no systemic implementation of the program at the building level. Although, LSCI has not been infused throughout their building, several participants reported that they have used its

strategies successfully in working with individual students. They felt that LSCI can be effective in reducing violence at the individual level and they felt that they had gained important knowledge from their training. Each of these findings will be given further attention in chapter five.

Chapter Five

Conclusion and Recommendations

Introduction

This study examined the effectiveness of Life Space Crisis Intervention as a strategy for reducing school violence and supporting students' continuation in school. As presented in the literature review in chapter two, there is some qualitative evidence to suggest that LSCI is effective in reducing violence, but it is primarily noted in residential or day treatment type settings. It is the goal of this study to determine whether educational professionals, who have been trained in LSCI, support that claim and find it effective in working with students in crisis, ultimately reducing violence at the typical public school level. A combination of perceptual and publically reported data was used. The LSCI Effectiveness Staff Survey Instrument was created to seek out perceptual information regarding the four research questions. A variety of dependent measures were used to explore the questions being raised. Research question one looks specifically at how LSCI was introduced and then how it was implemented. The second question explores participants' level of training and support. The third question pertains to the culture of the building targeting general school culture and the overall learning environment. The dependent measures were examined related to these three questions, looking for perceptual changes since the introduction of LSCI in their buildings. The last research question addressed the overall perceived effectiveness of LSCI regarding school violence. This had a more direct relationship with the dependent measures of this study as it addressed specific perceptual changes in student behavior which demonstrated the

concept being explored in this question. The information gathered from the survey was then analyzed and used in semi-structure staff interviews.

In this chapter, the statistical results and interview data presented in chapter four will be discussed within the context of the review of the literature. The conclusions drawn and their significance in the context of public schools will follow this discussion. Limitations of the study will next be addressed including the associated implications for future research.

Discussion of Results

Research Question One

Does the way LSCI has been introduced and implemented make a difference in the perceived effectiveness of LSCI within a school?

Introduction

Introduction of initiatives is a complicated process. There are many variables to consider before initiatives can be introduced and implemented. Fullan (1993) points out that significant forethought is required in order to account for what might be necessary for a successful change process.

In reviewing the information gathered through both the survey instrument and follow up interviews, it appears that in most cases LSCI was never considered to be a program targeted for building wide implementation. The literature indicates that developing a shared vision will create the means of focusing schools into a consistent frame (Marzano, 1995; Collins, 2001). Of those that responded to the LSCI Effectiveness Staff survey only 21.4% indicated that LSCI was a district initiative. This was only slightly larger when participants were asked if LSCI was a school initiative,

specifically 22.2%. Although some of the buildings that were surveyed had up to one third of their staff trained in LSCI, the overall feeling was that it was not meant to be viewed as a building initiative as participants were either signed up for the training without much explanation or conversation, they participated on their own, or they joined a group already participating. One staff person interviewed even stated that he felt his participation in LSCI was meant to expose him to the material and not for it to be fully implemented into their building. Clearly, there was little shared visioning before moving into the process.

There was inconsistency with regards to people's perceptions as to the role LSCI was to play in their building. This inconsistency was noted, not only between the buildings that participated, but also within those buildings. As stated above, a shared vision will help create a consistent focus (Marzano, 1995; Collins, 2001).

Bambara, Knoster and Browder (1998) have stated that there are five essential elements to managing complex change. Visioning was one of those elements. In this case, there doesn't seem to be a shared vision as to the role LSCI was to play in the buildings that participated. Only 3.7% of participants reported that LSCI was incorporated into the schools' vision. If there is no common vision, then the result ends in confusion regarding the initiative, which appears to be the case in most of the schools that participated. Some participants even expressed confusion as to why they were participating in the training along with the role LSCI would take in their building.

Implementation

Implementation of an initiative follows the same path. Bambara, Knoster, and Browder (1998) highlight the importance of a shared vision. This appears to have been

missing in most cases with regards to the implementation of LSCI in participants buildings. Staff indicated that they were unclear as to why they were being presented with LSCI skills and then how LSCI was going to work in their building. Nearly three quarters (71.4%) of participants reported that their district or school was aware of them using LSCI, but no one reported that their school assesses LSCI's use. This lack of continuity significantly influences implementation and sustainability (Fullan, 2005). Nonaka and Takeuchi (1995) also highlight the importance of assessing stakeholders' skills and then providing opportunities for growth. This seems to have been missed in the schools that were surveyed and will further be explored when discussing training and support below.

This lack of vision is also noted with how those candidates were chosen to participate in LSCI training. When participants were asked how many staff members in their schools were trained, there was a lack of consistency of responses from a select few to eleven or more with direct contact with students. One staff member even stated that she was only aware of other staff members within her building being trained in LSCI after this researcher told her. This is important to note as LSCI's proponents usually characterize its implementation as a cultural shift requiring more than just a single individual (Long, Fecser, & Wood, 2001). They claim that staffs common understanding of LSCI's purpose, with a shared language for working kids through crisis situations, are essential to its successful implementation. Long, Fecser, & Wood (2001) offer that having a common language and purpose assists in understanding a student's perspective and motivation. This knowledge is then used to assist the student in understanding what

underlies the crisis situation and is what ultimately creates a learning moment. This leads into skills needed for effective implementation.

The Conflict Cycle is usually held to be the foundation of LSCI. Long, Fecser & Wood (2001) explain that it is imperative that staff have an understanding of the cycle of conflict when interacting with students along with being highly aware of where the adults can intervene in a situation. Survey participants indicated that they use the Conflict Cycle 58.1% of the time when working a student through crisis. Although no participants indicated that they teach it to all of their students, 12.5% of participants indicated that they teach it to students in their classes and 19.5% of participants indicated that they teach it to their students following their crisis situation. This allows for students to gain that experiential knowledge that can then be accessed when facing similar situations (Kolb, 1984).

Although 58.1% of staff surveyed reported that they use LSCI's Conflict Cycle when working with students in crisis, only 19.2% reported that they discuss it with those students after its use. Only 3.2% of staff members discuss their experiences with using the conflict cycle with other staff members. Carr and Kemmis (1986) argue that it was teachers themselves, through their shared reflections, who bring about change. With only 3.2% of staff members talking about their experiences with LSCI, minimal change is going to occur within their building regarding the implementation of LSCI. The necessary conversations are not happening.

Bambara, Knoster and Browder (1998) highlight resources as being another important element in the complex change process. Time and space are essential resources for LSCI. Most respondents indicated that time and space was appropriate for

conducting LSCI interviews. Some survey participants indicate that both time and space interfere with LSCI's effectiveness. Some of those surveyed (38.4%) responded that time interfered with LSCI's effectiveness and 20.8% indicated that the physical space required for LSCI interfered with its effectiveness. LSCI works with the students "here and now" thus requiring the flexibility to address situations as they arise (Long, N., Morse, W. Newman, R., 1965). It is by learning through experience that a student gains understanding of how to handle crisis. Not having the flexibility of working with a student through their crisis, during the time of crisis, interferes with its success. Restricting opportunities for the effective use of LSCI interferes with initiative success.

Support for the LSCI process is another important element that was considered. As noted in previous chapters, conducting a LSCI interview can be time consuming requiring designated attention of specific staff members. When the interview begins there are six stages that need to be conducted, all requiring varying amounts of time. There may be times that the interview needs to be followed through by a single individual or multiple staff members. In most cases a school administrator needs to be involved requiring an understanding of the process including the objective of all interviews; creating a learning opportunity for the students. Participants commented that they felt they did not have administrative back up for supporting the LSCI interview process whether it was carrying over the interview following up on the designated stages or allowing the staff themselves to follow through with the process. This lack of support can undo some of the progress that was made during the initial stages of the interview. Support can also act as an incentive for staff. Having support can motivate staff to take risks toward promoting student success (Bryk, A. & Schneider, B., 2002). As stated

previously, if LSCI is not seen as a building initiative then the necessary resources may be allocated elsewhere.

Incentives are another element Bambara, Knoster and Browder (1998) emphasize. As previously mentioned, having supportive administration for implementing LSCI is a motivating factor. Not having a supportive administration, one who understands and supports the process, makes it very difficult to maintain any initiative (Dolan, P., 1994; Deal, T. E. & Peterson, K. D., 1999). When staff members take the risk and begin the LSCI process, it is essential that they have support from both their colleagues and administration. If their colleagues and administration do not support the process then typically the follow through of the initiative is not consistent influencing the results of the process. This tends to damage not only the situation but the relationship that potentially could have developed through this process. In examining the last part of the Managing Complex Change process, action planning appears to have been neglected in many of the schools that participated. Action planning is taking the shared vision and bringing it to a higher level creating a plan that fits the needs of the organization (Hall & Hord, 2001). Although action planning was not specifically addressed in the survey, 48.1% of participants indicated that they were not aware of an organized implementation plan. In most cases, a single person in administration signed staff up to participate in LSCI, some not even knowing the purpose of the program. Of those surveyed, 66.4% of respondents indicated that they felt LSCI was not a district or building initiative. With that being said the need for formal building/district wide action planning diminishes.

There are several reasons that a building or district may not have had formal initiative action planning. The first is that if there was no specific intent on using LSCI in

their building or district so formal action planning was not necessary. Secondly, if LSCI was intended to target a specific staffing group, those who support students that are prone to having difficulty managing emotional crisis, the need for a plan for whole building involvement would not be apparent. Lastly, if LSCI was intended to be a building or district initiative then the action planning step was missed, having an effect on the change process.

A correlation matrix was used to examine the relationship between *Introduction and Implementation of LSCI* and the seven dependent variables outlined in chapter four. Only one statistically significant relationship was noted. A positive correlation was noted between the *Introduction and Implementation of LSCI* and *School Referrals to Special Education and Out of School Placements (scale reversed)*. This is reported as $r = .491$ ($p < .10$, $N = 10$). Although the significance level of this correlation is low, it was notable given the small number of respondents. This positive correlation is what would be expected as addressing students' behavior at the time of the crisis, creating a learning experience for the students, would have a better chance of being successful in their current academic placement (Dawson, 2003).

Another point that was uncovered through the interview process was the effect of both expectations and consistency regarding the use of LSCI. Participants revealed that there was no established school-wide expectation for LSCI's implementation and no plan for using it within their school. They also revealed that there was no consistency for how it was to be used, creating confusion among the trained staff members within the same school. Confusion and frustration were caused as a result of missing these elements. This takes away from the drive of the initiative (Knoster, Villa, Thousand, 2000).

Before addressing research question two directly it is important to note the relationship and overlap potential between introduction and implementation with training and follow-up. Initiatives are typically sequenced as being introduced to the staff then staff is supplied with training opportunities, then the initiative is implemented and then followed up. This interrelationship creates a dependency amongst the others, which if not executed effectively has an impact on the overall initiative (Bridges, 1991; Rogers & Badham, 1992).

Research Question Two

Does the level of training and support provided to staff make a difference in the perceived effectiveness of LSCI within a school?

There is an extensive training component required for staff to perform LSCI interviews. As noted in previous chapters, training typically follows a five or six day schedule of instruction in the LSCI process (Long & Fecser, 2006). For staff members to perform LSCI interviews they must participate in this extensive training. There is both a written and performance assessment at the end of either of the training schedules and only those who pass those assessments become certified in LSCI.

When staff was interviewed, participants noted that they felt that the initial training was strong and that it gave people a solid foundation in how to conduct an effective LSCI interview. The survey indicated that districts tended to be supportive of staff participation through covering the cost of the training and allowing for release time for the training. Westchester Institute for Human Service Research (2011) stated that for busy district administrators, who control 80 percent of the staff development money, it is far easier to call in an outside expert for a one-shot training session than to design a more

comprehensive, long-term approach to professional development. This appears to be how LSCI was brought into the participants' buildings.

Participants noted that, although they felt the training was thorough, the follow up was not. Only 30.8% of those surveyed indicated that they were offered follow up training/support with their original trainer and only 12.5% indicated that they participate in casual follow up opportunities. The National Staff Development Council (2001) and Hawley and Valli (1999) emphasize the importance of training and follow up for effective implementation of an initiative. When comparing what they outline as important, there were only four of the thirteen items identified consistently used. These items included: LSCI training incorporated principles of adult learning encouraged staff trained in LSCI to work with their colleagues, provided a strong foundation in content, and is research-based. This leaves seven concepts not addressed, all of which concern initiative direction and purpose, follow-up and support, and assessment. Without the inclusion of these elements LSCI becomes a "stand alone" initiative provided in a single snapshot which has been proven to be an ineffective method of staff development. Initiatives presented this way typically fail (Blandford, 1998; Hayles & Russell, 1997). This appears to be the case in most of the schools who participated. Although staff that participated felt LSCI provided them some good tools to work students through crisis, the lack of follow up training and support, whether administrative or with their colleagues, interfered in its use. They did, however, indicate that the tools they gained through the training still assist them with working students through crisis situations.

There were no significant correlations noted between training and support and any of the dependent variables.

Research Question Three

Does school culture impact the perceived effectiveness of LSCI?

School culture was viewed to be a very broad concept. For the sake of this study this concept was split into two elements. These were *general school culture* and the *learning environment* in classrooms and the school as a whole. The *general school culture* focused on concepts relating to a school's core beliefs, expectations, opportunities and general feelings toward students. The *learning environment* focused on concepts related to the design and dynamics of the classroom and school.

General School Culture

The concept of general school culture is very individual to a school. It evolves by trying to satisfy some of the organization's basic needs including psychological, safety, security, social, esteem and self-actualizations (Whitaker, Whitaker & Lumpa, 2000). A culture forms as people cope with problems, stumble onto routines and rituals, and create traditions and ceremonies to reinforce underlying values and beliefs (Deal & Peterson, 1999). The literature states that a student's general learning environment is one of the factors as to why a student engages in violence (Miller, Martin & Shames, 2003; Pittman & Haughwout, 1987; Schertz, 2006; Morrison, 2007; Brendtro, Brokenleg & VanBockern, 2001). This study addressed these concepts through both the survey and interview.

Overall, those surveyed felt that their school had a positive general school culture. The responses highlighted that the general feelings were that participants' schools promote respect and pride. This was also noted as participants' responded that

opportunities are provided for kids to belong, which is encouraged by Brendtro, Brokenleg & VanBockern (2001).

Responses also indicated that minimal time is focused on student attendance. This is an important point to note as a student's lack of attendance is often a symptom of an underlying issue which may or may not be known (Morrison, 2007). The Search Institute (2000) offered that school engagement, adult role models, bonding to school and creating a caring school climate are only some of the responses schools can have to decrease the potential for students to engage in violent behavior.

Additionally, responses indicated that student positive actions are mainly recognized through community actions such as newspaper articles and community awards. Respondents indicated that students are recognized in both the school and within the classroom but it is less often than being recognized in the community. This is significant because recognizing students' within their natural environment provides them opportunities for both belonging and mastery. Brendtro, Brokenleg and VanBockern (2001) note that these two elements, along with independence and generosity, are what students need to be successful citizens. Morrison (2007) argues that focusing on the positives, such as doing well on a test, helping another student, do the right thing in tough situation, reduces the potential of students to become engaged in violence.

Information gathered through interviews presented something different than what was gathered through the survey. One person said that staff were fearful of students who have the potential to engage in violence. This fear will significantly interfere with developing a positive relationship with students. Developing a relationship that is positive and open helps kids to be receptive to learning that they have non-violent options

to respond to stress (Valore, Cantrell & Cantrell, 2006). So, in a sense, being fearful of a student's potential to engage in violence only supports their engagement in violence.

A second concept that was discussed was consistency. A person interviewed indicated that it wasn't until their building adopted PBIS [Positive Behavioral Interventions & Supports], a formal building-wide program that supports students' positive behaviors, that she noticed a difference in students' behaviors. She stated that it was the program's consistency that has made all the difference. Having students know that what was expected in her class was the same as what was expected in the other classes in her building has made a big difference. She also indicated that all students were well aware of those expectations set forth in every class. The teacher pointed out that there were posters all over the school and that there were multiple presentations about those expectations conducted with both students and parents. She also indicated that those expectations were jointly developed and specific to the needs of her building. These expectations are supported by the building leadership consistently. This coincides with what is stated in the literature. Staff become invested in the process if they have some ownership in the development of that process (Collins, 2001; Covey, 1992; Deal & Peterson, 1999; Johnson, 2005).

There were statistically significant correlations noted between *general school culture* and *classroom inappropriate and unacceptable behavior*. These types of behaviors correlated with general school culture are related as one is essentially an extension of the other. Inappropriate behaviors are typically those that are disruptive to the learning environment such as horseplay, inappropriate language, and being late to class. Unacceptable behaviors are an intense extension of inappropriate behaviors and

include those behaviors that tend to be more violent in nature such as physical violence or threats of physical violence, stealing, and harassment. These variable relationships were positive although the relationship between culture and unacceptable behavior had a stronger significance. This is commensurate with what the literature suggests. Long & Fecser (2006) indicate that students seek boundaries within which they are to function. Having expectations for students and creating opportunities for students to take risks and belong are very important (Morrison, 2007; Search Institute, 2000; Miller, Martin & Shames, 2003).

The Learning Environment

Both survey data and interviews addressed the design and dynamics of the students' learning environment. Staff members were asked several questions regarding the learning environment within their school. The results of the survey indicated that staff feel that they create cooperative learning opportunities among students. This is important to note as students need opportunities to learn from their peers in a structured environment (Marzano et al., 1995). Participants also indicated they do not directly focus on teaching social skills. This is something that, for some students, needs to be directly taught (Long, Fecser & Woods, 2001; Long, Morse & Newman, 1965). Respondents also indicated that their school has created opportunities where students can be instructed in a co-taught or multiple teacher environments. Although Conderman et al. (2009) support this concept of instructional delivery; this design may be the result of administrative design. With that being said, effectiveness of this approach may vary (Murawski, 2009).

Respondents also indicated that their schools attempt to keep class sizes small. Although this concept is budgetarily difficult, keeping class sizes small is supported to enhance student achievement (US Department of Education, 1999). Having smaller class sizes creates more opportunities for students to develop relationships with adults and peers (Miller, Martin & Schames, 2003).

An area that respondents rated lower than the rest within the *learning environment* scale was the idea that staff was openly recognized for their new learning. The literature notes that new learning, as a measurement of achievement, is something that should be recognized (McCully, 2006; Herzburg, 1993). This was also noted when asked about student recognition. Both of these concepts highlight the value of the individual, but both are reported less likely to occur. This may be due to a number of reasons including curricular demands and instructional flexibility.

There was a correlation noted between the *learning environment* and *school academic participation and performance*. Creating a learning environment that provides options for students, such as varying instructional designs and supports for student learning along with meeting the individual needs of students, ultimately promotes student achievement (Miller, Martin & Shames, 2003; Zmuda, Kuklis, & Kline, 2004; VanBockern, 2006; Starratt, 1995; Fullan, 1992). This positive correlation indicates that participants felt that their schools created a positive learning environment. Participants also noted that they felt there was an increase in student performance and participation since the introduction of LSCI to their building, although they did not appear to attribute these improvements to LSCI itself.

Research Question Four

Does LSCI, as an approach to working with students in crisis, have a perceived impact on different levels of school violence?

School violence was examined at two levels. Participants were asked to comment on their thoughts regarding changes in violence in both their school and in their classrooms. Those that participated were a heterogeneous group of school personnel, only some of whom were classroom teachers. Those participants that responded about changes in violence in their classroom did not consistently respond about changes in violence in their school. The opposite is also true, participants who responded to changes in violence within their school did not respond to changes in violence in the classroom.

Overall, people report that violence had decreased since the introduction of LSCI to their school. The largest changes noted were within the classroom settings. Participants specifically noted reductions in directed vulgarity, insubordination and bullying. This could not be substantiated with hard data as individual schools did not maintain consistent behavior logs with common behavioral definitions. This is described below as a limitation to this study.

One possible explanation for participants' perceptions of changes in violence within the classroom was that LSCI provided opportunities for students and staff to build relationships. The literature highlights that building positive relationships with kids is a primary reason for decreased violence (Larkin, 2007; Long et al., 1965; Kohn, 1996; Dugan & Coles, 1989; Bulach et al., 2003). Building a relationship that was based in respect and understanding fosters a willingness to comply, participate and attend (Miller, Martin & Shames, 2003). Regularly working with kids in a smaller environment created

more of an opportunity to build these relationships. This was supported by the information gathered in the interviews. It was getting to know the students, being able to predict how they would react along with what they might need to de-escalate, that made a difference.

Changes in violence were also noted at the school level although this was not as evident in the classroom. Participants indicated that the biggest changes at the school level were a reduction in refusal to attend classes, insubordination, fighting and bullying. These follow the same pattern as what was described in the classroom setting. These four items are based in building positive relationships, which is prominent in LSCI (Long & Fecser, 2003).

When examining the publicized annual violence ratings of the schools that participated, there were no noticeable patterns of change between schools or within schools over the three years after LSCI's introduction. The same was noted for student attendance over that same period of time. Although most participants noted that there was some sort of positive change in student behavior since the introduction of LSCI in their building, its impact was not reflected on the school's annual report card or the school's annual VADIR report over three designated years. This could be due to a number of reasons. One reason may be that the effect of LSCI was at the individual level. LSCI targets those individuals who demonstrate a pattern of behavior instigated by a stressful event. It involves cognitive restructuring which takes time, support and practice (Long, Fecser, 2003). This may not necessarily be reflected in reported school-wide data. The second possible explanation may be the time frame selected. As mentioned previously, LSCI targets individuals who struggle managing emotional crisis.

The effects of LSCI occur over time with practice and support. The time frames selected may not have been long enough to note any perceivable changes in reportable violence levels at the school level. Another possible explanation may be staff empathy for students. As staff become more aware of individual student issues driving their behavior they may become more understanding and forgiving of their behaviors. They may also perceive that the students' behavior is better than it truly is as a result of this empathy. The last possible explanation was that the students generally targeted to benefit from LSCI often are transient, or moving from one school to another, along with having inconsistent attendance. The ability to measure changes in behaviors with these students is difficult. These could all be factors influencing broad school-wide measurements. Specific targeting of consistent behavioral changes in both the classroom and school were noted as limitations to this study.

Summary

In summary this study looked at how LSCI was introduced and implemented in various school buildings around the Central New York. It revealed that there was a range of ways LSCI was introduced from administrative assignment to staff seeking out LSCI on their own. It was noted that there was no formal avenue for staff members to share what they have learned about LSCI in their building, which would have provided an opportunity for other staff members to be exposed to the training.

In all cases, it appears that there was no effectively communicated vision for LSCI's implementation. LSCI was either never viewed as an initiative or that the vision was not effectively shared with the stakeholders.

There was never a school-wide system developed to support the implementation of LSCI. This might have included providing staff flexibility to be able to work students through their crisis or developing an effective communication system among staff members to be able to collaboratively support students through their crises. Having an avenue to effectively communicate student needs with common terminology creates a network of support for not only the students but for the staff as well.

All staff that participated in this study was provided the initial skills necessary to conduct effective LSCI interviews. There was not consistent follow-up available for staff to retain the specific skills necessary to confidently implement LSCI with students. Some staff members participated in LSCI training many years before this study. It is noted that without regular use and support of their LSCI skills, these skills will fade.

Staff indicated that they did not feel that LSCI was supported especially by administration. Some participants noted that their building did a wonderful job of driving and supporting their PBIS initiative, specifically at the first level, but admitted that they struggled with those students needing more intense support. It is those students needing more intense support that staff would look to use LSCI, but it was without support. Staff would begin the LSCI process with students but were typically unable to move the process outside of their classroom. This influenced the creditability of the interviewer with the student ultimately influencing the effectiveness of the process. When there is not the necessary support there is a tendency to lose the incentive to keep going with that initiative.

All staff indicated that their schools provided financial support for their participation in LSCI. This appeared to be the limit of their support. Participants

indicated that consistent time and space were not regularly available for the LSCI process. This influenced its regular use and the effectiveness of LSCI.

Action planning is the last area that Knoster et al.. (2003) highlight as being essential for managing complex change. Only four schools indicated that they felt that there was an action plan for LSCI but agreed that it was not shared and essentially viewed as being dropped. At this point, LSCI is rarely used except for “pockets” of staff members within buildings. This is disappointing as most participants felt LSCI was effective with working kids through crisis and reducing incidences of violence.

Conclusions

The purpose of this study was to explore the effectiveness of Life Space Crisis Intervention as a strategy for reducing school violence and supporting students' continuation in school. The study targeted LSCI trained staff members working in Central New York public schools. Participants also needed to be in a school where there were at least three other LSCI trained staff members. The sample population that was invited to participate in the survey largely consisted of classroom teachers followed by special education teachers. Information was gathered via electronic survey and follow up face to face interviews. This information was then analyzed based on the four established research questions. The largest group of actual respondents consisted of special education teachers. Several respondents indicated that LSCI is viewed as a special education initiative as students with disabilities are frequently those who have difficulty managing their emotional crisis and resort to violent acts. Although classroom teachers did make up the largest portion of the survey sample they still may view LSCI as a special education initiative influencing the perceived value of their response. The results

indicated that those who participated perceived LSCI to be helpful when working with particular kids in crisis. Although this could not be substantiated in the survey data collected. They also indicated that there was a positive change in student behaviors since their introduction to the LSCI. They did not, however, suggest that LSCI was responsible for the overall improvement.

Staff members who use LSCI found that it was more effective as a strategy for addressing the crises of individual students, rather than as a general strategy for reducing school violence. Again, this was not substantiated in the survey data collected due to the small number of classroom teachers that participated. Interviews with a classroom teacher, a self-contained special education teacher and a push-in special education teacher all suggested this conclusion. This emphasizes that LSCI may be most effective when targeted toward a particular student group or profile where support was needed at the individual level. This group or profile needs more support than what was offered at the general student level or PBIS first level of support. These students typically need the additional guidance offered through the secondary or tertiary levels of a PBIS system. Recognizing these students and providing staff with the tools to effectively work with these students, will only assist in reducing potential violent situations offering more opportunities for students to be engaged in the learning process. Creating this type of focused plan would assist the neediest students, supplying staff with effective tools while taking a cost effective approach toward staff training and student support. Unfortunately, since LSCI never truly moved beyond the random pockets of individuals that participated in the training, positive behavioral changes were not reflective at the school level. This

emphasizes how an initiative was introduced and implemented and the training and support provided. School leadership was at the crux of all of these factors.

School leadership is an essential element in the implementation of any initiative. Without leadership, initiatives flounder and the intended results never appear (Barker, 2005). This was something that was reinforced in this circumstance. In many of the schools that participated there was not the consistent leadership necessary to fully implement the LSCI initiative. This was either by design, where multiple individuals from the same building all decided to participate with no intended school-wide implementation, or by lack of the necessary elements required for managing complex change (Knoster, Villa, & Thousand, 2000). Again, in both situations LSCI never moved beyond pockets of individuals using some of the skills acquired through the training. In beginning this project, the assumption was made that because multiple staff members from one building went through the LSCI training, it was deemed a building initiative. It was discovered that this was not necessarily the case.

As schools attempt to address the continuing emotional and behavioral needs of their students, they should be reflective of the managing complex change process when considering any approach including providing clear expectations and the consistent support necessary for that change, along with the leadership that is needed to manage that process (Knoster, Villa, & Thousand, 2000). In looking toward the future, issues regarding violence in school remain present. LSCI has been found helpful in working with kids in crisis who are prone to violence in both residential and day-treatment settings (Dawson, 2003). Staff who participated in this study perceived that it was helpful in their public school setting as well. It was particularly helpful in working with students who

need more individualized behavioral guidance, although this was not founded in publically reported school-wide data. It may be helpful if staff teams assigned to work with students who exhibit patterns of difficulty managing their behaviors are trained in LSCI. This would give them some specific tools, consistent language, and built in support for working with these difficult students.

LSCI training would also be helpful for administrators as well. They need to have available skills to effectively work with students prone to violence. Administrators need to be able to support the staff working with these students, understand the process and the perspectives of the students and educate these students about alternatives to violence. This is something that administrators are not always prepared for but are often faced with in public schools. Providing them these tools would better equip them for working with school violence.

Significance of the Results

There is evidence in both the survey data and interview data that LSCI can be effective when working with particular students in crisis situations. There is little evidence in this study that it has an appreciable impact on reducing overall school violence. This is a key point to note as the goal of LSCI is to teach students about how to effectively resolve their conflicts throughout their lives (Long, Fecser, & Woods, 2001). Without the proper focus and supports for LSCI along with regular follow up, however, LSCI loses its impact with students and staff. The desired effect behind the purpose of using LSCI gets lost and the initiative fades (Blandford, 1998).

LSCI's extensive training component is expensive not only financially, but in time as well. It is not cost effective when districts assign initial resources toward this

initiative and then let them go fallow by either not supporting or following up that initiative. This seems to be the case for many of the participants in this study.

Participants also noted that they did not understand the plan for LSCI within their building. In some cases, individuals had different thoughts regarding the purpose behind LSCI and the role that it played within their building.

All of these examples demonstrate a breakdown in the complex change process (Knoster, et al., 2003). It demonstrates the importance of attending to all of the elements in that process when initiating an idea or project. It also demonstrates the importance of maintaining focus on those elements even after the program has been initiated. It is only over time that initiatives transform cultures (Zmuda, Kuklis & Kline, 2004).

LSCI may be a valuable component of a comprehensive strategy for reducing school violence. Schools need a way of dealing with students in crisis who aren't as likely to be reached by less intensive, school-wide approaches. LSCI's individualized approach supports those students specifically providing them tools to effectively cope with their life's stress, addressing this school-wide need.

Limitations and Implications for Future Research

Complexity

The LSCI Staff Effectiveness Survey is an electronic survey developed by this researcher and distributed through an independent vender named SurveyMonkey. This vender was able to bring the survey to all potential participants identified through email and an individually assigned web link. Even though the link to the survey is prefaced with a general consent letter, people may have become confused with the process and exited the email request. If potential respondents were unfamiliar with SurveyMonkey,

they may have deleted it looking to be cautious with their computer system. Future research may include a separate invitation letter to indicate to potential participants that they will be invited to participate in an online survey. This letter could explain the process making it more familiar for the targeted population.

The LSCI Staff Effectiveness Survey is a very long survey. It was separated into four sections including: School Culture, Life Space Crisis Intervention, Implementation and Use, and Demographics. There were seventeen general questions plus questions regarding their specific background. These general questions guided one hundred and two sub questions. The length of this survey instrument added to its complexity as it was a time consuming instrument often requiring participants to begin in one sitting and continue in another. It is recommended for future research that this instrument be modified to include some of the concepts revealed through the interview process such as using LSCI as a teaching tool, and/or recognizing patterns of behavior, addressing the individual needs of the student. It should also inquire about student and staff expectations and consistency of working with kids in general including those with behavioral concerns. The instrument was a long tool and was recommended to be reformatted into smaller pieces potentially delivered in several smaller segments. The questions were created using a six point Likert scale. This remained constant for a majority of the instrument but needed to change with some questions for grammatical purposes. In some of the questions the scaling needed to be reversed in order to appropriately measure the concept targeted. Participants needed to pay close attention to these questions as they were mixed within. The tool could be reformatted so that all of the questions follow the same structure to reduce on participant confusion.

School level versus individual level responses and analysis

The survey was structured to ask specific questions regarding staff persons' perceptions of their environment, LSCI and behavioral changes. The questions were about organization, but the data were from individuals. Surveys were completed by staff members in sixteen different schools, but there were usually only one or two respondents from each school: one had seven respondents, two had six apiece, and one had three, all the rest had one or two. So responses could not be combined to construct aggregate portraits or analysis for each school. Patterns that might have been unique to the circumstances of particular schools were necessarily obscured by the necessity of analyzing all of the responses together. This was a limitation to the study, but one that was almost inevitable, given the small number of people who have been trained in LSCI in most schools. In future studies it is recommended that specific schools be targeted for study. More staff members should become familiarized with LSCI either through formal training or refresher training. Then data should be collected from those who have not been trained, as well as those who have received training, both before and after implementation to better determine LSCI's impact and how it is implemented.

Response Bias

Some respondents to the survey were participants trained in LSCI by this researcher. It was felt to be a conflict of interest to follow up these participants with interviews as there was a greater possibility of information being skewed for personal reasons. Future research should involve more than one interviewer to reduce the potential for bias. Research could also target specific audiences of who were not trained by the researcher.

Some respondents may have demonstrated a bias based on their impressions of LSCI. Students who generally benefit from LSCI are those who demonstrate a pattern of inappropriate or unacceptable behavior. Sometime students, in trying to cope with their feelings, can verbally or physically attack staff creating counter-aggressive feelings and even fear (Long & Fecser, 2006). Working kids through their crisis situations may not result in the consequence that staff feels they deserve due to these fearful or counter-aggressive feelings. These feelings can influence one's thoughts on LSCI's effectiveness and the responses to this study. Future research should include a larger sample population to reduce the impact of this type of bias.

There were also an unequal number responses received per school. Some schools responded with over 50% of the targeted participants while others responded with as small as a single response from that school. This provides vary biased information as it is coming from a single point of view (Fowler, 2002; Babbie, 1990). The source of this bias is likely to be that the staff who did respond was more likely to be using LSCI and have an investment in the process. Creating a minimum number of respondents necessary from the onset would be an option for future studies. A researcher could also work with a targeted school from the beginning to encourage staff participation.

Perception Data

The items in this study are based in participants' perception of their environment and changes noted within. These will vary according to each person's personal experience. The results indicated by participants may not be reflected in the school's formal data. Future studies are recommended to establish a consistent, targeted student

behavior data collection system, in all schools that participate, that will account for behavioral changes not only in the school but in the classroom as well.

The participants selected for this study were also those trained in LSCI. Having this knowledge creates a perceptual frame of their environment that, again, may not be representative of the school. Future studies are recommended to implement a consistent, targeted student behavior data collection system monitoring changes not only with those staff members trained in LSCI but those who are not. This will highlight LSCI's influence on targeted behaviors.

Missing data

Data were collected for this study primarily through an electronic survey instrument. This tool was separated into four sections. There were a total of one hundred and two questions, including sub-questions. The response rates for questions at the beginning of the instrument were much higher than for those in later sections. The response rates for the third section that addressed the study's dependent variables was half that for the earlier sections. This could have been for a number of reasons including the length of the instrument and/or the comfort level of the staff member responding around the dependent variables. (My pilot test of the survey did not alert me to this possibility, presumably because all of those I had recruited to participate in the pilot were heavily invested in LSCI and thus more motivated to complete the entire survey than those who were eventually surveyed.)

Analysis of these data had to take these varying pieces of information into account when making conclusions. Analysis could only be conducted on the information that was available. This limited information on the program's overall effectiveness and

respondents' frequent observations that they found aspects of LSCI effective in dealing with individual students in crisis, leave room for two potential conclusions. One possible conclusion is that LSCI could be an effective school-wide strategy for reducing school violence, but was so poorly implemented in the schools involved in this study that we cannot tell how effective it potentially might be. The other possible conclusion is that it is unlikely to be an effective general strategy for reducing violence by itself, but it might still be useful as part of a multi-tiered approach. The survey findings from this study are consistent with either conclusion, and the interview findings provide some evidence for each.

Future research should target specific school buildings looking to implement LSCI. It should collect pre and post implementation data including observations and interviews. This would reduce the opportunity to have missing data along with providing a clearer picture of the role LSCI can play in a school.

Cohort trained within building

This study targeted those members of a school who have been certified in LSCI and work where there are at least three other LSCI certified staff members working. This number was established as it was felt that having at least three members of a school staff being LSCI certified the potential of them being able to collaborate and support each others' efforts would be greater. Although this theory sounds reasonable on paper it did not take into account that three staff members out of a staff of one hundred and fifty is not the same as three staff out of a staff of forty five. Having a greater LSCI certified staff ratio creates more of an opportunity to have influence with other staff members. Future studies are recommended to target schools of equal size and LSCI trained staff

ratios. This should better display consistency of LSCI on behavioral changes displaying the influence of a schools culture.

The study also didn't account for the type of building chosen. The study included elementary, middle and high schools. All have very different type of schedules and designs which significantly influences staff members' ability to be flexible, collaborate and debrief. Future studies are recommended to focus around the middle and high school levels. It is at that level that students' language skills are typically developed enough to reap the full benefits of a LSCI interview. At this level, with a carefully developed consistent, targeted behavioral data collection system, a clearer representation of LSCI's impact may be seen.

Reliability and Validity

Overall, the values of Cronbach's alpha for nearly all of the variables used in this study were above 0.80, which is the recommended minimum alpha level for widespread use of a scale of measurement (Carmines, 1990). The only exceptions were the alphas for the independent variable *training and support* ($\alpha=0.795$) and the dependent variable of *classroom academic participation/performance* ($\alpha=0.788$). Cronbach's α is an indicator of the reliability of a scale, which is a necessary, though not sufficient, condition for establishing the validity of the scale. Validity is a concern for this study as the LSCI Staff Effectiveness Survey was developed and used for the first time. Future research should include more testing of this instrument along with adding specific questions inquiring about how LSCI is used, such as a teaching tool and/or recognizing patterns of behavior, addressing the individual needs of the student. It should also inquire about student and staff expectations and consistency of working with kids in general

including those with behavioral concerns. The instrument is a long tool and is recommended to be reformatted into smaller pieces.

This study primarily collected information via a closed format. This contributed to the reliability and validity of the study. There were some options for open ended comments throughout the survey instrument. There were few response to these options noted. The primary information from the survey came from the scaled items. The follow-up interviews added insight to the survey responses along with noting areas that were overlooked in the survey development. These interviews were semi-structured using only guiding questions to move through conversations. This influenced the reliability and the validity of the study by interfering with this studies' ability to be replicated. Future studies are recommended to add some overlooked concepts. Some of these were how LSCI is used as a teaching tool and how is used for recognizing patterns of student behavior. Future studies should also inquire about student and staff expectations and consistency of working with kids including those with behavioral concerns. The instrument is a long tool and is recommended to be reformatted into smaller pieces.

Generalizability

This study is limited by the fact that it will only be generalizable to the target population of those certified in LSCI working within a public school. Results of this study might be quite different if in a residential or day treatment facility where LSCI might be used. These school designs are very different and were felt to be out of the scope of this study. Future studies may include targeting specific schools and providing an overview of LSCI to the entire staff. The instrument could be administered in sections

offering only those pieces that are targeted to inquire about school culture and behavioral changes to all of the staff. This would create a clearer picture of the school.

The survey instrument was specifically created so it could be used to replicate the study with a similar participant base. Most of the information was designed to be gathered through structured closed format questions. This aids in the replication of the study (Babbie, 1990). The study itself included semi-structured interviews, which influences the study from being generalized into other situations (Bogden & Biklen, 2003). These interviews, although very important, may vary from situation to situation. Those responses will be based in that participant's specific experiences and environment.

Regarding the generalizability of these findings, future research that includes a larger sample pool would be of interest. In particular it would be interesting to see what differences there are between staff of larger and smaller schools where LSCI has been identified as a school initiative.

Self-Reporting

The majority of information gathered in this study relied on self-reporting. The first part of the process was to administer an electronic survey. This survey was delivered via an independent web-survey company with individual invitations to participate. The LSCI Staff Effectiveness Survey asked for participants to self-report on their perceptions and experience related to LSCI and their school. It is conceivable that some respondents may have over or under estimated their use and effectiveness of LSCI. Respondents are basing their responses on their understanding of LSCI and memory of interventions. This information may be skewed based on the staff person's successful intervention rate along with their understanding of the questions. There may also be a

degree of embarrassment for respondents who feel that they are not doing what they should regarding their use and understanding of LSCI. Some respondents might also fear that their responses would be shared with building administration making the respondent susceptible to repercussions, as parts of the survey instrument can be reflective of building and district leadership. For the purposes of this study, the limitations related to self-reporting data should be considered as they may have an effect on responses as well as response rate. Future studies should target a larger audience within a single school. This way information gathered from a school would be thematic in nature and representative of a larger pool instead of a select few. This not only would provide a better representation of LSCI's true impact, but provide more confidential findings.

The second part of the study was to conduct participant face to face interviews. Invitations were only sent to those from specific schools who had multiple responses from their schools. After multiple attempts only nine participants chose to participate. There was a previously developed relationship between this researcher and those members interviewed through the longevity and collaborative opportunities of working in the same geographic region. This relationship may have influenced some participant responses during the interview in that respondents may have attempted to answer in a manner that they felt the interviewer wanted them too. Respondents may have also been looking to, in a sense, impress the interviewer by pre-reading material before the interview to ensure that they were using the correct terminology. Participants also knew that the interviewer was interviewing other members in their building. This may have created some internal pressure to respond in a certain way as to influence the validity of their responses. Future research may include multiple interviewers targeting a non-

familiar group of participants. Interview requests may include a brief summary of LSCI to refresh participants' memories attempting to reduce the uncomfortableness of being potentially unfamiliar with the material.

The last part of this study was to examine reported data from participant districts' annual NYS Report Cards and VADIR reports. Although this information is gathered through data collection throughout the year, this information is generally based in subjectivity. Administrations definitions of reported behaviors may vary from place to place providing inconsistencies among reports. Developing and implementing a consistent, targeted student behavior collection system with clear definitions of what is to be collected would be recommended for future research regarding the impact of LSCI.

Information is also reported less objectively at the State level. As mentioned earlier, suspension data, as reported on a districts annual report card, is presented by the number of students that have been suspended without noting the number of days and frequency that student was suspended. Suspension data noted in days of suspension along with how frequently a student is suspended may display potential changes that otherwise would be overlooked. Reporting information this way will not demonstrate the immediate impact LSCI would have on students as LSCI is structured to use the crisis moments as a teachable one. With that being said, there should still be a consequence for a student's inappropriate or unacceptable behavior as part of the learning process, which may include suspension. Missing this information hides the potential impact of LSCI. Future research may include developing and implementing a consistent, targeted student behavior collection system with clear definitions to better assess the influence of LSCI.

Scope of this study

This study addresses the effectiveness of LSCI in reducing school violence and supporting students' continuation in school. This was a broad scope study including factors relating to school culture, LSCI purpose, results and perceptions. Due to the small pilot study sample, scales needed to be developed using respondent information as opposed to presetting the scales. Presetting scales will assist in providing consistency to the information as opposed to looking for that information from within.

Future study is needed to examine schools where LSCI is truly built into the culture. As noted in this case, assumptions were made regarding the extent to which LSCI was to be used in their schools. A more targeted study on schools who state that LSCI is a building initiative would yield more conclusive results regarding LSCI's effectiveness in reducing school violence.

Ideally, it would have been more appropriate to calculate scores on each variable for each school, but the population was too small to report valid responses. Targeting specific schools who claim LSCI as being a school initiative may bring a higher N per school than noted in this study.

Incomplete surveys

Other limitations noted with this study were incomplete surveys and unequal school response rates. The surveys themselves were long and time consuming. They were a combination of both closed and open formats. Information gathered was stronger at the beginning of the instruments and then tapered as the survey progressed. This corresponded to what is noted in the literature surrounding survey research (Fowler, 2002). The specific information regarding perceived changes in student behavior was

addressed near the end of the document. This may have yielded a higher response rate if it were positioned toward the beginning of the survey. The survey also could have been administered in two phases. Phase one could target perceived changes in school violence and how LSCI was introduced and implemented in their school. Phase two could target school culture to shorten the perceived time it would take to complete the survey instrument.

In closing

The study left this researcher with two thoughts regarding the effective implementation of LSCI as a school-wide strategy for reducing school violence. The thought that LSCI can be effective as a school-wide strategy that happened to be poorly implemented or that LSCI is not appropriate for school-wide implementation but might still be a valuable part of a school violence prevention/reduction continuum working within a multi-tiered system. These thoughts come from two different perspectives and need further exploration. LSCI is potentially most effective at the classroom level, even though there were relatively few classroom teachers that responded. Clearly parts of LSCI can be effectively implemented by individuals who are called in to work intensively with students in crisis. That might mean the LSCI advocates should rethink their insistence that everyone should receive that same intensive level of training. But LSCI's basic logic and some of its intervention strategies clearly pertain to how educators respond when students show initial signs of violence and/or other disruptive behavior. Systems cannot respond quickly if classroom teachers don't know what to look for and what their first response should be. That implies the need for some general school-wide training and follow-through, and not the piecemeal implementation documented in both

the survey and interview data collected. It is recommended that future studies target specific schools, documenting from the beginning stages of implementation, through training, into practice. This will more clearly determine whether LSCI is better suited for broad implementation or for use with targeted audiences.

The study noted the importance of the school administrator as they relate to LSCI. It highlights through the interviews that it was the leadership of a school administrator, who not only supplies the training and support, but is the pivotal factor that drives the implementation of any broad initiative. This study also points out that LSCI provides tools for working students through crisis, making each situation and opportunity for learning. School administrators are often involved at the level of the crisis and require effective tools to successfully work the students through that process. This is an area that administrators are often not prepared for through their administrative training but often is expected especially in their first administrative position.

Overall, the study itself did not supply the answers this researcher was looking for. It was expected that the results would indicate that LSCI was a powerful tool that serves to reduce violence and promote retention in all or most of the schools that participated. This researcher also expected that when staff went through the LSCI training they left with the tools they needed to go back to their class and make a difference there and in their school. I expected that their school violence rates, reflected in student suspensions would indicate a change that could be linked to LSCI. Unfortunately, this was not the case. What this study has done is provide a direction for future studies. It presents some evidence that suggests that disruptive and inappropriate student behavior have decreased in the schools where staff members received LSCI

training, and some evidence that staff members have found that training useful in responding the crises of individual students, but it found no evidence that staff members associate improvement in overall student behavior with LSCI's implementation. The study presents some evidence that LSCI might be an effective strategy for reducing overall levels of school violence, but that it was so poorly implemented in the schools involved in this study, that that potential was not realized. It presents other evident that suggests that LSCI is unlikely to be an effective strategy on its own, but that it might be a valuable part of a broader, multi-tiered strategy. These are all possibilities that need further study.

Appendix A

LSCI Effectiveness Staff Survey Instrument

LSCI Effectiveness Staff Survey Instrument

1. LSCI Effectiveness Staff Instrument Introduction

I would like to take this opportunity to thank you for your voluntary participation in this online survey. Participation in this study is strictly confidential and will be used for this research project only. A few of you will be contacted following your survey completion to further investigate your thoughts and opinions surrounding the effectiveness of LSCI.

This survey is estimated to take approximately 30 minutes to complete based on pilot testing.

There are four sections examining various aspects of LSCI including your School Culture, Life Space Crisis Intervention, Implementation and Use, and Demographics.

It is my hope that the information revealed through this project will help school leaders make positive decisions with regards to issues surrounding school violence and drop out rates.

Again, I want to thank you for your time and effort.

Please begin by clicking on the word "next" below.

LSCI Effectiveness Staff Survey Instrument

2. School Culture

1. How accurate is each of the following statements in describing your school's culture?

	Very Inaccurate	Somewhat Inaccurate	As Accurate As Not	Somewhat Accurate	Very Accurate	N/A
a. My school creates an environment of respect and pride.	<input type="radio"/>					
b. Respect and pride are two of my school's core beliefs.	<input type="radio"/>					
c. My school encourages students to be respectful at all times.	<input type="radio"/>					
d. My school encourages students that do not fit into a natural peer group to participate in school.	<input type="radio"/>					
e. Students at my school are encouraged to join in-school clubs and/or after school activities such as school government, music and athletics.	<input type="radio"/>					
f. Students are encouraged to participate in community-based activities such as Pop Warner or Girl Scouts.	<input type="radio"/>					
g. There are few activities extra-curricular activities offered at my school for students to participate in.	<input type="radio"/>					
h. Student competition for participation in extra-curricular activities limits student involvement.	<input type="radio"/>					
i. Student attendance is regularly discussed with building staff and addressed at my school.	<input type="radio"/>					
j. Positive student actions are regularly addressed through community involvement recognition ceremonies such as newspaper articles and parent/student dinners.	<input type="radio"/>					
k. Positive student actions are addressed through building-wide recognition ceremonies such as student of the month pep rallies.	<input type="radio"/>					
l. Positive student actions are addressed with in-class	<input type="radio"/>					

LSCI Effectiveness Staff Survey Instrument

recognition such as "Gotcha" certificates or other in-class awards.

m. My district/school recognizes staff members new learning in internal ceremonies such as staff meetings or being placed in mentor type relationships

<input type="radio"/>					
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

n. My district/school recognizes staff members new learning in public ceremonies such as board of education presentations

<input type="radio"/>					
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

2. How accurate is each of these statements in describing your school's approach to student behaviors.

	Very Inaccurate	Somewhat Inaccurate	As Accurate As Not	Somewhat Accurate	Very Accurate	N/A
a. Utilizes a character education program	<input type="radio"/>					
b. Encourages co-teaching	<input type="radio"/>					
c. Creates cooperative learning opportunities	<input type="radio"/>					
d. Has developed small learning communities (such as a house system)	<input type="radio"/>					
e. Works to keep student class sizes small	<input type="radio"/>					
f. Provides direct instruction in social skills	<input type="radio"/>					
g. Provides supervised, safe de-escalation locations	<input type="radio"/>					
h. Supports student removal from the classroom as the primary response to student behaviors	<input type="radio"/>					
i. Uses in-school suspension as a primary response to student behaviors	<input type="radio"/>					
j. Uses out-of-school suspension as a primary response to student behaviors	<input type="radio"/>					
k. Participates in alternative student programming due to behavioral reasons	<input type="radio"/>					
l. Makes referrals to special education as a primary response to student behaviors	<input type="radio"/>					

LSCI Effectiveness Staff Survey Instrument

3. How often does your school rely on each of the following positions for assisting students in finding alternatives to violence?

	Rarely	Not very often	As ooften as not	Often	Frequently	N/A
a. Social worker	<input type="radio"/>					
b. Guidance Counselor	<input type="radio"/>					
c. An Administrator	<input type="radio"/>					
d. The Student's Classroom Teacher	<input type="radio"/>					
e. Psychologist	<input type="radio"/>					
f. Intervention Team	<input type="radio"/>					

4. Are supports built into your school to assist with violence prevention?

	Yes	No	N/A
Besides LSCI, does your school subscribe to a formal violence prevention program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is it regularly used?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. If your school subscribes to a formal violence prevention program please identify it and describe it here.

(Please include the programs basic features)

LSCI Effectiveness Staff Survey Instrument

3. Life Space Crisis Intervention

1. LSCI has been used in my school for:

- Less than 3 years
- 3-5 years
- More than 5 years
- LSCI is not currently being used in my school
- LSCI was used in my school but is not any longer

LSCI Effectiveness Staff Survey Instrument

2. How accurate are these statements regarding how LSCI and the Conflict Cycle are being used in your school/class?

(The Conflict Cycle is the cycle of an Irrational Belief compounded by a stressful event, leading to specific feelings, moving to visible actions or behaviors, triggering adult reactions)

	Very Inaccurate	Inaccurate	As Accurate as Not	Accurate	Very Accurate	N/A
a. The "Conflict Cycle" is taught only when working a student through a crisis.	<input type="radio"/>					
b. The "Conflict Cycle" is taught to specific students after an initial crisis situation and reflected on if further incidents occur.	<input type="radio"/>					
c. The "Conflict Cycle" is taught to all students in my school.	<input type="radio"/>					
d. The "Conflict Cycle" is taught to students in my class.	<input type="radio"/>					
e. I use the conflict cycle to assist students in understanding their reactions to stressful events.	<input type="radio"/>					
f. When using LSCI, staff in my school tends to work together as a team for working students through a crisis.	<input type="radio"/>					
g. In my school, multiple staff members are used to complete a single LSCI interview.	<input type="radio"/>					
h. Staff in my school take time to discuss experiences using LSCI.	<input type="radio"/>					
i. I have found LSCI, or at least pieces of LSCI, to be effective when working with students in crisis.	<input type="radio"/>					
j. The space required to perform an LSCI interview has interfered with its effectiveness.	<input type="radio"/>					
k. The time required to perform an LSCI interview has interfered with its effectiveness.	<input type="radio"/>					
l. Other people's perception of what happens during an LSCI interview interferes	<input type="radio"/>					

LSCI Effectiveness Staff Survey Instrument

with its effectiveness.

m. LSCI is not being used at my school.

3. Please feel free to comment on your experience working with others when conducting a LSCI interview.

4. When conducting an LSCI interview, how frequently do you address each of the following stages?

	Rarely	Not very often	As often as not	Often	Frequently	N/A
Drain-Off (allowing the students to release some of the emotion of the stressful event)	<input type="radio"/>					
Timeline (putting together the sequence of events leading up to the crisis incident from the student's perspective)	<input type="radio"/>					
Central Issue (when the interviewer realizes what is the root cause of the incident)	<input type="radio"/>					
Student Insight (leading the student in understanding what is the true cause behind the stressful event)	<input type="radio"/>					
New Skill (teaching the student new ways to react to stressful events along with addressing the irrational belief through cognitive restructuring)	<input type="radio"/>					
Transfer of Training (preparing the student to re-enter their typical schedule along with accepting any consequence they may have accumulated as a result of their behavior)	<input type="radio"/>					

LSCI Effectiveness Staff Survey Instrument

5. Please indicate how often you use these LSCI Interventions when working students through crisis situations.

	Rarely	Not very often	As often as not	Often	Frequently	N/A
Red Flag ((Carry-In, Carry-Over, Tap-In) importing a problem or stressful event from one setting to another)	<input type="radio"/>					
Reality Rub (having a distorted sense of reality)	<input type="radio"/>					
New Tools (having the right idea-wrong behavior)	<input type="radio"/>					
Symptom Estrangement (being comfortable with their inappropriate actions)	<input type="radio"/>					
Massaging Numb Values (guilt drives their behaviors)	<input type="radio"/>					
Manipulating Body Boundaries ((false friendship, the set-up) involves two or more students with one student manipulating others)	<input type="radio"/>					

LSCI Effectiveness Staff Survey Instrument

4. Implementation and Use

1. How accurate are the following statements regarding how LSCI was introduced in your school or district.

	Very Inaccurate	Inaccurate	As Accurate as Not	Accurate	Very Accurate	N/A
a. Was introduced as a district initiative	<input type="radio"/>					
b. Was introduced as a school initiative	<input type="radio"/>					
c. There was no organized plan for LSCI's introduction	<input type="radio"/>					
d. Members of my building/district conducted research finding that LSCI would meet our current needs.	<input type="radio"/>					
e. Administration, or an administrator introduced LSCI to the building/district	<input type="radio"/>					
f. I worked with a group from my school to bring LSCI to my building	<input type="radio"/>					
g. My administrator signed me up for the training	<input type="radio"/>					
h. Some people from my building were participating in a local LSCI training so I decided to join them	<input type="radio"/>					
i. I heard about LSCI training in my area and took the initiative to participate	<input type="radio"/>					
j. My district provided me release time to be trained in LSCI	<input type="radio"/>					
k. My district provided me release time for follow-up training and debriefing	<input type="radio"/>					
l. My district covered my expenses for the training including registration and appropriate travel	<input type="radio"/>					
m. My district offered opportunities for follow-up training with my original trainer	<input type="radio"/>					
n. There were opportunities for casual follow-up training such as study groups	<input type="radio"/>					
o. My district offered salary changes as per professional development language of the contract for participating in LSCI	<input type="radio"/>					

LSCI Effectiveness Staff Survey Instrument

2. Approximately how many staff members in your school have been trained in LSCI?

- A select few
- 4-7, some with regular direct student contact
- 4-7, most with regular direct student contact
- 8-10, some with regular direct student contact
- 8-10, most with regular direct student contact
- 11 or more, some with regular direct student contact
- 11 or more, most with regular direct student contact

3. How accurate are the following statements regarding how your district/school encourages the use of LSCI?

	Very Inaccurate	Inaccurate	As Accurate as Not	Accurate	Very Accurate	N/A
a. My district/school assesses our use of LSCI	<input type="radio"/>					
b. My district/school has made LSCI part of its vision thereby encouraging LSCI's use	<input type="radio"/>					
c. The staff in my school/district use LSCI as a way to communicate with students in crisis.	<input type="radio"/>					
d. My school/district does not directly encourage the use of LSCI	<input type="radio"/>					
e. There is reservation at my school regarding LSCI implementation due to the amount of time required for training.	<input type="radio"/>					
f. There is reservation at my school regarding LSCI implementation due to the total cost of having staff members trained.	<input type="radio"/>					
g. My school/district discourages staff from using LSCI by highlighting LSCI's use when situations end poorly	<input type="radio"/>					
h. I am not aware of LSCI being used in my school/district	<input type="radio"/>					

LSCI Effectiveness Staff Survey Instrument

4. Please indicate what kind of changes noticed, regarding your students below listed behavior, since your LSCI training (whether or not you think the changes may be related to your LSCI training).

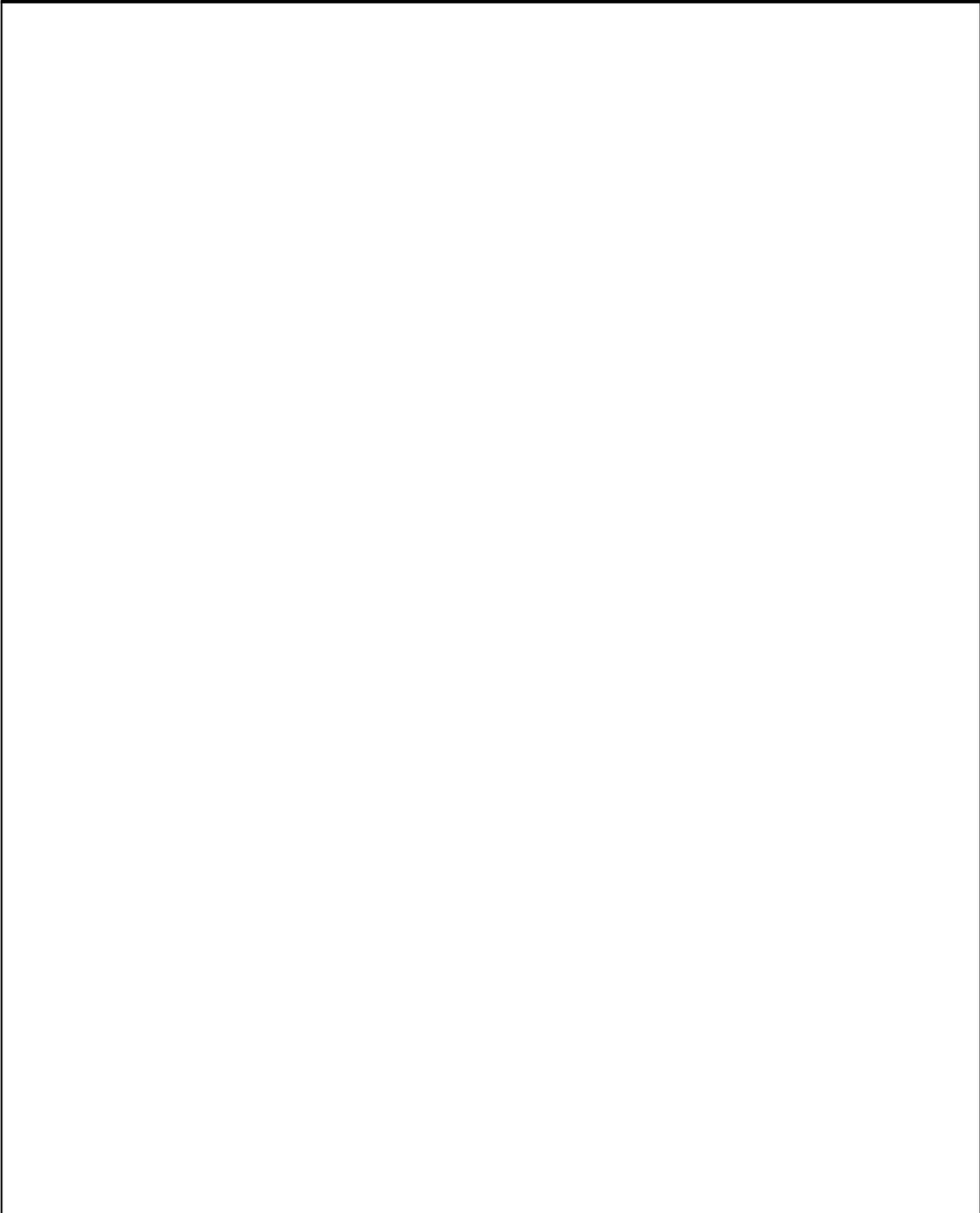
(If you are not assigned to a specific class, only respond to the "In Your School" section.)

	In Your Class	In Your School
a. Swearing	<input type="text"/>	<input type="text"/>
b. Fighting	<input type="text"/>	<input type="text"/>
c. Bullying	<input type="text"/>	<input type="text"/>
d. Vandalism	<input type="text"/>	<input type="text"/>
e. Stealing	<input type="text"/>	<input type="text"/>
f. Absenteeism	<input type="text"/>	<input type="text"/>
g. Harassment	<input type="text"/>	<input type="text"/>
h. Sexual harassment	<input type="text"/>	<input type="text"/>
i. Threats of physical violence	<input type="text"/>	<input type="text"/>
j. Refusal to report to an assigned area	<input type="text"/>	<input type="text"/>
k. Referrals to special education	<input type="text"/>	<input type="text"/>
l. Referrals to out of school placements	<input type="text"/>	<input type="text"/>
m. Horseplay	<input type="text"/>	<input type="text"/>
n. Misuse of equipment	<input type="text"/>	<input type="text"/>
o. Tardiness	<input type="text"/>	<input type="text"/>
p. Insubordination	<input type="text"/>	<input type="text"/>
q. Directed vulgarity	<input type="text"/>	<input type="text"/>
r. Homework completion	<input type="text"/>	<input type="text"/>
s. Academic participation	<input type="text"/>	<input type="text"/>
t. Academic performance	<input type="text"/>	<input type="text"/>

Comments

5. Please take a few moments and share an experience with LSCI.

LSCI Effectiveness Staff Survey Instrument



LSCI Effectiveness Staff Survey Instrument

5. Demographics

1. How many years have you been a teacher or other school professional?

(This response only accepts numbers)

Years I have worked in
education

2. What is your current employment status?

- Probationary (tenure track)
- Tenured
- Temporary/Contract Employee

Other (please specify)

3. What is the name of the school district you are currently employed with?

4. What is the name of the school you are currently assigned to?

5. Which of the following describes your current position?

- Regular subject classroom teacher
- Special education teacher
- Special subject teacher
- Administrator
- Specialist (Psychologist, Counselor, etc)
- Teaching Assistant

Other (please specify)

LSCI Effectiveness Staff Survey Instrument

6. Which of the following comes closest to indicating your highest level of education?

- High School diploma
- Some college credits
- Associates degree
- Bachelors degree or equivalent
- Some graduate training
- Masters degree
- Graduate work beyond a Masters degree
- Graduate degree beyond the Masters

Other (please specify)

7. What is your gender?

- Female
- Male

8. Please add any additional information that you feel would be important to understanding the effectiveness of LSCI in your setting.

Appendix B

Breakdown of Staff Trained in LSCI within the scope of this Study

Participant Listing

School	Number of Participants in the survey	District	Number of Participants in the follow up interviews
ES-A	1	District 1	
ES-E	2	District 1	
ES-B	1	District 2	
ES-D	6	District 3	3
MS-K	2	District 3	
HS-O	7	District 3	3
ES-3	2	District 4	
ES-H	1	District 4	
MS-J	3	District 4	
ES-F	1	District 5	
HS-N	2	District 5	
ES-G	1	District 6	
HS-P	1	District 6	
MS-I	1	District 7	2
MS-L	6	District 8	
MS-M	1	District 9	1
16	38	9	9

Appendix C

IRB Approval for Conducting Survey Study



SYRACUSE UNIVERSITY
Institutional Review Board
MEMORANDUM

TO: Joseph Shedd
DATE: September 22, 2010
SUBJECT: **Expedited Protocol Review - Approval of Human Participants**
IRB #: 10-177
TITLE: *The Role Life Space Crisis Intervention Plays in Reducing Violence and Supporting Students' Continuation in Public Schools*

The above referenced protocol, submitted for expedited review, has been evaluated by the Institutional Review Board (IRB) for the following:

1. the rights and welfare of the individual(s) under investigation;
2. appropriate methods to secure informed consent; and
3. risks and potential benefits of the investigation.

Through the University's expedited review process, your protocol was determined to be of no more than minimal risk and has been given **expedited approval**. It is my judgment that your proposal conforms to the University's human participants research policy and its assurance to the Department of Health and Human Services, available at: <http://www.orip.syr.edu/humanresearch.html>.

Your protocol is approved for implementation and operation from **September 22, 2010** until **September 21, 2011**. If appropriate, attached is the protocol's approved informed consent document, date-stamped with the expiration date. This document is to be used in your informed consent process. If you are using written consent, Federal regulations require that each participant indicate their willingness to participate by signing the informed consent document and be provided with a copy of the signed consent form. Regulations also require that you keep a copy of this document for a minimum of three years.

CHANGES TO APPROVED PROTOCOL: Proposed changes to this protocol during the period for which IRB approval has already been given, cannot be initiated without IRB review and approval, except when such changes are essential to eliminate apparent immediate harm to the participants. Changes in approved research initiated without IRB review and approval to eliminate apparent immediate hazards to the participant must be reported to the IRB within five days. Protocol changes are requested on an amendment application available on the IRB web site; please reference your IRB number and attach any documents that are being amended.

CONTINUATION BEYOND APPROVAL PERIOD: To continue this research project beyond **September 21, 2011**, you must submit a renewal application for review and approval. A renewal reminder will be sent to you approximately 60 days prior to the expiration date. *(If the researcher will be traveling out of the country when the protocol is due to be renewed, please renew the protocol before leaving the country.)*

UNANTICIPATED PROBLEMS INVOLVING RISKS: You must report any unanticipated problems involving risks to subjects or others within 10 working days of occurrence to the IRB at 315.443.3013 or orip@syr.edu.

Office of Research Integrity and Protections
 121 Bowne Hall, Syracuse, New York 13244-1200
 (Phone) 315.443.3013 ♦ (Fax) 315.443.9889
orip@syr.edu ♦ www.orip.syr.edu

STUDY COMPLETION: The completion of a study must be reported to the IRB within 14 days.

Thank you for your cooperation in our shared efforts to assure that the rights and welfare of people participating in research are protected.



Kathleen King, Ph.D.
IRB Chair

Note to Faculty Advisor: This notice is only mailed to faculty. If a student is conducting this study, please forward this information to the student researcher.

DEPT: Teaching & Leadership, 150 Huntington Hall

STUDENT: John E. Ramin

Appendix D

Survey Consent Letter



SYRACUSE UNIVERSITY

SCHOOL OF EDUCATION
TEACHING AND LEADERSHIP PROGRAMS

The Role Life Space Crisis Intervention Plays in Reducing Violence and Supporting Students' Continuation in public Schools

Dear Colleague:

My name is John Ramin and I am coordinating a research project on the effectiveness of Life Space Crisis Intervention (LSCI) in reducing school violence. This collaborative project between Syracuse University's Department of Teaching and Leadership and Oswego County BOCES is intended to add to the research base pertaining to school violence prevention. It will also assist school districts in evaluating the effectiveness of participating in LSCI as a means of addressing school violence. As someone who has been trained in LSCI and who is likely to have had at least some experience in using it, your response to this online survey would be valuable and greatly appreciated. I hope that you will find the opportunity to reflect on your experience with LSCI, and to receive a follow-up report of general findings from the study, to be of personal interest and professional value.

Your participation in this study is entirely voluntary. You may decline to participate, without any penalty, simply by declining to complete the survey. (Completing it will constitute your consent to participate.) While the questions are not particularly sensitive, and do not ask you for information about any specific situation you may have faced, you may skip over any question that you would feel uncomfortable answering. The survey itself is strictly confidential with your participation only being known to this researcher. Neither you nor your school will be identified in any report of data from the survey, and any responses to open-ended questions that might inadvertently identify either you or your school will be edited to ensure that they do not. You may skip over any question that you would feel uncomfortable answering. Given the nature of this study, we have assured the University's Institutional Review Board that you and all others being asked to participate are 18 years or older. This online survey takes approximately 25-30 minutes to complete.

Here is a link to the survey: <http://www.surveymonkey.com/s.aspx> This link is uniquely tied to this survey and your email address and only open for 21 days. Please do not forward this message.

If you are unable to complete this survey in one sitting, that's ok. The survey is designed to save all that you have entered when you click the word "next." When you are able to finish the survey you can go back to this email and select the link again. It should bring you back to the section you left off at.

Syracuse University
IRB Approved

Consent Form 1, Electronic survey consent – p. 1

EXPIRES

SEP 21 2011

Following the close of this survey, some participants will be contacted requesting an interview to discuss their experiences with LSCI. This is intended to provide a more comprehensive understanding of the role LSCI has in reducing school violence. Again, your participation in this part of the study would be entirely voluntary and confidential. Responding to this survey would not commit you to participate in these follow-up interviews.

At this point, I would like to thank you in advance for your participation! If you have any questions or concerns, please do not hesitate to contact me. You may also contact the Syracuse University faculty member overseeing this study, Dr. Joseph Shedd at jbshedd@syr.edu. You may also contact the Syracuse University Institutional Review Board at 315-443-3013 if you have any questions about your rights as a research participant, if you have any questions, concerns, or complaints that you would like to address to someone other than me, or if you have tried to reach me or my adviser and have been unable to do so.

Sincerely,

John E. Ramin
LSCI Effectiveness Project Coordinator

Art Education, Educational Leadership, Elementary Education, Inclusive Education, Mathematics Education,
Music Education, Science Education, Social Studies Education, Special Education, Teaching and Curriculum

150 Huntington Hall – Syracuse, New York 13244-2340 – 315-443-1121 – 443-1468 – 443-2684 – 443-2685

Syracuse University
IRB Approved

EXPIRES

SEP 21 2011

Consent Form 1, Electronic survey consent – p. 2

Appendix E

Survey Responses

Participant Responses

Participant Code	2_1_b	2_1_c	2_1_d	2_1_e	2_1_f	2_1_g	2_1_h	2_1_i	2_1_j	2_1_k	2_1_l	2_1_m	2_1_n	2_2_a	2_2_b	2_2_c	2_2_d	2_2_e	2_2_f
1-MS-K	4	4	4	4	4	4	2	5	5	4	3	3	2	2	4	4	3	4	2
1-MS-L	4	4	4	4	4	1	1	3	3	2	2	2	3	2	5	4	4	2	2
1-MS-J	4	5	4	6	6	5	6	5	4	5	5	4	3	4	4	4	6	4	5
1-MS-I	5	5	5	5	4	1	1	5	5	5	4	4	4	5	5	4	1	4	3
1-ES-D	5	5	4	4	4	4	3	4	5	3	4	4	6	5	4	4	6	2	3
1-HS-O		5	5	4	5	1	4	5	5	5	4	5	4	5	5	4	3	4	4
2-HS-O	3	2	3	4	5	4	5	3	4	3	1	1	1	1	1	2	1	2	1
2-MS-L	4	4	5	4	4	4	2	2	3	1	1	1	1	1	2	2	1	3	1
2-ES-D	1	1	1	1	1	1	6	1	1	1		1	1	1	1	1	1	1	1
1-ES-B	4	5	3	4	5	4	1	2	4	4	4	4	4	4	5	5	1	5	3
3-ES-D	5	5	4	6	4	6	6	4	5	5	5	4	3	5	4	4	6	5	4
4-ES-D	2	2	1	4	5		3	2	6	6	6	5	5	2	3	2	2	2	2
1-ES-3	4	4	5	6	6	5	6	4	6	6	5	4	4	4	4	5	4	4	4
3-MS-J	4	3	4	4	3	2	2	2	3	3	4	2	2	3	4	4	5	5	2
3-MS-L	5	5	5	5	5		2	5	5	4	2	2	5	4	4	5	5	4	3
1-ES-F	4	5	5	5	5	4	2	5	5	5	5	5	3	5	4	5	5	3	4
1-ES-E	4	5	5	3	4	4	1	2	4	3	5	1	2	5	5	5	4	2	3
1-ES-H	5	5	4	6	3	5		6	4	4	5	5	5	5	5	5	5	5	5
2-MS-K	5	5	5	5	4	3	3	5	3	5	5	3	3	3	4	4	5	4	3
1-MS-M	5	5	4	5	5	1	1	5	4	5	5	3	3	5	5	5	5	5	5
4-MS-L	5	5	3	5	5	1	3	5	5	4	5	4	4	1	4	5	3	1	1
3-MS-K	5	5	5	5	5	1	1	5	4	1	4	4	4	5	3	3	3	5	4
2-ES-E	5	5	5	5	5	1	1	3	3	4	4	4	4	5	5	5	3	3	3
3-HS-O	4	4	4	4	3	2	3	4	5	4	5	1	1	2	3	2	1	3	1
4-HS-O	4	5	4	5	4	1	1	4	5	4	4	2	2	3	3	3	2	4	4
1-HS-N	4	4	4	4	3	1	1	4	5	5	2	4	4	2	5	4	2	2	2
4-MS-J	4	4	3	4	2	2	1	4	4	4	4	3	3	1	1	3	5	5	1
2-HS-N	3	3	4	4	3	1	3	4	4	4	3	5	5	4	5	4	3	4	4
1-ES-A	4	5	4	5	3	2	4	3	4	2	2	3	4	4	4	5	1	4	3
5-HS-O	5	5	5	5	4	2	2	3	4	4	4	3	3	4	4	4	4	5	5
5-MS-L	5	4	3	3	3	4	3	5	2	3	4	5	5	5	5	5	5	4	3
1-MS-G	5	5	5	5	4	4	6	4	2	4	5	4	2	5	5	5	6	4	4
1-HS-P	5	5	5	5	4	4	4	5	5	5	3	3	3	5	4	4	2	2	4

Participant Responses

Participant Code	2_1_b	2_1_c	2_1_d	2_1_e	2_1_f	2_1_g	2_1_h	2_1_i	2_1_j	2_1_k	2_1_l	2_1_m	2_1_n	2_2_a	2_2_b	2_2_c	2_2_d	2_2_e	2_2_f
5-MS-J	5	5	5	4	4	1	2	5	5	5	3	4	4	2	2	4	4	4	4
6-HS-O	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2
5-ES-D	4	4	3	4	5	2	4	4	4	1	2	1	1	3	5	5	5	4	2
6-MS-L	4	4	4	5	5	4	4	5	4	4	4	3	3	4	4	4	4	4	3
6-ES-D	4	5	4	6	4	4	2	4	4	4	3	4	2	5	5	5	5	4	4

Participant Responses

Participant Code	2_2_g	2_2_h	2_2_i	2_2_j	2_2_k	2_2_l	2_3_a	2_3_b	2_3_c	2_3_d	2_3_e	2_3_f	2_4_a	2_4_b	3_1	3_2_a	3_2_b	3_2_c	3_2_d
1-MS-K	4	2	3	3	3	2	3	4	5	3	3	1	2	2	2	3	3	1	3
1-MS-L	4	3	4	4	2	2	6	4	4	4	4	4	2	3	4	6	6	1	1
1-MS-J	2	4	2	2	1	1	5	6	5	5	5	5	1	1	2	3	4	2	6
1-MS-I	2	4	4	4	1	1	2	4	4	4	4	1	2	2	1	1	1	1	3
1-ES-D	4	4	4	4	4	6	6	4	3	5	4	6	2	2	2	6	6	2	2
1-HS-O	4	4	5	5	4	3	5	4	5	3		5	2	3	1	3	3	3	3
2-HS-O	2	5	6	6	3	1	5	5	5	5	5	6	2	3	4	6	1	1	1
2-MS-L	1	4	5	4	3	1	3	5	4	5	3	1	2	2	4	1	1	1	3
2-ES-D	1	2	2	2	1	2	4	4	4	4	4	4	3	3	2	2	4	2	6
1-ES-B	1	1	1	1	2	1	4	3	5	4	4	4	2	3	2	2	2	1	6
3-ES-D	5	1	2	1	1	1	2	5	5	5	5	5	2	3	2	1	3	1	6
4-ES-D	2	5	5	5	1	4	1	1		5	5	5	2	2					
1-ES-3	4	4	6	4	4	3	5	6	5	5	4	3	1	1	4	6	6	6	6
3-MS-J	2	2	3	2	2	2	5	4	3	3	2	1	2	3	2	4	2	2	3
3-MS-L	2	3	4	4	3	3	6	5	4	5	4	2	1	3	1	3	3	1	2
1-ES-F	4	3	1	1	1	1	5	6	4	5	5	5	2	3	4	6	6	6	6
1-ES-E	2	4	2	1	1	1	5	6	5	5	5	5	2	2	1	5	2	1	1
1-ES-H	4	2	1	1	3	3	5	5	5	5	3	3	2	3	2	2	2	2	2
2-MS-K	5	5	5	1	5	1	4	5	5	4	4	4	2	3	2	3	3	1	3
1-MS-M	5	2	2	1	4	1	5	5	5	5	5	5	1	1					
4-MS-L	2	2	2	2	2	3	3	4	4	5	4	3	2	2	3	6	6	1	4
3-MS-K	4	4	5	1	4	1	4	4	4	4	4	3	2		2	3	3	1	1
2-ES-E	3	2	1	1	2	2	4	6	5	4	4	4	2	3	2	4	4	3	3
3-HS-O	1	3	4	2	4	4	2	3	2	4	4	2	2	2	4	2	2	2	2
4-HS-O	4	3	3	3	3	3	4	4	4	4	4	2	2	2	1	3	3	3	3
1-HS-N	3	4	4	4	4	1	2	4	4	4	3	3	3	3	4	6	6	6	6
4-MS-J	2	3	4	4	5	3	4	5	4	4	2	2	2	3	3	6	6	1	1
2-HS-N	4	4	5	3	5		5	4	5	4	5	5	1	1					
1-ES-A	3	2	2	2	2	2	4	4	4	4		3	2	3	4	3	3	3	3
5-HS-O	3	1	1	1	5	1	4	4	4	4	4	4	2	3	2	3	4	2	2
5-MS-L	4	2	3	2	2	2	4	4	5	3	4	3	1	1	3	2	6	6	6
1-MS-G	2	2	2	2	4	2	3	5	5	5	4	4	2	3	4	3	4	2	2
1-HS-P	4	4	5	4	5	2	5	4	5	4	5	5			4				

Participant Responses

Participant Code	2_2_g	2_2_h	2_2_i	2_2_j	2_2_k	2_2_l	2_3_a	2_3_b	2_3_c	2_3_d	2_3_e	2_3_f	2_4_a	2_4_b	3_1	3_2_a	3_2_b	3_2_c	3_2_d
5-MS-J	5	4	4	4	4	3	5	5	5	4	4	3	2	3	1	1	1	1	4
6-HS-O	2	2	4	3	3	2	3	3	3	3	1	2	2	2	4	1	1	1	1
5-ES-D	2	5	5	5	4	2	5	3	5	3	5	4	2	3	3	2	2	1	6
6-MS-L	3	3	4	3	3	4	3	3	4	3	4	4	2	3	2	3	3	3	5
6-ES-D	5	2	3	3	2	3	1	5	5	3	4	3	2	3	1	3	3	1	6

Participant Responses

Participant Code	3_2_e	3_2_f	3_2_g	3_2_h	3_2_i	3_2_j	3_2_k	3_2_l	3_2_m	3_4_a	3_4_b	3_4_c	3_4_d	3_4_e	3_4_f	3_5_a	3_5_b	3_5_c	3_5_d
1-MS-K	3	2	1	1	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3
1-MS-L	1	6	1	1	6	6	6	6	5	4	4	3	3	3	2	4	3	4	1
1-MS-J	4	3	2	2	4	1	3	2	3	4	4	3	4	5	4	5	4	4	2
1-MS-I	3	1	1	1	5	1	3	1	3	3	4	4	4	4	4	4	3	4	4
1-ES-D	3	3	6	2	3	6	6	6	3	6	6	6	6	6	6	6	6	6	2
1-HS-O	4	4	3	3	5	3	4	3	4	5	5	4	4	4	5	4	4	4	4
2-HS-O	4	1	1	1	5	5	5	6	5	4	3	4	3	3	2	3	2	2	5
2-MS-L	4	1	1	1	4	3	3	3	5	6	6	6	6	6	6	5	4	2	3
2-ES-D	4	4	3	4	4	2	2	2	2	4	4	4	4	4	4	5	1	5	5
1-ES-B	2	3	2	2	5	1	1	1	2	5	5	5	5	5	5	4	4	2	4
3-ES-D	3	4	2	2	5	1	2	2	3	4	4	3	3	4	5	3	3	3	3
4-ES-D																			
1-ES-3	6	6	6	6	6	6	6	6	5	6	6	6	4	4	4	6	6	6	6
3-MS-J	3	1	2	2	2	5	5	5	4	4	3	3	3	2	2	3	2	2	2
3-MS-L	2	2	3	3	5	5	5	5	3	6	6	6	6	6	6	6	6	6	6
1-ES-F	6	6	6	6	6	6	6	6	1	5	5	5	5	5	5	5	4	3	2
1-ES-E	1	4	3	1	3	1	1	1	3	4	4	4	4	2	3	3	3	3	3
1-ES-H	3	4	2	2	4	2	2	2	3	5	5	5	5	5	5	5	5	5	5
2-MS-K	4	4	4	3	4	3	4	4	3	5	5	5	5	5	4	4	5	5	5
1-MS-M																			
4-MS-L	4	6	1	1	5	3	3	5	4	4	4	4	4	4	4	4	4	4	4
3-MS-K	1	1	1	1	4		3	3	3	6	6	6	6	6	6	6	6	6	6
2-ES-E	4	4	4	3	4	3	4	2	3	4	4	4	4	4	3	6	6	6	6
3-HS-O	4	1	1	1	4		6	5		4	4	4	4	4	4	4	3	4	4
4-HS-O	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
1-HS-N	6	6	6	6	6	6	6	6	5	6	6	6	6	6	6	6	6	6	6
4-MS-J	4	1	1	1	5	4	4	4	3	4	4	4	4	4	4	4	4	4	3
2-HS-N																			
1-ES-A	5	3	3	2	5	4	4	4		4	4	4	4	4	4	4	5	5	4
5-HS-O	3		2	2	5	2	2	2	2	4	5	4	4	4	4	4	2	3	4
5-MS-L	5	4	5	3	5	1	3	6	1	5	2	2	2	1	1	5	4	4	1
1-MS-G	4	4	2	2	5	6	6	6	4	4	4	4	4	4	4	4	3	4	3
1-HS-P																4	4	4	3

Participant Responses

Participant Code	3_2_e	3_2_f	3_2_g	3_2_h	3_2_i	3_2_j	3_2_k	3_2_l	3_2_m	3_4_a	3_4_b	3_4_c	3_4_d	3_4_e	3_4_f	3_5_a	3_5_b	3_5_c	3_5_d
5-MS-J	4	3	1	1	4	3	4	3	4	4	4	4	4	4	4	4	4	4	2
6-HS-O	4	1	1	1	4	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5-ES-D	5	2	2	2	5	6	4	4	1	4	4	4	4	4	4	4	3	3	4
6-MS-L	5	4	3	3	5	3	3	2	2	4	4	4	4	4	4	4	4	4	3
6-ES-D	4	2	2	2	5	1	1	4	6	5	5	5	5	3	4	5	5	5	5

Participant Responses

Participant Code	3_5_e	3_5_f	4_1_a	4_1_b	4_1_c	4_1_d	4_1_e	4_1_f	4_1_g	4_1_h	4_1_i	4_1_j	4_1_k	4_1_l	4_1_m	4_1_n	4_1_o	4_2	4_3_a	4_3_b	4_3_c
5-MS-J	2	2	2	2	4	3	4	4	4	1	4	4	4	4	2	2	2	2	2	2	2
6-HS-O	6	6	2	2	5	2	2	2	4	2	2	4	2	4	2	2	2	4	2	2	2
5-ES-D	4	4	5	4	1	2	5	1	5	5	6	5	5	5	1	1	1	7	1	2	3
6-MS-L	3	4	2	4	3	2	2	2	2	2	4	4	4	4	4	4	2	6	2	2	2
6-ES-D	3	4	1	1	5	1	5	5	5	6	6	5	5	5	1	1	1	7	1	1	3

Participant Responses

Participant Code	4_3_d	4_3_e	4_3_f	4_3_g	4_3_h	Swear_c	Swear_s	Fight_c	Fight_s	Bullying_c	Bullying_s	Vandalism_c	Vandalism_s	Stealing_c	Stealing_s
1-MS-K	6	6	6	6	4										
1-MS-L															
1-MS-J	2	2	2	1	1										
1-MS-I	2	2	2	2	3		2	3			3		3		3
1-ES-D															
1-HS-O	3	1	2	1	3		4	4			4		4		3
2-HS-O	5	3	2	1	5	3	3	3		3	3	3	3		3
2-MS-L	5	3	6	6	3		3	3			3		3		3
2-ES-D	2	2	2	2	2		3	4			4		3		4
1-ES-B	3	2	1	1	1		3	3			4		3		3
3-ES-D	4	2	2	2	2		3	3			3		3		3
4-ES-D															
1-ES-3	6	2	2	2	4										
3-MS-J	4	3	3	2	4	3	3	4		3	3	3	3		3
3-MS-L	6	6	6	1	2										
1-ES-F															
1-ES-E	3	4	3	1	1		3	4			4		3		3
1-ES-H	3	1	1	1	3		3	3			4		4		4
2-MS-K	3	3	6	1	1		3	5			3		4		4
1-MS-M															
4-MS-L															
3-MS-K	4	2	2	2	3										
2-ES-E	3	6	6	6	6										
3-HS-O	5	6	6	6	5	5	3	5	3	5	2	5	2	5	3
4-HS-O	3	3	3	3	3										
1-HS-N	6	6	6	6	6										
4-MS-J	3	3	6	2	3	5	3	3	3	5	3	3	3	3	3
2-HS-N															
1-ES-A	3	1	1	1	3	3		3		4		3		3	
5-HS-O	2	2	2	2	2		3		4		4				
5-MS-L	1	1	1	1	1										
1-MS-G	4	6	6	2	2	4		4		4		5		4	
1-HS-P	5				5	5		5		5		4		5	

Participant Responses

Participant Code	4_3_d	4_3_e	4_3_f	4_3_g	4_3_h	Swear_c	Swear_s	Fight_c	Fight_s	Bullying_c	Bullying_s	Vandalism_c	Vandalism_s	Stealing_c	Stealing_s
5-MS-J	3	6	3	2	4	4		4		3		3		3	
6-HS-O	2	3	3	3	4	4									
5-ES-D	1	1	1	1	1	4	4		4		3		3		3
6-MS-L	2	3	3	2	2	3	3	3	3	5	3	3	3	4	3
6-ES-D	4	6	6	6	6		3	3	3		3		3		3

Participant Responses

Participant Code	Absent_c	Absent_s	Harassment_c	Harassment_s	Sexual_c	Sexual_s	Threats_c	Threats_s	Refusal_c	Refusal_s	ReferralsSE_c	ReferralsSE_s
1-MS-K												
1-MS-L												
1-MS-J												5
1-MS-I		3				3		3		3		3
1-ES-D												
1-HS-O		4				4		4		4		4
2-HS-O	3	3	3	3	3	3	3	3	3	3	3	3
2-MS-L		3				3		3		3		3
2-ES-D												
1-ES-B		3		4		3		3		4		3
3-ES-D		3		3		3		3		3		3
4-ES-D												
1-ES-3												
3-MS-J	3	3	4	3	3	3	4	4	4	3	4	4
3-MS-L												
1-ES-F												
1-ES-E		3		3		3		3		3		4
1-ES-H		3		2		3		2		3		3
2-MS-K		4		3		3		4		4		4
1-MS-M												
4-MS-L												
3-MS-K												
2-ES-E												
3-HS-O	5	3	5	2	5	3	5	2	5	2	3	3
4-HS-O												
1-HS-N												
4-MS-J	4	3	4	3	3	3	3	3	3	3	3	3
2-HS-N												
1-ES-A	3	3	3		3		3		3		3	
5-HS-O		3		4		4		4				
5-MS-L												
1-MS-G	3		4				4		4		3	
1-HS-P	5		5		5		5		4			

Participant Responses

Participant Code	Absent_c	Absent_s	Harassment_c	Harassment_s	Sexual_c	Sexual_s	Threats_c	Threats_s	Refusal_c	Refusal_s	ReferralsSE_c	ReferralsSE_s
5-MS-J												
6-HS-O	3		3		3		4		3		3	
5-ES-D		3		4		2		4		4		5
6-MS-L	5	3	5	3	3	3	5	3	5	3	3	3
6-ES-D		3		3		3		3		3		3

Participant Responses

Participant Code	Referrals_c	Referrals_s	Horseplay_c	Horseplay_s	Misuse_c	Misuse_s	Tardiness_c	Tardiness_s	Insubordination_c	Insubordination_s
1-MS-K										
1-MS-L										
1-MS-J		5								
1-MS-I		3		3		3		3		3
1-ES-D										
1-HS-O		3		3		3		3		4
2-HS-O	3	3	3	3	3	3	3	3	3	3
2-MS-L		3		3		3		3		3
2-ES-D										
1-ES-B		4		4		3		3		4
3-ES-D		3		3		3		3		3
4-ES-D										
1-ES-3										
3-MS-J	4	4	3	3	3	3	3	3	4	3
3-MS-L										
1-ES-F										
1-ES-E		4		2		3		3		3
1-ES-H		3		4		3		2		3
2-MS-K		4		3		4		4		4
1-MS-M										
4-MS-L										
3-MS-K										
2-ES-E										
3-HS-O	3	3	5	3	5	2	5	3	5	2
4-HS-O										
1-HS-N										
4-MS-J	4	3	4	3	5	3	3	3	4	3
2-HS-N										
1-ES-A	3		3		3		3		3	
5-HS-O										
5-MS-L										
1-MS-G	4		4		4		3		4	
1-HS-P			4		5		4		5	

Participant Responses

Participant Code	Referrals_c	Referrals_s	Horseplay_c	Horseplay_s	Misuse_c	Misuse_s	Tardiness_c	Tardiness_s	Insubordination_c	Insubordination_s
5-MS-J										
6-HS-O	3		3		4		3		4	
5-ES-D		5		3		3		3		3
6-MS-L	4	3	4	3	5	3	5	3	4	3
6-ES-D		3		3		3		3		3

Participant Responses

Participant Code	Vulgarity_c	Vulgarity_s	Homework_c	Homework_s	Participation_c	Participation_s	Performance_c	Performance_s	Years
5-MS-J									
6-HS-O	4		2		3		3		
5-ES-D		3		3		3		3	12
6-MS-L	5	3	2	3	1	3	1	3	9
6-ES-D		3		3		3		3	10

Participant Responses

Participant Code	Employ_Status				Position	Highest_E d	Gender
1-MS-K	2				6	4	1
1-MS-L							
1-MS-J	2				5	6	1
1-MS-I	2				2	6	2
1-ES-D							
1-HS-O	2				5	7	1
2-HS-O	2				2	7	1
2-MS-L	2				7	7	1
2-ES-D	2				4	8	1
1-ES-B	2				4	8	2
3-ES-D	2				5	7	1
4-ES-D							
1-ES-3	2				2	7	1
3-MS-J	2				2	6	1
3-MS-L	2				3	7	1
1-ES-F							
1-ES-E	2				4	8	1
1-ES-H	2				5	8	2
2-MS-K							
1-MS-M							
4-MS-L							
3-MS-K	2				2	6	1
2-ES-E	2				1	6	1
3-HS-O	2				2	6	1
4-HS-O	2				5	7	1
1-HS-N	2				2	7	1
4-MS-J	2				1	6	1
2-HS-N							
1-ES-A	2				2	6	2
5-HS-O	2				4	7	2
5-MS-L						3	1
1-MS-G	2				1	7	1
1-HS-P	2				2	7	1

Participant Responses

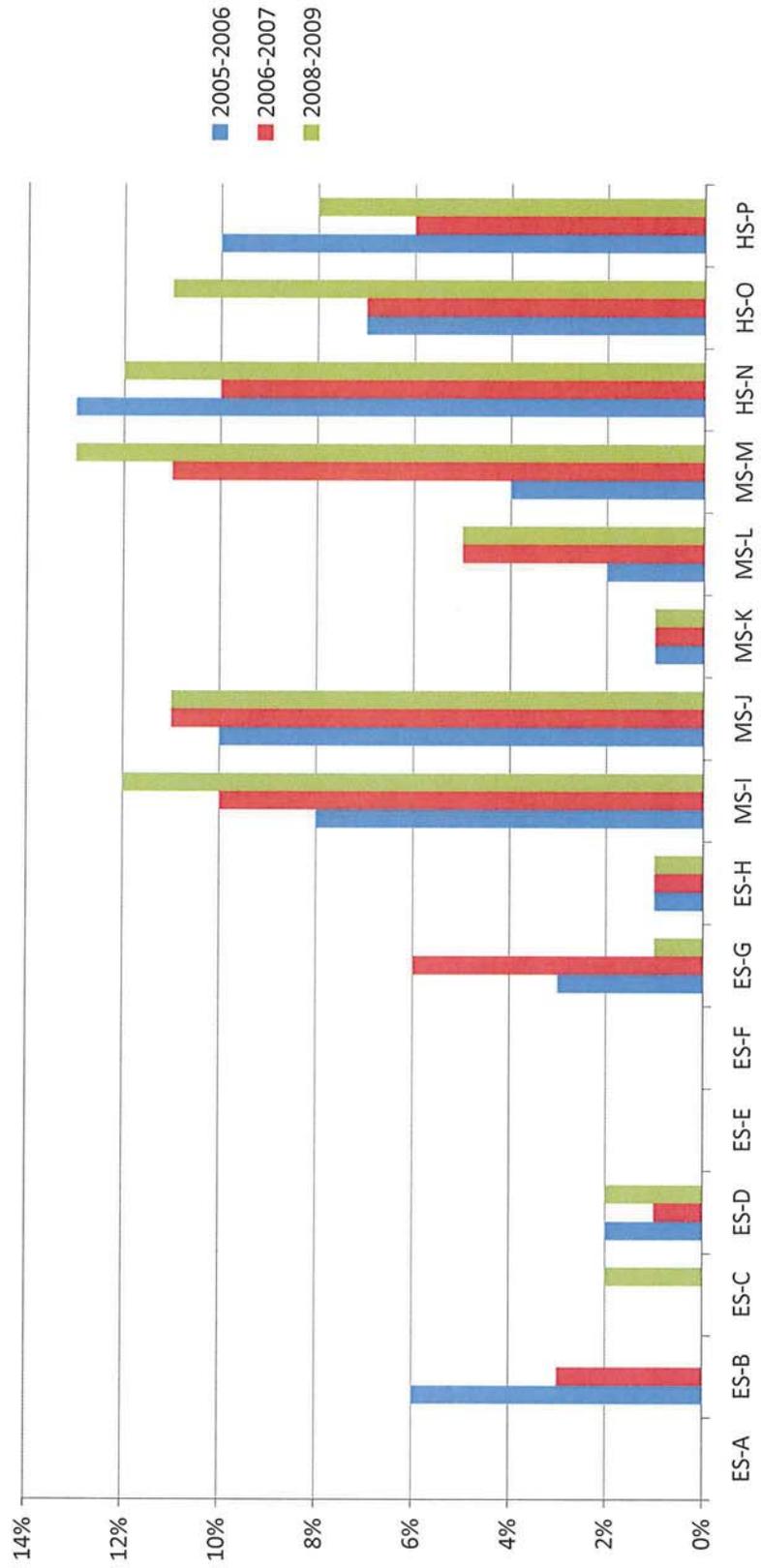
Participant Code	Employ_Status		Position id	Highest_E	Gender
5-MS-J					
6-HS-O					
5-ES-D	2		4	8	1
6-MS-L	2		2	6	1
6-ES-D	2		5	6	2

Appendix F

Report Card Data (suspension Rates and Attendance by Schools)

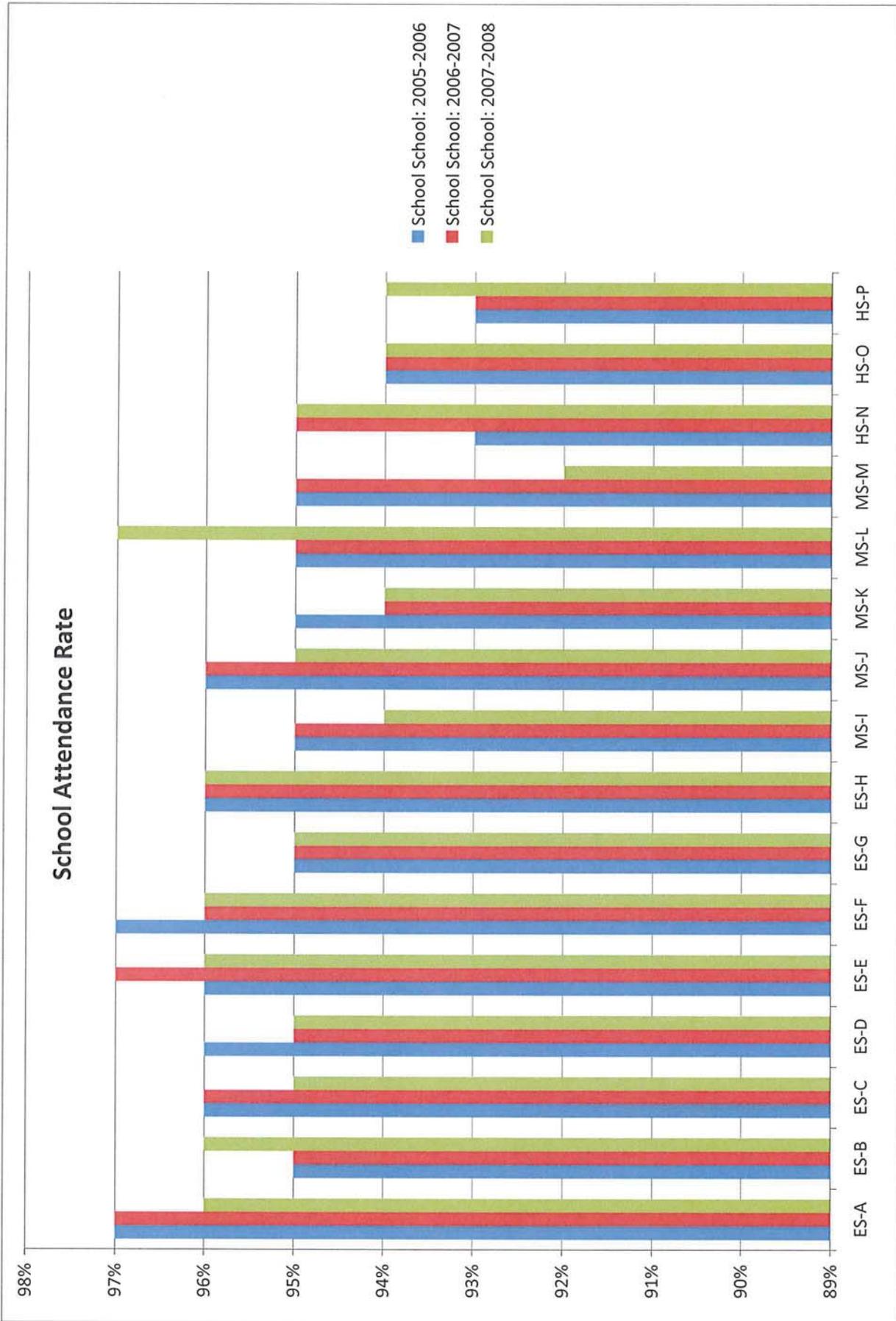
School Suspension Percentages
(based on number of students suspended)

School Suspension Percentages
(based on number of students suspended)

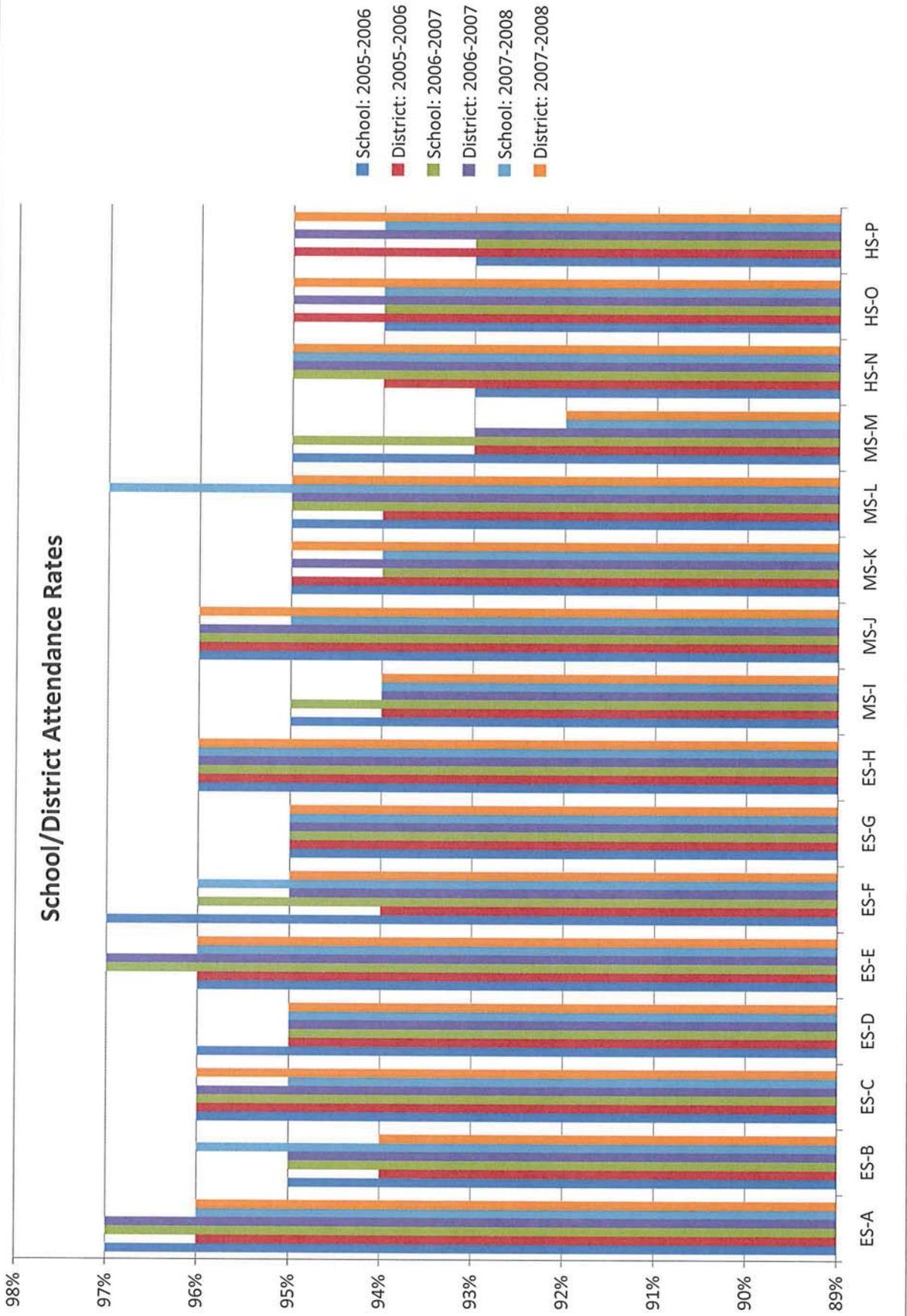


School Suspension Percentages
(based on number of students suspended)

School	2005-2006	2006-2007	2008-2009
ES-A	0%	0%	0%
ES-B	6%	3%	0%
ES-C	0%	0%	2%
ES-D	2%	1%	2%
ES-E	0%	0%	0%
ES-F	0%	0%	0%
ES-G	3%	6%	1%
ES-H	1%	1%	1%
MS-I	8%	10%	12%
MS-J	10%	11%	11%
MS-K	1%	1%	1%
MS-L	2%	5%	5%
MS-M	4%	11%	13%
HS-N	13%	10%	12%
HS-O	7%	7%	11%
HS-P	10%	6%	8%



School/District Attendance Rates



School Name	School	District	School	District	School	District	
	School:	District:	School:	District:	School:	District:	
	2005-2006	2005-2006	2006-2007	2006-2007	2007-2008	2007-2008	
ES-A	97%	96%	97%	97%	96%	96%	Brooks Hill East Rochester
ES-B	95%	94%	95%	95%	96%	94%	ES
ES-C	96%	96%	96%	96%	95%	96%	Helendale Road
ES-D	96%	95%	95%	95%	95%	95%	Maroun ES
ES-E	96%	96%	97%	97%	96%	96%	Jefferson Ave.
ES-F	97%	94%	96%	95%	96%	95%	ESM ES
ES-G	95%	95%	95%	95%	95%	95%	Chestnut Hill ES
ES-H	96%	96%	96%	96%	96%	96%	Durand-Eastman
MS-I	95%	94%	95%	94%	94%	94%	APW MS
MS-J	96%	96%	96%	96%	95%	96%	EI MS
MS-K	95%	95%	94%	95%	94%	95%	EJD
MS-L	95%	94%	95%	95%	97%	95%	MMS
MS-M	95%	93%	95%	93%	92%	92%	OMS
HS-N	93%	94%	95%	95%	95%	95%	ESM HS
HS-O	94%	95%	94%	95%	94%	95%	JCB
HS-P	93%	95%	93%	95%	94%	95%	Liverpool HS

Appendix G

IRB Approval for Conducting Interviews



SYRACUSE UNIVERSITY
Institutional Review Board
MEMORANDUM

TO: Joseph Shedd
DATE: October 6, 2010
SUBJECT: **Amendment Approval - Use of Human Participants**
AMENDMENT # 1: Other - Addition of Interview Questions
IRB #: 10-177
TITLE: *The Role Life Space Crisis Intervention Plays in Reducing Violence and Supporting Students' Continuation in Public Schools*

The amendment(s) submitted to the above referenced human participants protocol for review by the Institutional Review Board (IRB) is approved.

This protocol must still be renewed yearly, based on the original expiration date of **September 21, 2011**. If applicable, attached is the protocol's approved, amended informed consent document, date-stamped with the expiration date. This amended document replaces the original approved document and is to be used in your informed consent process. If you are using written consent, Federal regulations require that each participant indicate their willingness to participate by signing the informed consent document and be provided with a copy of the signed consent form. Regulations also require that you keep a copy of this document for a minimum of three years.

CHANGES TO APPROVED PROTOCOL: Any additional proposed changes to this protocol during the period for which IRB approval has already been given, cannot be initiated without IRB review and approval, except when such changes are essential to eliminate apparent immediate harm to the participants. Changes in approved research initiated without IRB review and approval to eliminate apparent immediate hazards to the participant must be reported to the IRB within five days. Protocol changes are requested on an amendment application available on the IRB web site; please reference your IRB number and attach any documents that are being amended.

CONTINUATION BEYOND APPROVAL PERIOD: To continue this research project beyond **September 21, 2011**, you must submit a renewal application for review and approval. A renewal reminder will be sent to you approximately 60 days prior to the expiration date. *(If the researcher will be traveling out of the country when the protocol is due to be renewed, please renew the protocol before leaving the country.)*

UNANTICIPATED PROBLEMS INVOLVING RISKS: You must report any unanticipated problems involving risks to subjects or others within 10 working days of occurrence to the IRB at 315.443.3013 or orip@syr.edu.

Thank you for your cooperation in our shared efforts to assure that the rights and welfare of people participating in research are protected.



Kathleen King, Ph.D.
IRB Chair

Note to Faculty Advisor: This notice is only mailed to faculty. If a student is conducting this study, please forward this information to the student researcher.

DEPT: Teaching & Leadership, 150 Huntington Hall

STUDENT: John E. Ramin

Appendix H

Interview Consent Letter



SYRACUSE UNIVERSITY
SCHOOL OF EDUCATION
TEACHING AND LEADERSHIP PROGRAMS

**The role Life Space Crisis Intervention plays in reducing violence
and supporting students' continuation in public schools**

John E. Ramin – Student Researcher
(315) 591-8731
jramin@oswegoboces.org

Joseph B. Shedd – Faculty Advisor
(315) 443-2685
jbshedd@syr.edu

My name is John Ramin and I am coordinating a research project on the effectiveness of Life Space Crisis Intervention (LSCI) in reducing school violence. You may recall that you received an electronic survey last [insert month] as the first part of this study. I am writing to invite you to participate in a discussion of the results of this survey and of LSCI in a one-on-one interview with me. (I am extending this invitation to each person who responded to the original survey.) As I mentioned last time, this collaborative project between Syracuse University's Department of Teaching and Leadership and Oswego County BOCES is intended to add to the research base pertaining to school violence prevention. It will also assist school districts in evaluating the effectiveness of participating in LSCI as a means of addressing school violence. As someone who has been trained in LSCI and who is likely to have had at least some experience in using it, your input and assistance in interpreting our survey results would be valuable and greatly appreciated.

During this interview, you will be asked to offer your interpretations of various findings or themes I have identified in the survey data, as well as to answer some questions about your school's culture, how you came upon LSCI, and the impact it has had on you, your school and your students. I will also be eliciting some of your experiences with LSCI. This interview is designed to be approximately 45 minutes long. None of the questions I intend to ask are especially sensitive, and none will ask you to reveal specific information about any situation that you might consider confidential. Still, you might experience some embarrassment if you discover that you disagree with the responses of others on the survey, or if you are uncomfortable answering particular questions. If there are any questions you would rather not answer or that you do not feel comfortable answering, you may decline to answer them, without explanation and without penalty of any kind. Indeed, you may withdraw from the interview entirely, at any time, without explanation or penalty.

All the information from the interview will be kept confidential. All the data will be kept in a secure place and coded so as to protect your identity. Only I and my faculty advisor

Syracuse University
IRB Approved

Consent Form 2, Written consent to oral interview – p. 1

EXPIRES

SEP 21 2011

will have access to this information. Upon completion of this project, all records of who participated in the study will be destroyed, and all data summaries will be stored in a secure location.

At the time of the interview, you will be given a copy of this statement, and will be asked to review and sign the following statement:

Participant's Agreement:

I have read the explanation above, and am aware that my participation in this interview is voluntary. I understand the intent and purpose of this research. If, for any reason, at any time, I wish to withdraw from the interview or decline to respond to any question, I may do so without having to give an explanation and without any penalty.

The researcher has reviewed the individual and social benefits and risks of this project with me. I am aware the data will be used in a dissertation research project that will be publicly available at Syracuse University along with potentially being published in a research based educational journal. I have the right to review, comment on, and/or withdraw information prior to the research project's final publication. The data gathered in this study are confidential with respect to my personal identity unless I specify otherwise. I understand if I say anything that I believe may incriminate or identify me or my school district, the interviewer will delete that information from the written transcript of the interview.

I affirm that I am at least eighteen years of age.

The researcher has given me the opportunity to raise any questions I might have, both beforehand and just before the interview commences, and any questions I have have been answered. I understand that if I have any additional questions about this study, I am free to contact the student researcher or his faculty adviser. I may also contact the Syracuse University Institutional Review Board at 315-443-3013 if I have any questions about my rights as a research participant, if I have any questions, concerns, or complaints that I would like to address to someone other than the researcher, or if I have tried to reach the researcher or his adviser and have been unable to do so.

I have been offered a copy of this consent form that I may keep for my own reference.

With these understandings, I consent to participate in today's interview.

Participant's signature

Date:

Interviewer's signature

Date:

Participant's name (please print or type)

John E. Ramin
Interviewer

150 Huntington Hall – Syracuse, New York 13244-2340 – 315-443-1121 – 443-1468 – 443-2684 – 443-2685

Syracuse University
IRB Approved

Consent Form 2, Written consent to oral interview – p. 2

EXPIRES

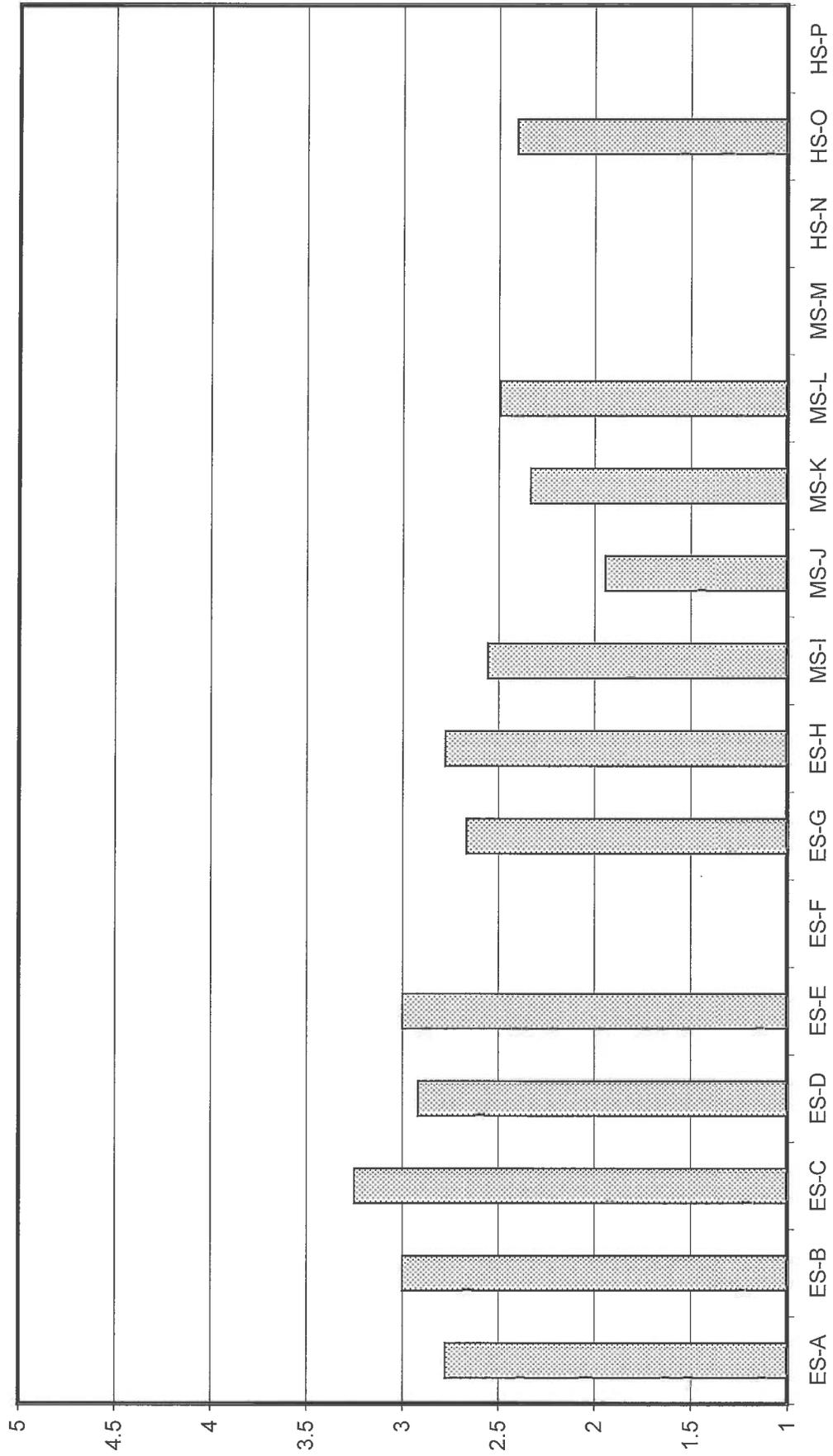
SEP 21 2011

Appendix I

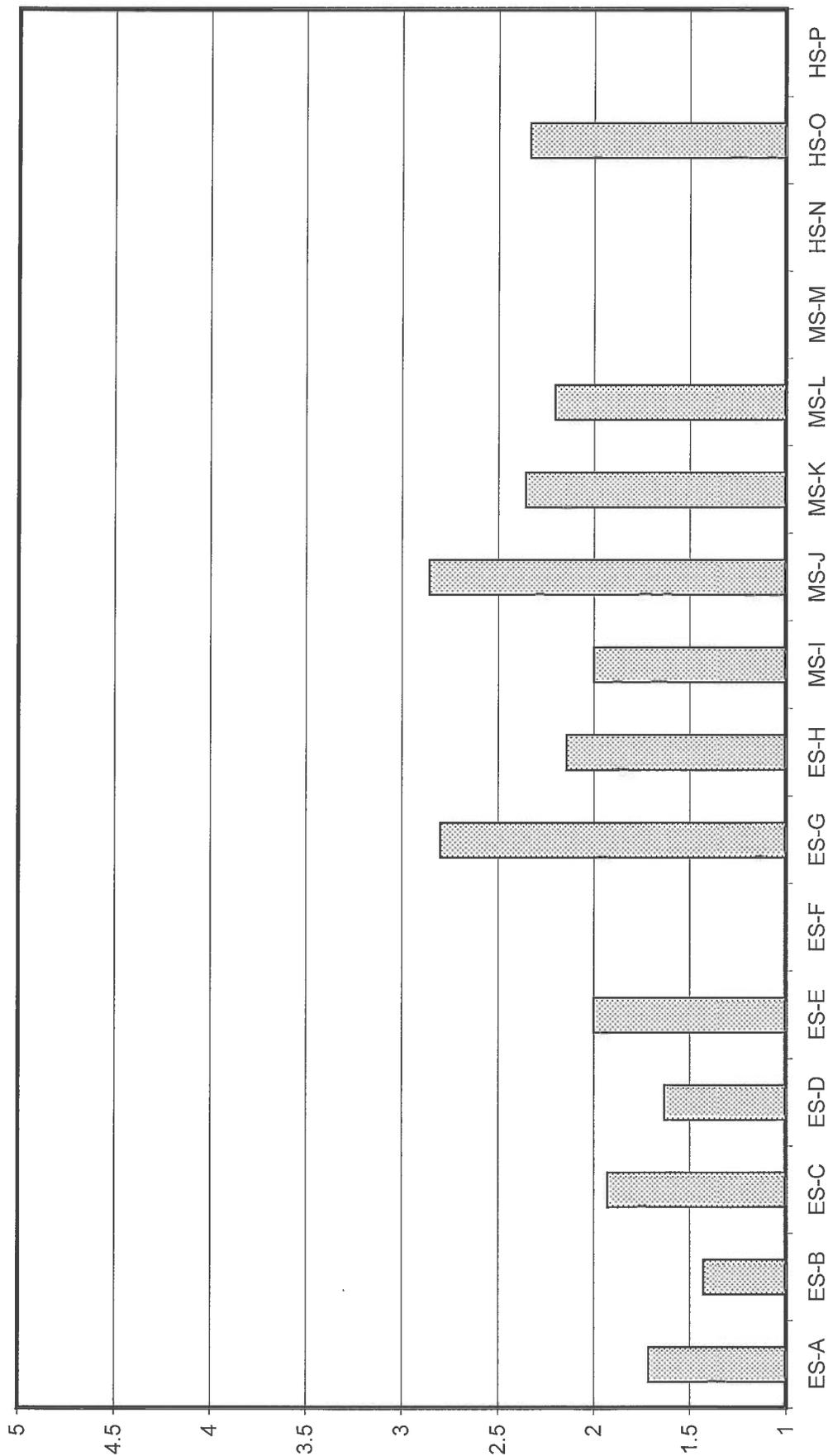
Scales by Participating School

Introduction and Implementation of LSCI Scale

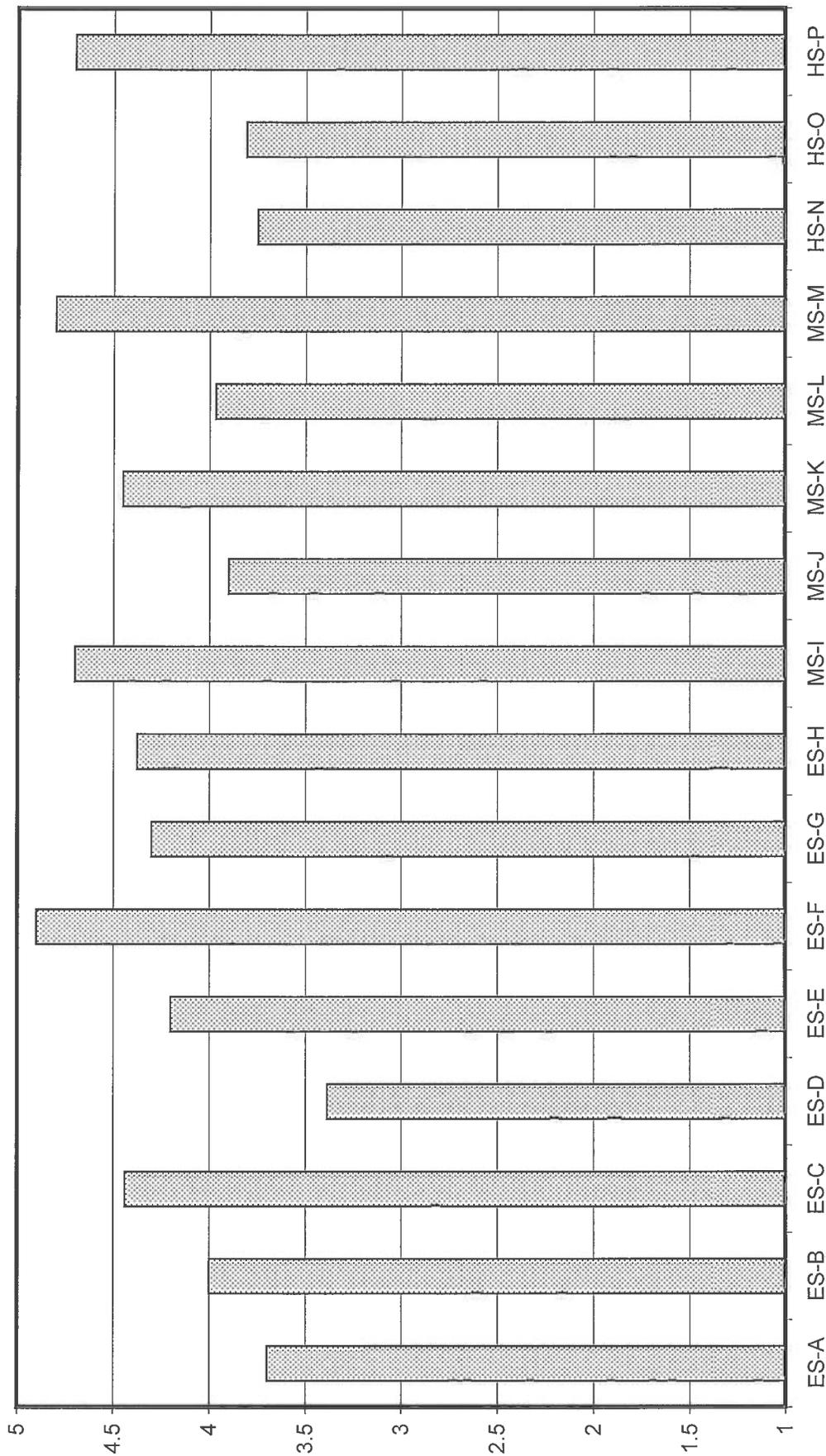
(1: Negative Rating, 5: Positive Rating)



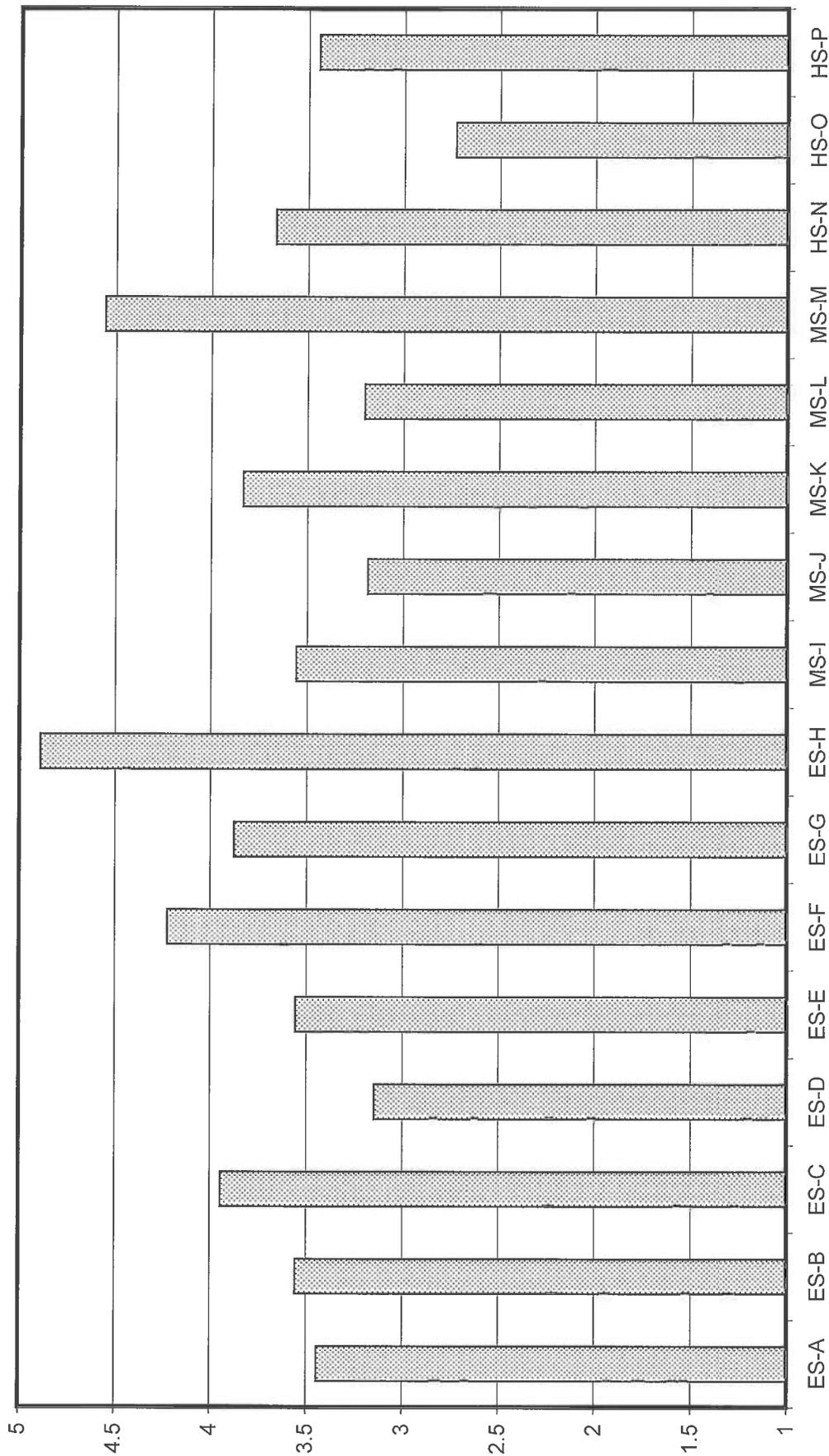
Training and Support of LSCI Scale (1: Negative Ratings, 5: Positive Ratings)



General School Culture Scale (1: Negative Rating, 5: Positive Rating)



Learning Environment Scale (1: Negative Rating, 5: Positive Rating)



Appendix J

Interview Data

Interveiw 1

School Counselor – HS

j-I came up with two main questions that out of the data that I looked at that I wanted a little more follow through with. 1. is how consistently or inconsistently has your school implemented LSCI?

n- I would say it is somewhat inconsistent although people use the techniques and don't even realize they are using them.

j- ok

In other words I don't even think the administrators went through the training who do a lot of the discipline. The special ed and special area teachers I have gone through it with , I would say have used it to a certain extent.

j-ok

n- I haven't been or wasn't in a classroom to see it. That often

j-What makes you think that way?

n- That it is inconsistent?

j – uh huh

n- Because I don't hear anyone talk about it. People are not using the terminology um The counselor from the elementary school, when I would run into him, he would actually use those terms. I have my, with all of the names somewhere in here, and that would be great because he would just say that was that kind of thing and I know he truly really liked to use it. And know he was using it. Um, in cse meetings it would have been appropriate to talk about LSCI but no one did or not very often.

j- really

n- no! Maybe at the elementary level they did more.

j- Why do you think that is?

n- uh, it's not the, the training was extremely thorough. And you learned a lot. The exam was extremely appropriate. I was nervous as all get out. I had dreams about it, night terrors.

j – hahahaha

n- But I think ah. I think what we needs is even if we posted the like your chart and said this is the intervention we are using or this is what happened. You know that fight between the peers that would be useful. We need to have it more visible so we know we are using it. Because if it is in our book and we put it on a shelf, I went to the training and filed my certificate mylearningplan is all up to date, you kind of lose it. So it has to be more visible, I think administrators need to talk about it more. Is it part of the SAVE legislation?

j- No, it is a program that your district has sent a number of staff members too.

n- Ok

j – So, what lead you to the training in the first place?

n- um, well were told be our director of pps that all of the school counselors were suppose to attend. And my, us the three of us felt we were too busy. I felt like doing something different and getting some training. I needed something different. Yes I missed some days out of the office and you pay for it a little bit. I was able to fit it in and I was happy I did. And another good thing about it was working with your district. You got to know mingle with people that you got to meet. and that's good for moral.

j- uh huh

n- And a just future chance of working together or talking about some of this together and make a plan or potential plan. for the future

j- Do you feel there was a plan in the district uh for people to or was it administratively driven?

n- I don't, The administrators I don't think they know we had a new one. I don't know if he knew much about it. There are so many things going on that people are always learning. That this was one of those things, it wasn't lost in the shuffle it is up to the individual to use the material. It is really your responsibility. The district paid for you to go you really as a professional should try to use that. And if you don't they are not out looking to say you didn't use it.

j- So the district is not

n- I didn't feel that way

j- Were you asked to (phone rings) Go ahead

j- So as a district though you didn't feel that there was a whole district plan

n- well, the director of pps probably had one but she wasn't my direct supervisor and wasn't for a few years the principal took that over. And so he directed things you felt and then of course two counselors in my office never went to the training. I was the only one who went. um, And you just get so caught up in your day.

j- absolutely

n- People left things get lost unless they talk about it.

j- I agree with that, I agree with that. Do you have personal experience in using LSCI?

n- I think so I would think about it like today we talked about students bringing problems off the bus, and I can't remember what you call the name of that, Red Flag? Uh you know, usually the mornings are very quiet around here and then things escalate and things get busy in the afternoon. Unless you see the red flaggers coming in they come off and need to deal with their issue. It came to mind today. And so I think almost at the elementary level you could use it more. Um I have time to think about it. I am not doing a regents exams entry and this and that you know maybe in an elementary level you would.

j- did you feel you had the opportunity to use it at the high school level?

n- Every now and then, Every now and then.

j- And did you use full interviews or pieces of interviews? or?

n- You know working with the psychologist, sometimes we would talk about I would say pieces of would be fair to say.

j- And that's, I have to tell you is probably the most common. And when you mentioned red flag ,that again is the most common type of intervention. Cause, that's where you are going to see more of the issues cause of that transition piece.

n- And the de-escalation one, we use a lot of that. That is something that we use a lot of. All the kids bring and are coming down all upset. you have to work with them to just calm down.

j- Do you have anything that would, I don't know how to say this Do you get an opportunity to or did you get an opportunity to I think you may have answered this to talk about LSCI with your colleagues or no

n- Frankly, I don't think they were interested. Nothing against that, um and that brings you to something that we need a refresher that we could sit through something like once a

year. Just for a couple hours or part of a superintendent conference day especially for those of us that have been through the training.

j- absolutely um and then do you get an opportunity, like when you went to LSCI, and it doesn't matter if it is any other workshop, to bring it back to your colleagues? At staff meetings or whatever that you can talk about workshops or things.

n- Well I think in this building, there is more opportunity for that, I know there is a superintendents day and he was looking for presenters from our district. and that would have been a great place to do it whether from our district if they feel confident in what they have learned. They could have done a powerpoint or anything. um, maybe someone is doing that, I don't know what the workshops are for that day. There is another counselor that loves to do that sort of stuff. He would be great at it too. He did a lot of presentations on behavioral or developmental.

j- cool, very cool.

n- Too bad you can't interview him,

j- I am at 2:00

n- Oh good, you are going to like him

j- good, good, good. I think that is it, is there anything you would like to add?

n- uh, I think the presentation was really well done for people in the county. You didn't hire out to people from North Carolina, I thought you people knew your stuff.

j- thanks

n- And uh, integrating the video piece it wasn't boring, I thought you were able to mix it up pretty well.

j- Thank you

Interview 2
Director of PPS

j- Tell me, I have a couple of questions. I looked at the survey data or the data I collected through the survey. The one we did in May, um, I came up with a couple of really general questions that kind of look at the whole picture of LSCI and its impact on school violence. Um, the survey gave me great data, but there are just pieces that I just want to expand upon to look at the topic more comprehensively.

k- absolutely

j- So, the first one that I came up with is um, I have two main questions and a couple of little follow up ones. How consistently or inconsistently has your school implemented LSCI?

k- Not consistently, unfortunately. I think that the bus drivers have used it. I think that as a special ed team and pupil personal team who really were the staff that used it because and I talked about this in the survey, because it was not a training that was necessarily embraced or given top down from the principals, um, it's not something that is continuously discussed. If I could do it now I would go back and have more buy in from the principals and make sure that it is something that is discussed and that each individual training is a conversation that takes place and that our crisis interventions are geared around LSCI. Because we have situations all of the time where they come to me afterwards, the assistant principal, the psychologist, principal will come to me afterwards and I will say what about this and what about that. oh, I forgot so oh, to put all of that energy a total of 3 years into the training, and not fully utilize it has been discouraging.

j- I bet and you mentioned that you feel it was more buy in from the principals that was the cause of that?

k- I think so, I think so because from the district office, they were very excited that we were going this route. They see the superintendent hearings that are going on they see the level, especially at the upper levels the level of intensity that the violence has gotten in the district you know and they are frightened frankly, because we have assistant principals or dean of students who handle discipline I think the principals are quite a bit detached from the reality of the violence because someone else deals with it. They're not the ones calling the parents or having to explain what is going on it is the assistant principals who are doing that.

j- and that makes sense. I guess I never really thought of it or that piece. How effective to you feel LSCI has been in reducing violence? in your school or disruptive behavior?

k- I think it has been, for the people who are using it. They are saying that it is for the most part because the people who use it are not getting caught up in that conflict cycle. because oh boy those kids are masters at drawing you into that conflict cycle so um, besides the fact that kids feel heard um they don't feel like what a jerk you are or that I really don't care what got you here you shouldn't have done this. um so I think that staff that use it are empowered by it and I think kids really benefit from the process I think it is a lot more respectful and more useful. You get a lot more information. And you build a relationship with the kid through that process. My idea in sending so many people to the training was so that kids could go from staff to staff and be treated in the same way. That when a kid had a problem, no matter where they were or what class an intervention could

start and move between individuals. That staff would all have the same language and same way of addressing their problems.

j- I gotta tell you a story. This student, from your district, had a referral,

k- my student!

j- and from as I have been getting to know him he was being Sam. So my first encounter I had to deal with him, I got to what the issue was for the most part it was pretty superficial and he had to deal with his consequence for that and he handled it. And the next day, or a couple of days later he was in to talk to my partner and we share an office I am on one side and she is on the other. And um, my partner asked if he knew me. and he said yeah, I like him he didn't treat me like a dick. OK, That was a compliment. I didn't and he saw it and respected that. It made a difference for him. and that's what it is

k- Even the young ones get that. Um, there is this innate sense that you are being disrespected that just comes through loud and clear. You do not care about me or what I think and so I'm not going to bother with you. now then you have lost them. That's really cool.

j- It was it was. It made my day, you know. The kid didn't think I was a dick

k- Yeah! One for me!

j- Have you had an opportunity to use LSCI yourself whether it was with students or staff? Parents?

k- Absolutely

j- If you can recall any that you would be willing to share a story.

k- I did have a one with a staff member. I guess I have used pieces of it. all the time, but I did have one with a staff member I was it was at the end of a cse meeting and um she was sitting in the cse meeting and people started to leave and she started to engage me in this *I don't know what you think you are doing I have done, you used to be so good at what you did* the blame and shame she just went off in a tyraid. And my gut was to lash back but it was so funny that the way we were positioned in the cse room my eyes were right on the poster of the conflict cycle hahahah.

I said that I can see you are upset about this student and you feel that I have wronged you in some way and I would like to have a conversation with you about that but now is not the time. She wouldn't let it go and would not let it go so I started to move out of the room so I said to her that I really want to understand what it is that you have experienced with this kid and why you are so sensitive and why you feel I have wrong him in this way. um you know and the conversation just continued as I was walking in my office,, she was right in my face. I said I really have to go know. let's make an appointment to sit down and talk about this. She was just tugging at me to um and that is the part of LSCI that I have used. Not getting to just while she was upset and when she is upset and to not get into calling her names as that is what I really wanted to do. And that we really need to discuss this. Now is not the time, she left by saying she walked out the door by saying *this is not over*. But you know.

j- Did you get an opportunity to finish it?

k- um we did talk about it at a later time. Again she would not set up an appointment, she would not set up an appointment with me it was like she wanted to get me in a situation where I would be caught off guard. um and I would be on her turf. So I was walking down the hallway one day after school and I had asked to please set up an appointment

please lets' sit and talk about this. And she pulled me into her office verbally requested I come in and I did she started again. I said I really want to give you more time than this. I really don't want you to catch me on the fly as I am walking by headed to something else. Um, and then she never set up a time to go over it and I was not going to I felt that this was her concern. and her issue so, but there are situations that happen all of the time and um I have the picture of it in my head and how easy it is to get caught up in that even with people in authority my boss. I have been put in situations where I have been verbally attacked and I really didn't even know what the situation was. Focussing on the picture helped me to um regulate my breathing helped me not to cry, not that I mind crying in a conflict but sometimes it is appropriate but sometimes it is clearly not. With that individual whenever I would breakdown that was kind of a pattern for them. And whenever I would break down and say oh my gosh, so you know, it really does help me stay in control. It is very powerful.

j- absolutely and I have to tell you that it is unfortunate, there is a piece of LSCI that we didn't teach and I assume you didn't get either, it's called the Double Struggle It's about engaging with your colleagues. It is specifically for that.

k- No we didn't get that.

j- It is the 7th Intervention. The LSCI training is really geared for 6. But that's is helpful for me as an aside that maybe I want to put together a presentation about the Double Struggle.

k- I think It would be very powerful

j- I could put it out there in the county as something that would be very helpful.

k- absolutely

j- It is really as I see working in a school district as being in high school or in a dorm you are liing with these people. You get into the things, power struggles and how to effectively get through them, forming, storming, etc. and to move ahead positively so I am going to go ahead and look at that.

k- That would be great, I really like that! I'd like to have you come in on a professional development day and do that with staff.

j- I'd have to work that out with my Assistant Superintendent, but that is an aside, In moving on though, how did you come across LSCI?

k- Oh, um I think it really was interacting with BOCES staff, whether it was cse meeting or whatever, um working with certain kids hearing staff, seeing what they do, I really wanted to know what was BOCES doing that we were not doing that was making them so effective with our kids, you know. And um, so I talked with Lisa about it I know I talked with Jim about it and that is how I learned about it. I was just I was just fascinated with it because I really do believe that it eliminates the fear for staff, that once you do that it just changes the whole playing field. You know and um, once kids know you are afraid of them you are in trouble. We have 5 year olds that are just tough. and it shocks me that adults can be that fearful of a 5 year old and other than the fact that they have no perspective on where that anger or where that violence comes from or where they are trying to get their needs met. through that what reactions is the from, they don't think about what drives a child. to behave that way. And so I really believe that if everyone bought into and received that training, and it was supported and oh my gosh what a different environment it would be. I mean you are always going to have the kid who you

know rub you the wrong way or hook you into the cycle and then someone else picks up and takes over.

j- but recognizing that they have their hooks in you and letting them take care of them that is a huge thing and such an ego issue for staff.

k- yes, I thought, even if I, even if this training does not empower them enough to carry through the process you know going through the drain off and stuff. Even if they recognize for themselves that um they don't need to be afraid and that there is a way of dealing with that they feel they can do it. Even if they recognize it, I thought it would be huge. And that was early on in my career before I realized that internal motivation isn't always everything and that you need support with that. You know to keep the whole thing going. That is why I wish that I would have, right after the training I would have talked with the principals and put a lot of the supports in place. To make sure that is carried through.

j- There is still hope.

k- Yes there is!

j- Um, Now do you get a chance or does staff get a chance that you have seen to talk about any LSCI pieces or conflict cycle with a student. That they can talk about it? Do they have an opportunity to debrief about their engagement?

k- Yes, um, we focus on, I mean that is part of our process for crisis intervention.

Whoever the team was that was involved with the incident, even if we have to get subs in, that they have time to sit down and process that whole incident, um, unfortunately I don't believe they are having the kind of conversations that should be having. They are looking at the logistics of the incident. They are not always looking at where they were personally at, the part they played in the whole thing.

j- It's a big risk

k- It's huge. It really is huge, I mean you know um, but again because I don't really know how I would ensure they do that unless we created a form of questions that they answer. If they are not comfortable doing that and there is not me sitting there to ask those questions to take them down that road, I don't know that they would. You know. Some people are comfortable with it and some people are not. But it is an enormous piece of how it all played out.

j- I see that going back to culture, you know, that how safe do they feel within, we have that same thing. And some of us tend to stick our necks out, I am one of the first ones to say *He sucked me in so bad*.

k- It's reality.

j- It is and it's ok? I'm fine with it it didn't have to do with me. But it took me a lot of training to get to that point. But anyways, for the people that did attend LSCI did they have an opportunity to come back and present even beyond LSCI do people have an opportunity to come and present what they have learned.

k- We have those opportunities? This school has a "Learning Fair" at the end of every school year. We have

j- What's a learning fair?

k- A learning fair is any professional development that the staff did which can be as their evaluation process or anything they attended or researched out that they thought was really cool they can do a power point or presentation to all of the staff in the district.

j- I like that

k- The elementary principal set that up. It is very cool

j- Tha's an awesome thing.

k- It is it really is. I wish that all the buildings, the middle school does something similar to this, they have professional learning communities. And that that principal did is that you have to have a product at the end. This is not play time where you all hang out eat pizza and talk. You have to walk away with something and then you have to present that to the staff, so the middle school does have that and theirs is an actually presentation.

j- All the staff

k- All the staff have to so it. And I have gone over to observe those.

j- They do those in one day or many days? Are they like 15 minute presentations?

k- There like 5-10 minute presentations and they are in groups and I am trying to think there were about 8-10 groups and one person presents for the group. They really went through it quite quickly. But I think it started at like 1:30 – 2:00 in the afternoon and was done about 3:30 or quarter to four.

j- Cool, I like that

k- yeah, it was really neat.

j- Ok, but LSCI was never a part of that?

k- No. but it doesn't mean we could not go back and I mean it was very expensive, \$500.00 a person and there was no BOCES help for that. I mean we did it all before you guys were teaching it.

j- You went with Ed.

k- yes and that was a fortune!

j- I don't know if it was any cheaper when we took it over.

k- Really?

j- I don't know, you had a few people take it through us but I don't know,

k- honestly I don't know. we got

j- We needed to meet our demands, such as this was minimum.

k- um, but it was 500 a person with Ed, I think it was the same or similar with you guys, but didn't we get some aid or something

j- I think you got some BOCES aid or 533

k- COSER or some back money for that. I never see all of that, our business guy takes care of all that. But um, I would love to go through that process again. I mean we have staff that will often say what about that LSCI, did you use any of those techniques and you will hear, I never took that training. But they are new people that have come on board.

j- sure, sure

k- So we have another whole group that would like to go. I feel like to send them and to have the same thing happen that has happened. I want some kind of follow up or the principals invested or something. You know I want to be able to have you guys come back once a year or once every 6 months or whatever to do some follow up with staff so.

j – I heard that same message before.

k- Oh good

j- Which the didn't have when you went through and they do now is a one day follow-up.

k- Oh good

j- They call it the LSCI refresher. We are doing it on our Superintendents day We are bring thourhg our TA's starting with the ones who were first trained. Cause they went through with you.

k- Absolutely, Bus Drivers, Aides on the bus, TA's, a lot of people went through

j- So I had suggested maybe we would look to offer your district some follow up for the spring conference day, but I can have some follow up conversation with you.

k- That would be great

j- Cause I don't want to see it die

k- No!

j- And the information that I am getting from the survey is that it is making a difference. It's not huge but it is definitely making a difference. I have seen were it is moving violent behavior to disruptive behavior. Which is a hell of a lot easier to manage

k- That is huge! Oh my gosh yes!

j- and so um, That is a big thing and what I am seeing is that it is consistent and in my survey I got feedback from 9 different no 9 different no 11 different schools in 9 different school districts. and That's big and that is coming across is that there is that shift and similar things that are happening here. Pretty much the same kinds of things. So what do we do about that. That is is making a difference, and it is absolutely expensive, and that there is a big time piece to it

k- But so is discipline.

j- What is cheaper, a homebound tutor for a year, staff out on injury

k- drop out rates, what our numbers are – just across the board

j- So that's my soap box

k- Special transportation, blah, blah, blah

j- yeah so – Thank you

k- That's it

j- yep that's it.

Interview 3

School Psychologist – Elementary School

j- I had forwarded you copies of the questions and really there are 2 essential questions that kind of came out of the survey as well.

w- OK, I gotta tell you I didn't look at the questions. I didn't see the questions so I am really not prepared.

j- no, no it's fine. Really these are easy, easy questions and it is more opinions.

w- OK

j- The first one is how consistently or inconsistently has your school implemented LSCI?

w- Well, I would say inconsistently, definitely inconsistently.

j- and what would make you say that?

w- I don't see it being used, I mean I think all of our special ed staff was trained, I don't necessarily see it in practice. I think in terms of my training. I have been trained before in Life Space Intervention

j- LSI

w- LSI, I have been trained before and I think more in our practice we kind of use those practices so it was kind of nice because it was something that we already do. Maybe more of a refresher, new techniques new things to think about, so I think as counselors and psychologists we use it more often. I don't see it being used by the teachers. not to say it's not but I don't see it happening and I don't see it being something that the building will continue to talk about, you know like in terms of we were all sent to the training the training was all paid for if it was something that people really wanted to invest in then why wasn't it something that we continued with. You start an initiative and you have to keep the ball rolling. There should have been some discussions about it, there should have been talk of how we can best use it, none of that. It was like we were thrown into it and it's great I am not saying that but it's just not from my perspective.

j- No but that's not what you hear and hearing the perspective is exactly why I am here.
um

w- Like the follow up wasn't there. Even the terminology, we don't talk about it. We don't say "did you think about this? did you do this did you go through a timeline you know I can't even remember

j- I'm so impressed you remember one of the terms

w- The antiseptic bounce but you know we don't use that terminology so we don't so it's hard. I'm sure people use bits and pieces of it and utilize it and do that with kids.

j- uh huh

w- but

j- but as a whole that is not what you are seeing?

w- We don't use the word and you know, yeah

j- And what do you think was the issue as to why it never really took off.

w- I think that's more of a district leadership issue, I would say, all confidential

j- yep nothing leaves this room. But um, that's not a new message.

w- Like I just if I were doing things sometimes I think I would be doing things a little bit different. You know if you are going to invest your money in something the lets really do it and do it the right way, so, We had another training on something you know and we tried to keep the ball rolling and we put together a little protocol of how we were going to

do things and we needed administration, administrative approval, we still have it nobody ever approved it we never followed through with it. So

j- Is that something that tends to happen?

w- Yeah I would say.

j- OK

w – I would say it is not about the

j- the specific training the culture maybe here in the district

w- yeah

j- Now in your opinion how effective do you think LSCI has been effective in reducing violence when it is used. Or disruptive behaviors

w- Well I think when it is used it is a very good tool. It reduces things and it helps to de-escalate things. and it helps to get out of that cycle, I would say.

j- ok, Have you had experience in using it yourself?

w- yeah, I think so, like I said I had training in it before and I think that it as being part of being a psychologist or counselor our training. It just fits in so nicely so even if we don't necessarily have called it some of those things. We were kind of trained that way and we were kinda doing it so it was nice to have those pieces to then have a name for it or whatever. we use it but yeah

j- um can you recall any story you have had in using it? And would you be willing to share it?

w- You know I have a boy and I am not going to remember the terminology, But he's like the cool kid, it's my way or the highway, he's only a fourth grader and I try to get him to see you know that maybe that isn't the best way and why might he be doing that? I know there's a name for it and I can't think of it right now.

j- You gotta tell me more

w- Well it's the kid who

j- like symptom estrangement?

w- yes that's what I am trying to think of, that's the word I am thinking of you know like that kind of id, so trying to help him see that and to see that may not be the best way to think about things. to try to give him some of those skills. I know that is not very specific.

j- That's ok. that's alright if that's what is coming to your head.

w- and I think the tools teaching the tools is very effective. A lot of times kids just don't have the tools and I know I am not using the right terminology but

j- New Tools, you got it.

w- yeah, like teaching them skills rather than always just being reflective, oh it sounds like you are really sad or it sounds like you are really you know give them something. and so I do try to do that with kids.

j- good and LSSI can definitely help with that.

w- uh huh

j- um, now how did you end up in LSCI to begin with?

w- it was all mandated, we were just told we were being trained.

j- Who was your trainer?

w- it was the guy, I think we were in the last training that he did

j- Ed?

w- yeah probably I don't remember, He was at a school for trouble children or whatever,

j- ah yes yep and uh, now did or do you get a chance or did you get a chance at least initially to discuss how the training went with your colleagues or what you got out of the training formally or informally?

w- no not that , no, I mean we had our group of people from the district that went together.

j- and you talk about it at the training

w- yeah, but no nothing beyond that and that is kinda what I am saying it wasn't like there is this wonderful program we are all going to do you know like it was they sent us all to capturing kids hearts this summer. it was here you people are going and now it is done and over with and we never talked about it again. hahaha so it's like they spend a lot of money on training us on things but hahaha so that's the kinda thing I am saying.

j- ok ok and that's what I heard so you are not alone. you are not alone in feeling that.

w- ok, ok

j- that is I have this same issue at my own organization, you go to this wonderful training and you come back and one you don't have time to share it with people or are people even interested in what you have done and sometimes you are putting it down their throat.

w- right, it's gotta become part of the culture. or part of the way things are done. If you are going to invest that mush money in something you must believe in it in some way. So then why aren't we following up with it? continuing? to make it a priority, we do have a lot of kids in crisis and we do

j- and it seems that it is on the increase rather than anything

w- yes

j- which is why you have a walkie talkie

w- right I didn't always have a walkie talkie. hahaha frankly I liked it when I didn't.

j- I know, I lose mine all the time. cause I can't stand having it.

w- I know

j- That's it , it was pretty short and sweet what I was looking for. um you message is pretty similar and I had asked maybe we can do something about that if the district is interested. um, I had mentioned that they now have a one day refresher that putting it back in peoples heads. and then creating a plan for how can we internally or you internally make a plan for keeping it moving. um so we kicked around the March conference day for bringing back a refresher. but

w- yeah why uh, I didn't used to think like this maybe it's because I am getting older I paid taxes for years and now I think about these things you know the money that is being spent in tax payer dollars you like we were talking about the whole RTI and all of the different programs we have that the district has purchased and that they purchase things on a whim and you wonder if it is research based are they using it

j- and does it fit your needs, your internal needs

w- right

j- and that is what you have to really examine. You have to have a handle on thing and that we are having an influx of kids coming with crisis situations. and what do we need that would fit that and would LSCI fit that bill.

w- right

j- before you spend, that's where we went and we came to the decision that yes we did make the right choice with LSCI. We missed the physical piece but our whole physical piece has dropped off significantly since we implemented LSCI

w- and that's why and that's what you want.

j- exactly

w- you don't want it to escalate to that point. And that is the thing too, do we collect any data on it, we certainly have discipline referrals we can keep track of suspensions we can keep track of that sort of thing. We don't really

j- and when you put it all together what does your school report card look like? Does it make a difference, are kids being successful as a piece of

w- right,

j- It would not be the turning point it would be just a piece.

w- right and even as we are doing our whole RTI thing and are talking about now and we have been doing reading for a long time we have added math we are talking about behavior now and here you know were I just popped in my head that we are talking about tier 1 tier 2 tier 3 interventions we have all been trained in this

j- there, it's a cheap one cause you have all got it.

w- so there's a part in that could go into that document we are creating.

j- an as part of my paper I bring that in because I link a lot with the PBIS stuff. and essentially that is a piece of that RTI

w- right

j- and it does fit into that tier 2 tier 3 very nicely.

w- yeah, yeah that's true

j- anyways, Thank you I appreciate it.

Interview 4
School Counselor – Elementary School

j- What I did, I looked at the survey data I put out. And I tried to go through it trying to narrow down what kind of themes I was seeing in there. I came up with a couple of questions, and the intent here is to just add to the survey data, looking to add to the complexity of that. So, the first question I have is how consistently or inconsistently has your school implemented LSCI?

c- I would say not consistent. um and I think the reason being was we were, this was a top down directive, we were told this is what you were doing um, which you know isn't always appreciated. I think most of us that went through the training really liked it and those of us that were counselors and psychologist it kinda hits our model, coming to me naturally anyways. um, we found that it was the teachers and teaching assistants really took away a lot, a lot of skill from it. now as far as being consistently implemented, it would have been nice had this been a building wide initiative. you know it seemed to just focus more on special ed. and there really wasn't the follow up on it. that there really needed to be to call it a building wide initiative. And had the administrator in charge really said lets follow up lets continue with some follow up workshops.

j- The administrator in charge meaning?

c- The director of special education, director of special ed. If there had been some really consistent follow up to say how are you implementing this in class or even note it through some classroom observations or even incorporating it into evaluations would have been nice.

j- uh huh

c- So and I think, that is where a lot of things get lost in that particular building is that it is always that top down you know, approach, so here's your training and next year I will give you another training initiative that we are going to go to. and you know I think there is a disconnect. You know and I really think there needs to be someone who takes the helm and says were going to do this and were going to do it until we get it right. Especially with a program like that because it works, it's just good solid advice. I never felt that there was the um follow up that it deserved.

j- ok

c- I think though that the individuals that went to the training, we would still have smatterings of conversation about it. Hey I found out that there was something that happened at home that day, you know and you could really feel some of that training but what it wasn't a global initiative as far as I know.

j- And you feel that having some follow up training or follow up conversations or?

c- I think all of the above. um Would have been nice, like I said to feel like it was the entire staff that was part of this initiative. but like to incorporate it into things like faculty meetings, you could do small inservices, you could do a professional development day, where maybe it could be followed up on some of the aspects that people were seeing in their classrooms. Yeah, I got this group of kids coming in with these huge issue from home, there's a nice morning workshop right there, let's go over that section of LSCI and let's talk about that. So, yeah I kinda felt like the ball was dropped and it is unfortunate because you know I think the climate of certain buildings, certain departments are not allowed to take the initiative. t be given some control over that, to say alright the Student

Services department, although they're not administrators they're really going to make sure that you are implementing them in the classroom. I think there could have been some delegation and that wasn't done, So overall even though the training was great the implementation was a disappointment.

j- ok and you feel that that is the reason why

c- I do and I say that pretty confidently because that is a pretty consistent issue with that particular department is quick to sign up for things whether it be money or training or whatever but then there is no follow up so you now you might as well not do it for a lot of things because if you're not going to make sure it's implemented what are you wasting your time for. I think it was just another, we could have successfully predicted this is where it was going that it's almost disappeared. It's frustrating and disappointing, but as I was saying the individuals that were participated I do feel took a lot out of it.

j- ok

c- so

j- that's good, um do you um how effective do you feel LSCI is itself with reducing school violence or disruptive behavior?

c- You now I um, I feel that before me, at the point that I often get involved it has already crehendoed we're already at crisis level so for me to use those skills yes it's huge because now you are taking a situation that has already out of control, that child has successfully brought that teacher or that TA or even another student, they suck them right into that conflict cycle, its building and its building so that once it gets to that point, I love that you know, it sounds a bit sadistic, and it's chaos, but I always enjoy going into a situation that is out of control and bringing it to a level that is relative calm or at least controlled chaos, and I did notice that with a couple of teachers that we went through the training with we were even doing some of the role plays with, I saw a reduction and I, it was interesting because I saw a lot of them, aside from our clients, the kids, I saw the biggest effect was the adults interacting with each other. I thought I saw, I couldn't prove it, I thought I saw a couple of them using more of that reflective listening and getting to a deeper level of information rather than having that type of knee jerk type of communication. So you know it's hard to say where the teachers were and the effectiveness is in the classroom cause if I get drawn in it's typically because it has gone beyond. Though you know it's hard for me to answer that but yes with the adult interaction I definitely saw, at least in our meetings a change, but I don't know if that stayed with them over time.

j- but in your role after you get involved, would you be willing to share a story?

c- um yeah, well I can, share a story from both from being involved with students and from staff. We had one of our autistic kids last year a young boy named Gregory, a fantastic kid, such a good kid I just got a letter from him the other day, I think you move so quickly into problem solving sometimes that you skip over, you know I say that we are in the business of talking kids out of their feelings sometimes. Oh it's not a big deal, it's just a dance, you're too young to be dating anyways, You know and I think we miss these opportunities and with this particular kid he had a young teacher, relatively new, an excellent teacher but I think he scared her and once we were able to kind of model my department we really took her under our wing, she was ready to quit – honestly, and we took her under our wing and we were modeling how to communicate with this kid. And once she realized that he was coming off the bus angry he was refusing to get off the bus,

not because he didn't want come to school he just needed control over something. and that was the one thing he could control and once we got, were able to model our sort of reflective listening really drawing out the issues and also incorporating some of the sensory issues and stuff to accommodate the autism she started to, her fear dropped and she was able to, she didn't go to this training, but she was able to you know model some of those things so she became much calmer, and it was then Oh Gregory, it looks like you had a bad day let's go and talk about the argument mom had with you this morning. and then he would just calm, calm, calm, and you saw this throughout the year. I mean he went from melting down multiple times daily to I gonna say that he would go for weeks without melting down. It was a huge change in this kid. And I think without having some of those skills, you know you go in ready for a fight, you are always reacting rather than saying no one's gonna die here, let's get to the root of this let give it the time that it deserves. As far as staff interactions I use it all of the time, you know and that's, I think part of that comes natural to me which was really nice about the training was it highlights stuff you already know and you do forget and ever since the training you are more you know I 'm conscience of the things I am doing. I'm sitting there listening to an angry staff member and I should just had one snap at me in that meeting. and you know 5 or 6 years ago that would have affected me differently. Now I am able to look at that and say that this person is coming into this meeting, they have already been preloaded with issues and you know that's constantly and you are always going back to some of that, especially some of the role plays which I think were some of the most effective parts of the training, and like I said for me it's um, it brings back my graduate school experience, Dr. Cuddy, say whatever anyone does or says you got to ask yourself, what does it mean and what else could it mean, now what are we going to do about it? You know, that simple question of what does this mean, does this mean that they hate me, or that I am the worst person in the world or does it mean something else? More often than not it's something else, it's not personal so, you are always, when you can have that as a conscious thought, say I am the adult I'm not going to be sucked into this cycle I am going to stand outside of it, and it might have to let them run through it a couple of times before it burns itself out, and it is really nice to kind of work with the staff on that because not everybody, not everybody if good at that.

j- yes you're right

c- You jump into, someone attacks you and you start in to the cycle.

j- it's that fight or flight

c- no, you don't have to do that. You can stand and do nothing for a second. sometimes doing nothing is the very best thing in the world.

j- uh huh

c- So yeah it's a long answer to your question.

j- it's a good answer. Alright, um, just a couple more things. Do you get a chance to talk LSCI with some of the people who maybe have gone through the training? Regularly or at all, even moving here to this building.

c- now being away from the elementary building I couldn't tell you who took the training from this building. If I was given a list of names. It is nice to have a follow up with things like that, we have another initiative, a number of us went to another workshop Capturing Kids Hearts which is another very child centered counseling, counseling style model and those of us that went through it were also very affected by it and these are,

what we liked about both trainings as I see a common theme is it's not a curriculum, it's not a we need to hand out these work sheets and a it's really about changing almost like a philosophy or changing perception and I think those are the easiest things to do once you have had an understanding of it you may not fully grasp it but if you follow the behavior the brain will catch up. It's a kinda behavioral thing and you know it's these are the type of things that I think will have the greater potential to spread virally, as another educator sees you and says I noticed that you never really get angry. You have never raised your voice. I once had a teacher say that to me and this is just an aside but um I was presenting in her class and said, I gotta scream my head off at this group and I said guys you know I'm a counselor and were not big on yelling and what I need is for you to be pretty quiet. and I just kept getting quieter and quieter and she was like I gotta try that and you know it is interesting to kind of infect people with these philosophies or behavioral changes so, I'd love to know who in this building went to the training but my guess is that we are going to run into a similar outcome because it was all directed by the same person who typically has a disconnect from the staff and from the students. They don't feel like they do but in all practicality they do. It's that same sense of um disappointment from the staff and yeah I'd love to be able to talk to people. Me and my cohorts talk a bout that stuff all of the time. Cause we went through the training and we'd say I was using some of that stuff the other day so it's nice to be able to collaborate.

j- Absolutely, absolutely, now the last thing I just wanted to ask was is um do you have an opportunity, like going out for LSCI, to bring it back to talk about and present it kinda let people know and get excited or whatever? Do you have a forum for that?

c- We don't, and I don't know about this building but with the elementary building, you know I'll give an example from capturing kid's hearts. This is, you can tell I'm a little disillusioned of how things kind of ran in that building. We went to capturing kids' hearts and one of my first introductions was that this was not a curriculum, this was not something that you tell them this is what you are doing. This is something that you can educate and those that want to do it. When we got back from the training the building principal said that this is what we are doing from now on. And you go "God you really missed the point." and we kinda felt like that with the LSCI which was you are doing this and there is not going to be much question about it. And like I said without the follow up. And I say you understood it one way and I another, 10 people can go to the same training and interpret it differently. It would be nice to be able to get together to say how do we want to procreate this, how do we educate people on this. um I know we had a platform in student services to try to educate which was our student services newsletter which had good readership but it's hard to read interventions. It's easier to watch interventions or have someone demonstrate them. And then mimic them yourself. So we really didn't have that forum to do that and that kinda goes with that original thing that I was saying regarding the follow up. It would be nice to have that. You know, we as these school districts, and I know this is not unique to mine, and individual buildings we sign on for the product of the day and then we wait for the new product to come out. And if we were to look very closely there is going to be some overlap between those two products. Just because it is sold in a different colored package doesn't mean it's any better or really any different. And it I think that it's real, we are missing the boat your leadership really has to immerse themselves into the product that they are asking you to and when they don't fully understand it, how can the staff. How can you stand there as a

leader and say how this is working when you don't even know what questions to ask. Yeah I think that's again that's where the breakdown has occurred and with 8 years under my belt that is a consistent theme, reading first, capturing kids hearts, learning focused solutions, LSCI whatever the product is there is always that consistent breakdown. I always joke with my colleagues that they get so angry one is a fighter a feisty personality. When you can successfully predict that this is going to happen you can consciously choose a different reaction. You know the ball is going to get dropped, why are you getting so upset? You can predict it, choose a different reaction . yeah you're right I know that this was going to happen but that's, you know I think that is where a lot of the frustration is. We would have liked more control over things like that. OK staff this stuff works now what does it look like in your classroom.

j- so how can you follow up

c- yeah so like I said, The consistent themes of our complaints is that it tapers off. you know

j- I have heard that message from others. Including administration so I think they may be aware.

c- I hope so cause

j- aware and then how do you change it.

c- That's the million dollar question.

j- I think I am good. I appreciate the time

c- No I am happy to do it.

Interview 5
Special Education Teacher – HS

- j- I just going to ask you a couple of questions so please be as free to you know
- r- uh huh
- j- As you look at Life Space Crisis Intervention, How consistently or inconsistently as you school implemented LSCI and then what do you think accounts for that level of implementation?
- r- It has not been implemented.
- j- OK
- r- And I am not really sure why it has not been implemented cause a number of people have been trained in it.
- j- uh huh
- r- There has been no follow up since the training. which was a few years ago. haha. and I do know that other schools like BOCES uses it. I think the north district uses it.
- j- uuu uuh (negative)
- r- Oh the north district doesn't OK. Maybe at 3rd st. I saw something come in with that one there. I've tried to use it, myself within the classroom but but if you don't have the back up or those processes in place. with administration backing it up like the disciplinary areas then it falls flat. it kinda falls flat. I've tried to use it with some of the students I have had especially some of the students I have had in the past.
- j- OK
- r- The population I am working with now, you don't really need it. You know there is always the potential. I haven't really seen it to the extent that we would need uh, with this population. My previous population yes, you know we used to kinda email each other back and say, there's a Red Flag on so and so they had a rough night. I, you know, a couple of us used to do that as we shared students. We were redesigning our high school model and I was going to be working with some of our toughest kids. I was afraid and I could see it in how I was working with the kids. Everybody was just angry.
- j- oh great, good
- r- Yeah, we did do that, so, but it has kinda fallen away because we haven't had any, you know, follow up. to that training. I know other people have gone. but we haven't like addressed it at say like a professional development day. and like that
- j- Do you think that something like would be helpful? or no?
- r- I think so. I think it would be because I thought it was, while I was going through the training, I thought it was a good training especially if you are dealing with some of the more volatile students. You know the kids that come in and you say good morning to them and they are right about to bite your head off. They are not used to someone being nice. You know and I think it would be beneficial especially for the people that have gone through the training. to come back together to say how can we help use this in the building. If it is not formally used how can you use it more informally between your classes like through the BIT or through BIT actually
- j- what is BIT?
- r- Building Intervention Team. If they have an issue with a student they come together to, if some of those pieces were in place it might help alleviate some of those problems. um,

I had worked at a State hospital years ago and I know a lot of this was developed in a more residential type setting. and I think certain things are done easier in that type of setting than in a public school.

j- absolutely

r- There are a lot of elements that could have been put in place. Cause I know that BOCES uses it, so you know.

j- umm, now how effective do you think LSIC has been in reducing violent or disruptive behavior. You had mentioned that you had used it in the past. Was it effective? Was it not effective?

r- I would say, It helped diffuse the situation initially. Cause the follow up or like the disciplinary action might not have been so stringent or effective as it could have been, but at the moment um, I had used some of those strategies and with talking with the vice principal who would deal with that sometimes other things would interfere with something like that coming through. Cause it's not a policy in the building I think has, something to do with it not working, you know.

j- OK, um and um, but it, you have only used it just a few times.

r- When um, I first went through the training it was something that I was trying to use. like it was like that whole first year I was trying to use it. and the following year I used it but then I would say it fell off, I would say it was because there was not follow up training. Or like having the back up, that should have been in place.

j- Do you recall any specific situations where you used it and it was effective or it wasn't effective? That you would be willing to share a story of?

r- um, there is one student I am thinking of used to come with a lot of issues, like on a daily basis and that would set the tone for the day. Um for him and sometimes for the class. um, if I knew that he was in that type of situation I would just remove him to a different physical situation into a small room like this to have him just go in there. He did have free rein to speak to the vice principal. And sometimes having that, I would just call down and if he was available he would come up to deal with something and uh, I would say yes as there were certain kids who you kinda just knew. And after you had them for a couple of years in a row. hahah

j- you kinda knew.

r- You recognized some of the patterns and so you knew and you got to know your students in that respect. You knew a little about their background without knowing everything. So I think it helped in that respect and just talking them down sometimes you have the chance to talk them down. And sometime it hard in a little room if you can't remove them.

j- plus maintain their dignity.

r- yes, exactly

j- So how did you end up in LSCI to begin with?

r- We were just told that we were going. I had never heard of it before and it was just like we were going to this training and we were like what is it? Essentially we were told that the district is buying onto this and

j- Did that come from the principals or

r- My supervisor, the PPS person. the PPs person. um because it was mostly special ed people, whe I went it was mostly special ed people. From the high school middle school their may have been somebody from the I don't think there was anyone from the

elementary school. There was probably about 16 of us and there were two or three administrators involved also from each of the buildings. So um, that was essentially what it was, and the fact that we had to write a paper. That created a lot of problems.

j- who was your trainer? Was it Ed?

r- yes, yes. yeah we had to write

j- You didn't like to write the paper?

r- no we did, we had to which created a union issue,

j- did it really?

r- well yeah because it was all of this above and beyond. and you are not getting credit for it. because the district was paying for your training and your sub. You didn't get any additional inservice credit that it would benefit your salary for instance.

j- Oh, we didn't have that either. We just had to go.

r- We had to write a paper, and people were like what do you mean you have to write a paper? hahaha

j- Oh, that must be why they made it optional now. you can do the paper

r- I did write my paper. I wrote my, well we had to and then take a test. and everything at the end. I think we were like the first group to go through it in this district. And I know it was like a year later when another group went that was when the guidance people went. To me it was kinda a little bit backwards the administration and guidance maybe should have been in on it first with maybe some key teachers possibly to help institute it, so by the time, I think there has been another group, so it's like it has been really stretched out.

j- I can tell you that your district has a number of people in each building, I would say 15 or higher in each building.

r- yes, yes

j- It stood out.

r- yeah

j- As I looked at buildings in Central New York and Rochester.

r- yeah, but they have never brought it together. Which you put all that money into all these peoples training and like I said we have never had professional development days on it which would have been a perfect thing because everything went learning focused. Which is another thing that the district has and most people are using because that has been followed up on over and over again and that the discipline, that if you don't have the discipline in the classroom you are not gonna have any learning going on. It only take 1 or 2 bad ones in the room and that throw everything, everyone off. Cause we all know the day that they're not in everybody notices, and everyone has a smile on their face. you know. I saw the benefits to it, because it wasn't instituted in the building it wasn't bought into I think I am not really sure why it didn't fall into place. You know.

j- I don't know. I have to tell you that your argument is said in every interview I have done in this district.

r- uh huh, uh huh

j- It is recognized.

r- yeah yeah yeah

j- it's just what do you do about it., so um, now you mentioned on occasion that you would email back and forth with some colleagues?

r- A couple of them, yeah going back a few years ago we had more in the special ed department in the building. we would sharing more of the students, like I might teach English and Social Studies and another teacher would do some math and science. And so we would share the same students so if we knew something was going on with somebody we would kinda just email “look out for this today.” or like make a phone call or make a point of seeing this person just let them know.

j- and that worked out well?

r- I think so. yes because when you could indicate, or someone didn’t see that student until after lunch sometimes it was diffused by then because it was forgotten, sometimes it had built up. depending on who that student was and um it would work, just having that knowledge. you know because you might not attack that kid for not having homework done. you now that kind of a thing.

j- and were you able to use the vocabulary from LSCI or you just were unsure? You mentioned red flag

r- sometimes, but if you ask me right now it is kinda like speaking French I haven’t done it in a while. and cause it’s not in my or I’m just not using it. There’s other words that are the same but uh we would try to use those same words at that time. I would say those first two years that some of us would, cause at that time most of us, I want to say all the special ed people from this building went at the same time. I kind of

j- I don’t remember exactly

r- except maybe one person, maybe one person. who used to be in this room, I don’t think she went.

j- I don’t remember seeing her name.

r- yeah I don’t think she went. uh but Daisy

j- Luke

r- No Luke wasn’t here then. He wasn’t here then. um oh wait a minute that may have been his first year in the district but he was at another building. I was in with Stacy Stein, and Marie who is over someplace else who is in this building too. Mary Moore didn’t go. And I think because she said I am retiring. I don’t know, I think she was also involved with a number of other things like leadership. On the other spectrum that she did not get involved. but um, a lot of who had the freshman and sophomores, cause it always seem that where the problems are because then they grow up a little biit or they quit. That always happens. Daisy would say how come I don’t have so and so – They quit. hahaha. After they had me they quit or they went to somebody else.

j- or they graduated.

r- or they graduated, usually by after the sophomore year, some of these kids are that old that they just say I’m out of here, that is really what some of it was and some of them come from such disfunction and it is amazing that they survive. that is the one thing that, I started in this district a really long time ago, that these kids are survivors at a very young age.

j- They’re taught they have too

r- yes they have too, These kids don’t know how to receive, like help or kindness in many cases and they just look at you. They don’t know how to handle it. you know, and then the next minute they want you to help them. but they really fight you too, sometimes its just getting through that barrier, getting a little hook in that they know you are not there

to hurt them and that's the hardest thing. to get through to some of those kids. And some of them you still can't get through, I've experienced that too. yeah, but

j- The last thing I just want to touch on is does your building create an opportunity for staff to share like you went to this LSCI training, and to come back and talk to your staff or other colleagues about it.

r- If I went to the principal and said that I went to this and I want to share it I am sure he would let me. but they don't say that your on at the next faculty meeting or the next professional development day, I think we have one coming up in November, you know that there would be something like that, I think if you brought it up to them yourself, but I have never known the administration to say that you went through this so I need three of you to present this. that hasn't happened.

j- Do you think that if that were to happen, not that I am hahahaha. IF that type of scenario were to happen is that something that people would step up

r – I think so, I believe so

j- and how do you think that would be received?

r- Teachers are a hard very hard audience, you want to discipline them before they sit down. cause they are notorious for talking throughout things like this. They are extremely skeptical cause what are they having us do now. and I think you still have to be open to what is going on and that something are still good to buy into. and a anything with discipline and if you have something in place and you follow it, it works. and its when you get into all of the gray areas, this kid is like, cause the kids know when they can get away with something. and I have a number of them saying I am seeing Mr. Cheese now. and they think they can talk their way out of things and sometimes they can. and sometimes they can't and sometimes I think they get way too many chances. sometimes if you nip it in the bud right in the beginning they know where you stand and that they are not going to do that again because this is going to happen. they stop fight you they stop fighting what is going on. I think that if we have the opportunity to follow up on this I'd almost think we'd need someone to come in and refresh us. at this point since so many of us have not, I do have my book though, it's up there.

j- excellent

r- oh there it is

j- excellent

r- I still have my book hahaha

j – and it's prominently displayed! hahaha

r- but it is something that I was waiting for the follow up. I think I was done in March and you worked with it with your students and you wrote the report and it kinda fell flat. you know we were waiting for like in the fall like we are having like our first professional development day and all of you that went through this and the new people that were going or something where you could share the experience. you know

j- and it never happened

r- no it never happened. it didn't happen.

j- ok, we recognize that as trainers and we recognize the need for that follow up piece and LSCI has created a 1 day thing for that. We are going to do it with our staff this conference day.

r – You're a trainer now.

j- I am, I am, that's what how all of this came about.

r- yeah, yeah

j – myself and another are the trainers that BOCES has. and we don't contract with Ed, and we don't do a paper haha, but uh that is something that we want to put out there, especially like your district who has had so many staff trained. that

r- yeah, yeah yeah

j- that is maybe we can help in some way. They are good skills for people to

r- yes they are, even with the group I have, I still have discipline things that happen.

They are not as overt as some things like throwing a chair at you, which I have had done. but um, or where they come in and start attacking another student but we still use things, we have kids with anxiety, we have kids with that come from where you are not sure what they have done over the weekend.

j- I would imagine the new skills or New tools intervention is the one you would use quite a bit and the reality rub

r – that's the word

j- just to present them to say hey

r- and we work on that a lot. but what was the name of that?

j- New tools, it is where they want to do the right thing but don't know how. and then reality rub

r – You can see that they are just searching.

j- They want to be socially appropriate they want to be cool where they pull out muscle magazines out of their kitty folder.

r- oh yes that would be Steven. Oh yes, he also has one with puppies on it too. hahaha But he will help anybody but then gets real stubborn.

j- Then reality rub is where it is all about me. so and that is another one that would be useful.

r- oh yes that is one we use. hahaha one or two. Just in having this group for the second year they are familiar now and comfortable and there is a certain level of comfort while other are still learning our names. you know 2 years later. but uh that is the way it is.

Interview 6

HS Assistant Principal

j- A lot of it (LSCI) is already what you know. It just put words to it and made you think.

t- it's repackaged

j- exactly.

t- its more connections to it, instead of being just being all over, it gave it some direction and tied things together and you could see a purpose. You know and now I can say I see where that goes.

j- What I like, you know if that I see patterns with kids, I mean that there are certain kids that come in and you are this kinda

t- everyday

j- and this is how I am going to react. and it helps guide a lot of the discipline. you know for working with this kids, which might be different than what you do with another and the kids hate that, what do you mean he got this and he got that. well this is why

t- fair is not always equal

j- exactly

j- What I did, the survey was completed in the spring, which I greatly appreciate you filling out, I looked at that information and kinda pulled some additional questions to follow up. to add to the more comprehensiveness of the stuff. uh and two main questions kinda came out. One of them was, the first was how consistently or inconsistently has your school implemented LSCI and then what do you think accounts for that level of implementation?

t- um, I would have to say inconsistently cause we only sent a small number of staff members to go to it. um, there was a few administrators and teachers here and I believe it was Mrs. Smith from another school. um, might have been a dean of students and a couple of special ed teachers that were going to be dealing with some kids that we knew were going to be having some of these issues. that went there. but truthfully I don't feel it was enough training or enough support uh, it was kinda more just an exposure thing, here and there, this is out there and I like it a lot but It never got there really fully implemented with our staff and faculty. um, it was our superintendents interest and she passed it on to us and wanted us to go and provided us an opportunity for training and that is really what we did is just go there for exposure. It really wasn't that this district was going off in this direction and I am going to put my efforts and moneys behind it. um, it was just something that she wanted us to have exposure to and a I think she was hoping that if it caught on in some of the smaller places like our alternative school with like 20 kids that they could implement it a little better there.

j- ok

t- um, I know that if we had more people doing it, it would still have some gaps along the way because it is still based on your organizational structure. 60 teachers, my weakest link is that one teacher that doesn't do it. and that's, that's just organizational structure regardless of the business it's sort of a pit fall, negative thing in dealing with groups of people. um, and the effectiveness of it though, I think it was good and continues to be good because I still revisit a lot of these things. I still use a lot of these things, as you said before I think I looked a lot of these things before hand but I think by going through the training it's help me connect a little bit of its not just these things free floating on their own. it's tying them together. I think that it makes some type of a connection and allows

me to process and think a little more. but you know naturally I do a lot of reflecting. could I have handled Billy different, was I too easy on him what will I do the next time. I got some kids this year that are driving me crazy. um, it's their third year around and I'm, we allowed these kids the special ed kids, I don't know what I will be doing with them. you know offering looking at all day BOCES programs for these guys. I feel like, if part of me thinks that I can't keep them here because they are taking away from everybody else, I'd rather lose one and save 7 or 8 but and on the other side I have worked with these guys for a couple of years. They haven't given me anything back. I Shouldn't feel so bad when I get in my car and am driving on my way home. but at the same time that have not been effectively gone through a program with any consistency, I don't know what the middle school is composed of, I think it is a lot of self contained social promotion and here they are on our door step cured and ready for school. so, that's my concern is that it hasn't gone consistently throughout our staff. I think I have tried to reflect on it and use it. I wouldn't say on a daily basis but when I do get puzzled sometimes or get frustrated with a students, I do go back and try to look at some of those situations. I have worked and done some training with some of our support staffs, like teachers aides,

j- ok

t- that do cafeteria training. and things of that nature, basically an overview not really going through the binder or anything cause I am not a trainer, but basically giving them an overview of the conflict cycle and seeing how basic it is. you know something happens you have an emotion, you do something about that emotion there is a consequence. a positive consequence or a negative consequence. And I try to have them rap their heads around that conflict cycle. and then the other issues is you know that a lot of teachers a lot of people that come to schools were all kinda streamlined toward middle American values. well our pop- our customers are not middle American customers, they have irrational belief systems. They come into our building with skills that they have survived outside in their community groups or in their own homes or whatever that have allowed them to be successful or not successful. You'll see those types of strengths and weakness play out. um, I remember some of the conversations in here and he would say the guys would be almost bragish about that "oh yeah you're a good thief you're a good shoplifter and the guy would shoplift stuff and even though some of the films and videos were dated it still rang true to today. um, and it is a lot of those irrational belief systems that mystaff need to understand. they say Billy shouldn't act that way – well yeah you're right Billy shouldn't act that way I totally agree with you but Billys coming from a place where, you gotta start to understand where Billy's coming from. and that you may need to skew your expectations a little bit, not that it's fair but fair isn't always equal. so it isn't equal to you a little bit. you know I always think about, I taught down in New Orleans with self contained emotional 9th graders, used to come in and tell me that they were supposed to be bad and I would say sit down. They weren't bad, they wished they were bad, but this one guy was very talkative, he wasn't a bad kids he was a jokester, Tyrrell would always be talking. Well Tyrrell came from a big family and Tyrrell was the little comedian of his family and if Tyrrell wasn't cracking a joke or engaging in conversation somewhere he got lost and overlooked in his own home so Tyrrell learned how to use that as his strength to stand up and get attention to get affection to get affirmed by a group to give them something that was a value to the whole, and that was

Tyrrell's role at home so when he comes to school he doesn't know what other role to be other than the one that has been working for the other 12 years of his life. or whatever, so that was real interesting you know I reflected back to what I was doing there and what I do here and I looked those experiences and I really saw how those connections were pretty good. I kinda, like I said I had a lot of different things floating around. It kinda tied some things together and gave it more directions. I wish that and they talked a lot about kids living in group places you know where they had the set up where they lived together and they went to school together and they did everything together. We don't have that so much in a school setting and I wonder if this type of program that came out of that detention type settings for working with those kids. I'm sure that there is some of those things that needed to be adapted to a school type setting because we are only here for 8 hours we are not here for 24-7. dealing with the guys. Thank God we are small enough here that we can manage, cause doing this at a larger school, no thank you. but here I think that it does help and these things do help being put in place, so that's how I feel about what I have been through with that and how it applies to me and my role as assistant principal.

j- um, but what do you feel , you mentioned this is more inconsistently implemented. What do you feel impacted that being inconsistently verses consistently implemented here?

t- Well, honestly I don't know if there was ever a plan to implement it fully. and if you don't have a plan to implement it fully you are not going to be able to do that. I think what they did, it was a good idea, some special ed came aboard, I think our head of special ed was involved with it as well. and the way that we were devising our new special ed groups that they were going to have this training also, but it wasn't all the special ed teachers. It was just the two teachers that were going to have these 9th grade groups. but and they only had them for a couple of periods a day, resource or for a block. And then when they would go out to their other teachers it wasn't there for them anymore, even other special ed teachers, but they were not the self contained teachers cause our kids would go for like 2 periods back to back with the same teacher. which is basically self contained. Call it general classes or whatever you want but it is basically self contained, but I just don't think there was a plan from the beginning to fully implement it. I think it was more of an exposure type thing. Let's talk about how it was and if I really get a lot of feedback of how wonderful it is going in this direction maybe we will go that way. We didn't, we haven't and we didn't. When I look back, were looking at I don't know what year this was to be frank, 05 it was 5 years ago

j- it was a while ago

t- 05 cause we are coming up on 5 years this December so the fact that I can remember some of the

j- I 'm impressed

t- tells me that I did enjoy it. uh, Ed made some very valid points in our training. I did take a lot of notes and brought those things back with me. I can't fully implement it myself but I did take and add it to my little rolodex of skills and pull it out when I need to and try to reflect back on it as a tool as often as I can.

j- good, good um, you may have already answered this in how you talked before, but the second questions is how effective do you think LSCI has been in reducing violent or disruptive behavior here?

t- I think it has, I think it has, because of my style, I do all of the discipline basically, it's not broken up into segments like one person does one half of the alphabet and the other does half. And then you know you operate out of your code of conduct which is consistent with everybody, but everybody has their own style they are all going to be judgment call type situations. um, when you go talk with different people, sometimes the kids are not as comfortable with some people as they are with one person. They don't have that level of trust, um I think that being here 11 years every kid that comes through knows or has heard of who Mr. Timbs is, cause I have taught their cousins or brothers and they have said you know whatever to them and it allows me to already have that level of relationship with them. Even if they might be a total stranger to me uh at first, I think we have that level of relationship through what they have heard about me and then when I get to talk with them I can say is so and so your sister or is so and so your brother and I am able to build from there. Being in a smaller community aids in that. So it has helped me consistently work through those type of things. because I am the only one that they are going to come and talk to. The guidance counselors didn't go through that LCS, j- one did.

t- one did

j- but she is not here.

t- oh and I don't know what went on before I got here. And I don't know what type of counseling they were doing as far as academic and social. but I don't know but I feel I do a big piece of social counseling. as well as my discipline with the kids, cause I think there is value to both sides. You can't just have a kid come in here and you have detention next Tuesday so see you later. You have to have a dialogue with the student and trust that your students are going to be honest with you. I always tell my kids, I always trust you until you prove me wrong. once you prove me wrong I am not going to be able to trust you anymore. You are a young adult, you are not a kid. I understand that sometimes you might have that knot in your stomach and your tendency is to lie and try to get away with it if you can as opposed to say I'm wrong and I know I will sometimes revisit those conversations and offer another opportunity for the student to come clean. You know those types of things, but with me dealing with as soon as I can, but I don't think you get treated that way consistently from your teachers each period cause they haven't gone through the training or have been exposed to it. Just choose, if they have just choose to forget about it and not use it. I don't know if it's good or bad but I will have kids come down and talk to me cause they are made at their teacher. And I say why aren't you talking to your teacher? You know you are jumping to assumptions that they don't like you yada yada yada. And I say I'm not your teacher what makes you think I'm any different, cause you help me and this and that, and I'm glad too. but at the same time, I was just up in a meeting facilitating a 3 way between a student and teacher, the kid had all of these assumptions of what was really reality. You know, I think that when I work with the students we have some type of consistency, obviously dealing with different people you are going to have different reactions, there was a couple of years ago where we had some of the discipline split up. And I didn't like it, for me it didn't feel like the right hand didn't know what the left hand was doing. and it wasn't that we were so overwhelmed that I couldn't do the discipline around here and other things as well. In fact I would rather eat some of it and have a little less time for some other things. um or put in a little more time that I should be just to have that level of

consistency with the kids and with myself and with the staff. They all know that it is just one person the kids can come to talk to. Cause if it is bouncing all over I don't know what was done 2 days ago. and if they are suspended on Thursday and I assign them a suspension on Thursday they are not going to be there. He's not going to say I am suspended on Thursday don't sig that detention for Thursday. So, I think the consistency level, because it is just one person I think is pretty good.

j- ok good

t- but across the board, all those teachers that went to the training, are they still doing it, no.

j- that's tough, that's tough

t- And I struggle with this too when I go to staff development, I think people are wired to have strengths and weaknesses and some are really good socially with their kids and others are really good academically with their kids, um and you know I question whether you can change a person. You can take them to training, you can monitor their classroom for 10 weeks straight every period but once you have been out of there for 2 weeks what is going to happen. Is it going to go back to the way it was before, I think they do, I think they do, people are wired that way. I think they tend to go back to what they feel comfortable doing. If their strengths are social then, you know working with students being understanding, their good at that, if they are not then they are going to have a hard time do it. That is what we are doing now with Capturing Kids Hearts. I think it's a great program. Do I think that everyone on my staff can carry it out to an acceptable level – I don't. We are going to have to be on and really monitor. and it's tough too because they are really going to be defensive about it. you know I always tell them it's ok to make mistakes, they never want to show you that they did, they think it's a chink down in your professionalism or something. It's alright you made a mistake, you'll never do that again will ya, you learned from that one.

j- exactly

t- So, I I I do wonder how much it is.

j- ok, ok, Do you ever get a chance, at least when you started with LSCI, that um, the people you went with, that you had a chance to talk about LSCI with

t- Oh, Mary Smith and I used to call each other all of the time and a say I got a Red Flag Carry-Over, and there was a tap-in, we used to talk about

j- carry-over, carry-in, tap-in

t- I got this kid coming in with this and we would laugh about it. and that went on for a year or so, that first year, we did that in December and we continued with it, it was, it was pretty good. It was good conversation, but unfortunately it phased out through the years.

j- It's understandable. um and then in, here at the HS do staff get an opportunity, or you get an opportunity to go to a conference and then bring back or talk to the staff and kinda

t- yeah, I was just getting this out I had actually made a poster for my training because it is how strong I felt of it (pulled out a poster of the "Conflict Cycle"). I would pull this out and hang up us of the conflict cycle for a lot of my aides and assistants because this is kind of like a base line because if you can't wrap your head around this you are not going to be able to work with a kid. You are going to end up being one of those people where it is my way or the highway or something. You have some irrational belief systems that you are bringing in here, hahaha.

j- That's a nice picture of the conflict cycle

t- I had it made up and I use it for training. it's not really books for say, the paper that we wrote, I share my paper and share what it was like. um, and a you know I talk about how it went down, how I responded and that a consequence was still given and the student was able to move on and retain their dignity. In my situation, a student that was not going to go to BOCES because they just got kicked out of the house last night. you know and it had nothing to do with not wanting to get on the bus to go to BOCES. They were hurting from some other issues and um you know again it was that conflict cycle and the irrational belief system that it is something that I cannot remind people enough it is the same thing with the Capturing Kids Hearts that we do. You know some people come in just so mad at the kid so frustrated. more frustrated and they are mad, cause they are frustrated, and their mad, and they are just so frustrated with themselves because they did not get the response that they thought they really could get. And I just have to remind them sometimes, do you know where this kid comes from, you know, we have kids in here that have been sexually abused or have parents that could give 2 craps about them that are abusive themselves, or addicts or things of this nature. And you have to look and say do you know where he is coming from, do you know? He's got, the kid's got nothing outside of school, and we can't kick him all the time, yes we have to have a baseline of what is acceptable behavior but you're still gonna care, your still gonna establish a relationship with a kid that he knows you are not gonna kick him when he is down. I say yeah you owe me 4 homework assignments-you have been out for 4 classes but you are not going to needle nose, you are not going to needle them the whole way. You know stand behind them and brow beat them with their peers. You know that's not going to get you anywhere with anybody. You can pull out that trump "I am the teacher you are the student" card all you want. I know as an adult I make sometimes maybe quick to judge or quick to react sometimes but I hope I have gotten better because what I have done it to sit back and look at the bigger picture. Like I said, when I am driving home I think about situations. You know I could have 10 bad and 3 good situations and I am kinda wired, or to the point that I look at the 3 good ones. That worked out that were successful. um, You know I don't let the kids that had the bad situation, cause I know it's not me it's not my situation, what I think about those bad situations is what I can do to help them. I check in with that kid in the morning. How did things go at home last night? Have those little bit of conversations, you know it goes along way. You know the stuff in here (the LSCI BOOK) to compliment my style has really been a benefit. Like I said it has been 5 years and I really need to revisit some of the stuff, like I said I have the conflict cycle, but you know the carry-over, tap-in, the body boundaries, the reality rub, the manipulating body boundaries, all of those things we need to kinda review and relearn because what you don't use you lose. and a I am doing a lot of all this stuff. Like you said you have experienced some frustration with it because the kids will come out and say that's not fair he didn't get the same thing I did.

j- uh huh

t- and it so even by using it, it's not perfect. Even though I don't think anything in life is perfect so , but it definitely is a good tool where it leaves you with just a little bit of tweaking or manipulation or explaining, at the end I think it does a pretty good job of getting you 90% of the way there in dealing with the kid and have the kid realize, cause it calls for a lot of reflection. you know and it doesn't say you are bad, you are suspended go out of here. you know, tell me about it, and how did that make you feel and I think

that is dialogue that is invaluable. Cause that is something that the kids say, they don't listen to me. Adults, they don't care with what I have to say, that is the biggest assumption they have. they don't care, they don't give me a chance and listen. You know I have been forced to to establish a relationship with kids to where they do know I'm gonna listen to them. You are justified in feeling that way but you are not being responsible when you act that way. You can be as angry as you want in here (pointing to his head), you can say all the dirty words you want in here (pointing to his head) but the minute they come out of here (pointing to his mouth) it is a whole new situation. I do have some class removal card for kids that I don't think have developed the skills to realize that they are losing control, that it's pretty much F you and I'm outta here. And I want them to realize that when their anger is getting up that they can get out of there. F you type of a situation, and I think that it is important for them to develop not only for school but as a life lesson. Like when someone cuts them off at the gas station or whatever. You know so, traffic or whatever, with relationships, young children. They are gonna have to, they will have a lot of things in life that they will have to deal with and that can't go through life with a 15 year old's mentality. The belief systems that they have, you can't blame them for having because they are getting them from their messed up families. Cause they are messed up parents that have irrational beliefs. Like it gets kicked down another generation. I always say don't be that guy. Don't be that guy that embarrassed you and made you feel like you weren't here and want to crawl in a hole. Don't be that person. and a it's the same with attitude. You do what you see if your parents are yellors and screamers you are going to be a yellor and screamer. I your parents are those that bottle it up and blow their tops that's how you are going to deal with your problems cause that's what you've seen. If your dad is a womanizer and fools around on your mom you are probably not going to be too respectful of women either. you know how do you get them from you are what you have seen to changing some of those values to a that's not appropriate you need to be your own person. Unless it is really a negative, negative thing, they take it a lazz faire and it does show an effect on our behavior. In our comments, it might not be until we are 20 years old, we are talking about a lack of diversity in this community and you say did you really just say that? I know you don't think that way, but sometimes it wears on you it gets old. Life wears on us it wears us down. I wanna make sure that we have those conversations that there is a choice, you can always make a better choice. even if you just made a mistake. Mistakes don't have to stay mistakes. I tell my kids a lot. I wish there was a part of this about making things right at the end. Where they go back and do something to correct the behavior, they understand their own behavior, but kinda like what will you do in the future to not have it happen again.

j- like retribution

t- yeah, like going back and saying something, I try to tell my kids that you don't have to go back to the teacher and say you are right and I am wrong just say I want to apologize for speaking in the class inappropriately. Just leave it out there. That teacher might say "good you should" or they might say "why thank you Billy." They may surprise you and say "you know what Billy it takes a big man to say that and I am going to talk with the assistant principal about doing something with your referral. You know what Billy I was probably quick to judge you to that day and I apologize." And you never know unless you put it out there. That piece you know is the only piece that I would like to see

another level to it. I don't know if that can be anything with your paper but where is the ownership with that? Need something at the end to right your wrongs, cause you end up serving your time and then you are done. Then people go around with your blinders on pretending that it never happened. But in time if you every come in contact with that person again, that same insecurities come fluttering by in your heart and your emotions come in and you get that knot in your stomach. It's like quitting the sports team and never telling the coach and just stop going to practice. And when the coach says where's Smith your buddies say oh he quit. You know and when you see you see that gym teacher in the hall you feel that, and you live with that for the rest of your life. And I think being able to go back and facing it, and saying you screwed up I just want to apologize and being as simple as that is, I just think that brings back a little more empowerment to that person instead of saying doing nothing and I don't want people to live like this. I want people to look each other in the eye because everyone is messed up everyone has made poor choices. used poor judgment and not a lot of people go back and apologize for that. That would be another piece that would compliment this. I think that this is right on. and a, I remember that was one of the only pieces that we didn't talk about was the closure of it.

Interview 7

MS Special Education Teacher

j- What I had sent you was, what I had looked at was the data and what I really kinda came out was two major questions. The first one was, how consistently or inconsistently has your school implemented LSCI and what do you think accounted for that level of implementation?

m- Um, I don't think there was much school wide implementation. I know that there were, I think 5 people from my school that were there. I'm not sure if there was another round before us or not. Other than the impact on myself and the other people that went, I don't think it went, there wasn't much of a push

j- no

m- to uh to put it into action or to share information. I don't know if everybody at one point was suppose to go through but other than the rest of us that are still here, I don't think anybody here would know what it is.

j- Really

m- yeah, I mean I might be wrong but I don't think there was a whole, um continuation

j- no?

m- no.

j- What do you think was the reason behind that?

m- I'm not really sure, I'm not really sure, I don't know how long ago it was I can't say it was a turn over in administration or something like that. I'm not really sure, um, I don't know because those of us that went that it was useful.

j- ok

m- It was good to put it into your toolbox of things to know, I'm not sure why it didn't go much further than that. In fact, I cannot even recall back, I don't know if we presented on it when we came back. Or the thought was more groups were going to be going.

j- Is that something that you guys usually do when you go

m- I depends if it is something else that no one else is going to then sometimes we will share out at a faculty meeting. but, it seems like a lot of things we do is send people in waves to go through and I don't know if that was one of them where there was a group and then another group. and then another group never made it. So I can't, I really can't say it for sure.

j- And I can't remember, You have a number of staff that came through. I want to say that you came in 2 groups

m- I'm thinking, I'm thinking that was the case.

j- you had Rosemarie, and Sarah

m- and they weren't in the group I was in. So I think definitely, that was another round. So I'm getting mixed up with other things we've done. To say it was that one or something else that more people were gonna go and something happened that we either couldn't afford to go anymore or so I don't really know.

j- It is an expensive training

m- and a lot of days so, um, so I really can't account for um, but if the school psychologists were there as well, which they were then you got a couple of special education teachers and psychologists were trying to make a difference with it but I don't think any of the regular ed people ended up going. which they probably should but

j- yeah they probably should

m- absolutely

j- um, how did you get involved in, like we you approached and said Mike, I want you to go to this training or how did you ever go into this training?

m- I can't, I can't recall for sure, generally that happens, there is something that you have no option to go, but because only some us went, um, I think it might have been presented to us as this is something that is going on and it is a number of days and if you are interested, I think that is how it happened. I don't remember being told I had to go.

j- ok, ok

m- I probably could have been.

j- hahaha.

m- I was one of those things that uh, as it turned out at that point our whole special ed department went.

j- oh yeah

m- We went as a the four of us went as at the same time.

j- from this building?

m- from this building. so

j- That's a good way to do it, you know

m- uh, huh

j- so you all come back with the same message.

m- Which would have been perfect cause we have someone at every grade level. which really could have turned into something more, I don't know.

j- um, How effective do you think LSCI has been in reducing violent or disruptive behavior in this school?

m- um, I can't, I can't speak for the whole school but I would like to think it could have had an impact cause there was a person at every grade level so just by having somebody to recognize some of the situations may have helped to reduce it, probably, probably, it would have had a bigger impact if it was more wide spread. I'd like to think it impacts the classes that I'm in.

j- OK, how so?

m- You know, the old thing where the kid comes storming in late and the teachers natural reaction is to let them have it for being late and I'm in 4 classes, if that happens I can be the one to go and see the kid while the other teacher keeps things rolling so we don't create a stir. If I wasn't in that room they might just blast him away and something else happens and the kid bops someone in the hallway. but, so I would say, you know, that was helpful. So one of the eighth grade teachers, same kinda role. They are in a lot of classes so in that way we could create an impact

j- ok

m- well we still have fights, we had one yesterday and one 2 days ago.

j- we have had a lot too.

m- we were just saying that it has been pretty quiet. We had 2 girls in a fight outside of the main office. And we had 4 kids dooking it out in eighth grade yesterday. All special ed kids yesterday so uh,

j- great, great, we have the same type of thing, in fact we have 4 superintendents hearings scheduled for Monday and Tuesday. and one in this district. um, now have you yourself had a chance to use LSCI?

m- I would say I have used the knowledge that I have there. um, just in recognition of certain things. I mean personally, I think a lot of it was common sense, made perfect sense. The whole think, reacting a certain way to deal with them, having a place to send kids to talk, I would say I am using the knowledge from that, I would say that the people that were there with us had the same idea. Hey, yeah, that makes perfect sense. You know, I like to think that is how I kinda handle things, to get a perspective on things before I jump in, to get a sense of what the kids say or do before I jump in.

j- Do you get a chance to discuss things with others that went to the training?

m- There are only 2 of us left who went to the training. two of the other teachers took positions in other districts. But before then we shared a room and we would.

j- who left?

m- Carrie Dill and Amy Sabitino. They jumped ship and actually went to an integrated program, one in 9th grade and one was 8th grade. They both left at the same time.

j- They're from down there aren't they?

m- yeah, yeah, It works for both of them, in fact I think Carrie even went to that district. Yes, so we had a chance to talk about it, I don't know if it was the classic, I don't know name one of the scenarios, that came up today, like red flag, carry-over or something like that. You know we would be in the same room and we would talk about those things, but honestly right afterward there would be a discussion that a teacher did something or it was clearly someone came in and it was

j- you could see, like the conflict cycle

m- yeah, how it could have been helped through or really taken care of right away, instead they kinda fed it. We had those kinda talks. Like you always do. Classic, beyond that I don't know if we

j- no?

m- no.

j- um, you mentioned that you really didn't see that there was a clear plan for LSCI or

m- I didn't see it, whether it was It was there, others were asked to do things, or it was there and it fell through. I hate to say that there was no plan, but as far as I could see there was no implementation plan, it was just put out there.

j- ok, um, you mentioned, does your building offer, a lot of the questions you answered. Through the other things. Do you remember who your trainer was, was it me?

m- you and Mary were there, but it was Eric. Was his wife there maybe, or I thought somebody else was there with him,

j- maybe Patty DeJohn?

m- I just remember it was him and you guys were on the sides. It was just this morning I was thinking that I thought someone else was there. I can't remember, but it was him for sure.

j- I am interested in that because I am wondering if it is even the trainer that might have an impact on whether it is carried over or not.

m- I don't think, I don't think it has any carry-over. The trainer makes it more, makes it interesting. And makes me carry it over, but it's who ever sent us there, it's them that would be responsible to make sure it is carried over.

j- I think you answered everything that I had. It's pretty quick. I think when you are in a school where it is implemented a little more then it ends up being a longer conversation.

m- I thought it was a pretty good training and other than the role playing, which makes a little uncomfortable anyways, I thought it was good. Do you find, in other schools that there is a bigger carry-over,

j- yes, some, some, there is one district that um, they sent quite a number of people, I mean it stood out. They said the same message though. They said inconsistent, but because they sent more people, it's still in their tool bag. They didn't have the turn over where you sent 5 and you lost 2 in this building.

m- actually we lost 3 because our school psychologist went across the street so it is just the two of us.

j- and so, it still carries it through. And one district, is saying can you come back and bring it back to like a staff development day. There is now a 1 day refresher, so we can bring it to something like that. It can be something that we bring back up because it still seems like our level of violence is still increasing. What I found and what I am gathering from you is that the tools are effective but it's the support

m- and more people using them it may have more of an impact.

j- yeah, yeah, and it's unfortunate because it is the same message I'm hearing. In the different schools I have gone to, ok, you are all saying it's good, why are you all stopping?

m- did administration go to this?

j- in some districts yes, and in some there were a lot and in fact you had some administration that went. It was interesting to see how that all kinda worked out. A district had a group of principals that went. along with psychologists.

m- It's good but when you don't have your people attend that can force it, you know, or push it more to see how good it could work, huh

j- and even with that, it's still

m- huh,

j- And one of the questions that I am going to gleam out of this whole project is "why?"

m- "why?"

j- why is that, because this is what I'm seeing and this is what I'm hearing so why is that?

m- So you are generally not hearing anyone say, I have gotten nothing out of it.

j- I have not had that at all. Mind you, the audience I targeted were people trained in LSCI. And sometimes people feel responsible, you know, yeah I got something. and they really didn't. Thank you, I really appreciate it.

m- If you need anything more, let me know.

Interview 8

HS School Psychologist

j- I sent out the survey in the spring and um, and I got some data from that. In looking at that data, what I put together was just a couple of questions, what I am looking for is just more information about the whole thing from schools or districts that have sent staff too.
h- yeah

j- ok, The first question is how consistently or inconsistently has LSCI been implemented in your district?

h- District-wide I would say it's not implemented. The individuals that attended classes are using it, probably pretty consistently, but not consciously calling it a red flag intervention or a rub intervention or a new tools, but they are using some of those skills. Like, I probably use it daily.

j- Do you really?

h- Oh, absolutely. Daily, um, just trying to framework the interviews when I'm trying to get to the background and what happened. setting the timeline and just trying to break through the, I don't necessarily call it the red flag situation, I'm using those skills daily. Even some of the replacements, just making them think, putting that thought in their heads. Talking with one of the more difficult students and saying "have you thought about this?" and leaving them with that. But I probably use it daily John.

j- Great. um and how is it working for you?

h- it works well, it works well. It works real well for me, um usually, as you said, cause it is such a small district I know a lot of the students, I know a lot of the backgrounds that um I can use the different techniques that suit the individual student cause I know what sets them off, I know if I am going to be able to approach them immediately or if I have to wait, I know what cool down period they may need. um, and if I don't then I use that timeline and background to find out what's going on or that redirection. I use a lot of the LSCI and then I use a lot of the *Behavior Management Techniques* BMT which is what you know our restraint program here, but the biggest part of our BMT is the pre the how do you de-escalate. So I use them both in combination a lot. um, for the redirection and those kind of things.

j- Are you the primary crisis person here?

h- I am the primary crisis person. yeah. Cause we are, we are also trained in Critical Incident which is uh, it's CZIM, It's Critical Incident something management, it's a crisis team.

j- so you have other members here that are part of your team?

h- yes, yes and last week when we had that death of a student we uh, we're uh, um, one two three of us have been to through the actual classes to get trained and

j- which positions do they fit, I mean principal or

h- yeah, no all psychologists, all psychologists at this point. And we kind of implement the crisis management plan cause we are our own mental health provider. I mean you know our county. and out here in this district we are all we got.

j- you it

h- yeah, and we have to use it, and it is a daily occurrence the LSCI that I use. In combination.

j- great, great, Do the kids recognize it?

h- No, no not at all

j- I mean even the conflict cycle or,

h- Yes, they recognize when I point it out to them and they will be like you know you're right and it's cyclical I did this and I did this and then this and round and round. The biggest part is trying to take the situation and providing them in here a new intervention and then trying to generalize it out there. That's the most difficult.

j- uh huh, without a doubt, without a doubt.um, how did you end up in LSCI?

h- um, actually, my supervisor Mrs. Shelly.

j- She said Harold, you gonna go.

h- She basically said would you like to do this? Is this something you are interested in? and I said yeah, cause I knew, at the time I could see that there were more and more violent more and more angry, aggressive students coming down the way and I said I could use anything that would give me more of a framework that I can build upon. and to refer back to would help me out and would be extremely beneficial.

j- ok and with that I mean, do you recall, is that how it happened with most people?

h- yes, yes, she started with the psychologists

j- ok

h- she worked with the counselors and then she uh, initiated it with the special education teachers.

j- ok

h- not as many administration as I would like, I think every administrator should go through the training. I have tried for years to get my new administrators and the new administrators in the district to go because as an administrator you are oftentimes dealing with students in crisis mode and I would think that it would be extremely beneficial and I haven't yet been able to convince people to take that course cause I found it extremely beneficial.

j- good, good, I gotta be honest, as an aside, when I'm done I am going to SU's teaching and leadership department, that's my department, and saying OK, hey let's start this, let's build this into the program for out coming administrators. You know get um first. Now um, you mentioned that you use it on a daily basis but not so much in the building – what do you think attributes to that?

h- um, the, nobody's trained. I think I'm the only one trained in LSCI here.

j- oh,

h- so I think it is because that there is nobody familiar with it. Marci, I'm not sure about who is trained here so that I couldn't tell you. I don't know if she is, I don't know if Ralph is the other counselor. I don't believe Dave went. I don't think that anyone else in this building is trained. I know at the middle school there may be four or five with Jen, Sam, Liz, Peggy whose gone is um and then at the elementary there are psychologists, Amy, but I think I'm the only one trained here.

j- Is Jane still here?

h- nope she retired.

j- did she go to Costa Rica?

h- yes, yes she did

j- God bless her! Oh I gotta visit her!

h- and that's why it's not out here. and that's why it's not done.

j- but what do you think caused that, was it a financial reason why they didn't continued, was it that people weren't satisfied with the training?

h- I don't know if it was even offered to people. So it was a very a very, I remember taking it in 05, I don't know if it was offered to others in 05. Sam and his group were, he was the second group and I was the first group from here and then I think Amy might have done it a couple of years earlier.

j- I went through with Jane, with Ed, were you in that group?

h- nope that must have been, I was 05. I did it with uh,

j- I did it, I think it was 03 or 04 with Jane.

h- yeah, they were in that group. so it's because nobody has been trained. I don't think it has been offered. sine so to speak since our last course work.

j- ok, ok um, and how effective do you think, you had mentioned that it was with you. Have you seen any change outside?

h- holistically, I think not, individually yes. With individual students that I have worked with I think it has been beneficial. um, In just of the some of the substitutions and getting back to the rational thinking with they are out to get me. Ok let's do this but as a high school – no. Could it be – very helpful – yes. That's why we are going today to “responsive classroom” – to see that. you know to see how to deal with students

j- yeah,

h- see if we can get it more consistent throughout the district.

j- It would be great, are you going with a team?

h- yeah, we have 3 from elementary both elementaries, 3 from middle and me from the high school.

j- and it's called “Responsive Classroom?”

h- yeah, It's a

j- Do you know who's teaching it?

h- I do, I can look it up

j- that's ok

h- but apparently it's like a PBIS but more scripted.

j- all right, cool. Do you guys have PBIS here?

h- No,

j- not yet

h- no

j- we're starting that.

h- Are you really?

j- yeah, it's not moving as fast as I would like it to, cause I would like thisng to change but that never happens fast.

h- I think all the counselors and administrators should be trained in this, LSCI.

j- um, In your working with kids, would you be willing to share a story of how you have used LSCI? Do you have any specific examples,

h- oh my,

j- if you don't, don't worry about it.

h- no, I think it like I said it's really daily. for me um,

j- I do, and I didn't mean to ease drop but I did, I couldn't help it but you conversation with the teacher before here, I could hear how you were gathering the background and allowing the child to drain off, I could hear what you were talking about. You were talking the talk without the words.

h- and that's consistent, unfortunately that young lady that I had, she was having difficulty in the classroom. and couldn't verbalize it. And the teacher in this case, wasn't aware that she was having anxiety and that she was in the beginning stages of a panic attack. So the teacher, she was talking and not verbalizing that I need to get out so the student got up and left. She told the student to go to the office and that was enough and the student escalated. and so, A lot of the students know that they can come and talk to me if that happens and I'm right here so she found the easiest route, came in here, I'm in here and had a full blown panic attack in front of me. I had no information, just knowing she had a panic attack, she was very um colorful with her language toward the teacher at that point and I just tried to get her through the panic attack. Got a little of the information on what's going on, we do these panic attacks occur, did you have it previously? those kinds of things so I got her to de-escalation but didn't get her through any of the process, so I met with her this morning to say I'm not going to be here today but we need to revisit this, we need to figure out why and when did it start and how we might be able to handle it better. Because her perception is very different than what the teacher had just told me when I checked with her this morning. Her perception was that I hate that teacher, that teacher hates me, they don't care about me, they pick on me all of the time, so that's what she came in with. Now, I know the teacher cause I have been working with her for a long time and that is not who she is so I know her perception is off so I have to go, I gonna go back and figure what happened and how can we prevent this the next time, so it is it is the whole process that LSCI has but I couldn't do it immediately. and that's almost daily here with some of our severe kids, um one in particular. One I wrote about is still so vivid and that was 05, of a young lady that came in, brought stuff from home and wasn't even in the door and got admonished by a teacher tried to escape the teacher, the teacher followed her, admonished her again, the student still, and she is an explosive child, young lady, very explosive, the teacher doesn't know that, the young lady, cause I worked with her for a while, she tried to escape again, ended up in the office of the principal, the principal's office, the teacher pursued her into the principal's office this girl, the principal wasn't here yet, the secretary called me, She threw her book bag at me. the teacher was still on her, so I came in and just shut the door on the teacher. Now she is a young lady who you can't just talk to her right way because if you talk to her she escalates. It was an hour an hour and a half of de-escalation. After we started to talk and come to find out it was something from home, mom was arrested, brought it into school the teacher got on her case first thing for being late and in the hallways when she was looking for help, and we went through the whole process but it also was breaking down her perceptions. of the teacher and then going through to figure out a way so she could get the help and that was you know 5 years ago now and I remember it very vivid cause I remember the teacher following. yep

j- not a very good situation

h- no, no It could have been very bad for the teacher

j- absolutely, um, were you able to have a conversation with the teacher

h- yes

j- about how to work with this child?

h- yep, yep yes and that's the other part, oftentimes if is the follow up with the teacher and the staff that becomes more helpful because at this point the social studies teacher, do

we need to get together do we need to help, I didn't know about this, because they want to help, they don't want kids to,

j- exactly, exactly, um, some of the questions you answered so I'm just going through, do you know if your school had any opinion regarding LSCI, I don't mean this school or it could have been the middle school.

h- The people that went found it very beneficial, that's why it's interesting that everytime we have a situation where there is an escalation involving a student or there's an interaction with an administrator that is obviously is trying to do the right thing that there is nothing intentional about escalating a student, and I know that, but at the middle school, those people that have the LSCI training talk about "if they had LSCI they wouldn't have said that," "that is they had LSCI they wouldn't have handled that differently," "Oh my God they said this, I can't believe it, if they had the training we could have prevented that" where a student is grabbing the trash can and throwing it or trying to trip an administrator or doing things then we wouldn't have to physically intervene so wouldn't have to de-escalate like that. Because I don't I didn't have that training in my program in school psychology and I don't know how many administrators have that kind of training in their program.

j- Harold, I'm a Speech Pathologist

h- yeah, yeah,

j- That's where, I had nothing, it was all on curriculum and all on that stuff, there was nothing on this and what are our primary roles, at least when we get into a school.

Dealing with student's discipline dealing with their behavior.

h- The staff that I speak to often refer back to LSCI, we don't necessarily get together to do the debriefing just because of proximity in some cases or just because of the business of the day but the people that I speak to, and it comes up quite frequently that boy it would have benefitted that person if they took that course. Boy it would have benefitted them.

j- good to hear.

h- yeah, yeah

j- um, Does your building and this will be my last one, does your building offer opportunities for you to share, um this is LSCI yadayadayada.

h- do they offer that.

j- so other people can become aware of what you are doing or at least know that there is a training coming up or you know, or like you are going to "The Responsive Classroom" to come back to this building

h- I think they would. I don't know it LSCI has been a topic of discussion in a long time. If it was something that was going to benefit the staff they would.

j- is that something that you would have to seek out?

h- yeah, I would have to seek out, for example this behavior management training program. I have trained everybody in the district. A lot of it is the techniques there. It is not as scripted or specific as the LSCI but it is talking about redirection and refocusing it's talking about reventilation it's more about the preventive side, reducing escalation, and everybody is trained in that BMT, so the district isn't opposed or allowing somebody to do that, OK you can go to LSCI and if you want to bring it back to the building and staff they would definitely not be opposed.

j- ok

h- yeah

j- that's good to hear

h- yeah

j- that its an open culture,

h- it is, I am ask, I mean on professional development, I'm booked everytime there is a superintendents day on BMT to do training for teachers and staff and aides and paraprofessionals saying I have students that are violent and aggressive, I need to know what to do with it. I have trained all of transportation.

j- good

h- So I have done all of transportation. and lunch it is a district wide initiative, and it is the program they subscribe to because unfortunately if it does get to the point of needing physical restraints they wanted to do something that was approved and backed by our board of ed, so our board of ed supports it too. It is very interesting.

Interview was interrupted and then ended.

Interview 9

MS Special Area Teacher

j- So I collected the data, looked at the data and then came up with some generic questions, um to kinda explore a little further. Cause my intent in having the interviews was really to add to the comprehensiveness of the survey data.

l- ok

j- The first question is how consistently or inconsistently has your school implemented LSCI and then the follow up is what do you think accounts for that level of implementation?

l- I think that not enough people are trained in it. I think the people who are trained were not given an opportunity to do any training because another behavior modification program came through.

j- ok

l- and that came through kinda district-wide.

j- ok

l- PBIS, OK

j- Can you tell me a little bit about how that the relationship between PBIS and how PBIS works here at this school.

l- It's universal um in that you have different things, posters they have posters made using the buccaneer as one of their symbols, buccaneer bucks to the students which is a dollar with the buccaneer on it that they can spend at the school store that they get for good behavior, so theres positive reinforcement. It has created a consistency which is something that you are looking for in any kind of behavior program. And consistency as well from K to 12. It started in High school and then to elementary and then came to the middle school. So it was sort of, sort of a progression over time that has then finally come all together last year. Last year was the first year all three levels were on the same page.

j- OK, so this is your second year of doing PBIS?

l- yes

j- Tell me um with PBIS there's the 3 levels, what happens at the second and third level?

l- I believe that all of them are basically the same. The same kinds of negative, OK there's negative behavior, The thing that is maybe the hardest to support this program is in the negative behaviors. Because you can remind them that this is what you want this is where you are wanting them to go and here are the rewards for that. If their not behaving, it doesn't deal with the individual issue like LSCI would.

j- Oh,

l- Did I say the right initials

j- yeah you're good

l- That I thought was better for the individual. Cause it gives a better, more concrete ways of dealing with their own issues. More control

j- ok

l- This is more of a universal kind of thing. "You just don't do the bad thing." and when you do this is what happens

j- What part are you not getting

l- yeah, what part of no don't you get hahahah

j- hahahaha

l- You know so in that way I find it a little harder to do, ok

j- That's interesting cause as part of this study I have brought some of the PBIS literature into this study and how it could relate well to LSCI.

l- Do you find that it relates well

j- It does, It does, Where I see, I see that where LSCI fits is where you hit it right on. That I thought LSCI was better for the individual. Because it gives a better, more concrete ways of dealing with their own issues. More control. It's more at the individual, and that's where you are going to hit the tier three and tier two kids. The tier two might be where you get a little more group type thing but as things start to spiral within your general system at the tier three your things like the buccaneer bucks are working at the more the individuals that is where you are going to see the influence of LSCI.

l- yeah. right.

j- and that's where I do see that connection.

l- I guess initially at the high school when they first brought the bucks in, people who were misbehaving and then behaving were getting the bucks and those that were behaving all the time were not getting anything. so they said this needs to be more universally that those kids that are always behaving they need that recognition too.

j- absolutely

l- They need that reinforcement or then they are going to start being bad so that then they can start being good and they can get paid.

j- absolutely, now what do the bucks equate to?

l- um, it can mean different things. I always tell my substitute teacher that if they behave real well for you give them each a buck. And I have them all pre-signed so they can fill them out. I also give them a treat because I feel that if they can be good for this person, this stranger or whoever it is that comes in to do something with them then that's good. So that's responsible, that's one of the first B's – Be responsible. You know so that's good and um, if somebody does something unique or out of the box sort of, I have a student who brings un Dum-Dum's and he will pass them to one person at a time. When I noticed this I said Isiah do you have one for everyone and he said yes and I said OK and I let him do what he was doing and I gave him 5 bucks. Because that's one of my rewards. Each teacher has their own reward as well that a student can purchase. If someone gave the school store 5 bucks to bring in a treat to the whole class then I would do that. He did it on his own so I gave him the 5 bucks.

j- excellent

l- Yes, It's a nice reinforcement and he thought to do it on his own. He didn't know it was one of my treats here at the school.

j- That was excellent! That's great.

l- I know

j- And you feel, going back to LSCI, you feel that one of the reasons that this school, and one of the reasons this school was chosen was that there were more than 3 people trained in LSCI, you feel it is because PBIS came in is because more people didn't access the training for LSCI

l- right, and I do know Sabrina, she is one of the ones trained, and she deals with students one on one all of the time. The Principal too. ok, now she is always to in this behavior mod is working 1:1 with the parents too. and all of those things too. So I think it is good

that they are trained to do that. I wish I had more opportunity to be more 1:1 with students. I do art club and I do classes. I do have students ask can I come during study hall and I say sure. And often it will be a student with issues in other classes. I feel in my way I am connecting I don't feel I get to use the program.

j- ok

l- to follow the steps to have a consistent thing like that to work with a student who might be in trouble., ok

j- ok, Do you find like when you are working with a student that might give you trouble and they are giving you trouble, the conflict cycle, are you able to use the conflict cycle

l- Sometime, Sometimes, I can, I help them understand what they have done, like restate to me that sometime they will do that, sometime I find with students that we have, with the population, I know that with our economy, our population has changed a lot. We have an influx of students from NYC, from other countries that is different, they are coming in with a different culture. And this one student who I had last year, he wants to know, and I'm gonna swear, He is wanting to know where the "fuck" the blue crayon is.

j- hahahaha – it's right there

l- I , out in the hall, out in the hall, and to tell you truth the way to deal with this student was to say "you can't say "Fuck" in school, what's the matter with you." and he was like she just said fuck in school she can't say fuck in school. and he was like – stunned. And I find that honesty and straightforwardness is what these kids need. And I told him that he needs to go in and apologize to the group and if he had said it to someone he would have been sent straight to the office and I would be writing you up. But you were just looking for a crayon. you can't say that but this is how they speak in his world. it was not meant and he knew he was wrong right away.

j- it was out, it was there

l- So in some ways you have a whole different thing to deal with and you have to understand and I think that a lot of teachers don't or give them that break. I think that's unfortunate because he needed that. He's been written up he just got back from OSS, out of school suspension. He's always on the edge and yet and he came back in and he apologized and he didn't mean to drop the "F" bomb and the kids were like hahaha, that's ok, as long as you don't do it again cause we really didn't want to hear it. OK, and that in a way brought him into the class in a nice way where then the other kids were then greeting him and including him. And saying that happens all the time, or it happened on my bus.

j- It goes right along with your PBIS, what a respectful thing that he did and that they showed him. I mean that was great!

l- yeah, a nice give and take. um, and then he does have issues and with more people he may feel more of a you know being able to own his behaviors

j- exactly and that is what I hear out of this situation, you showed him respect- you didn't classify him by his language, you showed him respect, you set your peramiters, your guard rails and you showed him your boundaries, uhuh, you over stepped. You showed him your line and called it to his attention so he could fix it and gave him the tools and the opportunity to do so.

l- and he never did it again

j- cause you respected him and that was good. Good for you

l- thank you and I am glad he responded that way too. cause not all of the do.

j- nope, nope and that is a level of trust that he obviously has built with you

l- well he was funny. He's still getting in trouble

j- I would imagine, that's a hard thing to just drop. and if that's the least of his worries. Now, how effective do you think LSCI has been in reducing violent or disruptive behavior in general

l- to tell you the truth I don't know, because in my own classroom and how I address my students that are being aggressive or being bullies or being bullied somehow, I think I don't get an opportunity to follow through. I don't get the opportunity to fix or to work out what was wrong. other times they might get what they do somewhere else so they might continue in my room cause I set a perimeter giving them an opportunity to talk to me about whatever cause that because sometimes I am unaware what caused that or it didn't happen here. They get conversation, that is the one thing that I gotta say conversation is so important. and to not go in prejudging. To be able to hear the whole story and sometimes you bring those two students together too. See where they didn't understand each other, they say their playing and one doesn't think they are playing and one is being much more aggressive and the other is getting hurt. The truths need to come out and in that way LSCI has helped me help that student change his behavior. However, I'll see another week go by and he is OSS cause he has punched someone or they are ISS cause they got

j- in your class

l- no, not in my class, but somewhere else, and then that somewhere else they are not trained in that kind of thing or maybe their job is just too overwhelming to deal with that on top of the curriculum so I don't know, maybe if more of us were trained they would know to take that minute I don't know, PBIS like I said doesn't do that for that. They know they shouldn't do bad things, but they can get away with it.

j- show the flash card.hahaha

l- they lie, the steal, they cheat and they get away with stuff. because they can, but if you catch them and call them on it, that's a different thing, then a lot of times then they will turn around because "oh she noticed." "I have to be different here."

j- ok, ok

l- I don't know if it answered

j- no, but it is very interesting to hear, I mean it does, it does, I am aware from someone else that it's not being used here. So I am trying to figure out from those who have been trained is that you left with some tools hopefully. Is that are the tools that you left with making a difference at least within your class. I know I can't say within your school.

l- In that way yes, I wish that it would be, I'd be able to see it through more and that way I would have that change be more owed by the student. Instead of Mrs. Darcy owns this so I have to be that for her.

j- but at least you gave them, in this (classroom) environment you own your behaviors.

l- yes, right, well and that's my first rule, respect everyone and it's on the board and there it is, respect our stuff and respect everyone. I explain it on the very first day, and if you respect everyone, you are being respected too. I typically do not have many instances of kids misbehaving in my class and they usually look to come. I think it is because I have clear expectations.

j- How did you come upon LSIC in the first place.

l- I worked at BOCES with an incredible team of administrators and I was so incredibly impressed by the way that that worked. That is truly, truly it. I have not heard of LSCI before, so and I loved all of the things that went with it cause the celebrations and the communitiness and the connectiveness and the pin (Circle of Courage) all of those things that mean those things, I wish they could be part of this (PBIS). And maybe PBIS could be part of that like today a big celebration for all of those good behaviors.

j- Awesome, what a great opportunity and that it's educationally based.

l- and many teachers, we have a team of teachers that are the PBIS team and what they did was set up the school store and all of the rewards and all the teachers give up a lunch to work during that time. They had this whole thing today that when the one grade was seeing the arts in ed thing the other would go to a team of teachers that was a prize for the day. Like next door the teacher had a make brownies bacuse that's what could be done in a period time so kids would walk out with brownies on their plates.

j- and they make them

l- yep, they made them and brought them out. and in the cafeteria they had people carving pumpkins and you could carve your pumpkin and take it home with you today. The prize you chose. Some people went swimming. and things like that.

j- that's kinda cool and it's for one period? The reward is for one period.

l- yes cause that's how long the performance was so that's what the other class is doing. They have chosen, the students chose ahead of time where they wanted to go so when the 7th grade went to "Gullumpfa" the 8th grade went to their rewards.

j- it switches the next period or whatever?

l- yeah, yeah

j- that's great

l- I know

j- that's quite a scheduling thing. And now they are in lunch or watching movies or getting homework down cause this is work time and there is a dance tomorrow. If you get all your work done you can go to the dance otherwise you are not allowed. There's a, I have to say Amy, she's our leader, she's put together awesome things of expectations and rewards and discipline and punishment and she follows through and thank goodness for it. I love her, she is a very good leader. And she expects quality from everyone.

j- that's good, were you aware that other people had participated in LSCI before I said something to you?

l- I knew Amy, that was the only one and I go to the HS team leader meetings and there is a person there Tom. And we kinda talked a little bit about it cause thy still have trouble at the high school with the individuals and we felt that it might be a way but\

j- Tom did as well?

l- yeah, A way to connect with some students who are repeat and constant offenders to keep them in school. because they end up on OSS and OK wouldn't it be nice if they had something else to help them.

j- absolutely, absolutely um, so you, do you get a chance to, you mentioned that you talked with Tom about it, do you ever get a chance to talk with Amy about your experiences with

l- or Renee,

j- or Rosemary

l- Yeah, I should have known, no, no

j- and I don't know if they have known that you have participated in this. I get the impression, I didn't even get the impression that Amy knew that other people had participated in LSCI

l- It's not know well enough in our district or with us.

j- Do you get an opportunity, and it doesn't have to be LSCI, to bring it back to your staff, to talk with them about, I went to this training and blah, blah, blah

l- And maybe I should have taken that. um, one of the things that we often do for superintendents day is just that kind of thing. I could have been a presenter, and it could have even been a short presentation just to explain what I went through to show what I have learned, not that I am a teacher of the program and that I have had enough experience with the program to be able to do that. so I could have done that, and actually, If I had known who else had gotten trained I could have, even though they were not trained at the same time as me, we might have done that as a team and that would have been better more comprehensive. I mean our district does allow that kind of thing.

j- and fairly often

l- during those times, superintendents days. I mean twice a year.

j- um, Can you think of a situation that you might have used some of the skills of LSCI, you mentioned the Isiah story

l- that would be the only one that I can think of the other one was Miquel, I can't say I follow the right path. I have to say, you know how different personalities are and this training was such a nice fit with my personality and the way I have already been using it. and how I deal with students all on an individual basis and because I teach art it may be better than teacher math or science or social studies cause I have to deal with each student on an individual basis all of the time. I present a problem that they have to solve visually and so I go around and help them to do that and I can have 24 different answers to my problem, so, so it fits me that way, but I don't use the structure that way. I do display my things here (posters, Circle of Courage and the LSCI interventions) because every now and again a student may read them and say what's this all about and then we may have a discussion a whole group discussion about it and I explain that it may be an answer for behaviors maybe their own behaviors. And certain things about it may appeal to them. but I am sort of skirting the issue. That I don't really use it the way I was taught.

j- and that's ok cause you may not have as much opportunity to, and we find that if you don't use these skills you lose them. could I add to your collection and provide you with a poster of the conflict cycle?

l- oh, yes cause that I felt was most important. and I had one that I had in my own writing when I was taking it with my own notes,

j- that's ok, maybe I can get you your own poster and then the kids can talk about that.

l- yes

j- and if they can get anything from this that would be a wonderful thing for them to at least have an awareness of.

l- yes, yes

References

- Ahmed, E., Harris, N., Braithwaite, J. & Braithwaite, V. (2001). *Shame management through reintegration*. Melbourne, NSW: Cambridge University Press.
- Aichorn, A. (1935). *Wayward youth*. New York: Viking.
- Amendola, A. M. & Oliver, R. W. (2003). LSCI and Aggression Replacement Training: A multi-model approach. *Reclaiming Children & Youth*, 12(3): 181–185.
- Amendola, M. & Scozzie, S. (2004). Promising strategies for reducing violence. *Reclaiming children and youth*. 13:1 (Spring), 51-53.
- ASHA, (2007). Pragmatics, socially speaking. Retrieved May 15, 2007. web site: <http://www.asha.org/public/speech/development/pragmatics.htm>
- Atkinson, P., Coffey, A., Delamont, S. (2003). *Key themes in qualitative research: communities and change*. New York, NY: Altamira Press.
- Babbie, E. (1990). *Survey research methods: 2nd Ed*. Belmont, CA: Wadsworth Publishing Company.
- Barker, B. (2005). *Transforming schools illusion or reality*. Staffordshire, England: Trentham Books Limited.
- Bambara, L., Knoster, T., & Browder, D. (1998). Designing positive behavior plans. *Innovations*. 13, 1-43.
- Barnoski, R. (2004). *Outcome Evaluation of Washington State's Research-Based Programs for Juveniles*. Olympia, WA: Washington State Institute for Public Policy.
- Barton, E. (2006). *Bully prevention: tips and strategies for school leaders and classroom teachers, 2nd edition*. Thousand Oaks, CA: Corwin Press.
- Beck, M. (1998). "Today was his lucky day:" a symptom estrangement problem. *Reclaiming children and youth*. 7:2, 113-116.
- Bell, J. & Harrison, B. (1998). *Leading people: learning from people: lessons from education professionals*. Buckingham: Open University Press.
- Blandford, S. (1998). *Professional Development Manual: A Practical Guide to Planning and Evaluating Successful Staff Development (School Management Solutions)*. Upper Saddle River, NJ: FT Prentice Hall.
- Bogdan, R. & Biklen, S. (2003). *Qualitative research for education: an introduction to*

- theories and methods, 4th edition.* Boston, MA: Pearson Education Group, Inc.
- Bolman, L. & Deal, T. (1997). *Reframing organizations; artistry, choice, and leadership, 2nd edition.* San Francisco, CA: Jossey-Bass.
- Bonoma, T. V. (1985). Case research in marketing: opportunities, problems and a process. *Journal of marketing research*, 22 (May), 199-208.
- Brendtro, L., Brokenleg, M. & Van Bockern, S. (2002). *Reclaiming youth at risk: our hope for the future revised edition.* Bloomington, IN: Solution Tree.
- Brooks, A., Todd, A., Tofflemoyer, S., & Horner, R. (2003). Use of functional assessment and a self-management system to increase academic engagement and work completion. *Journal of positive behavior interventions*, 5, 144-152.
- Bridges, W. (1991). *Managing transitions: making the most of change.* Reading, MA: Addison Wesley.
- Bryk, A. & Schneider, B. (2002). *Trust in schools: a core resource for improvement.* New York, NY: Russell Sage Foundation.
- Bulach, C., Fulbright, J. & Williams, R. (2003). Bullying behavior: what is the potential for violence at your school? *Journal of instructional psychology*, 30 (2), 156-164.
- Caldwell, S. (2004). *Statistics unplugged.* Belmont, CA; Wadsworth Thomson Learning.
- Carr, W. & Kemmis, S. (1986). *Becoming critical: knowing through action research revised edition.* Geelong, Vic, Aus.; Deakin University Press.
- Center for Disease Control (2004). Violence-Related Behaviors Among High School Students --- United States, 1991—2003. Retrieved 8/20/10 from: <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5329a1.htm>.
- Carmines, E.G. & Zeller, R.A. (1990). *Reliability and Validity Assessment.* Newbury Park, CA: Sage University Paper.
- Covey, S. (1992). *Principle centered leadership.* London: Simon and Schuster
- Collins, J. (2001). *Good to great: why some companies make the leap and others don't.* New York, NY: Harper Collins Publisher Inc.
- Conderman, G, Bresnahan, V. & Pederson, T. (2009). *Purposeful co-teaching: case studies and effective strategies.* Thousand Oaks, CA: Corwin Press.
- Conzemius, A. & O'Neill, J. (2001). *Building shared responsibility for student learning.*

Alexandria, VA: ASCD.

- Crone, D. & Horner, R. (2003). *Building positive behavior support systems in schools: functional behavioral assessments*. New York: Guilford Press.
- Dawson, C. A. (2003). A study on the effectiveness of life space crisis intervention for students identified with emotional disturbances. *Reclaiming children and youth*, 11:4, 223-230.
- Deal, T. E. & Peterson, K. D. (1999). *Shaping school culture: the heart of leadership*. San Francisco, CA: Jossey-Bass.
- DeGues, A. (1997). *The living company*. Cambridge, MA: Harvard Business School Press.
- DeMagistris, R.J. & Imber, S.C. (1980). The effects of life space interviewing on academic and social performance of behaviorally disordered children. *Behavioral Disorders*, 6 (1) 12-25.
- Denmark, F., Krauss, H., Wesner, R., Midlarsky, E. & Gielen, U. (2005). *Violence in schools: cross-national and cross-cultural perspectives*. New York, NY: Springer.
- Department of Health and Human Services. (2001). Youth violence: a report of the Surgeon General. Retrieved January 24, 2008, from <http://www.surgeongeneral.gov/library/youthviolence/youviorreport.htm>.
- Dolan, P. (1994). *Restructuring our schools: a primer on systemic change*. Kansas City, MO: Systems & Organizations.
- Dugan, T. & Coles, R. (1989). *The child in our times: studies in the development of resiliency*. New York, NY: Brunner-Mazel Inc. pp.56-81.
- Eron, L., Hausmann, R., Spindler, A, Guerra, N., Henry, D., & Tolan, P. (2002). A cognitive-ecological approach to preventing aggression in urban settings: initial outcomes for high-risk children. *Journal of Consulting and Clinical Psychology*, 70(1), 179-194.
- Filter, K., McKenna, M., Benedict, E., Horner, R., Todd, A., & Watson, J. (2007). Check in/check out: a post-hoc evaluation of an efficient, secondary-level targeted intervention for reducing problem behaviors in schools. *Education and treatment of children*, 30, 69-84.
- Fiore, D. & Joseph, C. (2005). *Making the right decisions: a guide for school leaders*. Larchmont, NY: Eye On Education.

- Fowler, Jr., F. (2002). *Survey research methods: 3rd Ed.* Thousand Oaks, CA: Sage Publications.
- Freado, M. (2007). I can't hold it in forever: connecting with youth in pain. *Reclaiming children and youth*. 15:4, 229-233.
- Fullan, M. (1992). *Successful school improvement*. Bristol, PA: Open University Press.
- Fullan, M. (1993). *Change forces: probing into the depths of educational reform*. Bristol, PA: The Falmer Press.
- Fullan, M. (2001). *Leading a culture of change*. San Francisco, CA: Jossey-Bass.
- Fullan, M. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin Press.
- Fullan, M. (2005). *Leadership and sustainability: system thinkers in action*. Thousand Oaks, CA: Corwin Press.
- Fullan, M. & Stiegelbauer, S (1991). *The new meaning of educational change, second edition*. New York, NY: Teachers College Press.
- George, R. & Thomas, G. (2000). Victimization among middle and high school students: a multilevel analysis. *The high school journal*, Oct/Nov, 48-57.
- Glick, B., & Goldstein, A. P. (1995). *Managing Delinquency Programs That Work*. Washington D.C.: American Correctional Association.
- Goldstein, A., Glick, B., & Gibbs, J. (1998). *Aggression replacement training* (Rev. ed.). Champaign, IL: Research Press.
- Gray, M. (2007). Spending time on student value. *School administrators association of New York journal*, 36:1, 16 – 19.
- Grskovic, J. A. & Goetze H. (2005). An evaluation of life space crisis intervention on the challenging behavior of individual students. *Reclaiming children and youth*. 13:4, 231-235.
- Hall, G. & Hord, S. (2001). *Implementing change: patterns, principles and potholes*. Boston, MA.: Allyn & Bacon.
- Harris, A. & Bennett, N. (2001). *School effectiveness and school improvement*. London: Continuum.
- Hausman, A., Pierce, G. & Briggs, L. (1996). Evaluation of comprehensive violence prevention education: effects on student behavior. *Journal of adolescent health*.

19:2, 104-110.

- Hawley, W. & Valli, L. (1999). The essentials of effective professional development. In Darling-Hammond, L. & Sykes, G. (eds.) *Teaching as learning professions: handbook of policy and practice*. San Francisco; Jossey-Bass Publishers.
- Hayles, R. & Russell, A. (1997). *The diversity directive: why some initiatives fail & what to do about it*. New York, NY; McGraw-Hill.
- Hedrick, T. E., Bickman, L. & Rog, D. J. (1993). *Applied research design: a practical guide*, Newbury Park, CA; Sage Publications.
- Herzberg, F., Mausner, B., & Snyderman, B. (1993). *The motivation to work*. New Brunswick, NJ: Transaction.
- Hunt, M., et al. (2002). A comprehensive needs assessment to facilitate prevention of school drop-out & violence. *Psychology in the schools*. 39:4, 399-416.
- Irvin, L., Horner, R., Ingram, K., Todd, A., Sugai, G., Sampson, N. & Boland, J. (2006) Using office discipline referral data for decision-making about student behavior in elementary and middle schools: an empirical investigation of validity. *Journal of positive behavior interventions*, 8(1), 10-23.
- Johnson, D. (2005). *Sustaining change in schools: how to overcome differences and focus on quality*. Alexandria, VA: ASCD.
- Kaufman, G. (1996). *The psychology of shame: theory and treatment of shame-based syndromes*. New York, NY: Springer.
- Kenny, J. (2003). *A research model for managing strategic educational change and innovation projects*. HERDSA 2003 Conference, University of Canterbury, Christchurch, 6-9 July.
- Knoster, T., Villa, R., Thousand, J. (2000). A framework for thinking about systems change. In R. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (2nd ed.), (pp. 93-128). Baltimore: Paul H. Brookes.
- Kohn, A. (1996). *Beyond discipline: from compliance to community*. Alexandria, VA: ASCD.
- Kolb, D. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- Larkin, R. W. (2007). *Comprehending columbine*. Philadelphia, PA: Temple University Press.

- Laursen, E. & Peterson, D. (2005). Chaotic thinking, challenging behavior: a reality rub. *Reclaiming children and youth*, 13:4, 236-240.
- Lee, V. & Smith, J. (1997). High school size: which works best for whom?. *Educational evaluation and policy analysis*, 19(3), 205-227.
- Life Space Interview and the Life Space Crisis Interview retrieved May 18, 2007 from: http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/LSI.html
- Lohrmann-O'Rourke, S., Knoster, T., Sabatine, K., Smith, D., Horvath, G., & Llewellyn, G. (2000). School-wide application of PBS in the Bangor area school district. *Journal of positive behavior supports*, 2(4). 238-240.
- Long, N. & Fecser, F. (2006). *Life space crisis intervention senior trainer's manual*. Hagerstown, MD: LSCI Institute.
- Long, N. & Fecser, F. (1996). Life Space Crisis Intervention Video Series.
- Long, N., Fecser, F. & Wood, M. (2001). *Life space crisis intervention 2nd edition: talking with students in crisis*. Austin, TX: Pro-Ed.
- Long, N., Morse, W. Newman, R. (1965). *Conflict in the classroom*. Belmont, CA: Wadsworth.
- Marzano, R. (2003). *What works in schools: translating research into action*. Alexandria, VA.: ASCD.
- Marzano, R., Waters, T. & McNulty, B. (2005). *School leadership that works: from research to results*. Alexandria, VA: ASCD.
- Marzano, R., Zaffron, S., Zraik, L., Robbins, S. & Yoon, L. (1995). A new paradigm for educational change. *Education*, 116:2, 162-173.
- Maxwell, J. (2005). *The 360 degree leader*. Nashville, TN: Thomas Nelson, Inc.
- Mayer, G.R. (2001). Antisocial behavior: its causes and prevention within our schools. *Education and treatment of children*. 24:4, 414-429.
- McCully, W. (2006). The value of professional development. Retrieved 2/05/11 from: <http://www.nsls.info/articles/detail.aspx?articleID=45>.
- McGinnis, E. (2003). Aggression replacement training: a viable alternative. *Reclaiming children and youth*, 12:3, 161-166.
- Mendler, A. N. & Curwin, R. L. (1999). *Discipline with dignity for challenging youth*.

Bloomington, IN: Solution Tree.

Miller, D. (2008). Lakewood man accused of plotting school violence. Retrieved 3/07/09 from:
http://blog.cleveland.com/metro/2008/04/lakewood_man_accused_of_plot/.html.

Miller, J., Martin, I. & Schamess, G. (2003). *School violence and children in crisis: community and school interventions for social workers and counselors*. Denver, CO: Love Publishing Company.

Moore, M. (2002). Bowling for Columbine. Retrieved 12/29/09 from
<http://www.bowlingforcolumbine.com>.

Morrison, B. (2007). *Restoring safe school communities: a whole school response to bullying, violence and alienation*. Annandale, NSW: The Federation Press.

Murawski, W. (2009). *Collaborative teaching in the secondary schools: making the co-teaching marriage work*. Thousand Oaks, CA: Corwin Press.

Muscott, H. & Mann, E. (in press). Positive behavioral interventions and supports in New Hampshire: effects of large-scale implementation of school-wide positive behavior support on student discipline and academic achievement. *Journal of positive behavior interventions*.

National Clearinghouse on Child Abuse and Neglect Information, (2004). What is child abuse and neglect. Retrieved January 24, 2008 from:
<http://nccanch.acf.hhs.gov/pubs/factsheets/whatiscan.cmf>.

National Registry of Evidence-Based Programs and Practices (2007). Responding in peaceful and positive ways. Retrieved 8/15/08 from:
http://www.nrepp.samhsa.gov/programfulldetails.asp?PROGRAM_ID=95#start-content.

National Staff Development Council (2001). NSDC's standard's for staff development. Retrieved 2/03/11 from: <http://www.learningforward.org/standards/index.cfm>.

Nonaka, I. & Takeuchi, H. (1995). *The knowledge creating company*. Oxford, Eng.: Oxford University Press.

Nugent, W., Bruley, C., & Allen, P. (1998). The effects of aggression replacement training on antisocial behavior in a runaway shelter. *Research on social work practice, 8*;6, 637-656.

Nunno, M. (2001). *Therapeutic crisis intervention student workbook*; 5th ed. Ithaca, NY: The Family Life Development Center.

- Nunno, M. (2008). TCI System Overview. Retrieved 11/30/08 from:
<http://rccp.cornell.edu/tcimainpage.html>.
- NYSED (2009). New York State report cards. Retrieved 3/07/09 from:
<http://www.nystart.gov/publicweb/>.
- OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports (2009). School-wide PBIS. Retrieved 1/11/09 from:
<http://www.pbis.org/schoolwide.htm>.
- OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports - 2 (2009). School-Wide PBS: Secondary Prevention. Retrieved 1/11/09 from:
<http://www.pbis.org/secondaryprevention.htm#SecondaryPrevention>.
- OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports – 3 (2009). School-Wide PBS: Primary Prevention. Retrieved 1/11/09 from:
<http://www.pbis.org/primaryprevention.htm#PrimaryPrevention>.
- OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports – 4 (2009). School-Wide PBS: Tertiary Prevention. Retrieved 1/11/09 from:
<http://www.pbis.org/tertiaryPrevention.htm#whatis>
- Payne, L., Scott, T. & Conroy, M. (2007). A school-based examination of the efficacy of function-based intervention. *Behavior disorders*, 12, 168-181.
- Peterson, R. & Skiba, R. (2002). Safe and responsive schools guide. Retrieved 12/15/08 from: <http://www.unl.edu/srs/>.
- Pittman, R. & Haughwout, P. (1987). Influence of high school size on dropout rate. *Educational evaluation and policy analysis*, 9;4, 337-343.
- Putnam, R., Handler, M., Ramirez-Platt, C., & Luiselli, J. (2003). Improving student bus riding behavior through a whole-school intervention. *Journal of applied behavior analysis*, 36, 583-589.
- Redl, F. & Wineman, D. (1951). *Children who hate*. Glencoe, IL: The Free Press.
- Redl, F. & Wineman, D. (1957). *The aggressive child*. Glencoe, IL: The Free Press.
- Rogers, E. (2003). *Diffusion of innovation 5th edition*, New York, NY: The Free Press.
- Rogers, G. & Badham, L. (1992). *Evaluation in Schools: Getting Started with Training and Implementation (Educational Management Series)*. London, UK; Taylor & Francis, Inc.
- Rohner, R. (1975). *They love me, they love me not*. New Haven, CT: Human Relations

Area Files Press.

- Rynders, L. (2006). If you matter to someone there is always a glimmer of hope. *Reclaiming children and youth, 14:4*, 215-217.
- Sailor, W., Dunlop, G., Sugai, G. & Horner, R. (2009). *Handbook of positive behavior support*. New York, NY; Springer.
- Safran, S.P. (2006). Using the effective behavior supports survey to guide the development of school-wide positive behavior support. *Journal of positive behavior support, 8*, 3-9.
- Sameroff, A. J., Seifer, R., Baldwin, A. & Baldwin, C. (1993). Stability of intelligence from preschool to adolescence: The influence of social and family risk factors. *Child Development, 64*, 80-97.
- Scheff, T.J. (1994). *Bloody revenge: emotions, nationalism and war*. Boulder, CO: Westview Press.
- Scherz, J. (2006). *The truth about school violence; keeping healthy schools safe*. Lanham, MD: Rowman & Littlefield Education.
- Scott, T., Caron, D. (2006). Functional behavior assessment at the school-wide level: determining predictability and function of typical problem behaviors. *Preventing school failure, 50(1)*, 13-20.
- Scott, T., McIntyre, J., Liaupsin, C., Nelson, C., Conroy, M. & Payne, L. (2005). An examination of the relation between functional behavior assessment and selected intervention strategies with school-based teams. *Journal of positive behavior interventions, 7(4)*, 205-215.
- Search Institute. (2000). Developmental assets: an overview. Retrieved January 12, 2008, from: <http://www.search-institute.org/assets/>.
- Seita, J. (2006). Troubled but talented: finding hidden strengths. *Reclaiming children and youth, 14:4*, 194-195.
- Senge, P. (1990). *The fifth discipline: the art and practice of the learning organization*. New York, NY: Doubleday.
- Shenton, A. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information, 22*, 63-75.
- Sinclair, M., Hurley, C., Christenson, S., Thurlow, M., & Evelo, D. (2002). Connections that keep kids coming to school. In Rlgozzine & Kay (Eds.), *Preventing problem behaviors: a handbook of successful prevention strategies*. Thousand Oaks, CA:

Corwin Press.

- Snyder, H. N. (2002). Juvenile justice bulletin. Retrieved December 12, 2007, from <http://ncjrs.org/pdffiles1/ojdp/204608.pdf>.
- Social Research Methods (2010). Construct Validity. Retrieved 8/28/10 from: <http://www.socialresearchmethods.net/kb/constval.htm>.
- Sprinthall, R. (2000). *Basic statistical analysis*. Boston: Allyn and Bacon.
- Starratt, R.J. (1995). *Leaders with vision: the quest for school renewal*. Thousand Oaks, CA: Corwin Press, Inc.
- Stossel, J. (2007). The school violence myth. Retrieved 3/07/09 from: <http://abcnews.go.com/2020/story?id=30533338&page=1>.
- Sugai, G. (2007). School-wide positive behavior support: what is it? Retrieved March 8, 2009, from <http://opi.mt.gov/pdf/MBI/schoolposbehaviorsupport.pdf>.
- Survey Monkey (2009). Retrieved October 8, 2009, from <http://www.surveymonkey.com/>.
- Taylor-Greene, S., Brown, D., Nelson, L., Longton, J., Gassman, C., Cohen, J., Swartz, J., Horner, R., Sugai, G., & Hall, S. (1997). School-wide behavior support: starting the year off right. *Journal of behavior education*, 7, 99-112.
- Therapeutic Crisis Intervention System, (2003). Information Bulletin. Retrieved 12/01/08, from http://rccp.cornell.edu/assets/TCI_SYSTBULLETIN.pdf.
- Thomas, R.M. (2006). *Violence in America's schools: understanding, prevention, and responses*. Westport, CT: Praeger.
- Toppo, G. (2003). School violence hits lower grades. Retrieved 3/07/09 from: http://www.usatoday.com/news/nation/2003-01-12-school-violence-usa_x.htm.
- US Department of Education (1999). Class size reduction: myths and realities. Retrieved 2/05/11 from: <http://www2.ed.gov/offices/OESE/ClassSize/myths.html>.
- Valore, T., Cantrell, R. & Cantrell, M. (2006). Competency building in the context of groups. *Reclaiming children and youth*, 14:4, 228-235.
- Van Bockern (2006). Soul-filled teaching and learning. *Reclaiming children and youth*, 14:4, 218-222.
- Weldon, L. (2010). Restorative services: bringing a framework for improved school culture to public schools. Retrieved 8/05/11 from:

http://www.iirp.org/iirpWebsites/web/uploads/article_pdfs/62317_restorativeServices.pdf

Westchester Institute for Human Service Research (2011). The balanced view” professional development. Retrieved 2/03/11 from:
<http://www.sharingsuccess.org/code/bv/pd.html>.

Whitaker, T., Whitaker, B. & Lumpa, D. (2000). *Motivating and inspiring teachers: the educational leader’s guide for building staff morale*. Larchmont, NY: Eye On Education.

WHO Global Consultation on Violence and Health (1996). *Violence: a public health priority*. Geneva: World Health Organization (document WHO/EHA/SPL.POA.2).

Williams, F., Rice, R. & Rogers, E. (1988). *Research methods and the new media*. New York, NY: The Free Press.

Wiseto Social Issues (2009). School Violence. Retrieved 3/07/09 from:
<http://socialissues.wiseto.com/Topics/SchoolViolence/>.

Zmuda, A., Kuklis, R., & Kline, E. (2004). *Transforming schools: creating a culture of continuous improvement*. Alexandria, VA: ASCD.

|

Vita

John E. Ramin

Summer 2011

Special Education Program
 Oswego County BOCES
 Mexico, NY 13114
 (315) 963-4314
 (315) 591-8731

39 North St.
 Baldwinsville, NY 13027
 (315) 635-6519
jramin@oswegoboces.org

Education

Ed. D. in Teaching and Leadership (pending approval of dissertation): School of Education, Syracuse University, Syracuse, NY, Major Field: Teaching and Leadership. Dissertation: The role Life Space Crisis Intervention plays in reducing violence and supporting students' continuation in public schools. Chair: Dr. Joseph Shedd. July, 2011.

C.A.S. in Teaching and Leadership: School of Education, Syracuse University, Syracuse, NY, Major Field: Teaching and Leadership. August, 2001.

M.A. in Speech Language Pathology: Department of Communication Disorders, Edinboro University of Pennsylvania, Edinboro, PA, Major Field: Speech/Language Pathology. May, 1990.

B.S. in Education: Department of Speech and Hearing, SUNY @ Fredonia, Fredonia, NY, Major Field: Speech and Hearing Handicapped. December, 1988.

Presentations

Ramin, J. (February, 2011). Life Space Crisis Interventions. Program training presented to the staff of Oswego County BOCES, Mexico, NY.

Ramin, J. (May, 2010). Life Space Crisis Interventions. Program training presented to staff members of various Oswego county schools. Oswego County BOCES, Mexico, NY.

Ramin, J. (November, 2009). Life Space Crisis Interventions. Program training presented to staff members of various Oswego county schools. Oswego County BOCES, Mexico, NY.

Ramin, J. (June, 2009). Life Space Crisis Interventions. Program training presented to staff members of various Oswego county schools. Oswego County BOCES, Mexico, NY.

Ramin, J. (May, 2009) Multi-Occupational Program Overview. Curriculum directors from various Oswego county schools, Oswego County BOCES, Mexico, NY.

Honors and Awards

Franklin S. Berry Award for Outstanding Portfolio, Syracuse University
 Superintendents Alumni Association: 2002

Professional Development

Service:

Member of the Oswego County BOCES Renovation Committee
 Member of the Oswego County Curriculum-Instruction Committee
 Member of the Oswego County Committee on Special Education Advisory group
 Facilitator and Senior Trainer of Life Space Crisis Intervention
 Member of the Oswego County BOCES Safety Committee

Affiliations

American Speech-Language-Hearing Association (ASHA)
 ASCD
 Reclaiming Youth and Family
 Life Space Crisis Intervention Institute

Previous Work Experience

2002-Present	Oswego County BOCES, Mexico, NY: Supervisor of Special Education. Provided leadership and administrative support to multiple special and alternative education programs within Oswego County BOCES along with being a liaison with various component school districts
1997-2002	Oswego County BOCES, Mexico, NY: Speech-Language Pathologist. Provided communication support, strategies and instruction to students with various communication disabilities
1994-2002	Empire State Speech and Hearing Clinic @ Lions Camp Badger, Spencer, NY: Camp Director. Provided leadership and administrative support to both staff and campers participating in this NYS SED approved residential summer program.
1993-1996	Liverpool Central School District: Speech-Language Pathologist (3 Maternity Leave substitute positions), Liverpool, NY. Provided communication support, strategies and instruction to students with various communication disabilities
1992-1993	St. Camillus Rehabilitation Center, Syracuse, NY: Speech-Language Pathologist. Provided communication and swallowing support, strategies and care to patients in both rehabilitative and acute care facilities
1991-1992	Rehabilitation Institute of San Antonio, San Antonio, TX: Speech-Language Pathologist. Provided communication and swallowing support, strategies and care to patients in both rehabilitative and acute care facilities
1990-1991	Interface, Farmington, NM: Speech-Language Pathologist. Provided communication and swallowing support, strategies

and care to patients in both rehabilitative and acute care facilities

References

- Mrs. Lisa Nappi, Supervisor of Special Education/Senior LSCI trainer, Oswego County BOCES, Mexico, NY 13114. Tel: (315)963-4279. ldnappi@oswegoboces.org.
- Mr. James Huber, Director of Special Education, Oswego County BOCES, Mexico, NY 13114. Tel: (315) 963-4315. jhuber@oswegoboces.org.
- Mrs. Kathie Palladino, Director of Pupil Personal Services, Phoenix Central School District, Phoenix, NY 13031. Tel: (315) 695-1648. kpalladin@phoenixcsd.org.
- Mrs. Colleen Martin, Resource and Support, Oswego County BOCES, Mexico, NY 13114. Tel: (315) 963-4341. cmartin@oswegoboces.org.
- Mr. Mark LaFountain, Deputy Superintendent, Oswego County BOCES, Mexico, NY 13114. Tel: (315) 963-4286. mlafountain@oswegoboces.org.