

**CENTRAL SCHOOL OF SCIENCE**  
**1405 E St Anchorage, AK 99501 907742-5100**

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**What methods did you use to report the results of your grant to interested members of the public? Some examples would be your school newsletter, parents' meeting, or your school web site.**

We'll be informing the Parent Action Committee of our results and the school will hear about our results via televised daily morning announcements. Additionally, next fall, we will be discussing it with the entire student body during orientation week.

**Major Accomplishment**

The "Lunch With Myself" program is an excellent example of how to modify a students behavior without taking them out of school or having their parents disrupt their morning routines by bringing their students into school for morning detention. Morning detention has not been an effective tool for changing behavior at our school due to the fact that many parents have scheduling conflicts with bringing them to school 30 minutes early. Some parents don't have cars and completely rely on the school bus system to bring their children to school. The "Lunch With Myself" program takes the students out of their lunchtime social period and sends them to a quiet room where they can reflect on which is more fun...lunch detention or socializing with their friends. It takes a while for some students to make the connection between their behavior and what they get or don't get to do, but most of them make the connection fairly rapidly and modify their behavior to fit the school norm.

**Students Served**

<b>Elementary</b>	0
<b>Middle School</b>	200
<b>High School</b>	0

**Services and Activities Provided:**

During this school year, our school provided the following activities:

- After-School or before-school programs
- Alternative education programs
- Conflict resolution/peer mediation
- Curriculum acquisition or development
- Drug prevention instruction
- Parent education/involvement
- Security equipment
- Security personnel
- Special, one-time events (Please describe below)
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training
- Violence prevention instruction
- Mao Tosi, a motivational speaker, came and spoke to our students about the importance of education, sports, ethics, and community service.

The students were very interested in what he had to say as reflected in their insightful questions following his presentation.

**Specialized Program Use**

Our school used the following specialized program(s):

- Student assistant programs/Core team
- DARE
- Life Skills Training

Community of Caring  
40 Developmental Assets Framework  
Aggressors, Victims and Bystanders  
Media Literacy

### **Coordination**

Our school's drug and violence prevention program coordinates with the following other agencies and organizations for the services indicated:

Alcohol/drug counseling and/or treatment agency

Joint Service Delivery, Referrals

Law enforcement officials

Joint Service Delivery, Referrals

Health providers

Joint Service Delivery, Referrals

Social services providers

Joint Service Delivery, Referrals

Parent group(s)

Joint Service Delivery, Referrals

### **Student and Parent Involvement**

Students **were** involved in design, delivering, or critiquing drug or violence prevention programs.

Parents **were** involved in design, delivering, or critiquing drug or violence prevention programs.

### **Activity Reports**

#### **Lunch With Myself**

##### **Brief Description**

Our activity is the behavior modification tool we call "Lunch With Myself (LWM)." The way it works is that a student will do something in class or in the hallway that gets the attention of a staff member in a negative light. Normally the staff member will address the behavior and the students continues on in class or in the hallway. If the negative behavior does not change or increases, the teacher can either assign the student a LWM or write them a more serious referral.

When a teacher says aloud, in front of everyone, that the student has earned a LWM, it normally changes the behavior of the whole class. All the teacher has to do is email security and the ISS teacher the students name and what they did and that is the end of the teachers work. They don't have to call home and explain anything to the parents as that now is handled by security or the ISS teacher. The teachers like the simplicity of the program and appreciate not having to spend the time making the call home.

Some students have a hard time accepting the LWM assignment but most will settle down knowing that a more serious referral is the next step in discipline. We usually assign about 1/3 of all the students in the school over the course of the year at least one LWM. Most of our assignments to LWM are for classroom disruptions, being tardy, coming unprepared to class, and talking to a teacher in a less than respectful manner. The vast majority of students come to LWM only once over the course of the year but as with ISS and OSS assignments, a few students come back over and over. For the latter students, a more comprehensive program of behavior modification is warranted which is beyond the scope and of LWM activity.

##### **Needs Assessment**

We utilized the School Climate and Connectedness Survey of 2009 to assess our needs.

##### **Evaluation Methods**

We utilized identical seven-question surveys in a pre- post activity sheet.

## Data Summary

7 <sup>th</sup> Grade Question #	Pre-Yes %	Pre-No %	Post-Yes %	Post-No %	Difference +/-
1. Am I in charge of my behavior?	93	7	100%	0%	+7%
2. Am I responsible for my behavior in the classroom?	98	2	100%	0%	+2%
3. Do I have a choice in how I behave?	91	9	96%	4%	+5%
4. Is there a link/relationship between my behavior and my being in Lunch with Myself.	61	39	63%	37%	+2%
5. Does my behavior affect those around me in school.	57	43	65%	35%	+2%
6. Do I think the Lunch with Myself program improves/changes my behavior?	72	28	43%	57%	-29%
7. Do I think the Lunch with myself program should be cancelled and that students should just be assigned morning detention?	17	83	16%	84%	-1%

7th Grade The pre-survey had 8 questions but it was decided to drop the last question because it was not answerable with a simple “yes or no”. In reviewing the data for the 7th grade students, a measurable, though negligible, improvement was observed in 5 out of the 7 questions. The purpose of the questions was to assist the students in gaining some notion of their responsibility for their own behavior. Question number 6 was most dramatically down in the post survey with 29% more students claiming that the Lunch With Myself program did not improve/change their behavior. One possible explanation for this is that the students may believe that by rejecting any claims of the LWM program improving/changing their behavior, they might be able to get rid of the program. Another explanation for this drop in confidence about LWM modifying their behavior is that it is not modifying their behavior.

8 <sup>th</sup> Grade Question #	Pre-Yes %	Pre-No %	Post-Yes %	Post-No %	Difference +/-
1. Am I in charge of my behavior?	100		98	2	-2%
2. Am I responsible for my behavior in the classroom?	100		100		0%
3. Do I have a choice in how I behave?	91	9	90	10	-1%
4. Is there a link/relationship between my behavior and my being in Lunch with Myself.	67	33	50	50	-17%
5. Does my behavior affect those around me in school.	61	39	71	29	+10%
6. Do I think the Lunch with Myself program improves/changes my behavior?	61	39	48	52	-13%

7. Do I think the Lunch with myself program should be cancelled and that students should just be assigned morning detention?	9	91	12	88	+3%
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8th Grade The last question in the pre-survey was dropped for the same reason as the 7th grade survey. The 8th grade pre and posts surveys were all over the chart. Four of the questions had negligible changes. Question number four had 17% fewer students acknowledging that their behavior got them a LWM. This might be just a flippant response to another survey at the end of the year or that 8th grade students start to feel more independent in the last month of school. Then in question number five, 10% more students said that their behavior does affect others around school. In talking with them individually, I found that they have a keen understanding about how their behavior affects school climate. And finally in question number 6, 13% more of the 8th graders claimed that the LWM program doesn't improve or change their behavior. What this means is anyone's guess as the same question got a negative result in the 7th grade survey as well. This 13% uptick may also be a parting gift to the 7th grade class as they will be 8th graders next year and the LWM program is as one student said, "inconvenient."

### Other Comments

As I review the impact of this program, which is in its third year at our school, I've noticed that some teachers use it more than others and some never use it at all. Those that use it say that it makes a difference for ease of classroom discipline. If a teacher is sending a large number of students to LWM, we can offer them some other techniques for dealing with problematic students. Teachers are constantly searching for a simple tool to assist them with classroom/hallway behavior management that is not complicated or adds to their workload. LWM appears to fit their need.

A good number of the students that are assigned LWM multiple times during the course of the year are SPED certified, on medication or appear to have emotional issues that are unresolved or officially classified yet. Another type of behavior modification might be more effective for these individuals as they don't respond in a positive way when being deprived of their lunch time social opportunity.

### Coordinator Addendum