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# The Attitudes, Beliefs, and Perceptions of Classroom Teachers and School Administrators Regarding Corporal Punishment in Rural Texas Schools

Anthony D. Price  
*Walden University*

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# Walden University

College of Education

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Anthony D. Price

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Walden University  
2016

Abstract

The Attitudes, Beliefs, and Perceptions of Classroom Teachers and School  
Administrators Regarding Corporal Punishment in Rural Texas Schools

by

Anthony Price

MEd, Texas Women's University, 2001

BS, DeVry Institute of Technology, 1984

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education K-12 Leadership

Walden University

December 2016

## Abstract

The purpose of this qualitative case study was to explore the perspectives that classroom teachers and school administrators have regarding corporal punishment as an alternative method to correct or change negative classroom behaviors. With the passage of the No Child Left Behind Act, schools have been forced to identify instructional and administrative practices that will increase student achievement while decreasing students' negative classroom behaviors. Negative classroom behaviors among students can interfere with the learning process and impede teachers' instructional delivery. The theories of Piaget and Kohlberg provided a conceptual basis for understanding the behaviors and developmental changes of school-age children. The research questions examined the perceptions of classroom teachers and school administrators concerning corporal punishment use or nonuse as a deterrent to negative student classroom behaviors. Data collection involved 5 survey questions, one-on-one interviews with teachers and administrators, and review of archival records provided by Texas rural school districts. Data for this case study were analyzed at 2 levels. At the first level, the specific analytical techniques of coding and categorization were used, and at the second level, the comparative method was used to analyze the coded and categorized data to determine emerging themes that served as the basis for the findings of the study. The study has positive implications for social change in the educational environment, in that the findings may be applied to efforts to control negative classroom behaviors and may thus promote academic excellence, leading to improved grades and standardized test scores.

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## Dedication

I dedicate my doctoral work to the wonderful women in my life. First and foremost, to my mother, whose compassion and love for lifelong learning developed the desire, determination, and drive for me to become a lifelong learner. Secondly, to my wonderful mother-in-law, for her encouragement and support in so many ways. Next, to my wonderful wife, Renita, MBA, the love of my life, one who encouraged and demonstrated the love of education by setting the bar high for our children and herself, stating that no one in our family would have less than a master's degree.

I also dedicate this work to my two daughters, Diamond, MBA, and Destiny, MBA. These two have encouraged, motivated, and prayed me through this Walden U journey. Thanks for all the prayers, words of encouragement, laughter, tears, and motivation. I will be forever grateful to you all.

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First, I would like to thank my God, my Lord and Savior, and the Holy Spirit for guidance and direction on this doctoral journey. This work is a major accomplishment in my life, and it would not have been possible without the love and encouragement from my family and friends. My heartfelt thanks and gratitude go to my wife and daughters for their prayers, patience, and perseverance. They understood why and when I spent countless hours at the computer, missing valuable conversations and quality time with them to continually work toward completion of this educational endeavor.

Sufficient words do not exist to express my sincere gratitude and appreciation to my esteemed colleagues. Marlene, Christina, Jo Anne, Sonja, Brenda, and Sarah, who traveled this journey with me days, nights, and weekends. It was their unwavering friendship, uplifting support, and belief in my ability to endure that helped me get to the finish line.

Many thanks to my dissertation chair, Dr. Felicia Blacher-Wilson, for her guidance, dedication, and motivational spirit. I always looked forward to her email communications, which carried her “gentle nudges.” Finally, I would like to thank the nine classroom teachers and school administrators who volunteered as participants to assist me with my study. It is my hope that this research will give voice to the social change process for classroom teachers, school administrators, and community leaders who work with school-age children.

“It is easier to build strong children than it is to repair broken men”

Frederick Douglass

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## Chapter 1: Introduction of Study

### **Introduction**

In 2001, the U.S. educational system adopted the No Child Left Behind Act (NCLB), which placed the educational system under great scrutiny. This Act allowed both parents and students more choices and offered greater flexibility for states, school districts, and schools in relation to how they would spend available governmental funding to improve accountability (U. S. Department of Education, 2002). The school environment is directly related to the motivation and academic success of students (Dweck, Walton, & Cohen, 2014). Further, as Dweck et al. (2014) noted, students' beliefs about their academic ability and their academic environment influence their academic tenacity. If students are going to invest their effort and energy in school, it is important that they first believe that the effort will pay off (Dweck et al., 2014). Dweck et al. argued that research shows that students' belief in their ability to learn and perform well in school—their self-efficacy—can predict their level of academic performance above and beyond their measured level of ability and prior performance (p. 5).

According to Vytautas Magnus University (2011), stakeholders have an interest in creating the best possible school climate to nurture the success of students. Additionally, Vytautas Magnus University (2011), defined *educational stakeholders* as all people who are invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. These community members who have a “stake” in

the school and its students indicate that they have personal, professional, civic, or financial interests or concerns (Vytautas Magnus University, 2011). To ensure that schools are offering the best learning environments for students to excel and for teachers to improve their pedagogy, districts and administrators have to maintain a safe and orderly environment that is welcoming to all stakeholders (Bosworth, Ford, & Hernandez, 2011). Without a feeling of safety for all stakeholders, schools cannot focus on their most important goal: increasing student achievement. In studies conducted by Bosworth et al. (2011), students perceived negative classroom behaviors by their peers and teachers as a threat to their academic performance, as well as to learning, teaching, and overall school safety.

The National Center for Education Statistics (NCES, 2012) stated that there are many discipline problems in the educational process. Negative student behaviors in schools and especially in classrooms interfere with the learning process and impede both student learning and the transfer of knowledge by the classroom teacher (Shumate & Howard, 2010).

Dissenting behaviors of students in schools contribute to negative results. These negative results can be measured in both a decline in student success rates and student graduation rates and an increase in dropout rates (NCES, 2012). According to NCES (2012), the negative behaviors that students display may include the following:

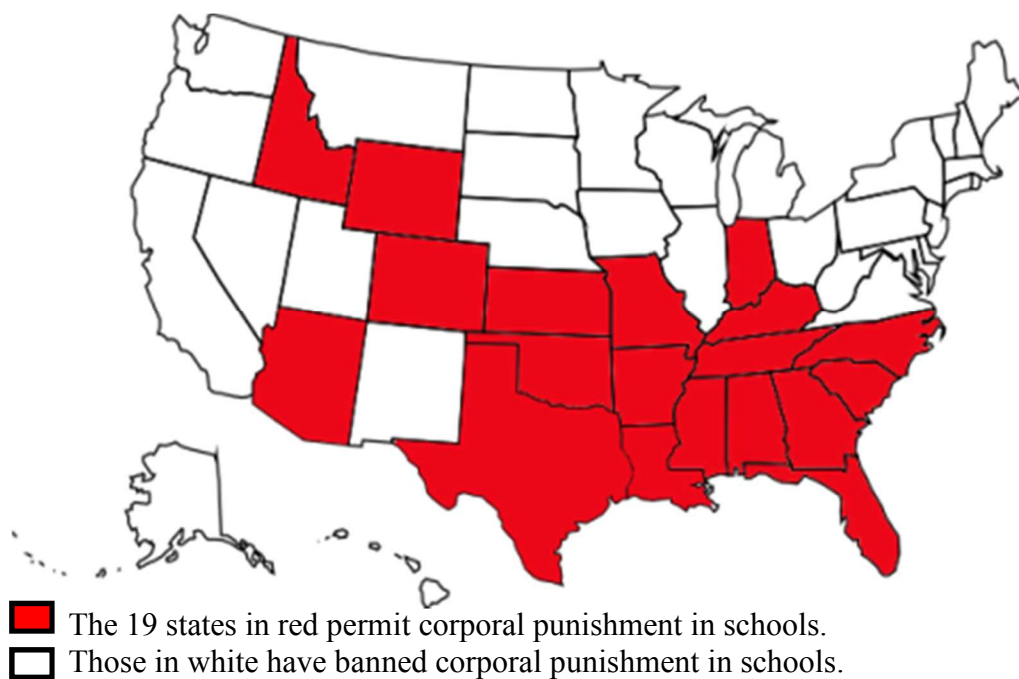
- Repeatedly entering and/or leaving class without permission (tardiness or walking out of class)



- Speaking out without permission or recognition (talking/yelling out/singing/rapping during classroom instruction)
- Inappropriate displays of affection (kissing and hugging)
- Disrespectful/rude behavior (talking back or being argumentative with teacher)
- Making loud or distracting noises
- Inappropriate dress/sagging pants (dress code violations)
- Sleeping or daydreaming (off-task behaviors)
- Profanity (the use of inappropriate language in the classroom)

While many methods are used to correct negative student behaviors, including but not limited to verbal correction, positive reinforcement, in-school and out-of-school suspension, social emotional learning (SEL), and, in some states, corporal punishment (spanking), student misbehaviors continue to increase. The NCES (2012) stated that over 41% of public schools have reported student misbehaviors occur that cause classroom disruptions on a daily basis. Students who cause constant classroom disruption due to their behavior in schools may be suspended repeatedly and may eventually drop out of school, with many committing crimes in their communities (Amurao, 2013). Students who violate school rules can become citizens who violate state laws. Some children who disrupt school classrooms grow up to become adults who disrupt society (NCES, 2012). This problem can impede both the educational system and society, because without respect for rules, procedures, policies, and laws, both schools and society will fail in the production of good citizenry. Student misbehavior is a serious problem, because when

teachers cannot teach and students cannot learn, such situations create an unsafe environment in communities, cities, states, countries, and the world (Bureau of Justice Statistics, 2012). While there are many successful methods of correcting student misbehaviors, corporal punishment is still being used in 19 states, and there is still some debate relative to its effectiveness. This study examined the attitudes of classroom teachers and school administrators in rural Texas schools regarding the use or nonuse of corporal punishment. Paolucci and Violato (2004) defined *corporal punishment* as chastisement inflicted to the buttock region with a wooden paddle in order to cause physical discomfort but not injury for the purpose of modifying behavior.



*Figure 1.* Map indicating use and nonuse of corporal punishment. From Center for Effective Discipline, as cited in “These Are the 19 States That Still Let Public Schools Hit Kids,” by C. Adwar, 2014 (<http://www.businessinsider.com/19-states-still-allow-corporal-punishment-2014-3>). Copyright 2014 by Business Insider Inc.

This qualitative study focused on both classroom teachers and school administrators to investigate their perspective on the use of corporal punishment in today's schools. According to Gershoff, Purell, and Holas (2015), corporal punishment persists as a disciplinary practice in schools throughout the United States. A majority of states (31) have banned the practice, yet corporal punishment in public schools remains legal in 19 states: Alabama, Arizona, Arkansas, Colorado, Florida, Georgia, Idaho, Indiana, Kansas, Kentucky, Louisiana, Mississippi, Missouri, North Carolina, South Carolina, Oklahoma, Tennessee, Texas, and Wyoming (Center for Effective Discipline, as cited in Adwar, 2014; see Figure 1). There has been a running debate in both education and society regarding the acceptability and advisability of corporal punishment, a topic that has caused parents great confusion (Gershoff, 2013). Adwar (2014), citing the Center for Discipline, explained that "in practice, it's becoming less common for schools to administer corporal punishment—even in states that allow it" (para. 3).

"The discipline administered within your home and within schools are defined separately, meaning that you could choose to not incorporate corporal punishment into your parenting at home, but that wouldn't diminish the ability a teacher or administrator has to spank your child at school." (Graham, 2015, para. 2)

The goal of this qualitative study was to investigate the perceptions of administrators and teachers on the use or nonuse of corporal punishment in rural Texas schools. This study further sheds light on this disciplinary practice by reviewing what is known about school corporal punishment in the United States (US) and investigating perceptions to determine why some support its use while others do not.

### **Reasons for Corporal Punishment**

Corporal punishment is used in schools where it is permitted due to a 1977 Supreme Court decision (*Ingram v. Wright*). In the years since that decision, 31 states, as shown in Figure 1, have banned corporal punishment from schools. Additionally, many school districts within the 19 states where the practice is still legal have also banned this practice (Gershoff et al., 2015). Corporal punishment may be administered to students who display negative classroom behaviors, who may disrupt the learning process by talking out, making noise, throwing objects, laughing, engaging in horseplay, being late (tardy) to class, wearing sagging pants, using profanity, and showing disrespect to the teacher (such as by talking back or walking out of class without permission).

Negative student behaviors exhibited in the classroom have been shown to interfere with the learning process and impede teachers' instructional delivery (Shumate & Willis, 2010). Students who exhibit these negative behaviors disrupt the learning process of all students, including themselves (Duvall, Jain, & Boone, 2010; LeGray, Dufrene, Sterling-Turner, Olmi, & Bellone, 2010). According to Duvall et al. (2010), disruptive and non-disruptive students have been shown to make fewer academic gains when negative behaviors interfere with classroom activities or instructions. The National Center for Education Statistics (NCES, 2012) showed that in the 2009-2010 school year, 54% of public schools in the United States reported that negative classroom behaviors occurred on a daily basis. When this type of behavior by students occurred in the classroom, it disrupted learning for all students (Bilgic & Yurtal, 2009).

The college and career-readiness standards adopted by the state of Texas in 2008 were designed to prepare students to have depth of knowledge and skills in areas necessary for success in either college or the workforce (Texas Higher Education Coordinating Board & Educational Policy Improvement Center, 2009). Specifically, negatively behaving students may pose a threat to other students by hindering learning in the classroom if correction methods fail to address the needs of this special population in varying circumstances. While measuring the degree of readiness for college or a career may seem ideal, given different populations and different goals, the ability to determine that degree of readiness may be unattainable. This research may help in identifying the problem surrounding the effectiveness of college-readiness standards for students with negative classroom behaviors.

### **Problem Statement**

Negative student classroom behaviors are not an insignificant problem. Corporal punishment and its use in education have been debated for years. On June 29, 2010, Rep. Carolyn McCarthy (D-NY) introduced the Ending Corporal Punishment in Schools Act, H.R. 5628. This bill would ban the use of corporal punishment in public schools and private schools that serve students receiving federal services. It represented a huge step forward in the fight to make sure that U.S. schools are places where students and teachers come to interact in positive ways that encourage students' academic and personal growth (Vagins, 2010, p. 1). According to Farrell (2007), on most school campuses, corporal punishment may be specified for fighting, tardiness, dress-code violations, misbehavior on the school bus, defiance, smoking, public display of affection and profanity, among

many other behaviors. There are some schools that follow a demerit system in which corporal punishment is automatic upon accumulating of a certain number of demerits in a semester. Corporal punishment is also used in some schools to enforce student compliance with other discipline measures, such as detention, Saturday school, or in-school suspension (Farrell, 2007). Thirty-one states and 122 countries have banned the use of corporal punishment in the disciplining of children and school students (Gershoff et al., 2015). However, the U.S. still have some supporters of corporal punishment, inside the educational system as well as outside of it, who believe that it is a successful method of behavior correction. The focus of this case study was reviewing and investigating the perceptions of classroom teachers and school administrators on the use and nonuse of corporal punishment as a method to correct or change student behavior.

According to the National Center of Education Statistics (2012), with negative student behaviors on the rise, experts are seeking appropriate disciplinary actions or methods to change these behaviors. Shumate and Willis (2010) argued that teachers cannot teach with negative classroom behaviors disrupting the learning process. Billgie and Yurtal (2009) reported that school administrators find their days drained of time and energy due to dealing with negative classroom behaviors that disrupt and interfere with daily school management responsibilities. Some classroom teachers and school administrators contend that corporal punishment may be a necessary method of correction in today's schools, whereas other teachers and administrators argue against it (Feinstein & Mwachombela, 2010). In this study, I investigated the perceptions of

classroom teachers and school administrators regarding the use or nonuse of corporal punishment in schools.

### **Purpose of the Study**

The purpose of this study was to examine the perspectives of classroom teachers and school administrators on the use or nonuse of corporal punishment as a method to correct or change negative classroom behaviors. Collecting, reviewing, and investigating the practices and perspectives of teachers and administrators in the field of education may provide answers to key research and behavioral questions.

### **Research Questions**

Two research questions were the focus of this study. Each question yielded two sub-questions that added to the discovery of facts for this study. Each sub-question strengthened the collected data and the investigative process of the study. As noted by Creswell (2009), in a case study approach, questions further the exploration of qualitative rather than the quantitative factors of human beings. In this case study, I sought to examine the participants' beliefs, thoughts, and experiences concerning the use or nonuse of corporal punishment as a method of correcting negative student behaviors. Through in-depth interviews, comprehensive observations and documented field notes, I hope to find the answers to the following questions:

- RQ1: What perceptions do classroom teachers have about corporal punishment?
  - What are the reasons teachers give in support of the use of corporal punishment as a remedial behavior measure?

- What are the reasons teachers give for not using corporal punishment to regulate behavior?
- RQ2: What perceptions do administrators have about corporal punishment?
  - What are the reasons that administrators give for supporting the use of corporal punishment in the school setting?
  - What are the reasons that administrators give for not supporting the use of corporal punishment in the school setting?

### **Rationale**

In a national teacher survey, teachers stated the need for additional training and administrative support in managing negative student behaviors in their classrooms (Reinke et al., 2011). Online teacher surveys have indicated that teachers prefer professional development related to classroom management to ensure that students' negative behaviors are not an ongoing distraction to both teachers and students and that students are socially and emotionally safe in the classroom (Reinke et al., 2011).

According to the NCES (2012), the presence of negative student behaviors in schools and classrooms presents a national problem for teachers and other students. This problem is more significant when teachers are inadequately trained to manage it (Reinke et al., 2011). Gulchak and Lopes (2007) found that teachers around the world reported experiencing daily classroom disruptions. Gulchak and Lopes (2007), indicated that, overall, teachers were not effectively trained to manage classrooms with negative student behaviors. In some areas, especially urban settings, negative student behaviors were more rampant than in suburban areas (Gulchak & Lopes, 2007).



Jones and Bouffard (2013) stated that students who lack the skills to focus, listen attentively, follow teacher directions, manage emotions, and work cooperatively with classmates are likely to be disruptive. These researchers supported two separate discipline strategies, social emotional learning (SEL) and corporal punishment, respectively. Both strategies supported by these researchers state that students who are strong in these skills are less disruptive and better able to take advantage of classroom instruction. There is a definite correlation between the two strategies. Deangelis (2010) reported that many professionals were attempting to reduce the antisocial behaviors of their students with the use of discipline strategies. SEL curricula and corporal punishment have been successful programs used to improve student behavior, decrease discipline referrals, and improve academic achievement (Elias & Arnold, 2006). The management of students' negative behaviors in the school setting is of utmost importance. If students' negative behaviors are managed appropriately in the school setting, perhaps this would serve to reduce negative behaviors in other settings, such as the home and society (McGoey et al., 2010). Most collected data on corporal punishment, however, present it from a negative perspective (Ahmad, Said, & Khan, 2013).

### **Theoretical Framework**

The conceptual framework encompassed both Piaget's theory of moral development (1965) and Kohlberg's theory of moral reasoning (1985). These two theorists address human behaviors and, more importantly, student behaviors among individuals aged 8 to 18 years. Both approaches provide details on moral development and reasoning and how correction can cause a change in the learning process for both the

classroom and the community. Guidance in moral development and reasoning, combined with the process of internalization and generalization, can lead to a comprehensive review of the rules and laws in schools and society. Bandura (1969) stated that children and adults learn behaviors through personal observation, observation of others, and observation of the consequences of behaviors. This is supported by Kohlberg's theory (1985), which indicates that a child avoids breaking rules that are backed by punishment. A child or adult will do that which is right to avoid the punishment that would accompany incorrect or negative behavior (Kohlberg, 1985).

### **Piaget's Theory of Moral Development**

Piaget's theory (1965) proposes the existence of parallel growth between moral and intellectual development. Piaget found that the rules of logic, rationality, and morality are present in children (Best, 2001). Students between the ages of 8 to 10, according to Piaget, know right from wrong when they enter the classroom. If a student decides to display negative behavior, it is a logical choice the student has made. However, an intelligent act cannot be considered logical or moral until the point when a certain norm gives these acts structure and equilibrium (Piaget, 1965).

Students in the fourth grade should have been taught classroom rules many times (Wong & Wong, 2005). This moral educational process usually begins at home at a very early age and continues until the student arrives at middle school (Best, 2001). Piaget (1965) stated that moral realism follows the development of comprehension of rules. Best (2001) described two phases in this process. In the first phase, the development of moral realism takes place as a result of adult moral pressure. The second phase is

cooperation of the child with that which is moral and correct, leading to autonomy. This process of moral development, in combination with the processes of internalization and generalization, lead to the comprehension of rules in society. Piaget's four stages of cognitive development are listed in Table 1.

Table 1

*Piaget's Four Stages of Cognitive Development*

Stage	Age	Behavior
Sensorimotor	0-2 years	Cognition is characterized by behavior and involves perception-based schemes
Preoperational	2-7 years	Language skills are developed, and new mental schemes develop around words
Concrete operation	7-11 years	Logical thinking emerges and is applied to concrete, observable objects and events
Formal operation	11-12 years	Children develop the ability to reason with abstract, hypothetical, and contrary-to-fact information

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*Note.* From *The Origins of Intelligence in Children* (p. xx), by J. Piaget, 1952, New York, NY: Norton.

Piaget (1965) pointed out that moral pressure is characterized by unilateral respect for adults, which in turn is the basis of moral obligation or social literacy and sense of duty in society. This is how children learn right from wrong. This is the beginning of SEL. It is at this point that children learn social skills and social literacy. This is where a child learns to say “yes, sir” or “yes, ma’am” when speaking to parents or adults. It is where children learn to be truthful and respectful and how to behave in public and in the classroom. This aspect of children’s ability to understand and conduct themselves properly is a valuable aspect of the assumption of this research. It was stated earlier that students at this level have the ability to conduct themselves properly in the classroom. According to Piaget (1965), children are developmentally capable on a moral level of conducting themselves properly in the classroom. This theory has great implications in this research. Likewise, Kohlberg (1985) wrote about the moral development of the school-age child.

### **Kohlberg’s Theory of Moral Reasoning.**

Kohlberg’s theory indicates that advanced cognitive development does not guarantee advanced moral development, but it must exist to some extent for moral development to take place. This is similar to Piaget’s theory of moral development. However, Kohlberg (1985) continued to describe several stages of moral or social development. Each stage indicates how students develop socially from one phase to the next.

Kohlberg (1985) called the first stage of moral development *heterogeneous morality*. In this stage, the child avoids breaking rules that are backed by punishment

such as corporal punishment. The child does right to avoid the punishment that would accompany his incorrect action. The child is also avoiding breaking the norms of society he or she has learned. The first stage of Kohlberg's theory is similar to what was stated by Piaget in his theory of moral development. At an earlier stage of development, the child may tend to be more fearful of an adult figure due to a tendency to relate the size (superior power of authorities) of the adults with their rules (Piaget, 1965). It is important to take note of these two observations by Piaget and Kohlberg. They are important in that they begin to establish for this research that children do have the moral ability and the social training to make good choices inside and outside the classroom.

The second stage of Kohlberg's theory (1985) is called *individualism*. This stage explains why a student may refuse to follow classroom rules. At this stage of moral development or the building of social skills, the child follows classroom rules when it is in his immediate interest or there is a need to do so. What is right for the child is what is fair or what is an equal exchange or deal for the child. This second stage, for Kohlberg, could also produce positive conduct in the classroom. If the student has a need to please the teacher by learning and achieving academic excellence, one would expect that the student will perform those acts that will enhance this need or interest. In the process, it is hoped that the student's needs will not conflict with those of the classroom teacher (Best, 2001).

Kohlberg (1985) called the third stage *interpersonally normative morality*. In the classroom, this aspect of moral development proves helpful to students and the teacher. The student, according to Kohlberg, develops a mutual trusting relationship with other

students, which is embodied in a set of shared moral norms that people are expected to live by in society. The child at this stage is particularly concerned with maintaining interpersonal trust and social approval. At this stage, “doing unto others as you would have others do unto you” can become a very clear reciprocal exchange in the child’s social life (Kohlberg, 1975, p. 2). The teacher and adult treat the child in a respectful manner and can expect to be treated with respect in return. This exchange should prove beneficial in reducing discipline interactions.

The fourth stage Kohlberg (1985) wrote about is the *social morality system*. The student who has reached this stage of moral development takes a perspective on classroom behavior that is based on a conception that all rules in the school and classroom apply to all members of the society of which the classroom is a part (Best, 2001). The child will pursue his individual interests as long as they meet those set by the norms of the set society—the classroom. At this stage, the child develops and promotes cooperation as an operation. In the classroom setting, this can result in peace and tranquility for the teachers and students. The child at this stage of moral development feels that one should obey the laws of society and the rules of the school and classroom, even if one happens to disagree with them (Best, 2001). This stage, according to Kohlberg, should have been reached by the time a student reaches the fourth grade. The student feels this way because the majority of people made the laws and classroom rules, and one must consider what is good for the majority of people when making more decisions (Kohlberg, 1985). From the above stages, one can see that if students in a classroom who have reached Stages 1, 2, 3, and 4 are aware of the implications of each

stage, the classroom in which these are found should prove to be one where there are few negative student behaviors.

Piaget's and Kohlberg's theories of moral development suggest why students make certain moral decisions in the classroom that affect their behavior choices. These two theories allow the reader to understand why students in a classroom are capable of obeying rules and procedures. Students in the classroom are competent enough to conduct themselves properly if they have successfully reached the stages of development put forth by Piaget and Kohlberg. By the time students reach middle school, they should have entered into those stages of moral development that allow students to have self-control in the classroom and society.

### **Definitions**

*Corporal punishment:* Corporal punishment, as used in this study, shall be defined as chastisement inflicted to the buttock region with a wooden paddle in order to cause physical discomfort but not injury for the purpose of modifying behavior. Corporal punishment (and the use thereof) is a form of discipline that is defined as administering bodily punishment such as a spanking (Paolucci & Violato, 2004).

*Character Plus School (CPS):* The CPS is program developed by the Texas Education Agency to ensure that school districts design character education programs so that schools teach students how to conduct themselves. CPS designates schools that have met the criteria of character education (Character Education, 77<sup>th</sup> Legislature, 2001).

*House Bill (HB):* The HB is government legislative process used to vote on a bill by the House of Representatives (77<sup>th</sup> Texas Legislature, 2001).

*In-school suspension (ISS)*: ISS refers to the removal of students to an alternate location that is isolated from other students within the school for a length of time (Delvin, 2006; Theriot & Dupper, 2010). In ISS, a school employee supervises students as they quietly sit and study. Many researchers consider this a form of the timeout method connected to the theorist Dewey (1962).

*National Center for Education Statistics (NCES)*: The NCES is the federal government agency that collects, analyses, and reports data associated with education in the United States and around the world. It reports the status and trends of international education.

*Negative student behaviors*: Negative student behaviors are behaviors that disrupt the educational environment and classroom teaching and learning. They may include but are not limited to being disobedient, talking back, yelling, sleeping, using profanity, walking out or coming late to class, as well as bullying, wearing sagging pants, and displaying disrespectful behaviors to peers and teachers (Vallaire-Thomas, Hicks, & Growe, 2011).

*No Child Left Behind Act (NCLB, 200)*: NCLB required accountability measures for all public schools, with the goal that all students would be proficient in reading and mathematics by 2014. The law also emphasized improving communication with parents and making all schools safer for students (U.S. Department of Education, 2009).

*Out-of-school suspension (OSS)*: OSS refers to the exclusion of a student from school for one school day or longer for disciplinary reasons (NCES, 2009). Many



researchers consider this a form of the timeout method of correction connected to the theorist Dewey (1962).

*Referral*: Referral signifies the method that teachers and other school personnel use to assign responsibility for student discipline to principals and assistant principals (Devlin, 2006).

*Social and emotional learning (SEL)*: Social and emotional learning is the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development (Roffey, 2010). It includes self-awareness, control of impulsivity, working cooperatively, and caring about oneself and others. SEL is the process through which children and adults develop the skills, attitudes, and values necessary to acquire social and emotional competence (Roffey, 2010).

*Social literacy*: A term used to describe the acquisition of social and emotional learning skills (Collaborative for Academic, Social, and, Emotional Learning [CASEL], 2011).

*Stakeholder*: In education, the term *stakeholder* typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. Stakeholders have a “stake” in the school and its students, meaning that

they have personal, professional, civic, or financial interest or concern (Vytautas Magnus University, 2011).

*Time out:* A well-known discipline technique used to interrupt unacceptable behavior by removing the child from the situation where the misbehavior is occurring. The use of “time out” is based on the premise that the child must wait in a quiet place where there is no activity to distract the child. Time out has been used as a form of positive reinforcement, either by removing the child from his or her negative reinforcers or as a consequence for the undesirable behavior, serving as a loss of privilege to change behavior.

The variation of time out that is used in the public school system is in-school suspension (ISS) or out-of-school suspension (OSS). Each of these methods of correction deviate from the time out method of behavior correction connected to the theorist Dewey (1962).

*Verbal correction:* Verbal correction with a student is a disciplinary intervention technique intended to change a child’s undesirable behavior by explaining to the child the desired behavior. During the confusion, the adult explains the possible future consequences should the undesirable behavior continue. The use of verbal correction and reprimands in the public school system is referred to as a *student conference*. Teachers and/or the campus administrator, usually in a private setting, may use such a conference. Students are to be taken aside and spoken to so that the teacher or administrator can explain the undesirable behavior. This conference could take place in the campus administrator’s office or the teacher’s classroom with just the student, or it could include

the student's parent or guardian. The person leading the conference would discuss the undesirable behavior with the student and give the student the opportunity to contribute to the discussion. At the time of the discussion, all parties would be given the opportunity to express their points of view in a nonthreatening manner.

### **Assumptions**

There are some assumptions that can be made with research studies. For this study, I assumed that classroom teachers as well as school administrators were familiar with both negative student behaviors and corporal punishment. I assumed that participants' perceived barriers to managing negative student behaviors might vary with experience and culture. Further, I assumed that all participants would answer each interview question honestly, to the best of their ability, and to the fullness of their knowledge. Finally, I assumed that all participants would participate for the duration of the study.

### **Limitations**

Just as each research study involves some assumptions, each also has limitations. Creswell (2009) stated that data can be tainted by the relationship between the researcher and participants. He further explained that participants may not act normally or answer fully if they view the researcher as an outsider. The limited number of participants created limitations for the study. Using such a small sample size in comparison to the number of those in educational positions who work with fourth grade students throughout rural Texas added to the limitations of the study. Further, limitations may have occurred due to the qualitative nature of this study's interview process because the results were

derived from my interpretations of the data as the researcher (Creswell, 2009). Finally, my personal experiences and bias may have caused some limitations of the study.

### **Significance**

This project met a unique need because it addressed the thoughts, beliefs, and experiences of administrators and teachers in the use or nonuse of corporal punishment as an alternative method of discipline. Negative student classroom behaviors have become a major problem in schools today (NCES, 2012). The results of this study provide a better understanding of the position of administrators and teachers in rural Texas schools regarding the use or nonuse of corporal punishment. Insight from this study should allow educators to view the thoughts, opinions, and feelings of other educators toward the use or nonuse of corporal punishment in today's schools. It offers detailed data indicating both support and nonsupport for corporal punishment among classroom teachers and school administrators.

Kezar, Frank, Lester, & Yang (2014) proposed that education causes positive changes in society by creating economic and social benefits. If students' negative behaviors are managed appropriately, there may a reduction in negative behaviors in other settings, such as the home and community (McGoey et al., 2010). Jones and Bouffard (2013) and Feinstein and Mwachombela (2010) stated that students who display the skills to focus, listen attentively, follow teacher directions, manage emotions, and work cooperatively with classmates are likely to be less disruptive in the classroom. These researchers supported two separate discipline strategies, SEL and corporal punishment, respectively. These researchers stated that students who are strong in these

skills are less disruptive within the classroom and better able to take advantage of classroom instruction. The connection between corporal punishment and SEL is the fact that both methods can cause a change in negative student behaviors (Feinstein & Mwachombela, 2010; Jones & Bouffard, 2013).

In a teacher survey, classroom teachers reported that student negative behaviors in the classroom were their greatest challenge and felt that they needed an immediate method of correction and support to assist in managing their classrooms (Reinke et al., 2011). Corporal punishment is an immediate reaction to negative behavior. This study investigated the perspectives of school personnel in relation to the use or nonuse of corporal punishment as an immediate reaction to negative student classroom behavior.

The State of Texas HB 946, passed by the 77<sup>th</sup> Texas Legislature (2001), permitted school districts in the state to implement character education programs that met three criteria: (a) the program must stress positive character traits, (b) the program must incorporate teaching strategies, and (c) the program must be age appropriate. In an effort to comply with HB 946, the State Education Agency implemented the Character Plus School (CPS) program and mandated that each school year it would reward schools that met the criteria of character education as a CPS (77<sup>th</sup> Texas Legislature, 2001).

Effective discipline and behavior management techniques hold the keys to successful learning and teaching. Teachers and administrators are driven to develop strategies, techniques, and approaches to manage students' behavior so that it does not disrupt the quality of teaching and learning in the classroom. It is very important to remember that there are no "quick fixes" when it comes to successful student discipline

in the classroom. Student discipline or behavior management is a long and challenging journey, and what may work for one student may not work for another (Guardino & Fullerton, 2010). This allows us to further understand the different methods preferred by the theorists Dewey, Skinner, & Toffler. Some students may relate to discipline methods of social correction involving isolation within the classroom or a time-out-period style of behavior correction in the manner described by Dewey (1962), whereas other students may respond to social correction methods that are based on verbal correction or verbal reprimand. Skinner (1974) considered this type of correction non aversive.

Russo (2009) stated that the use of corporal punishment is based on the common law presumption of *in loco parentis*, literally, “in place of a parent.” In general, schools need to address SEL in order to help students learn to better control their behavior. Today’s schools must provide teaching of the common standards, core, and subjects as well as social and emotional learning (SEL). This may lead to a decrease in the number of disciplinary referrals as well as an increase in academic achievement. Or, as Goleman (2005) suggested, “While the everyday substance of emotional literacy classes may look mundane, the outcome—decent human beings—is more critical to our future than ever” (p. 263). Clearly, students need opportunities to develop their social literacy.

### **Social Change**

Walden University has a commitment to social change; this study has a connection to positive social change through educational implications. Educational policy has placed focus on many educational changes within the educational system, including student performance and student discipline. Educational mission statements at

the state, district, and campus levels now include items for student social behavior development (Minnesota Department of Education, 2010). There is a realization that student negative classroom behaviors create a diminished quality of school life and severely affect student performance (NCES, 2012). The reality that classroom teachers and school administrators now face has placed school discipline in the spotlight. Creating a positive change in the area of education may cause positive changes in the home and the community.

### **Summary**

In summary, this chapter has provided an introduction to the study. Background information has also been included with a summary of current research related to corporal punishment in schools. There were two central research questions for this study: What perceptions do classroom teachers have about corporal punishment, and what perceptions do administrators have about corporal punishment? The conceptual framework for this study was based on the theories of Piaget (1965) and Kohlberg (1985), who provided a basis for understanding the behaviors and stages of moral development. First, I reviewed Piaget's theory of moral development. Piaget (1952) studied students' thinking and learning processes. Piaget (1952) posited that students' progression through the four stages of cognitive development is limited by maturation, which may be understood as genetically controlled physiological changes (Piaget, 1952). Secondly, Kohlberg's theory of moral reasoning was examined. Kohlberg (1984) was influenced by the works of Dewey and Piaget, particularly Piaget's view of moral reasoning and use of problems to ascertain children's thinking levels. His research on

student behavior challenged the view that adults shape moral behavior to avoid bad feelings in children (Kohlberg, 1984). Kohlberg (1984) argued that students construct their own moral judgments through interaction with others and their own positive emotions to become moral agents.

Data for this case study was analyzed at two levels. At the first level, the specific analytical techniques of coding and categorization were used to analyze the interview questions and archival documents. Line-by-line coding was used, as recommended by Charmaz (2006), to try to stay as close to the data as possible. A content analysis was conducted for the review of archival records and documents. At the second level, it is recommended that the comparative method be used to analyze the coded and categorized data to determine emerging themes (Merriam, 2009; Yin, 2009). As recommended by Merriam (2009), I used a comparative method to find emerging themes. These themes helped to form the findings of this study. The study's problem statement, research questions, rationale, definitions, and significance were also included in this chapter.

Chapter 2 includes a review of the literature related to the conceptual framework of Piaget (1965) and Kohlberg (1985) and current research about the moral development of individuals. In addition, this chapter presents a summary and conclusion that include the major themes and gaps found in this review.



## Chapter 2: Review of Literature

### **Introduction**

The purpose of this study is to examine the perspectives of classroom teachers and school administrators toward the use or nonuse of corporal punishment as a method to correct or change negative classroom behaviors. What has been discovered about this topic is that views of corporal punishment vary. Not all researchers are of the opinion that corporal punishment is a harmful and destructive act that causes emotional, physical, and psychological damage to a child (Feinstein & Mwachombela, 2010). Researchers such as Straus (2003) and Gershoff (2015) have explored the harmful and less desirable effects of corporal punishment such as somatic complaints, increased anxiety, and changes in personality and depression. They have viewed corporal punishment as the maltreatment and psychological abuse of a child. However, researchers such as Feinstein and Mwachombela (2010) have argued for the use of corporal punishment as a valid means of discipline. Furthermore, Baumrind (1996) stated that although there is a strong correlation between corporal punishment and psychological consequences, it is difficult to determine the exact causal relationship and the effects that may result. Studies undertaken by researchers such as Straus (1994) and Hyman (1990) remained primarily correlational, and as a result, the effects of corporal punishment are viewed on a continuum ranging from “not harmful” to “abusive.” There is a belief among some researchers that acts of corporal punishment are not intended to cause harm and should therefore not be classified as abuse. Straus and Yodanis (1996) presented spankings as part of a continuum leading to abuse. Hyman (1990), who viewed the use of corporal

punishment as psychological maltreatment, also supported this view. He further argued that the symptoms of psychological maltreatment are identical to those of physical abuse (Hyman, 1994).

Thus, it is evident that there is disagreement about the harmful effects of corporal punishment. Acts of corporal punishment are viewed on a continuum ranging from mild to severe. Here are three facts known about corporal punishment. First, there are two opposing views concerning its use and effects on children. Second, there have been more studies connecting corporal punishment to negative behaviors than those demonstrating the positive effects of corporal punishment (Menard, 2012). Finally, arguing that corporal punishment has no positive effects is not the same as saying that it has a negative effect (Menard, 2012). Opposing researchers view it differently.

Gershoff (2015) and Hasanvand, Khaledian, & Merati (2012) expressed a view of corporal punishment as

- A behavior correction method with side effects that can lead to violence, which is defined as aggressive attitudes and behaviors.
- A gateway to further abusive behaviors such as child abuse and assaulting spouses later in life.
- Psychologically harmful, reinforcing rebellion, resistance, revenge, and resentment.

Feinstein and Mwachombela (2010) and Murriss (2012) stated that corporal punishment is

- A behavior correction method supported by parents and educators that yields positive and meaningful results.

- A method of behavior correction that students understand and agree with.
- A method of behavior correction that is connected to family, cultural and social ties, and acceptance.

Respecting the views of these researchers, one can conclude that one's position and perception may determine a bias for or against corporal punishment. There is research that supports the use of corporal punishment as well as research that opposes the use of corporal punishment. Further, evidence indicates that corporal punishment can create some of the same positive results as SEL; see Table 2.

Table 2

*Some Results of SEL and Corporal Punishment*

result(s)	SEL (social emotional learning)	corporal punishment
Skills to focus, listen attentively, and follow teachers, directions	Yes	Yes
Ability to manage emotions and work cooperatively with classmates	Yes	Yes
Respect teachers and peers by requesting permission to speak or debate/disagree	Yes	Yes

*Note.* From "Educators' Social and Emotional Skills Vital to Learning," by S. Jones, S. Bouffard, and R. Weissbourd, 2013, *Kappan*, 94(8), pp. 62-63. Copyright 2013 by Kappan.

Corporal punishment may be distinguished from physical abuse. Can one separate corporal punishment from physical abuse by calling it a spanking? Some views

change when the phrase “normative spanking” (Ruiz, Ruiz, & Sherman, 2012). Is it the word “normative” that is accepted, or the word “spanking”? Some researchers, clinicians, educators, and parents argue that “normative spanking” should be accepted while desiring to ban abusive corporal punishments if the definitions remain the same. How is “normative spanking” different from “normative corporal punishment”? These are issues that need clarification.

Despite opposition to corporal punishment, it is still a widely used form of social correction (Ruiz et al., 2012). In the United States alone, corporal punishment is one of the first, if not the favorite, behavior correction methods used in families by parents (Ruiz et al., 2012). It is also a major method used for social correction by parents and educators in other countries, according to Feinstein and Mwachombela (2010). Corporal punishment of children in schools is legal in almost half of U.S. states, and parents or guardians have a legal right in every state, except Minnesota, to use this method of behavior correction (Russo, 2009).

There are questions that remain concerning corporal punishment. Questions include the following: What are the perceptions of corporal punishment from the students’ point of view? How do students perceive corporal punishment? Noticeably absent from research on corporal punishment are studies of children’s reactions to corporal punishment. There is a substantial need for research that begins to answer such questions dealing with how children feel when they are corporally punished. This study investigated the perceptions of adults; another good study would focus on how students perceive the use of corporal punishment and what leads them to accept or reject the

disciplinary message that accompanies (or is implied by) it. Gershoff (2013) argued that children remember negative disciplinary actions and messages and will repeat them as adults, while Russo (2009) argued that children will learn from corporal punishment that is based on the common law presumption of *in loco parentis*, which means “in place of a parent.” Whether regarded from the perspective of Gershoff’s argument or Russo’s, the opinions of children will add another dimension to the data collected.

From a social-cognition perspective and in view of existing data, the development of attitudes about corporal punishment is an integral part of the etiology of adult use of this method of behavior modification or correction. As parents and/or educators increase their knowledge and experience with their own children and students, they will increase their consciousness of which socialization techniques are most effective with their particular children (Menard, 2012).

Although hundreds of studies have been done in this area, it should be emphasized that a causal link has not been established between corporal punishment and negative behaviors. The meta-analytic findings and theoretical and empirical support can neither definitively demonstrate the presence of positive effects of corporal punishment nor definitively demonstrate the presence of negative effects of corporal punishment. Arguing that corporal punishment has no positive effects is not the same as saying that it has a negative effect (Menard, 2012).

The puffery of many studies on corporal punishment has caused researchers, clinicians, educators, and parents to frown upon this once widely used method of discipline. However, the facts indicate this discipline method does change inappropriate

student behavior to appropriate student behavior. A study performed in Tanzania indicated that students and teachers approved of the use of corporal punishment (Feinstein & Mwachombela, 2010). When asked about receiving corporal punishment, over 50% of the students stated that they perceived this as taking responsibility for their actions (Feinstein & Mwachombela, 2010). Further, students indicated that if their behavior in the classroom was out of line, they definitely deserved it (Feinstein & Mwachombela, 2010). Corporal punishment is a discipline strategy that has been used by over 90% of American parents at some point in their parenting history (Graziano & Namaste, 1990) and has been widely used by parents in other countries as well (Straus, 1996). African Americans endorse the use of physical punishment as an appropriate and effective discipline strategy more readily than do European Americans do (Flynn, 1998), and African American parents are less likely to include physical acts in their definitions of child maltreatment than European American parents are (Korbin, Coulton, Lindstrom-Ufuti, & Spilsbury, 2000). Retrospective reports of college students about their parents' discipline strategies when they were children or retrospective reports provided by parents are the most common means of investigating effects of physical discipline (Graziano & Namaste, 1990), but this method is limited by inaccurate memories and retrospective biases.

The argument remains: Does corporal punishment offer negative or positive effects?

### Literature Strategy

Priority was given to peer-reviewed articles published within the past five years, but research was also considered that spanned a broader time period if it consisted of information important to the research study. The review of literature for this study covered a multitude of works relevant to the research topic. Sources were found through searches of scholarly databases, including Educational Resource Information Center (ERIC), Expanded Academic ASAP, Dissertations, & Theses at Walden University, ProQuest Central, ProQuest Criminal Justice, Academic Search Complete, and LexisNexis Academic. The literature survey included a number of articles and collections of data and dissertations on the topics of student behavior, classroom behavior, classroom management, student success, student performance, student discipline, social emotional learning, and corporal punishment. Key research terms and words relevant to this study, such as *student behavior*, *classroom disruptions*, *corporal punishment*, *social emotional learning*, *teacher attitudes*, *spanking*, *student performance*, *time out*, *verbal correction*, *student crime*, *behavior issues*, *classroom behaviors*, *childhood development*, and *classroom management*, were used in an attempt to identify related literature. The review of related research and literature was connected to the problem statement and research questions of this study.

In this chapter, I review literature concerning corporal punishment, student behaviors, classroom management methods, and other topics as stated above. These topics are reviewed within the framework of the theories of Piaget and Kohlberg. Piaget's theory of moral development (1965) and Kohlberg's theory of moral reasoning

(1985) focused on child development. These two theorists addressed human behaviors and, more importantly, student behaviors for individuals eight to 18 years old. Both approaches provide details on moral development and reasoning and how correction can cause a change in the learning process for both the classroom and the community. I reviewed current literature to substantiate, complement, and explore the review of corporal punishment used in today's schools and its educational implications. In the first section, I review relevant findings in literature regarding discipline methods such as time out, verbal correction, corporal punishment (spanking), and positive reinforcement. The second section contains a review of the effects of corporal punishment on students/children, adults, schools, and society. In the third section, I review the ethical issues associated with corporal punishment in relation to the law and culture. Finally, I summarize the findings of the chapter.

### **Educational Implications**

Piaget and Kohlberg differed in their perspectives on child development; however, each of their theories has practical applications within the educational environment. While Piaget's research varied from Kohlberg's concerning moral development, Piaget argued that parallel growth between moral and intellectual development exists. According to Piaget, this parallel development is how children learn right from wrong by forming social skills and social literacy. Kohlberg's research associated with moral development was based on the argument that everyone, regardless of culture, race, or sex, passes through moral developmental stages. Between the two theorists surrounding to moral development although the progression levels are the same,



the rate will vary from child to child. The difference is the missing teaching or learning of moral development. There is a clear disconnect in today's educational environment concerning moral development, social literacy or, simply stated, classroom behavior.

Due to this lack of moral development, schools have experienced a decline in student performance and attendance (NCES, 2012). Shumate and Willis (2010) argued that students who have not developed morally engage in negative classroom behaviors that disrupt the learning process and impede teachers' instructional delivery. Research performed by the NCES (2012) showed that both disruptive and non-disruptive students made fewer academic gains when negative behaviors interfered with classroom activities or instructions, with students making greater academic gains without the presence of negative student behaviors in the classroom (Duval et al., 2010). Negative classroom behaviors do have a negative effect on the educational environment, thus leading to educational implications such as lower academic achievement and lower student performance (NCES, 2012).

### **Section 1: Discipline Methods**

The word *discipline* means to impart knowledge and skill—to teach self-awareness, control of impulsivity, working cooperatively, and caring about oneself and others. While this word implies teaching, it is often associated with punishment and negative behaviors (Roffey, 2010). Discipline is one of the biggest problems every teacher faces (Roffey, 2010). Learning to discipline children effectively is hard work, according to research findings from Oklahoma State University and other universities (CASEL, 2011). Positive discipline is much better than punishment. It is a way to help

children learn self-control. The purpose of discipline is to help children become responsible, confident, and able to think for themselves; care about others; and live satisfying and useful lives (Roffey, 2010). There are many types of discipline methods. Some of the most frequently used methods are time out, which includes both in-school suspension and out-of-school suspension; verbal correction, which is also called *verbal de-escalation*; corporal punishment, which references a spanking; positive reinforcement, which is an encouragement technique; and social emotional learning (SEL), which, simply stated, is respect.

**Time out.** Time out is a well-known discipline technique used to interrupt unacceptable behavior by removing the child from the situation where the misbehavior is occurring (Sears, 2015). The use of time out is based on the premise that the child must wait in a quiet place where there is no activity to distract him or her. Time out has been used as a form of positive reinforcement, either by removing the child from his or her negative reinforcers or as a consequence for the undesirable behavior (i.e., a loss of privileges to change behavior; Sears, 2015).

The variations of time out that are used in the public school system are in-school suspension (ISS) and out-of-school suspension (OSS). At the secondary level, administrators evaluate student referrals before a student is placed in ISS. ISS serves as an alternative to a student being suspended off campus (OSS) so that the student may be at school yet out of the classroom. Some districts use ISS in lieu of corporal punishment. The ISS classroom is usually a room on campus where students are isolated from all activities, including lunch and extracurricular activities, until the ISS placement has been

served. The ISS assignment could range from a partial day to two or more weeks, depending on the behavioral infraction and discipline assignment. The ISS room is usually small and dull, without items students might think interesting, and with a “teacher” (paraprofessional) who monitors the students. The students are housed together in this room, usually in study carrels, where they complete assignments without talking or any other interaction.

Teachers will either send class assignments or homework assignments to the ISS room for students to complete. Most school districts require teachers to visit the ISS classroom and give initial instruction and/or assistance to the students daily while assigned to the ISS classroom. The ISS teacher is expected to maintain discipline and order and walk students to and from restrooms and the cafeteria, and monitor their behavior while doing so.

This strategy’s effectiveness is centered upon a valued privilege or reinforcer being removed and consistency (Sears, 2015). Removing students’ privileges to be in class with classmates/friends or to share lunch and recess with others are usually reinforcers that are greatly valued by children. Teachers and administrators must be consistent and fair with the assignment of time out (ISS or OSS) when used to correct or change behavior.

**Verbal correction.** Verbal correction is not just a lot of talk. Verbal correction with a student is a disciplinary intervention technique intended to change a child’s undesirable behavior by explaining to the child the desired behavior. During the conference, the adult explains the possible future consequences should the undesirable

behavior continue. The use of verbal correction and reprimands in the public school system, especially at the secondary level, is referred to as a student conference. The teachers and/or the campus administrator in public or in private may utilize this conference. Students are to be taken aside and spoken to so that the teacher or administrator can explain to the student the undesirable behavior. This conference could take place in the campus administrator's office or the teacher's classroom with just the student, or the student's parent or guardian. At the conference, the person leading the conference would discuss the undesirable behavior with the student and give the student the opportunity to discuss the behavior. At the time of the discussion, all parties would be given the opportunity to express their point of view in a non-threatening manner.

Verbal correction may also be called verbal de-escalation. It is the art of calming a person down by talking and explaining the next steps or consequences if a change to the undesired behavior continues. Armbruster (2011) stated, "When used properly, it can prevent an arguing situation from becoming a physical fight. It can help to diffuse a negative situation" (p. 3). Verbal correction is a non-physical method of behavior correction that can give students time to talk, think and review negative behaviors in a calm emotional state (Armbruster, 2011).

**Corporal punishment (spanking).** The definition of corporal punishment can vary from state to state, school to school, or even person to person. This study defines corporal punishment as the chastisement inflicted to the buttock region with a wooden paddle in order to cause physical discomfort, but not injury, for the purpose of modifying behavior. Corporal punishment and the use thereof is a form of discipline that is defined

as administering bodily punishment, such as spanking (Paolucci & Violato, 2004). Gershoff (2013) defined corporal punishment as the use of physical force with the intention of causing a child to experience pain so as to punish or correct their behavior. They feels this definition applies whether it is administered by parent or school administration (Gershoff, 2013). Her argument is that corporal punishment is synonymous with physical punishment. In the state of Texas, the Texas Education Code specifies corporal punishment may be used as a form of discipline. The Texas Code goes on to clarify that the term does not include (1) physical pain caused by reasonable physical activities associated with athletic training, competition, or physical education; or (2) the use of restraint as authorized under Section 37.0021 (Texas Education Code, Title 2). The state of Florida, just as Texas and other states, still recognizes corporal punishment as a way to manage student behavior and ensure the safety of all students in their classes and schools. As defined by the Legislature, “corporal punishment” is the moderate use of physical force or physical contact by a teacher or principal as may be necessary to maintain discipline or enforce school rules (Florida Department of Education, 2011). However, this definition of corporal punishment is distinct from situations in which force is used by a teacher or principal when used as a necessary method of self-protection or to protect other student from violent peers. Florida identifies specific guidelines for the use of corporal punishment in schools within state statutes, as do most states which allow corporal punishment (Gagnon & Kennedy-Lewis, 2014). Corporal punishment in schools is most often administered by a school principal or other administrator, but is sometimes administered by a teacher or aide. Children are typically

told to bend over with their hands on a desk to brace them for the impact (McCarthy, 2012). The punishment can take place in a variety of locations, including the principal's office, a hallway, or a classroom. Corporal punishment in schools takes a more severe form than what is typically meted out by parents. While spanking a child's buttocks with an open hand is the most common form of corporal punishment in home (Zolotor et al., 2008), the most common form of corporal punishment in schools is paddling (McCarthy, 2010). Paddling involves school personnel hitting children on their buttocks with wooden paddles, which are typically large, flat, wooden boards (Gershoff et al., 2015).

Continuing the study on the perception of corporal punishment, although external rewards and the fear of corporal punishment might certainly provide reasons for a change in behavior or they may cause the motivation to change negative behaviors, they alone do not determine a child's choice of behavior (Bear, 2010).

**Positive reinforcement.** Positive reinforcement is the encouragement that follows good behavior. It is done in order to emphasize the positivity of the action. As a consequence, the person feels encouraged to repeat the positive action that earned the praise in the first place (Positive Reinforcement in the Classroom, 2013). The term reinforce means to strengthen, and is used in psychology to refer to any stimulus which strengthens or increases the probability of a specific response (Heffner, 2014). Heffner (2014) gives the example if you want your dog to sit on command, you may give him a treat every time he sits for you. The dog will eventually come to understand that sitting when told to will result in a treat. This is a simple description of a reinforcer (Skinner, 1938), the treat, which increases the response, sitting (Heffner, 2014). We all apply

reinforcers every day, most of the time without even realizing we are doing it. You may tell your children “good job” after they clean their room (Heffner, 2014). Positive reinforcement could be explained as “timely encouragement,” due to it being a very simple and basic method to implement discipline in the classroom (Positive Reinforcement in the Classroom, 2011). It is a positive and gentle way to control a classroom without punishment. When used correctly, positive reinforcement is very effective (Cherry, 2015). She goes on to say that it is most effective when it is immediate and presented with enthusiasm (Cherry, 2015). When positive reinforcement is used correctly, it could be described as a discipline technique that can help teachers improve their classroom learning environment.

The literature examines the feelings and attitudes for and against corporal punishment. This is a topic that has separated states within the United States (Gershoff, Purell & Holas, 2015). Corporal punishment is not only causing discussion here, but abroad many countries that placed bans on corporal punishment are now seeing those bans challenged by parents and educators (Rajdev, 2012). Some educationists claim that corporal punishment is essential for the motivation of children for learning (Ali, Mirza, and Rauf, 2015, p.182). Researchers such as Ali et al. (2015), Rajdev (2012), and Feinstein and Mwachombela (2012) all view corporal punishment as a motivational element for student learning. Ali et al. (2015) stated that, “corporal punishment changes the shape of a student motivation, and learning is influenced and retarded by fear” (p. 183). Corporal punishment causes a change to students’ motivation that affects student’s behaviors (Feinstein & Mwachombela, 2010). According to Gullipalli (2009) (as cited by

Rajdev, 2012, p. 165) “Despite rigorous and unambiguous efforts to eliminate corporal punishment, the practice persists in schools around the world.” While some educators welcome the practice of corporal punishment, others welcome its banning (Ali et al., 2015).

## **Section 2: The Effects of Corporal Punishment**

Corporal punishment, once considered an effective and even necessary method of discipline children has now been revealed to be a predictor of wide range of negative developmental outcomes (Science Daily, 2013). The effects of corporal punishment, as determined by the research literature of the social sciences, is associated with increased child aggression, antisocial behaviors, lower intellectual achievement, poorer quality of parent-child relationships, mental health problems (such as depression) and diminished moral internalization (Science Daily, 2013). Corporal punishment can cause short-term compliance that may lead to long-term effects, according to the Science Daily (2013). When corporal punishment is used as a normative practice in a culture, its effects may be slightly less negative (Science Daily, 2013). However, research findings suggest to parents that schools use more positive methods of parenting and/or discipline (Smith & Bondy, 2007). Research collected by the Global Initiative (2013) informs parents that most violence acts against children commonly referred to as “abuse” is corporal punishment. Even “mild” or “light” corporal punishment can be escalated to an abusive level and its effectiveness in controlling children’s behaviors decreases over time, encouraging the parent to increase the intensity of the punishment (Global Initiative, 2013). It is at this point that corporal punishment violates not just children’s right to



freedom from all violence, but also their right to health, development and education (Global Initiative, 2013). In spite of all the research and findings the opinions and perceptions of some are still that a good spanking changes a child's behavior. In a 2012 United States national survey parents stated (more than half of women and three-quarters of men) believe a child sometimes needs a "good hard spanking" (corporal punishment) (Kovac, 2014). With so much indicating that corporal punishment may be detrimental to children the question still remains why classroom teachers and school administrators in rural Texas schools support or do not support its use.

Toffler and Toffler (1995) stated that physical punishment or corporal punishment when administered, with reason, is not abusive or threatening of becoming abusive. They also argued that corporal punishment is an excellent and effective way of controlling misbehaviors. Toffler et al. (1995) believed social correction not only corrects the present behavior but future misbehaviors. Toffler et al. based their argument on the actions of past generations and its effect on present generations and future generations. They question if we lived through the receipt of corporal punishment and have become successful citizens, why is it that our children are now being abused? Toffler et al. argued that corporal punishment is a proven method of social correction, which has passed the test of time. Corporal punishment has been administered to many generations of successful citizens in society (Toffler & Toffler, 1995).

According to research by Feinstein and Mwahombela (2010) corporal punishment is a successful method of correction for children. When used appropriately it yields positive and meaningful results (Feinstein & Mwahombela, 2010). Corporal punishment

can teach children/students respect for teachers, peers and the learning process (Feinstein & Mwahombela, 2010). It also allows children to grow in emotional conduct, self-esteem and the ability to work cooperatively with others as stated by the researchers Feinstein and Mwahombela (2010).

**On students/children.** Corporal punishment can be associated with children's aggression and other antisocial behaviors that could certainly disrupt the learning process (towards peers, siblings, and adults) (Science Daily, 2013). Corporal punishment may legitimize violence for children in interpersonal relationships because they tend to internalize the social relations they experience (Vygotsky, 1978). Ironically, the behavior that parents most likely intend to prevent when they physically punish children is exactly the behavior that they are likely to be strengthening (Science Daily, 2013). Social learning theory (Bandura, 1969) also suggested that physical punishment enables children to learn aggressive behavior through modeling. If parents try to modify their children's behavior through inflicting pain, then children are likely to do the same to others when they want to influence other people's actions (Science Daily, 2013).

Corporal punishment may affect student/children cognitively by interfering with their sociocultural perspective on development that suggests children's cognitive development emerges out of interactions socially (Science Daily, 2013). Social relationships such as early attachment to caregivers, friendships and collaborative learning between peers, and relationships between children and teachers, directly and indirectly influence children's learning and motivation to learn (Guidance for Effective Discipline, 1998). The use of verbal methods of discipline through explanation and

reasoning are likely to prove the child with more cognitive stimulation than the use of corporal punishment without induction (Straus, 2001). Thus, poorer cognitive outcomes may result if parents who physically punish their children make less use of inductive methods of discipline, such as explanation and reasoning procedures, that are likely to enhance cognitive growth (Guidance for Effective Discipline, 1998). It may also be that children who are anxious about being physically punished are inhibited from exploring their physical and social worlds, and, therefore, less likely to extend their cognitive skills (Guidance for Effective Discipline, 1998).

Corporal punishment causes direct physical harm to children and impacts negatively in the short-and long-term on their mental and physical health, education and cognitive development (Global Initiative, 2013). Far from teaching children how to behave, it impairs moral internalization, increases antisocial behavior and damages family relationships. It can increase aggression in children; it's linked to intimate partner violence and inequitable gender attitudes and increases the likelihood of perpetrating and experiencing violence as an adult (Global Initiative, 2013).

Social correction or corporal punishment techniques are a necessary part of effective discipline. They have two distinct aims: (1) to help create and maintain a safe, orderly and positive learning environment, which often requires the use of discipline to correct misbehaviors, and (2) to teach or develop self-discipline (Bear, 2010, p. 1). A study conducted in Tanzania revealed corporal punishment as the most common form of behavior correction used in secondary schools. Most teachers and students agreed on its use for behavioral change. The majority of students and teachers were unaware of

national laws to restrict corporal punishment – they agreed with the use of corporal punishment (Feinstein & Mwachombela, 2010). There was agreement between students and teachers that corporal punishment was used for major and minor student offences such as misbehaviors and tardiness (Feinstein & Mwachombela, 2010). Further results revealed that 56% of teachers, a majority, agreed with the use of corporal punishment. While students agreed, when asked how they felt about receiving corporal punishment for their own wrong doings, 51% said they definitely deserved it; they perceived this as taking responsibility for their actions (Feinstein & Mwachombela, 2010). The high profile of support given to corporal punishment by teachers and students is directly connected to the culture of the region and family values. To use corporal punishment procedures effectively, however, it is important to understand that they are only a small, yet needed, part of a wide plan to improve student behavior. This plan to change social behavior must include clear expectations, positive interactions with all students, and an effective, firm, consistent and fair method of behavior correction (Bear, 2010).

**On adults.** Kerr, Lopez, Olson, and Sameroff, (2004) stated that there is a strong possibility that the perpetrations and experiences of violent, unsocial and criminal behaviors of adults can be traced back to their receiving corporal punishment while they were children. Parents have historically been regarded as having the duty of disciplining their children and the right to spank them when appropriate (Gershoff, 2013). However, attitudes in many countries changed in the 1950s and 60s following the publication by pediatrician Benjamin McLane Spock of *Baby and Child Care* in 1946, which advised parents to treat children as individuals; whereas, the previous conventional wisdom had

been that a child should not be “spoiled” by picking them up when they cried. The change in attitude was followed by legislation. Since Sweden’s 1979 ban on all corporal punishment of children, an increasing number of countries have followed suit (Gershoff, 2013). As of January 2015, domestic corporal punishment is banned in 46 countries. Enforcement of such laws is rare, however, and the practice remains common in many countries (Gershoff, 2013).

The Guidance for Effective Discipline (1998) issued a statement to parents stating that corporal punishment is of a limited effectiveness and has potentially dangerous side effects. They recommend that parents be encouraged and assisted in the development of methods other than corporal punishment for managing undesired behaviors. In particular, the Guidance for Effective Discipline (1998) believed that any corporal punishment methods other than open-hand spanking on the buttocks or extremities are unacceptable and should never be used.

The Guidance for Effective Discipline (1998) pointed out that:

When children are spanked more, the more anger they report as adults, the more likely they are to spank their own children, the more likely they are to approve of hitting a spouse, and the more marital conflict they experience as adults and that spanking has been associated with higher rates of physical aggression, more substance abuse, and increased risk of crime and violence when used with older children and adolescents (p. 726).

Kerr, et al. (2004) argued that the violent behaviors of children who have experienced corporal punishment persists into adulthood. Corporal punishment received in childhood

is associated with aggressive, antisocial, and criminal behaviors in adults, according to Global Initiative (2013), which perpetuates itself. Adults who have experienced corporal punishment are more likely to approve of its use (Global Initiative, 2013).

From the social-cognition perspective and viewing existing data, the development of attitudes about corporal punishment is an integral part of the etiology of adult use of this method of behavior modification or correction. As parents and/or educators increase in knowledge and experience with their own children and students, they will increase in the consciousness of which socialization techniques are most effective with their particular children (Menard, 2012).

Although hundreds of studies have been done, it should be emphasized that a causal link could not be established connecting corporal punishment and negative behaviors. The meta-analytic findings and theoretical and empirical support cannot definitively demonstrate the presence of positive effects of corporal punishment – nor can it definitively demonstrate the presence of negative effects of corporal punishment (Menard, 2012). While there are many groups in favor of banning corporal punishment due to beliefs that it leads to more negative behaviors (Gershoff, 2013), there are others like Murriss (2012) who argues that there is still a place for corporal punishment and its positive outcomes. The fact remains that there is no concrete proof that corporal punishment causes negative behaviors (Menard, 2012).

The puffery of many studies on corporal punishment has caused researchers, clinicians, educators, and parents to frown upon the use of this once widely used method of discipline. However, the facts state this discipline method does change inappropriate

student behavior to appropriate student behavior (Feinstein & Mwachombela, 2010). Examining eight facts that we know about corporal punishment may only add to the ongoing debate on this hot topic.

Amy Morin (2015), a discipline expert, states in her report on corporal punishment that eight facts stand out:

1. Most Americans believe in spanking (Corporal Punishment)
2. 19 states allow corporal punishment in schools
3. 39 countries have banned corporal punishment
4. Studies show spanking may increase aggression
5. Research states corporal punishment increases behavior problems
6. Spanking (corporal punishment) is linked to lower IQ
7. Spanking (corporal punishment) is associated with increased mental illness
8. The United Nations recommends banning corporal punishment (p. 1-2)

**Most Americans believe in spanking (corporal punishment).** Despite much public opposition to spanking, a 2013 survey conducted by the Harris Poll discovered that 81% of Americans privately support spanking children. The poll found that older generations are more accepting of spanking - 88% of mature parents, 85% of baby boomers, 82% of Gen X parents, and 72% of Millennial parents approve of corporal punishment (Morin, 2015).

**Nineteen states allow corporal punishment in schools.** While hitting children with a wooden paddle is considered abuse in some states, in other states paddling is allowed in public schools. The U.S. Department of Education's Office of Civil Rights

estimates that 223,190 students were paddled during 2005-2006 school year. A 2009 study conducted by American Civil Liberties Union and Human Rights Watch found that black students and disabled students were paddled most often (Morin, 2015).

**Thirty-nine countries have banned corporal punishment.** Many countries have banned any type of corporal punishment, including spanking. Sweden became the first country to ban corporal punishment in 1979. Since then, other countries such as Germany and Brazil have also made spanking children illegal (Morin, 2015).

**Studies have shown that spanking increases aggression.** Spanking children for aggressive behavior causes them to behave more aggressively, according to a 1997 study published in the Archives of Pediatrics and Adolescent Medicine. Corporal punishment models aggressive behavior, rather than deterring it (Morin, 2015).

**Research performed by Child Development Perspectives indicates that corporal punishment increases behavior problems.** Spanking has not been shown to be more effective than timeout. A 2013 study published in Child Development Perspectives found that spanking quickly loses effectiveness over time. When children are spanked, they don't learn how to make better choices (Morin, 2015).

**Spanking (corporal punishment) has been linked to lower IQ levels.** A 2009 study published in Journal of Aggression, Maltreatment & Trauma found that spanking lowers a child's IQ. Researchers suggest that the fear and stress associated with being hit takes a toll on a child's brain development. The study found that the more a child was spanked, the slower the child's mental development (Morin, 2015).



**Spanking (corporal punishment) can be associated with increased mental illness.** A 2012 study published in *Pediatrics* reports that harsh physical punishment was associated with increased odds of mood disorders, anxiety disorders, substance abuse, and personality disorders. The American Psychological Association (2002) conducted a study and found that childhood spankings are associated with mental health issues in adulthood (Morin, 2015).

**The United Nations recommends banning corporal punishment.** In 2006, the Committee on the Rights of the Child released a statement declaring that corporal punishment is a form of violence that should be banned in all contexts. Other human rights organizations have issued similar warnings about spanking (Morin, 2015).

The argument remains: does it offer a negative or positive side effect? Corporal punishment is a controversial method of behavior correction, which can create legal and negative public relations for educators. Although this discipline change technique has the law on its side, it is still viewed as a potential legal threat to schools (Ingram V. Wright, 1977). States and school districts that allow corporal punishment face scrutiny and are accused of allowing child abuse (Gershoff, 2013).

Corporal punishment is widely accepted in other areas around the world. The Caribbean, with a focus on Jamaica, is known for its authoritarian style of parenting. This style has been characterized as highly repressive, severe, and abusive mainly due to the major use of corporal punishment (Feinstein & Mwachombela, 2010). Murriss (2012) argued that corporal punishment educates students on how to behave, respect others, and develop socially in school and social settings. Often parents rely on their own

socialization or cultural skills; if it worked for my mom and dad, it will probably work for me. Landmann, Grantham-McGregor, and Desai performed a study in 1983 which reported that 59% of the Jamaican mothers used a belt or paddle in corporal punishment while 84% used their hands, 71% used one or the other or a combination, in the discipline process.

The Jamaican practice of spanking their children is culturally sanctioned and extends to the larger society (Feinstein & Mwachombela, 2010). This practice has been passed on from generation to generation. The vast majority of U.S. parents and others, around the world, use spanking as a form of corporal punishment (Murriss, 2012). Studies indicate that parents who physically punish their children generally believe that this method of discipline is appropriate, effective, necessary, and yields good results (Ruiz, et al., 2012).

**On schools.** Corporal punishment is illegal and cannot be used in schools in 31 states, as stated earlier (Morin, 2015). This is well over a 50 % rate of unacceptable use of corporal punishment in U.S. schools. However, 19 states still allow corporal punishment as a practiced discipline technique (Morin, 2015). These 19 states report increased student academic performance and lower discipline problems (The Daily Sentinel, 2012). A quote from the 2012 Texas Republican Party Platform affirmed: “Corporal punishment is effective and legal in Texas” (The Daily Sentinel, 2013). Many Texas high schools and districts have now amended their student code of conduct and student handbook to add or place a greater emphasis on using-but not over-using corporal punishment as an appropriate consequence for student behavior violations (The Daily

Sentinel, 2012). According to Gagnon and Kennedy-Lewis (2014), corporal punishment used in schools is a discipline method in which a supervising adult deliberately inflicts pain upon a youth in response to the youth's unacceptable behavior." The 31 states (and the District of Columbia) that prohibit corporal punishment in schools typically do so on the grounds that children should be afforded the same rights to bodily protection that other citizens are afforded (Gagnon & Kennedy-Lewis, 2014).

The following is from a brief by Gagnon and Kennedy-Lewis (2014). It explains three philosophies concerning corporal punishment in relation to today's schools:

To understand the philosophy of states concerning corporal punishment it is helpful to consider the description by Benjet and Kazdin (2003), who identify three broad orientations toward the of corporal punishment in schools. First, the "anti-corporal punishment" view posits that the use of corporal punishment in schools has harmful effects that include implicitly modeling and teaching that violence is an effective approach to solving problems. Moreover, this philosophical view supports the notion that corporal punishment has negative effects on youth and is ethically problematic. Another view of corporal punishment is that it serves an important behavioral option if it is appropriately regulated. In addition to regulation of its use, this view holds that corporal punishment can have positive consequences depending on a given context (e.g., student age, ethnicity). Finally, the third philosophy regarding the use of corporal punishment is that if schools do not use corporal punishment, it will actually lead to youth behavior problems of greater frequency and intensity. In this orientation,

the view of “spare the rod, spoil the child” dominates and it is seen as a disservice to youth if corporal punishment is not used. Clearly, the second and third philosophies align with the sanctioned use of corporal punishment (p. 4).

The schools and districts which are allowed to use corporal punishment must follow school, district, and state educational guidelines as set forth by local school board policy and state policy, procedures, and school board policy and State policy, procedures, and laws (Gagnon & Kennedy-Lewis, 2014). While each district and state has its own set of policies, procedures, and guidelines concerning corporal punishment within these states and districts that allow corporal punishment, the guidelines are very similar.

Gagnon and Kennedy-Lewis (2014) reported some corporal punishment guidelines as:

Use corporal punishment according to school board policy and at least the following procedures if an administrator or teacher feels that corporal punishment is necessary:

1. The use of corporal punishment shall be approved in principle by the principal before it is used but approval is not necessary for each specific instance in which it is used. The principal shall prepare guidelines for administering such punishment, which identify the types of punishable offenses, the conditions under which the punishment shall be administered, and the specific personnel on the school staff authorized to administer the punishment.

2. A teacher or principal administer corporal punishment only in the presence of another adult who is informed beforehand, and in the student's presence, of the reason for the punishment.
3. A teacher or principal who has administered punishment shall, upon request, provide the student's parent with a written explanation of the reason for the punishment and the name of the other adult who was present to serve as a witness (p. 4).

Although permitted in 19 states by law, the schools and districts in those states have the option whether to use or not to enforce the use of corporal punishment. In these states and districts, each campus level principal has the choice to choose if he or she will enforce or opt out of the use of corporal punishment (Gagnon & Kennedy-Lewis, 2014). Some schools in Texas that support corporal punishment state that it gives our students a choice (The Daily Sentinel, 2012). The choice spoken of is that of corporal punishment or in-school suspension, and in some cases corporal punishment or out-of- school suspension, depending on the student behavior violation (The Daily Sentinel, 2012).

**On society.** In the past, people were called reformers who believed that education could easily remedy or change social problems. If the desired behavior or change is taught in school, it may be accepted in society. There is little question that industrialization, urbanization, and other broad processes of social change historically influenced the development of school in the United States. There is the opposite relationship to consider, as well. How has the evolution of schooling affected the process of social development? What have we learned in schools? These are complex questions.

The connection between school and society is multifaceted and subject to a wide range of factors and conditions. Historically, some lines of influence were fairly straightforward. In other respects, the role of education in social change is more difficult to discern. The question may be how schools affect the social character of society? Students undergo a physical and social metamorphosis in the preteen and teenage years. This change is present in schools and society as a whole and is a part of societal development, which can be argued as being for the better or the worse. What is not open for debate is that, at this age, a psychological change is occurring in these students, which has an effect on their societal development.

After the elementary school years, many students experience a behavioral and social change. This behavior change sometimes manifests itself as various forms of student misbehavior. Most middle grade schools, such as the junior high 7<sup>th</sup> and 8<sup>th</sup> grades and the middle school grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>, find student misbehaviors a major concern. What methods of deterring or controlling these middle years' misbehaviors are working? One method, corporal punishment, was successful in the past but now has been outlawed or banned in some states and many districts. Many people consider corporal punishment a form of abuse. What caused society to change its view of a once widely-used method of social correction to what is considered by some as a form of abuse? Significant concerns have been raised about the negative effects of corporal punishment and its potential to escalate into abuse. While Ember and Ember (2005) considers corporal punishment as one of the top used strategies for correcting bad, inappropriate and/or negative behaviors in children, Hyman (1994) still considered it abusive and

maltreatment of children. Ninety percent of American families have reported using corporal punishment and 71% of the world's societies have reported using corporal punishment for behavior correction of children (Ember & Ember, 2005). Hess, Gray, and Nunez (2012) state that as children increase in age, the need for corporal punishment decreases. Research suggests the use of corporal punishment declines as a child grows older; therefore, parents are less likely to continue this form of discipline (Hess et al., 2012).

### **Section 3: Ethical Issues and Corporal Punishment**

What are the ethical issues surrounding this once commonly used method of correction? A person may be influenced by his or her life's experiences, opinions, biases and knowledge, and that can affect their conclusions and perceptions concerning corporal punishment. Opponents of corporal punishment make regular reference to the frequency and severity of physical punishment that is inflicted upon children.

Benatar (2001), in line with Gershoff, et al. (2015), argues that corporal punishment may be unethical due to the following seven potential effects:

- Leads to abuse
- Is degrading
- Is psychologically damaging
- Stems from and causes sexual deviance
- Teaches the wrong lesson
- Arises from and causes poor relationships between student and teacher/administrator (child to parent)

- Does not deter negative behaviors (pp. 2-5).

Benatar (2001) made some very interesting statements concerning corporal punishment, such as:

- Clearly there are instances of abuse and of abusive physical punishment.
- Research into possible links between corporal punishment and abuse has proved inconclusive so far.
- The findings of one study conducted a year after corporal punishment by parents was abolished in Sweden, suggested that Swedish parents were as prone to serious abuse of their children as parents in the United States, where corporal punishment was (and is) widespread.
- These findings are far from decisive, but they caution us against hasty conclusions about the abusive effects of corporal punishments.
- The fact that there are some parents and teachers who inflict physical punishment in an abusive way does not entail the conclusion that corporal punishment should never be inflicted by anybody.
- Just as we prohibit the excessive but not the moderate use of alcohol prior to driving, so should citizens condemn the abusive but not the non-abusive use of corporal punishment (p. 2)?

Considering these findings and others, one would conclude that the ethics of corporal punishment is relative to one's own perceptions.



**The law.** Corporal punishment is legal in all 50 states for home-parent discipline (Connor, 2014). The laws may vary from state to state, but in general, corporal punishment could not cause any injury or pain (Connor, 2014). Legislative laws proposed by several states have failed, and courts continue to allow parents the right to use corporal punishment (Connor, 2014). Statutes vary from state to state, but generally say that the physical punishment must be reasonable or not excessive, although Delaware passed a law in 2012 that said it couldn't cause any injury or pain (Corporal Punishment Policies around the World, 2015). Proposed legislative bans in several states have failed to pass, and courts have generally upheld parents' right to spank (Corporal Punishment Policies around the World, 2015).

A review of several recent cases of corporal punishment brought to the attention of the Supreme Court showed that the court has so far upheld the right of schools to practice corporal punishment, within reasonable limits, as a disciplinary measure (Corporal Punishment Policies around the World, 2015). The court rulings were based on two major principles: a) the state educational boards have a certain degree of autonomy in their educational policies, and b) the constitutional rights that apply to adults do not apply to children (Corporal Punishment Policies around the World, 2015). The Supreme Court in its 1977 ruling in *Ingraham v. Wright*, held five to four that the Eighth Amendment's prohibition against cruel and unusual punishment did not apply to corporal punishment in schools, and that the 14<sup>th</sup> Amendment's due-process clause did not require notice and a hearing before imposing such punishment. The court said state common-law remedies satisfied the procedural due process concerns over corporal punishment (Walsh,

2008). The late Justice Lewis F. Powell Jr. stated, “We are reviewing here a legislative judgment, rooted in history and reaffirmed in the laws of many states that corporal punishment serves important educational interests” (Walsh, 2008, p. 2). In several recent cases the Supreme Court has ruled that before punishment is inflicted on students, principals and teachers should give students the right to defend themselves verbally, and schools should have the permission of parents before performing corporal punishment on their children (Walsh, 2008).

Corporal punishment refers to spanking, paddling, or other forms of physical discipline. Many states have banned corporal punishment in public schools, while several others, including Texas, allow the practice but give parents the opportunity to opt out (Texas Corporal Punishment in Public Schools Laws, 2011). In Texas, corporal punishment in public schools is considered lawful unless a parent or legal guardian has refused to give permission with a signed, written statement to the school board. A Florida parent must give approval, in principle, before any paddling or corporal punishment is used and must be carried out in the presence of another informed adult (Florida Corporal Punishment in Public Schools Laws, 2011). If this same act of discipline correction is performed in New York or California, the teacher or administrator may be charged with child abuse or assault and battery for performing corporal punishment on students (New York and California Corporal Punishment in Public Schools Laws, 2011). Thirty-one states and 122 countries had banned the use of corporal punishment in the disciplining of children and school students by the year 2015 (Gershoff et al., 2015). Federal data collected for school year 2008-2009 estimated that 184,527 students, without disabilities,

received corporal punishment in schools across the country that year (Connor, 2014). Connor (2014) stated, “the numbers reveal boys are more likely than girls to receive corporal punishment, and it was disproportionately applied to black students (p.1).

**Cultures.** There is controversy on the question of whether physical discipline may have different consequences for children of other cultural or ethnic groups. For instance, several authors have suggested from studies in the U.S. that in African American children, spanking may have a less negative long term impact than in Caucasian children (Maldonado, 2012). It has been hypothesized that the cultural perception and meaning of the corporal punishment may be different. In the case of African American children, it may mean that parents care for and love their children, and therefore, strongly discipline them. In Caucasian families, it may mean something closer to a parent-centered household where parents are at the timeout of control. This is suggested by the studies of Lansford et al. (2004) and Maldonado, (2012), which included 466 Euro American and 100 African American families. Other studies arrived at the same conclusion and suggest that spankings may be perceived in African American families (where children are more often in higher levels of distress, poverty and exposed to community violence) as a protective strategy to prevent the development of further disruptive behavior (Maldonado, 2012). A similar effect was reported in two studies involving the outcome of spanking for Hispanic children, where strictness and spanking were not associated with negative behavioral outcome (Maldonado, 2012). These studies including both African and Latino American families were compared to the outcome of children at a six-year follow up as a part of the National Longitudinal Study (2010). In

this study, Maldonado (2012) stated there was no difference in outcome between Euro American, Latino and African American children as long as there was strong emotional support from the mother or parents.

Two meta-analytic studies of the long-term effects of physical punishments are relevant. In one form, Gershoff (2013) evaluates 62 years of collected data and includes 88 studies. It concludes that physical punishment is only “effective: in the short course but it causes long term behavioral problems i.e. aggressive behavior.” Another meta-analysis, conducted by Paolucci and Violato (2004), reviewed 70 studies published during 1961-2000 (involving 47,751 persons), mostly from the U.S. (83.3%). It finds small negative effects of corporal punishment on emotional state and behavior (negative behavior) and no negative effects on cognition. (Paolucci and Violato, 2004).

Jennifer Lansford (2010) states in her article on cultural differences and corporal punishment:

Studying cultural differences in effects of corporal punishment on child development in the current global context may be further complicated by the United Nations and the World Health Organization’s goals to reduce parents’ use of corporal punishment on a global scale. In 1989 the United Nations Convention on the Rights of the Child placed the protection of children’s rights at the forefront of concerns facing the international community. The 192 countries that have ratified the Convention have committed themselves to ensuring children’s rights in a number of domains, particularly protecting children from abuse and exploitation.

Article 19 requires that countries “take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation” and indicates that these protective measures should be accompanied by “the establishment of social programs to provide necessary support for the child and for those who have the care of the child (p. 104).

Studies of Lansford et al. (2004) and the National Longitudinal Study (2010) have examined links between parents’ use of corporal punishment and children’s adjustment to the use of corporal punishment. While these studies do not show full agreement, they do suggest that cultural differences affect these associations (Lansford, 2010). The majority of these studies have compared European Americans with African Americans, offering findings that could lead to the conclusion that either the complex relationship between corporal punishments rarely had beneficial effects for any cultural group and is therefore not justified (Lansford 2010). Regardless of cultural group, parents’ warmth has been shown to provide an important context for corporal punishment, though, in that significant associations between parents’ use of punishment and children’s adjustment problems are sometimes found only in the context of low parental warmth. Lansford (2010) also states that there are beliefs about the acceptability and effectiveness of corporal punishment and that the use of corporal punishment conveys to children that their parents may reject them, and this perception can increase children’s adjustments to problems (p. 105).

Parents and children in different cultural groups may interpret corporal punishment as either an appropriate and effective discipline strategy or not, depending on the normativeness of corporal punishment within their group (Lansford, 2010). Although corporal punishment is generally related to more behavior problems regardless of the cultural group, this association is weaker in countries in which corporal punishment is the norm. Yet cultures in which corporal punishment is the norm also have higher levels of societal violence (Lansford, 2010).

### **Summary of Literature Review**

Negative student behaviors can be considered as conduct that disrupts the educational environment/classroom teaching and learning (Vallaire-Thomas, Hicks, & Growe, 2011). They may include, but are not limited to being disobedient, talking back, yelling, sleeping, using of profanity, walking out or coming late to class, as well as bullying, sagging pants, and showing disrespectful behaviors to peers and teachers. These negative behaviors affect the school and classroom climate. It is this aggressive or nonaggressive behavior that is prevalent in schools around the world that stops or hinders the learning process (Allen, 2010). Negative student behavior contributes to loss of instructional time, poor academic performance and student attendance (Shumate & Howard, 2010).

Since the passage of the NCLB in 2001, U.S. educational policies have received great scrutiny, while the primary goal of NCLB was to provide parents and students with more choices and offered greater flexibility for states, school districts, and schools as far as deciding how available governmental funds are used to improve accountability (U.S.

Department of Education, 2002). The legislature also felt the pressures of increased accountability in terms of educational improvements for all students. Subsequent to the passage of NCLB, school leaders have had to choose practices, both instructional and administrative, that might yield improvement for their students.

NCLB requirements have led to challenges surrounding low performing students with discipline problems. Due to the negative consequences of suspension, such as low academic performance and achievement, and the stigma attached to the school's report card, administrators increasingly rely on corporal punishment as a method of behavior correction for underperforming students with discipline problems. Corporal punishment is a quick and proven method of behavior correction. Students are only out of class for less than an hour in most cases. This allows students to maintain academic learning seat time in class. Researchers have reported that the aforementioned practices have a negative effect upon student achievement, including more aggression and violence attitudes and lower passing rates for state tests (Ahmad, Said, & Kham, 2013). Programs that keep students out of class and do not address the problem that may cause negative behaviors or change negative behaviors fail to address students' needs. Schools and educators need to focus on helping students to understand the consequences of their behaviors. For example, Brown (2007) suggested "school exclusion, in and of itself, offers students no help in addressing the behaviors that got them into trouble" (p. 433). Certainly, schools need programs to help develop student social learning. This literature review detailed how behavior correction practices, such as corporal punishment, affect

student achievement and recidivism rates. The review also revealed the effective and ineffective characteristics of this correction method.

Chapter 3 provides the methodology for the study that includes the research and design, participants in the study, the sample size and setting, data collection and analysis procedures. Chapter 4 provides the project that includes the goal of the project, the results of the project and the findings. Chapter 5 provides the discussion, conclusion, and recommendations of the study.

Negative student behaviors in the schools and the classroom are a growing problem (Shumate & Willis, 2010). When students disrupt the classroom environment, academic achievement of the students is negatively affected (McGoey et al., 2010). Nevertheless, early intervention programs can negate these negative behaviors and maintain a productive learning environment (LeGray, 2010). There is a wide spectrum of negative behaviors exhibited in the classroom by students. Is corporal punishment helping or hurting the reduction of this educational problem?



## Chapter 3: Methodology

### **Introduction**

The purpose of this study was to examine the perspectives of classroom teachers and school administrators on the use or nonuse of corporal punishment as a method to correct or change negative classroom behaviors. The focus of this case study was reviewing and investigating the perceptions of classroom teachers and school administrators on the use and nonuse of corporal punishment as a method to correct or change student behavior. This chapter details the qualitative case study design that I implemented in order to examine the participants' beliefs, thoughts, and experiences concerning the use or nonuse of corporal punishment as a method of correcting negative student behaviors. The approach created the opportunity for the study to contribute to broader knowledge of effective discipline methods. In this section, I discuss the study's design and approach, other approaches that I considered, sources of information or data, participants and sampling, my role as the researcher, the data collection process, data analysis, and credibility. I chose to research teachers' and administrators' perceptions concerning corporal punishment in relation to negative student behaviors. In using the qualitative design, I explored teachers' and administrators' perceptions of corporal punishment through a one-on-one interview process. This process occurred either face to face or via telephone. Information was collected and analyzed. In this chapter, I describe this process and review my role in the research. Finally, in this section, I discuss measures to ensure excellent and effective collection of data and to provide strong qualitative credibility.

Negative student behaviors exhibited in the classroom have been shown to interfere with the learning process and impede teachers' instructional delivery (Shumate & Willis, 2010). With negative student behaviors on the rise, there must be some type of appropriate disciplinary action to address them. Teachers cannot teach with negative classroom behaviors disrupting the learning process. As indicated in the writings of Creswell (2009) and Yin (2009), the qualitative research methods in a case study are particularly suited to exploring meanings people associate with their experiences within a confined setting and timeframe. A qualitative researcher "builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting" (Creswell, 2009, p. 79). Case studies require that researchers look for patterns that are common to multiple participants in order to identify the perceptions of research participants about the problem under study by categories or themes (Stake, 2005). This study's qualitative methods allowed for holistic analysis or *naturalistic generalizations* using the descriptions of the participants, followed by multilayered analysis to uncover patterns and themes (Stake, 2005; Yin, 2009).

### **Research Design and Rationale**

Deciding on which approach to use for this study, I ruled out numeric data and thus the quantitative approach. Data on the perceptions of participants often come in the form of words. Creswell (2014) stated, "Often the distinction between qualitative research and quantitative research is framed in terms of using words (qualitative) rather than numbers (quantitative), or using closed-end questions (quantitative) rather than open-ended questions (qualitative)" (p. 4). For this reason, I ruled out the quantitative

approach. In reviewing my decision between mixed methods and a qualitative approach, I recognized that some numeric data would be needed for the mixed methods approach as well. Creswell (2014) stated, “The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone” (p. 4). This would be a combination of words and numbers. For this reason, I ruled out the mixed methods approach.

Students with negative behaviors can and often do disrupt the teaching and learning process. The review of literature disclosed the characteristics and the different types of negative student behaviors, the impact they have on the classroom environment, and the type of discipline methods available to correct them. The purpose of this case study was to explore the perspectives that classroom teachers and school administrators have on corporal punishment as a method to correct or change negative classroom behaviors. Corporal punishment is a behavior correction method that is considered less disruptive to student attendance and academic performance. From a teacher’s point of view, corporal punishment keeps a student out of class less than suspension (time out) does (Tardieu, 2010). A teacher’s perception of the effects of negative behavior on the classroom affects classroom learning time—seat time. Teachers want students in class to learn. Compared to discipline methods such as suspension, corporal punishment is most effective in getting students back into class after a negative classroom behavior (Tardieu, 2010). The Minnesota Department of Education (2010) also reported that suspension as an intervention is inadequate as a means of changing behaviors.

I used a qualitative case study design to explore and examine rural district educators' as well as administrators' perceptions of corporal punishment as a way of correcting students' negative behaviors. A qualitative case study was effective and informative enough to enable me to understand the experience and perceptions of teachers who have students who seriously disrupt the classroom. Another effective and informative method to collect data is to gather information from an administrator's point of view. I chose a case study because it would reveal real-life situations, resulting in a rich, in-depth, and holistic account of the phenomenon (Merriam, 2009).

The study was conducted within a qualitative framework using a case study approach. Qualitative research does not have a set method or procedure. It is not a constant but a change method or a method of change. Researchers in this field use observation as a data collection method. Through the interview process, researchers gain a better understanding from firsthand experience. This is a flexible or adjustable research method that can adapt to the study's environment. This research method is focused on obtaining an in-depth understanding of human behaviors or a specific organization or event—not just what is seen on the surface. Qualitative research uses observation methods, interviewing methods, field notes and journaling, and analysis of documents and materials as data collection methods. These methods are used to answer the *why* and *how* questions, not just the *what*, *where*, and *when* questions. The five approaches to qualitative research are narrative, phenomenology, grounded theory, case study, and ethnography. Qualitative case studies are limited or bound by time or a particular event or activity (Creswell, 2009). A bounded system could be a study centered on corporal

punishment that has definite features or outcomes, such as student behaviors or changes to student behaviors. In this study, I was concerned with the perceptions of teachers and administrators, and for this reason, I selected the case study research method.

### **Other Approaches Considered**

Within qualitative research, there are five approaches: phenomenology, ethnography, narrative, grounded theory, and case study (Creswell, 2013). While several of these approaches could be used to investigate the perceptions of classroom teachers and school administrators, only one of them—case study—specifically focuses on the real-life context of the phenomenon being studied.

### **Phenomenology Research**

Patton (2010) described phenomenology research as involving “solid descriptive data” or “thick description” to improve an analysis’s transferability and raw data usage. Phenomenology provides a deep understanding of a phenomenon as experienced by several individuals, as stated by Creswell (2009). The phenomenological research design would not have addressed the concerns of this study adequately because it would have concentrated on the participants’ experiences of a phenomenon and not on the objective of understanding. In this study, I was most interested in classroom teachers’ and school administrators’ perceptions of the use and nonuse of corporal punishment as a method to change student behaviors.

### **Ethnography Research**

This study’s aim was to explore the perspectives of teachers and administrators on the effective and ineffective use or nonuse of corporal punishment in the correction of

negative student behaviors. Whereas ethnography is specific to one culture, the teachers and administrators of this study belonged to many cultures. Therefore, the ethnography method of research would not have been a good choice for this study.

### **Narrative Research**

Narrative research can be considered both a research method in itself and the phenomenon under study (Creswell, 2013). This research method may not always stand alone for evidence and support for the conclusions of a report (Creswell, 2013).

### **Grounded Theory Research**

Using the grounded theory research method would have required me, as the researcher, to develop a theory from the experiences of teachers and administrators. It allows comparisons but does not bear too much examination, which can lead to confusion. Some weaknesses of this method are not totally understood by researchers in many disciplines (Allan, 2003).

### **Case Study Research**

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. In this qualitative study, I investigated the perspectives of teachers and administrators on the effective and ineffective use or nonuse of corporal punishment in the correction of negative student behaviors. Case study researchers explore unique programs and identifiable individuals, places, and subjects, focusing on analysis (Creswell, 2009). Qualitative case studies are limited or bounded by time or a particular event or activity (Creswell, 2009). A bounded system

could be a study centered on corporal punishment that has definite features or outcomes, such as student behaviors or changes to student behaviors. In this study, I was concerned with the perceptions of teachers and administrators, and for this reason, I selected the case study research method.

As the researcher, I interviewed participants in the study to ascertain whether there were any commonalities or anomalies among the teachers' or administrators' perceptions (Creswell, 2009). I used corporal punishment as the unique program of this study, with the teachers and administrators as its identifiable individuals, and the focus was on the use or nonuse of corporal punishment. Case study researchers explore unique programs and identifiable individuals, places, conditions, or events in depth, focusing on a single measure of analysis (Merriam, 2009). Finally, a case study is designed with boundaries and specifies a unit of analysis such as a program, group, or event (Hatch, 2002).

### **Research Questions**

Two research questions were the focus of this study. However, each question yielded two sub questions, which added to the discovery of facts for this study. Each sub question strengthened the collected data and the investigative process of the study. In reference to Creswell (2009), questions in a case study approach inquire about the qualitative rather than the quantitative factors of human beings. In this case study, I examined the participants' beliefs, thoughts, and experiences concerning the use or nonuse of corporal punishment as a method of correcting negative student behaviors.

Through in-depth interviews and review of archival data and field notes, I resolved to find the answers to the following questions:

- RQ1: What perceptions do classroom teachers have about corporal punishment?
  - What are the reasons teachers give in support of the use of corporal punishment as a remedial behavior measure?
  - What are the reasons teachers give for not using corporal punishment to regulate good behavior?
- RQ2: What perceptions do administrators have about corporal punishment?
  - What are the reasons that administrators give for supporting the use of corporal punishment in the school setting?
  - What are the reasons that administrators give for not supporting the use of corporal punishment in the school setting?

### **Participant Selection and Sampling**

This study was conducted in rural Texas, across school districts of various sizes where the principal was responsible for assigning student discipline measures, which could include corporal punishment. The principal's permission for the study to take place using participants within that district followed after gaining the approval of the district's superintendents. The superintendents were contacted, and permission was requested by email (see Appendix B). The research participants in this study were classroom teachers and school administrators associated with fourth grade students who had displayed negative classroom behaviors. The population group consisted of seven classroom



teachers and two school administrators who had experience with negative classroom behaviors of fourth graders. Participants of this study were from small rural school districts located in central Texas. The seven teachers were certified classroom teachers who were familiar with the practice of corporal punishment and in whose classes students had displayed negative classroom behaviors. The two administrators who participated were familiar with the fourth grade students who displayed negative behavior and had used several discipline strategies to modify student behaviors. These nine participants were familiar with corporal punishment as it relates to the modification of negative behavior, which was the phenomenon being investigated. Fewer participants allowed for ample opportunity to spend time in the interview process so that I was able to fully listen and understand the information participants shared as well as to gather more information about their experiences and then fully evaluate the data.

Creswell (2009) stated that qualitative research studies are made up of a small number of participants, who have similar experiences and perceptions associated with a certain phenomenon being investigated. For this study, nine participants were used, which, as stated by Creswell (2009), is a typical sample size for a case study. Sampling was of a purposive nature to assure that all participants had experience with the phenomenon being studied: the use or nonuse of corporal punishment to modify behavior.

The sampling strategy used for this study was purposive sampling. This sampling strategy is known as being a judgmental, selective, and/or subjective sampling technique. There are several types of purposive sampling; this study employed total population

sampling. Total population sampling is a type of purposive sampling in which the researcher examines the total or entire population with a particular set of characteristics. This method of sampling has both advantages and disadvantages. Advantages include the achievement of goals and the ability to make theoretical, analytic, and/or logical generalizations. Disadvantages include researcher bias and the making of theoretical, analytic, and/or logical generalizations.

### **Role of the Researcher**

My role as the researcher was bound by the parameters of the study. As an educator, I programmed myself not to make inferences during the interview process. My familiarity with negative student behaviors and corporal punishment could have allowed me to form bias. Researcher bias could have resulted in biased data collection and reporting, representing a possible limitation of the study. Creswell (2009) stated that all methods of research have limitations that can create bias. Therefore, prior to the interview process, I established epoch to address bias by not allowing predilections, prejudices, or predispositions, and by maintaining an open mind and consciousness (Moustakas, 1994). To deal with the limitations of this study, I used member checking. In this study, I had many roles, including interviewer, data collector, interpreter, and reporter. According to Creswell, the researcher is an instrument of data collection. One of the main roles of a researcher is to develop a research design that will lead to participants providing personal opinions and concerns without feeling threatened or uncomfortable.

I found a diverse range of educational backgrounds by interviewing both teachers and administrators at different sized school districts in rural Texas. The interview format was open-ended questions to maximize the responses. The interviews afforded the opportunity to gather data on the experiences and perceptions of the use and non-use of corporal punishment. Researcher-participant relationships remained cordial and professional. I have not worked with any of the teachers or administrators or districts that were asked to participate in the study. Professionalism and impartiality is important so the research will remain free from bias and subjective assumptions. Throughout the entire process, objectivity was essential so I could gather the data needed to have a valid study. It is important to limit bias. If at any time I felt that my perceptions and own ideas were taking over, I discussed these issues with my chairperson and moved back toward a neutral stance.

In this qualitative case study, data was collected by conducting interviews to determine the perceptions of classroom teachers and school administrators concerning the use or nonuse of corporal punishment in the correction of negative student behaviors. During the study neither the participants nor I experienced any discomfort while collecting data. The interviews took place in various conference rooms that offered privacy and were quiet. Each interview session was conducted in a quiet and relaxed setting. Room doors were labeled “Do Not Disturb” to avoid disruptions. Participants were comfortable and relaxed and were offered bottled water or soft drinks and finger foods.

This study allowed for both in person interviews and interviews via telephone. All interviews were recorded. Each interview followed the interview questions developed for this study (Appendix E). Although questions have been designed for the study, in-depth data was collected through the evolution of the interview conversation with each participant. These open-ended questions included detail oriented probes, elaboration probes, and clarification probes that enhanced understanding and clarity. Sample probes included: It sounds like you are saying, can you elaborate on that? Why was that important to you?

The use of the open-ended questions allowed the participant to go into as much depth as they felt necessary. It also allowed them to focus on what information they considered important to the subject of the interview. This information was recorded and transcribed. A software process, by a professional transcriber, produced the transcriptions. Each participant received a copy of his/her transcribed interview to check for accuracy. Delivery of transcripts was performed by mail or email.

As a researcher, I installed procedures to avoid researcher's' bias and ensure the accuracy of the data; confirmation of my findings went through data triangulation. Many researchers recommend data triangulation as a method of ensuring accuracy of findings from multiple sources (Lodico, et al., 2010; Merriam, 2009). As defined by Merriam (2009), triangulation consists of "cross-checking data collected from observations and interviews from participants holding different perspectives" (p.216). I tried to triangulate the interview data and archival data. Archival data is data that each school district has containing student discipline records including campus corporal punishment information.

This data was being important to the study due to the tracking of students, teachers and administrators it offered. I reviewed the interviews and archival data and develop themes that emerged into similar categories. I then aligned these categories to the research question. Finally, I analyzed the findings and conducted member checking and peer debriefing.

Member checking is a process whereby the researcher verifies the accuracy of the study's findings by asking one or more participants to review them (Creswell, 2008). Member checking also ensures that researcher bias does not influence the representation of the participants' perspectives (Lodico et al., 2010). I completed this process after initial coding of the interviews and archival data. Interview transcripts, coupled with information from the archival data, were shared with a sample of participants, each of whom agreed to participate in member checking.

### **Instruments**

As the central instrument for data collection, the researcher prepared all other instruments, such as the data accounting log/checklist (see Appendix A), the study permission request letter (see Appendix B), the study consent form (see Appendix C), the request for interview form (see Appendix D), the educational interview protocol/research questions form (see Appendix E), and the confidentiality agreement form (see Appendix F). The second most important instrument of this study was that of the educational interview protocol/research questions form (see Appendix E), which was used to collect data from all data sources, followed by the study consent form survey questions (see Appendix C), the actual interviews, and finally the archival data. This form also held

notes and any calculations needed or performed. An additional instrument was use of an excel program to tally and set up for coding and theme development.

### **Data Collection**

The data collection process did not begin until I received permission and confirmation from Walden University IRB. In addition, I did collect data until receipt of approval forms from school districts' administration and consent forms from participants were in hand. Upon receipt of these signed and approved forms, the data collection process began. The research followed the qualitative case study approach, which requires open-ending interview questions. For this study, I used the semi-structured interview guide or protocol (see Appendix E). All interview questions were case study based and emerged from the overall research questions and topics of interest that have established the framework for this study. The research and interview questions were developed with a focus to gain an understanding of the experiences of the participants regarding their perceptions and subsequent experiences as teachers and administrators. It was important for the participants to share their life experiences in order for the data to be valid and accomplish the purpose of the study.

Data for this study was collected using two distinct methods, the collection of archival data and the interview process. The archival data was derived from individual schools' documented records of former administration of corporal punishment, which was collected from the teachers and administrators, and/or the school district's administrative office. The archival data offered information on students who have received corporal punishment, teachers who have written referrals leading to corporal

punishment and administrators who have administered corporal punishment. The archival data was used in conjunction with the data collected from the interview process.

According to Creswell (2009), when interviews are used in conjunction with archival data, they provide ways to explore more deeply the participants' perspectives, as collected by researchers.

Creswell (2009) stated that the data collection process is a group of interrelated activities or events that gather good information to answer emerging research questions.

This process may include:

- Gaining access to participants
- Developing rapport with participants
- Locating a comfortable and distraction-free site
- Purposeful sampling
- Collecting information/data
- Recording information/data
- Resolving field issues
- Storing information/data

Each of these can play an important role in the data collection process.

The primary data collection of my study came from participants' interviews.

While information collected from archival data may be informative, indicating how often a teacher refers a student to the office, how often an administrator administers corporal punishment, or what actions or misbehaviors caused students to receive corporal punishment, it does not address the reasons why or how teachers and administrators felt

or their thoughts pertaining to corporal punishment. Collecting this archival data assisted with some commonalities concerning corporal punishment that led to some interesting conclusions. However, it is the data collected from the teacher/administrators' interviews that provided the most in-depth information for this study (Hatch, 2002).

I made a request by email to the fourth grade teachers and school administrators at selected schools to be a part of my study. The email explained the purpose of the study and how much time participants could expect to devote to the study. The email also explained the purpose of the interview and the collection of archival data (past referrals and student discipline reports from them or referrals they received from teachers). The email denoted the participants' right to end or exit the study at any time. Finally, the email explained the attached consent form. After the participants agreed to participate in my study, I asked them to complete the consent form (see Appendix B). Once consent forms were collected, I discussed interview times with participants. We agreed on a time before or after school that did not interfere with their educational duties.

As the researcher, it was my responsibility to ensure I had all the necessary equipment needed for the interview and location ready before the interview process began (Hatch, 2002). During the interview, I'd asked qualitative questions, probing questions, and clarifying questions. The interview questions (see Appendix E) were developed to help ascertain information to answer the research question of this study (Hatch, 2002). Essential questions are the most important questions because they provide the researcher with the data that is related to the phenomenon being studied (Hatch, 2002). I used the results of the interviews and the archival data to analyze the



perceptions of classroom teachers and school administrators concerning corporal punishment.

During the interview process, I followed the interview protocol I developed for this study. The interview protocol was designed with distinct sections. The first section ends a welcome and thank you for participating in the study and general information such as title of the form, name of the campus, interviewee, interviewer, and educational background. The second section included introductions of the study, a short explanation of note taking and audio/digital taping of the interview. I also explained in this section that all information is confidential and how only I, as the researcher, would be privy to the tapes, which would be transcribed and kept in a locked safe for five years before destruction. I also explained that they may stop or withdraw from the study interview at any time. I also stated that the study would not inflict any harm. I thanked them again for their participation. The third section acknowledged the time limit of 30 minutes, not to exceed 45 minutes. This section also included the research questions with probes. Finally, the fourth section included post interview comments and/or comments such as concluding thank you, observations, and anything else they wanted to add to the study.

### **Data Analysis Plan**

Data analysis in qualitative research is made up of data preparation and data organization for the analysis process, then reducing the data into themes through a process of coding and condensing codes, and finally representing the data in figures, tables or a discussion (Creswell, 2009). Data analysis is an important process in which the data that has been collected is organized in ways that will facilitate analysis (Creswell

2009). Rubin and Rubin (2012) describe data analysis as several stages, categories, or groups that overlap one another, with the first step in the process being the recognition of concepts and themes. In a case study, the first step in the analysis process is to read the entire transcribed document in order to get the whole idea the interviewee expressed in the dialogue of the interviewee (Giorgi, 2008 and Creswell, 2009). I read through all the transcripts and provide a copy to the participants for them to verify accuracy through the member checking process. At this point, participants were debriefed and would be exited from the study. After reading each transcript, they were compared and contrasted until categories were found, and these categories were coded. Rubin and Rubin (2012) state, that coding interviews involves systematically labeling concepts, themes, events and topical markers so that you can readily retrieve and examine all of the data units referring to the same subject across all your interviews. Coding can be defined as a qualitative research method where the researcher categorizes the text data, divides it into text or image categories, labels the categories, examines codes for overlap and redundancy, and collapses these codes into themes (Creswell, 2009). Coding identifies different segments of data that describe related phenomena, and then labels those phenomena by category names (Lodico, et al., 2010). Lodico et al. (2010) stated, “Coding is an inductive process of data analysis that involves examining many small pieces of information and abstracting a connection between them” (p. 305).

I followed the coding strategy suggested by Creswell (2009), which offers a systematic process that includes the following steps:

- Organizing and preparing the data for analysis to include transcribing interviews and sorting data into different types;
- Reading through all the data to get a general sense of it;
- Beginning detailed analyses through coding by starting with one document at a time and using very descriptive identifiers;
- Using the coding process to generate a description of the setting, participants, categories, and themes;
- Determining how description and themes will be represented in the qualitative narrative and;
- Interpreting and finding meaning in the data.

This process helps to understand the collected data, to organize and to clarify it. Coding data during data collection also helps to identify further data that might be needed. The coding process for this research began with coding emergent themes that participants provided with archival data and during the interviews. This data provided the opportunity to identify similar and contrasting themes from collected data and among the various responses. After coding the survey data, the archival data, and the interview data the information was grouped into categories and then compared for concepts, themes and events. The purpose of identifying themes or concepts from the interview dialogue is so a detailed analysis of the participant's perceptions can be developed (Giorgi, 2008).

The last step in the analysis process was the synthesis. Synthesis can be characterized as the understanding of an experience significant to the study (Giorgi, 2008). The researcher will synthesize participants' information that will allow a closer

look beyond the surface by integrating written representations of the participants' perceptions of the use or non-use of corporal punishment to find the essence of the experience (Giorgi, 2008). Then, I reported findings. Merriam (2009) stated that there is no standard format for reporting qualitative research. There are many ways to report research findings in a variety of narratives (Creswell, 2009). The analysis process consisted of the researcher conducting an analysis of the open-ended questionnaires by separating the responses of the teachers, the administrators, and the parents. I read and reviewed each question several times to establish an order to identify codes and themes. The themes, which developed from the survey questions and archival data provided comparison points to those collected from the transcribed interviews. This data cross-reference allowed a clear focus for themes to be developed.

### **Issues of Trustworthiness**

Authentication or reliability of qualitative research may be achieved by the researcher providing evidence through an audit trail (Merriam, 2002). This audit trail is simply that I, as the researcher, kept a journal to reflect on the collected data. This data will allow other researchers to follow the process and learn how the results of the study were achieved. Another method that strengthens reliability is a systematic and collaborative coding process (Creswell, 2009). Finally, trustworthiness was also addressed by recognizing the concept of the researcher as the main supportive instrument throughout the study by the level of transparency, stated biases, assumptions, limitations and the selected methodology.

## **Credibility**

In qualitative research, researchers use the term credibility, rather than the term validity, to describe whether participants' perceptions reflect the researcher's portrayal of them (Lodico et al., 2010). As Creswell (2009) suggested, identified qualitative validity is also method that researchers employ to check for accuracy. In order to address the issue of credibility on qualitative studies, Lodico et al. (2010) advised researchers to collect multiple sources of data, to use data triangulation, and to conduct member checks to ensure a good representation of the study's participants. Creswell (2008) defined triangulation as "the process of corroborating evidence from different individuals, types of data, or methods of data collection in descriptions and themes in qualitative research" (p. 648). In this study, triangulation was achieved by means of comparisons of questionnaire responses, transcribed interview responses, and archival data.

As another measure to protect against the threat of researcher bias, I used member checking. Creswell (2008) stated that member checking "is a qualitative process during which the researchers asks one or more participants in the study to check the accuracy of the account" (p. 642). Therefore, I provided those participants who accepted to serve as member checkers during the consent process copies of their transcribed interviews and a summary of the findings, and I encouraged their review and input.

## **Ethical Protection of Participants**

Any known potential ethical concerns for either the participants or the researcher were discussed before the start of the interview process and their agreement to participate in this research study. The privacy rights of the participants to the survey questions and

the answers to interview questions were respected as well as measures put in place to respect the participants' roles and responsibilities.

All Walden University Institutional Review Board (IRB) guidelines for informed consent and confidentiality were followed. I obtained IRB approval from Walden University before any data was gathered or interviews conducted. Following IRB approval, each participant received an in-depth explanation of the research study to be conducted and their rights (see Appendix C). All questions of participants were answered before the study began.

### **Summary**

Chapter 3 provided a description of the research methodology and research design used for this qualitative study. A participant population of nine educators, made up of classroom teachers and school administrators, were selected by purposeful sampling. I was the key instrument for collecting, analyzing, and interpreting data. Data analysis involved open coding and categorizing in search of themes and patterns. Data triangulation and member checking can provide a rich description and are some of the strategies that were used to ensure creditability and trustworthiness of the study. All ethical standards and guidelines outlined by Walden University were followed.

Chapter 4 will provide the project, which includes the goal of the project, the results of the project and the findings. Chapter 5 shall provide the discussion, conclusion, and recommendations of the study.

## Chapter 4: Results

### **Introduction**

The purpose of this case study was to examine the perspectives of classroom teachers and school administrators toward the use or nonuse of corporal punishment as a method to correct or change negative classroom behaviors. As a result of the findings, a deeper comprehension was developed of how this specific method of behavior correction morphed from an appropriate disciplinary measure used in family units to one labeled as abusive, harmful to children, demeaning, and leading to aggression and violence in both children and adults (Hasanvand, Khaledian, & Merati, 2012). The metamorphosis occurred during the 1960s, when the United States and the world witnessed an explosion of interest in child abuse or child protection, with physicians playing a major role in this awakening (Myers, 2008). From Biblical times to the 1940s and 1950s, corporal punishment—spanking one’s children, or in some cases, beating them—was a societal norm. In 1946, a pediatric radiologist named Caffey published an article on the abusive origin of some childhood injuries (Myers, 2008). This spark ignited medical interest, which culminated in the 1962 publication of the blockbuster article titled “The Battered Child Syndrome” by Kempe and his colleagues (Myers, 2008). This was considered the beginning of the child abuse–child protection era (Myers, 2008). In the 1960s, social views of this controversial topic began to appear as differences in opinion about corporal punishment emerged. The interview questions for this study were designed to elicit comprehensive and in-depth conclusions to provide knowledge-based, informed answers

to the research questions. Guiding this research study were the following research questions and sub questions:

RQ1: What perceptions do classroom teachers have about corporal punishment?

- What are the reasons that teachers give in support of the use of corporal punishment as a remedial behavior measure?
- What are the reasons teachers give for not using corporal punishment to regulate behavior?

RQ2: What perceptions do administrators have about corporal punishment?

- What are the reasons that administrators give for supporting the use of corporal punishment in the school setting?
- What are the reasons that administrators give for not supporting the use of corporal punishment in the school setting?

Detailed in Chapter 4 is the qualitative case study design implemented to examine classroom teachers and school administrators' perceptions concerning corporal punishment in rural school districts. An in-depth report of the data collection process, data analysis process, findings, and major themes discovered follows.

### **Settings**

Invitations to participate in the study were sent to eight superintendents of rural school districts. Five superintendents (64.0%) responded positively to the invitations, and they sent informed consent documents to the campus principal and fourth grade teachers. The districts were rural school districts with populations of less than 1,000 students located in the Central Texas area. The interviewees were elementary teachers



who taught in the fourth grade, as well as the principals of participating schools. The superintendents of the five districts submitted archival data for the author to review.

### **Demographics**

There were nine participants in the study—seven teachers and two administrators—who submitted survey data and participated in the one-on-one interview process. The participants were fourth grade teachers or elementary school principals. There was one male and one female administrator, and the seven teachers were all female. The seven teachers who participated in the research study ranged in age from 24 to 58 years old, with teaching experience ranging from one year to 28 years. The principals had been in their positions for two to eight years, with teaching experiences that spanned 17 to 35 years. Their academic credentials included bachelor's to master's degrees. The average tenure within their Texas rural school district (TRSD) for all participants was over four and a half years.

### **Data Collection Process**

After receiving confirmation from Walden University's Institutional Review Board (IRB; approval number 04-11-16-0050243), I contacted the rural school districts' superintendents to seek approval for the research study to be conducted in their districts (Appendix B). Five Texas school districts' superintendents gave approval. Each district's superintendent forwarded archival information, which included the district's school board policies and procedures (local and legal), the district's student code of conduct, the district's student handbook, and the district's standards of conduct that dealt with corporal punishment. In addition, a cover letter explaining the study, the consent

form, and a five-question survey (Appendix C) to prepare participants for the interview session were sent to all elementary principals and teachers in each district by the district's superintendent. All classroom teachers and school administrators who wished to participate in this study completed the consent form (Appendix C) and returned it via email to the researcher.

During the interview process, I created field notes from stated information, repetitive words and statement. To make sure that I understood the participants' answers, I occasionally repeated the interviewee's answers, as well as sometimes repeating the interviewee's responses to interview questions to establish clarification and validation. Hatch (2002) stated that it is necessary to defer drawing conclusions in order to establish the quality of a research study. Each teacher and administrator participant was interviewed for 35 to 50 minutes. I listened to the audiotapes twice, and I read and reread the transcribed interviews and the field notes from the interviews. I also allowed the participants to review the transcribed interviews to check them for accuracy. All repetitive words and phrases were coded and then transformed into meaningful themes.

There were nine participants in the study—seven teachers and two administrators—who submitted survey data and participated in the interview process. The interviews and surveys revealed the participants' perceptions regarding the use or nonuse of corporal punishment to correct or change classroom behaviors. The third type of data collected was archival data, which refers to information that exists in someone else's files.

To ensure credibility, there were three data sources. First, I administered an open-ended survey to classroom teachers and school administrators that addressed their perceptions of school discipline methods including corporal punishment (Appendix C). The second data source consisted of interviews, which included open-ended questions presented in a semi structured format with rural school districts' classroom teachers and school administrators (Appendix E). The third and final source of data was archival data supplied by the school districts' superintendents.

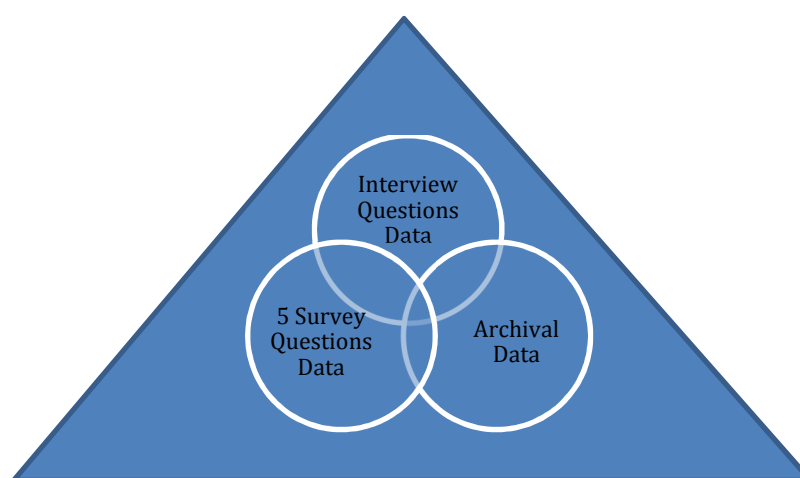
The participants' signatures indicated their desire to participate in an interview session for the research study. Upon receipt of an affirmative email, the researcher contacted the participant and set up a time and place for the interview. The interview questions were based on the review of literature and the author's educational experiences of more than 24 years. The dissertation committee reviewed the interview questions, and following their review, the questions were formalized through the interview process. The participants were given pseudonymous first and last names to protect their confidentiality. Each educator shared information on his or her perceptions and understanding of the concept of developmentally appropriate school discipline practices. Comparison of the perceptions of teachers and administrators concerning corporal punishment occurred.

The five survey questions were very similar to the interview questions. Found in Appendix G is a list of answers collected with the five survey questions. Unlike the live interview process, the surveys did not allow opportunities for probing or follow-up questions. The survey questions were not the primary data source for this case study.

The five survey questions contributed to the study by offering teachers' and administrators' perspectives on student discipline across the educational field. It also allowed the collection of data concerning these educators' personal preferences and their connection to their professional preferences concerning corporal punishment.

Provided in Appendix G is the information collected from the consent form and five survey questions. When one compares the data collected in the live interviews with the data from the five survey questions, several closely related responses emerge.

### Data Analysis



*Figure 2.* Triangulation.

In a qualitative study with multiple sources of data, understanding can be achieved through triangulation (Lodico et al., 2010). Triangulation may corroborate findings as a test of validity and may establish consistency of the findings. Three data sources were used in this study: (a) five survey questions, (b) 17 interview questions, and archival data. The rationale for the use of archival data was based on the need to

establish transparency regarding district rules and procedures, policies (local and legal), student handbooks, and student codes of conduct. The first data reviewed were archival data, which did not have any influence on the findings; this information provided a basis of understanding about the procedure, policies, and student expectations of the five districts used in this study in relation to the overarching focus of this research study, corporal punishment.

### **Archival Data**

Archival data comprise a broad range of empirical materials created by individuals for various purposes, such as reports, studies, ratings, categorical placement, and topics for discussion or comparison (Bracco-Callaghan, 2005). In simple terms, archival data are data that the researcher has not personally collected (Bracco-Callaghan, 2005). The school district superintendents supplied the archival data. These data consisted of the school district's student handbook and school board policies and procedures concerning corporal punishment. This district information concerning the topic of this study, corporal punishment, did not add to or take away from the perceptions of classroom teachers or school administrators regarding the use or nonuse of corporal punishment as a method to correct or change negative classroom behaviors.

Tables 9 and 10, located in the appendices of this study, contain the collected archival data from Texas rural school districts (TRSDs) that list the districts' rules and procedures along with school board policies both local and legal (Appendices M and N). Appendix M displays information collected from the TRSDs' student handbooks and student code of conduct manuals, which defined parental rights to opt out from or

prohibit the use of corporal punishment, expected conduct/applicability of school rules, standards for student conduct, and discipline management techniques. Appendix N reveals the TRSDs' local and legal school board policies and laws (FO (LOCAL) and FO (LEGAL)) pertaining to the use or nonuse of corporal punishment. This table also offers a legal definition of corporal punishment as accepted by each TRSD.

**Parental rights to opt out from or prohibit the use of corporal punishment.**

Appendix M contains an explanation of the rules and policies of the five TRSDs in this study. Each TRSD had a clear and defined rule and/or policy designating parental rights concerning corporal punishment and parents' right to opt out from or refuse the use thereof. Each TRSD's student handbook stated that corporal punishment—spanking or paddling a student—could be used as a discipline management technique in accordance with the student code of conduct and policy FO (LOCAL) in the district's policy manual. However, local policies could allow parents an option to decline corporal punishment for their children. The district would require documentation on file with the parent's signature requesting exemption from corporal punishment.

Additionally, if a district had been made aware that a student was in temporary or permanent conservatorship of the state, through foster care, kinship care, or other arrangements, corporal punishment would not be administered, even when the student's caregiver or caseworker had not submitted a signed statement prohibiting its use. These rights, rules, and policies may be reviewed in Appendix M.

**Expected conduct/applicability of school rules.** The conduct expectations of the TRSDs for students at all grades levels are presented in Appendix M. This table also

contains information on the student code of conduct, which prohibits certain behaviors and defines standards of acceptable behavior, both on and off campus as well as on district school buses. In addition, Appendix M contains information on the consequences for violation of these standards. A student code of conduct is required and backed by legal and state laws and must be adopted by the district's board of trustees as stated in Texas School Law Bulletin 2016 (Education Code 37.001 (a) (8), 37.0011 (b), and 37.001 (c) – (d)).

A school district's governing documents are the student code of conduct and the student handbook. These two documents are defined in detail in Appendix M and clearly state that the district has disciplinary authority over a student while he or she is at school. This table also provides detailed information on expected student conduct and consequences for student negative behaviors according to the TRSDs' governing documents (Appendix M).

**Standards for student conduct and discipline management techniques.**

Included in Appendix M are guidelines and standards for student conduct while on school district property, which is inclusive of school campuses and school buses. These standards cover the expectations for classroom behaviors as well as how students are to treat each other and one another's property. Appendix M continues with the acceptable discipline management techniques used by the districts/campuses. The stated techniques span a wide domain, from verbal correction to out-of-school suspension, with corporal punishment being an acceptable discipline technique somewhere in the middle of each

TRSD's acceptable discipline management techniques. These standards and techniques may be reviewed in Appendix M.

**Local and legal school board policies and laws concerning the use or nonuse of corporal punishment.** Appendix N contains the local and legal school board policies and laws of the five TRSDs of this study concerning the use or nonuse of corporal punishment. Each TRSD has clear and defined local policy that corresponds to the state's legal policies and laws apropos to corporal punishment. It should be noted that the TRSDs' local and legal policies are governed and guided by three generative forces:

1. the adopted student code of conduct,
2. the adopted student handbook, and
3. state law.

Appendix N restates the definition of corporal punishment, parental rights to prohibit the use of corporal punishment, corporal punishment guidelines, and disciplinary records reflecting the use of corporal punishment. These definitions, rights, guidelines, and disciplinary records may be reviewed in Appendix N.

The collected data detailed in Appendix N indicate that each of the TRSDs adopted the same FO (LOCAL) and FO (LEGAL) policies, with only one exception, TRSD 3, which had a slight difference under the policy guidelines. TRSD 3 elected to allow a principal or designee not of the same sex as the student to administer corporal punishment. The other four districts stated that the principal or designee must be of the same sex as the student in order to administer corporal punishment to the student. Special consideration should be given to the fact that all TRSDs understood that their



legal providers had stated that corporal punishment is legal and a discipline technique that has been approved by the state of Texas. However, there are exceptions in every district. The legal nature of corporal punishment does not mean that a teacher or a principal can administer corporal punishment. In most situations, this method must be approved by the parent(s). Other circumstances also occur, which may involve unclear custody, such as temporary or permanent conservatorship of the state through foster care, kinship care, or other arrangements. In such cases, corporal punishment cannot be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

### **Interview Questions and Five Survey Questions**

Piaget's theory of moral development (1965) and Kohlberg's theory of moral reasoning (1985) are the two theories used, which dealt with human behavior. These two theorists addressed student behaviors that range in ages eight to 18 years old. Both theories provided details on moral development and reasoning. The theorists determine that correcting bad behavior can cause a change in the learning process in the classroom and in the community. Guidance of moral development and reasoning combined with the process of internalization and generalization can lead to a comprehensive understanding of the rules and laws in schools and society. These two theories serve as cornerstones in the development of the research questions and the interview questions (Appendix E).

The intended outcome for this qualitative case study was to provide firsthand knowledge of the perceptions of the educational community by educational professionals concerning the use or nonuse of corporal punishment as a means to correct or change

negative student behaviors. The expectations from these professionals may include reasons, behaviors and strategies dealing with the use or non-use of corporal punishments as a means to control or correct negative student behaviors. In addition, the professionals may share their fears, concerns and experiences associated with the use or non-use of corporal punishment.

From the five-survey questions and the one-on-one interview questions, one primary theme emerged with two secondary themes. Figure 2 indicates the process used to collect, arrange, sort and code data into meaningful information. By using this type of process, identification of commonalities among participants' perceptions, thoughts, feelings and experiences were determined. As the data was analyzed from the interview questions and the five-survey questions categories developed. The developed categories of the interview questions are listed in Appendix L, and the developed categories of the survey questions are listed in Appendix I. From these categories, the themes emerged. The researcher presents findings, describes patterns, and direct quotes from the participants affirming these themes.



*Figure 3.* Data management process.

Examining the statements and comments of each participant developed the primary theme. The questions allowed each educator to give their opinion on whether

they felt student negative behaviors were increasing or decreasing. The responses from the nine participants overwhelmingly (eight of the nine or 88.8%) indicated negative student behavior in the classroom was increasing. Thus the primary theme is - increase in negative student behavior in the classroom.

**Primary Theme: Increase in negative student behavior in the classroom**

The results indicated that eight of the nine participants stated student negative behaviors were on the rise. Andy Cost, an administrator, is the only one who felt differently. He stated “Student negative behaviors were decreasing” compared to 88.88% of his peers. In spite of the one outlier, each participant in the study stated that they had students who had received an office referral for negative classroom behaviors. Tai Wei stated, “Teachers need help with classroom behaviors. No matter how strong their classroom management skills are, they still need methods to deter misbehaviors in the classroom”. Affirmed in the literature review from the National Center of Education Statistics, 2012, negative school behavior is on the rise, and experts are looking for appropriate actions that would change these behaviors. In addition, another report released by Scholastic and the Bill & Melinda Gates Foundation (2012) indicated an increase in behavioral problems as seen by 68% of the elementary teachers nationally.

Two secondary themes emerged from the analysis, corporal punishment and alternatives to corporal punishment. One hundred percent of the participants were very articulate in their opinions of corporal punishment regarding a host of situations found in the classroom, in the community and in their own homes. However, as strong as their opinions were in support of corporal punishment, several expressed a preference to using

alternatives to corporal punishment as a means of discipline. Of the nine respondents, one would not ever use corporal punishment, two would prefer an alternative to corporal punishment, and the others would consider weighing the punishment used based on the negative behavior that was being exhibited.

### **Secondary Theme 1: Corporal punishment**

The participants were made aware of the definition of corporal punishment for the purpose of this research study, which was the use of a wooden paddle causing physical pain to the recipients' buttocks. The participants' responses to the interview questions and the 5-survey questions indicated their approval of this means of disciplinary action. Corporal punishment served as a means to change or correct students' negative behaviors. Tai Wei stated, "Its (corporal punishment) use causes some students to change/correct their behaviors in the classroom. Another response was from Teri Rice who stated, "I believe in it. It may not be right for every child but it sure helps with classroom behaviors. You tell those who are acting out, I am going to send you to the office for pops (corporal punishment) and their attitudes change. Several of the participants stated the following in support of correcting behavior, Tina West, Teri Rice, and Tai Wei view corporal punishment as being a help to teachers with the control of negative classroom behaviors. Another four of the participants indicated, the fear of corporal punishment causes students to correct or change their behavior. Seven of the nine participants spoke of the students' reaction to corporal punishment indicating the students do not want to receive corporal punishment and are afraid of it. In fact, Tam Smith, Teri Rice, Tai Wei, Trina Garza, Tonya Dyson, Anna Jones, and Andy Cost

inferred this fear of corporal punishment causes students to change their negative behaviors.

The participants expressed their belief that corporal punishment gets the best results as a discipline measure. Tina West and Tam Smith believed “Corporal Punishment” offered the best results as a discipline measure. Tai Wei stated, “This is a proven method. They show you that they can self-correct. I don’t necessarily want them to get pops (corporal punishment) but the threat assists with classroom management. It is a tool”. Tonya Dyson stated, “Corporal punishment should be used for big disruptions, major classroom disturbances and disrespect to me, the teacher”. She went on to say, “Corporal punishment can be a remedial method, but most of all it changes negative behaviors”. Toni Reid reflected corporal punishment is needed when other discipline methods are not successful. Participant Tonya Dyson supports corporal punishment because it keeps students in class where they can learn. Additionally, this participant felt that it increases in-class seat time by reducing the time students are out of class, such as when a student is suspended.

Participants reflected on a relationship between effectiveness in the classroom and corporal punishment. Participants Tina West and Trina Garza had some similar feelings concerning the usefulness of corporal punishment and its ability to help teachers in the classroom. Participants Tam Smith, Teri Rice, Tai Wei, Toni Reid, Trina Garza, Tonya Dyson and Andy Cost each made a connection to its effectiveness in the classroom. Either they believe it to be effective or that it works. Participants Tina West, Teri Rice, and Tai Wei view corporal punishment as being a help to teachers with the control of negative

classroom behaviors. Teri Rice, Tai Wei, and Trina Garza also feel it helps students “self-correct”, possibly because corporal punishment hurts. Participant Toni Reid understands the need and is of the opinion that corporal punishment is needed when other discipline methods are not successful. The fear of corporal punishment causes students to correct or change their behavior, is the opinion of participants Teri Rice, Tai Wei, Trina Garza, and Andy Cost.

Corporal punishment and students are related in this research study as expressed by the participants. Participants Tam Smith, Teri Rice, Tai Wei, and Trina Garza stated some student’s feelings toward corporal punishment are negative. They said the students stated they hate it and think it is unfair. Other students stated they just don’t like it. While participants Teri Rice, Tai Wei, Tonya Dyson, and Andy Cost expressed that, most students understand why corporal punishment is used. Teri Rice recalled students stating, that their parents are supportive of corporal punishment. They said if I get corporal punishment at school, I would get corporal punishment again when I get home. Andy Cost’s, elementary principal, perception dealt in percentages. He indicated 20% of students’ behavior is changed because of corporal punishment. This educator continued, stating that the fear of corporal punishment causes a change in 75% of students. The final 5% will not change their negative behavior. It must be noted, these percentages are estimations based on perceptions and have no factual data as a foundation.

Discipline is a hot topic issue in today’s society (Bureau of Justice Statistics, 2012), and it was expressed in a number of ways through the participants’ comments in this study. Not only does it deal with alternative means of discipline and corporal

punishment, but also what is the public's opinion regarding discipline measures used to discipline students. Participant Anna Jones's reason for non-support was legally based and connected to public opinions. Participant Tina West gave reasons of non-support for corporal punishment which could be connected to child abuse such as; abuse of power, abuse of the child and abuse of self-esteem, and self-worth. Tam Smith, Tonya Dyson, and Andy Cost stated reasons for non-support of corporal punishment when it is used incorrectly and/or by someone who has not been trained on how and when to use corporal punishment and more importantly when not to use it. One educator, Anna Jones, stated that due to societal changes the use of corporal punishment is now an unused choice. Only one participant, Tonya Dyson was of the opinion that corporal punishment is directly connected to child abuse. Participants Tam Smith, Teri Rice, Tai Wei, Toni Reid, Trina Garza, and Andy Cost each had strong opinions stating that corporal punishment and child abuse are not connected. Participants Tina West, Tonya Dyson, and Anna Jones believe that corporal punishment can sometimes be related or connected to child abuse. While perceptions of the participants' drive this study, the legalities of corporal punishment is that 38% of the fifty states still permit the use of corporal punishment, Texas is one of those states.

### **Secondary Theme 2: Alternatives to Corporal Punishment**

While it appears the participants favored the use of corporal punishment to defer negative classroom behavior, several of the participants believed alternatives to corporal punishment work to change student behaviors. In fact, one of the participants, Anna Jones said, "A wooden paddle should not be used". This educator stated that she would

not use a wooden board on another person. Once again, Andy Cost, elementary principal, indicated through percentages that 5% of students who received corporal punishment would not be affected in changes to their negative behaviors.

Others weighed in on alternative means to corporal punishment or they had reasons in opposition to corporal punishment. Tina West believes student praise offers better results than corporal punishment. Tam Smith felt time out/suspension and loss of privileges yields more effective outcomes than corporal punishment. Participants Teri Rice, Tai Wei, Toni Reid, Trina Garza, and Tonya Dyson each gave opinions that verbal correction offers better results than corporal punishment. Another discipline method which participants Tonya Dyson and Andy Cost stated that renders better results than corporal punishment is that of parent conferencing. The opinion of Anna Jones is providing rewards/incentives to students will yield better results than corporal punishment. Participant Tonya Dyson had strong opinions for both verbal correction and parent conferencing offering better results in behavior as opposed to corporal punishment.

Tai Wei and Toni Reid stated, "Verbal Correction" as being their choice for top method to change or correct discipline. Of the two school administrators both, Anna Jones and Andy Cost, stated that, "Verbal Correction" was their top selection as a discipline method.

It is apparent that in both of the secondary themes, corporal punishment and/or alternatives to corporal punishment, the participants were reflective in each of disciplinary modes except for one, Anna Jones. Ms. Jones felt positive reinforcements,



such as, rewards or incentives, would change negative classroom behavior. Participant Tina West stated, “Praise of student doing something the right way” is a great alternative to corporal punishment. “A progression of events increasing in severity to correct the unwanted behavior. For example, time-out, privileges removed, etc.” was shared by classroom teacher Tam Smith as alternatives to corporal punishment. Participant Teri Rice expressed, “It depends on the misbehavior. I like to discuss their actions and help them find a positive solution or way to better behave. I guess this would be verbal correction or maybe self-correction.” Other comments in support of the secondary theme of alternatives to corporal punishment came from classroom teacher Toni Reid and administrator Andy Cost who shared, “Verbal correction, self-correction, and redirection” as well as, “Parent support or parent involvement” respectfully. Each of these participants gave support of alternatives to corporal punishment that led to the development of the secondary theme 2.

Classroom discipline, home discipline or any discipline depends on the student – the person, as participants Teri Rice and Tina West stated, “It depends on the student” and “It depends on the individual.” With this in mind the first secondary theme was developed due to the unanimous opinions of the seven classroom teachers and the two school administrators answer to interview question 4. Do children/students change their behavior because of corporal punishment or the threat thereof? Each participant answered in the affirmative. Some of their responses were. “Yes, if used correctly” replied Tam Smith. Teri Rice expressed, “Yes, most defiantly.” Participants Tai Wei and Toni Reid simply said “yes” to the question. Trina Garza stated, “Yes sir, I would

say yes they do. Given the choice to behave or get sent to the office where they could get spanked (corporal punishment) they often choose to behave.” Tonya Dyson responded, “Yes. I am sure of it.” School administrator Anna Jones who is not a proponent of corporal punishment stated, “I believe some students change their behavior both because of the use and because of the fear/threat of the use.” This was the only interview question that all participants agreed on 100%.

### **Evidence of Quality**

Creswell (2007) stated that, in a qualitative research case study, the researcher should use at least two strategies to validate the accuracy of the research to add strength to the research. During the data analysis process multiple strategies were used to validate and increase the credit worthiness of this qualitative case study. Much of the research data for this study was generated from interviews with teachers and administrators. During the interview process I created field notes from stated information, repetitive words and statement. To make sure I understood the participants’ answers, I would sometimes repeat the interviewee’s answers, as well as sometimes repeating the interviewee’s responses to interview questions to established clarification and validation. Hatch (2002) stated the deferment of drawing conclusions is vital to establishing the quality of a research study. Each teacher and administrator participant was interviewed for 35 to 50 minutes. I listened to the audiotapes twice, and read and reread the transcribed interviews and the field notes of the interviews. I also allowed the participants to review the transcribed interviews to check for accuracy. All repetitive wordings and phrases were coded and then transformed into meaningful themes. These

themes were created by collecting data from the interviews, surveys, and archival data.

To help ensure quality and trustworthiness of this study, I collected data from three different sources to develop a triangulation process. The three sources were:

1. The consent and survey form questions
2. The interview process and its questions
3. The archival data

I interpreted the meanings from the collected data and direct quotes these were used to explain the phenomenon being studied.

I solicited the assistance of three of my Walden University PhD. Student colleagues to review my interview protocol and offer suggestions. Each reminded me to speak clearly and slowly during the interview process. They reminded me to take good notes of the participants' tones, gestures, body language and facial expressions for each question. Each colleague felt the interview questions would provide excellent feedback and offer in-depth data to answer the research questions. According to Rubin and Rubin (2005), a researcher's interpretation of the collected data was guided by the interviewees' facial expressions, gestures, tones and body language. The interview questions were created to gain insight into the research questions (Hatch, 2002).

### **Summary**

The purpose of this case study was to examine the perspectives of classroom teachers and school administrators toward the use or nonuse of corporal punishment as a method to correct or change negative classroom behaviors. The use of interviews, surveys and archival data of nine participants and five rural school districts, detailed in

Chapter 4 are the perceptions of teachers and administrators in the use and non-use of corporal punishment for managing student behaviors. As a result, of the findings, one primary theme emerged, Increase in negative student behavior in the classroom, and two secondary themes, corporal punishment and alternatives to corporal punishments. Eight of the nine participants shared the opinion that corporal punishment does cause a change in the behavior of children/students. Each participant agreed that corporal punishment corrects or changes negative classroom behaviors. Four participants believe that it depends on the individual student as to how well it works or is received. Not a single educator stated that they did not believe it changes or corrects negative behaviors. Four of the participants commented on how corporal punishment helps with negative classroom behaviors and how it is needed in schools. While corporal punishment is an acceptable means of discipline in 19 of the 50 United States, it remains a debatable subject. It primarily deals with the current opinions that are held by the community members in which the district serves, and in each of the individuals that may administer disciplinary actions. Participants' detailed answers to each interview question can be found in Appendix J.

Chapter 5 will include an overview of this study, an interpretation of the findings, the implication for social change and recommendations for future studies.

## Chapter 5: Discussion, Conclusions, and Recommendations

### **Introduction**

The purpose of this case study was to examine the perspectives of classroom teachers and school administrators toward the use or nonuse of corporal punishment as a method to correct or change negative classroom behaviors. The ultimate goal of this qualitative research study was to determine whether teachers and administrators believed that corporal punishment is an effective or ineffective method to correct or change students' negative classroom behaviors. The findings from this study may be of value not only for classroom teachers and school administrators in rural Texas schools, but also for educators in large urban and suburban school districts in Texas and across the nation.

The following research questions and sub questions guided this study and placed focus on the participants' perceptions of the use or nonuse of corporal punishment as a method to correct or change students' negative classroom behaviors.

RQ1: What perceptions do classroom teachers have about corporal punishment?

- What are the reasons teachers give in support of the use of corporal punishment as a remedial behavior measure?
- What are the reasons teachers give for not using corporal punishment to regulate behavior?

RQ2: What perceptions do administrators have about corporal punishment?

- What are the reasons that administrators give for supporting the use of corporal punishment in the school setting?

- What are the reasons that administrators give for not supporting the use of corporal punishment in the school setting?

The data for analysis were gathered through one-on-one interviews and five survey questions from seven classroom teachers and two school administrators. Another layer of analysis resulted from district-level archival information from each district where the participants worked. After examination of the perceptions expressed in the participants' comments, themes emerged through the analysis process.

This chapter contains a summary of the study's findings. These findings are generated from participants' answers to survey and interview questions and the collected archival data. This chapter also contains the researcher's recommendations for action and further study. This chapter concludes with implications for social change, researcher's reflections, and a conclusion.

### **Theoretical Validation**

Both Piaget's theory of moral development (1965) and Kohlberg's theory of moral reasoning (1985) guided the conceptual framework of this study. These theories formed a connection to the principles of early child development and provided the theoretical framework for this research study. These two theories also assisted in explanation of the developmental stages of children and their growth milestones, such as behaviors, at various stages. Piaget's theory centers on moral development, based on the belief that children go through fixed stages in development and mature in their period. Piaget examined the ways in which children grow, learn, behave and interact with stress in their classrooms and/or community. Kohlberg, who studied Piaget's work, focused on

the moral reasoning and social development of children. His credence was based on how children view authorities as people who hand down a fixed set of rules that they must obey and not question. These two theorists addressed human behaviors and, more importantly, student behaviors among those ages 8 to 18 years. Both approaches provide details on moral development, reasoning, and corrections that cause a change in the learning process in both the classroom and the community. Guidance for moral development and reasoning combined with the process of internalization and generalization can lead to a comprehensive review of the rules and laws in schools and society. Bandura's (1969) theory indicates that children and adults learn behaviors through personal observation, through observation of others, and through consequences for behaviors. Kohlberg's theory supports Bandura's theory in indicating that a child avoids breaking rules that result in punishment. The child or the adult will do that which is right to avoid the punishment that would accompany an incorrect or negative behavior (Kohlberg, 1985).

### **Interpretation of Findings**

The purpose of this case study was to examine the perspectives of classroom teachers and school administrators toward the use or nonuse of corporal punishment as a method to correct or change negative classroom behaviors. Three data sources were used in this study: (a) five survey questions, (b) 17 interview questions, and (c) archival data. In this qualitative study with multiple sources of data, understanding was achieved through triangulation (Lodico et al., 2010). Triangulation can corroborate findings as a test of validity and can establish consistency of findings. The findings from the archival

data consisted of information collected from rural school districts' rules, policies, and procedures as stated in the districts' school board policies, student code of conduct, and student handbook information. The rationale for the use of archival data was based on the need to establish transparency regarding district rules and procedures, policies (local and legal), student handbooks, and student codes of conduct. The first data reviewed detailed the archival data, which did not have any influence on the findings; however, archival data did provide a basis for understanding the procedure, policies, and student expectations of the five districts in relation to the overarching focus of this research study of corporal punishment. Each of these documents indicates that corporal punishment is an accepted discipline technique. While corporal punishment may be an accepted method among most teachers and administrators, it is supported through statements within three district legal and local governing documents. These documents may—and often do—supersede educators' choices and perceptions.

The perceptions of these professionals were expressed in their answers to the five survey questions and 17 interview questions. Their answers included reasons, behaviors, and strategies pertaining the use or nonuse of corporal punishment as a means to control or correct negative student behaviors. In addition, the professionals shared their fears, concerns, and experiences associated with the use or nonuse of corporal punishment at school and how corporal punishment was or was not applied in their home lives. The two research questions were answered with the themes that emerged from the participants in this study. One primary theme emerged, along with two secondary themes. The questions allowed the educators to indicate whether they felt that negative student



behaviors were increasing or decreasing. The nine participants overwhelmingly (eight of the nine, or 88.8%) indicated that negative student behavior in the classroom was increasing. Thus, the primary theme was *increase in negative student behavior in the classroom*. The two secondary themes that emerged from the analysis were *corporal punishment* and *alternatives to corporal punishment*. One hundred percent of the participants were very articulate in their opinions of corporal punishment regarding a host of situations found in the classroom, in the community, and in their own homes. Represented in the following paragraphs are answers given by the teachers and administrators, which reflect their perceptions about corporal punishment.

### **Research Question 1**

The first research question was “What perceptions do classroom teachers have about corporal punishment?” Eighty-nine percent of the respondents indicated the belief that students’ negative classroom behaviors were on the increase. The one respondent who believed that negative classroom behavior was on the decrease based this response on the “school environment discipline method and parental involvement.” Each educator worked with students who displayed negative classroom behaviors. Corporal punishment was the top choice or the second choice of the teachers when asked what method of discipline yielded the best results for correcting or changing negative behaviors in the classroom. They stated that corporal punishment is an effective method for reducing students’ unwanted classroom behaviors. Their personal preference for discipline used at home was corporal punishment, with the second being removal of items from their children (e.g., toys, car keys, cell phones).

## **Research Question 2**

The second research question was “What perceptions do administrators have about corporal punishment?” Both administrators in the study considered corporal punishment an effective method of reducing students’ unwanted classroom behaviors. Both considered the method an effective consequence when followed through according to student handbook policy. In addition, the two administrators had completed professional development on how to use or administer corporal punishment. They noted a need for current professional development on how to use this method effectively and appropriately.

## **Recommendations**

### **Recommendations for Action**

The central focus of this case study was gaining an in-depth understanding of the perceptions and experiences of classroom teachers and school administrators in relation to the phenomenon of corporal punishment and its use or nonuse to correct or change students’ negative classroom behaviors. The results indicate that teachers and administrators may not all approve of the use of corporal punishment, especially as a first or second choice for proactive discipline. It is important to note that each educator stated that he or she had seen corporal punishment work. *Work*, in this situation, means that the use of corporal punishment resulted in correcting or changing negative behaviors in the classroom. Each stated that he or she understood the use of corporal punishment as a discipline method as well. The problem that some educators stated was the connection of corporal punishment to child abuse/abuse in any form. Some teachers and educators

stated that more education or training in this area might resolve some of these associations with abuse.

Although I understand that the driving force of positive change is knowledge, I am aware that knowledge of corporal punishment alone will not jump start a needed review or reassessment of this discipline method. Based on all of the literature reviewed and the information gained from the data collected from classroom teachers and school administrators, I make the following recommendations:

1. Recognize that students' negative classroom behaviors are increasing to epidemic proportions. People here in the United States and around the world need actionable intelligence in order to teach children when negative classroom behaviors threaten the learning process. According to the National Center of Education Statistics (2012), with negative student behaviors on the rise, experts are seeking appropriate disciplinary actions or methods to change these behaviors. Shumate and Willis (2010) argued that teachers cannot teach with negative classroom behaviors disrupting the learning process. The NCES (2012) also stated that negative classroom behaviors on the part of students are increasing. This increase in negative behaviors has triggered a decrease in student performance. This researcher recommends an increase in awareness of this problem in schools. To solve the problem, educators and society must recognize, identify, and acknowledge it. There must be a plan developed to define the problem by examining the prevalence of the most common forms of physical, verbal, relational, and sexual aggression in

schools. Next, society must examine the factors that may contribute to such behaviors, such as students' backgrounds, situations, schools, family or home lives, culture, and community beliefs. By recognizing, identifying, and acknowledging the problem, it may be possible to solve it with creativity.

2. Recognize that students are different and will require different discipline methods due to aspects of their individual backgrounds, such as community, culture, and socio-emotional/socioeconomic status. This researcher recommends professional development for teachers and administrators focused on diversity. Diversity training will enhance teachers' knowledge, skills, and self-efficacy to establish a classroom and school environment that promotes an inclusive atmosphere for all students. Training on—and promotion of—diversity should entail the following:

- Creation of a teacher or administrator role model who “walks the talk” and takes a stand for social justice.
- Reflection among teachers and administrators developing a practice of inclusive multicultural values in all aspects of life, not just while class is in session.
- Demonstration that teachers and administrators respect and value the knowledge, talents, and diversity of all students/people.

Discipline problems or negative classroom behaviors will not just go away.

Professional development and training are necessary to educate policy makers,

parents, community members, and educators about the rise in negative classroom behaviors, which will affect all areas of society.

3. Recognize the need for continued study of corporal punishment as a method of discipline. This researcher recommends continuation in the study of corporal punishment as a discipline measure to control, correct, or change negative classroom behaviors. Further study in this area should include the views, opinions, and perceptions of children/students, parents, and a broader range of educators.

### **Recommendations for Further Study**

A quantitative study using a survey approach could be sent to administrators, teachers, and/or parents. Another recommendation is to conduct a comparative study exploring the perceptions of parents and administrators on the use of corporal punishment. In this study, classroom teachers and school administrators of rural Texas school districts shared their perceptions regarding the use or nonuse of corporal punishment as a method to correct or change negative student classroom behaviors and how effective and/or ineffective it was in their experience. This study was limited to a small number of teachers and administrators within Texas rural schools. This study could have broader and deeper implications if expanded to include larger urban and suburban school districts in Texas and across the nation. Further study should include all schools, both private and public, in various regions of the United States to determine the influence of corporal punishment on students' negative classroom behaviors. This problem occurs in both private and public schools and with different student populations. Negative

classroom behaviors displayed by students represent a growing problem of epidemic proportions. Research concerning methods of managing students' negative classroom behaviors must continue. Education is always evolving, and researchers in this field must adapt to the constantly changing field of education by continually updating the most advanced research possible, even if it means taking a step back to restudy methods considered outdated, ineffective, abusive, or unpopular, in order to provide effective, positive learning environments that promote and produce outstanding, educated citizens.

### **Implications for Social Change**

The basis of this study was the belief that all educators can assist with bringing about a change that can positively affect and have a lasting positive impact on the educational environment and society. This study may lead to increased personal awareness and to the development of a philosophy of appropriate disciplinary practices that may create new attitudes and ultimately effect positive social change. To raise awareness, classroom teachers, school administrators, parents, and community members alike need to expand their knowledge and perceptions of corporal punishment as a means of controlling negative student behaviors.

This study may contribute to social change by increasing the knowledge base about educators' perspectives on the use or nonuse of corporal punishment as a classroom management behavior system. The findings from this research study may benefit educators (both classroom teachers and school administrators), students, and the community.

Educators could use this information when evaluating classroom behavior management methods. The perceptions of classroom teachers and school administrators concerning corporal punishment's use or nonuse could prove to be very insightful in relation to student behavior management. This study revealed information that might go unnoticed by other studies, educators, and behaviorists in implementation planning for a discipline management system that affects student negative classroom behaviors. The dissemination of this study to school districts throughout the state of Texas and across the nation that use a behavior management system may validate their behavior management system or may help them in developing a system.

Educators' perceptions found in this study identified their willingness to engage in corporal punishment as a method to correct or change student negative classroom behaviors. Understanding how these educators perceive corporal punishment, interpret district policy and view state law, each of which connects to positive practice to promote academic and behavioral progress that will continue to support the current NCLB legislation. This research study potentially influences social change by informing educational practitioners in school districts of the possible effective behavior management offered with the use or nonuse of corporal punishment as a method to assist with student negative classroom behaviors. The results of this research provides possible strategies to ensure an appropriate learning environment for students and increase teacher satisfaction

### **Researcher's Reflections**

I selected the topic of corporal punishment for this research study because of my continuing commitment to student learning, and academic success. Students cannot learn when they do not feel safe and comfortable in the classrooms. Teachers cannot teach if the learning environment is chaotic and out of control. I was very concerned with the increase of student's negative classroom behaviors across the nation. These misbehaviors are contributing to lower student performance (Bosworth, Ford, & Hernandez, 2011). These lower performances can be seen across the State of Texas and the nation (NCES, 2012). Collaborating with teachers and administrators on a daily basis allowed me to see the need for a research study on this controversial topic of corporal punishment and its application on students' negative classroom behaviors.

My personal biases as an educator initially made me expect to find most educators against the use of corporal punishment. As an educator, I have used corporal punishment as a method to correct or change negative behaviors in students. I have also found that it is not a cure for all – meaning that it does not work for every student. Corporal punishment can assist with student behaviors but it is not the “sure cure” to student negative classroom behaviors.

### **Conclusion**

There is an abundance supply of information on corporal punishment and its negative effects on children. However, this study allowed the perceptions of classroom teachers and school administrators concerning corporal punishment use or nonuse to take center stage. I conducted this case study to find out educator's perceptions of corporal



punishment when used or not used to correct or change negative behaviors of students. I interviewed seven classroom teachers and two school administrators. These nine participants each gave qualified and experienced responses that helped me to understand that teachers and administrators are not against the use of corporal punishment.

However, there is a consequence for this corrective action. Whatever the consequence, those who administer corporal punishment should receive training through professional development activities.

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## Appendix A: Data Accounting Log/Checklist

	Participant #1	Participant #2	Participant #3
Study Permission Request Letter			
Study Consent Form			
Request for Interview Form			
Educational Interview Protocol Form			
Data Collection Tool Interview Protocol/ Questions			
Transcribed Interview Form			
Coded Interview Data Sheet			
Coded Study Consent and Survey Form			

	Participant #4	Participant #5	Participant #6
Study Permission Request Letter			
Study Consent Form			
Request for Interview Form			
Educational Interview Protocol Form			
Data Collection Tool Interview Protocol/Questions			
Transcribed Interview Form			
Coded Interview Data Sheet			
Coded Study Consent and Survey Form			

	Participant #7	Participant #8	Participant #9	
Study Permission Request Letter				
Study Consent Form				
Request for Interview Form				
Educational Interview Protocol Form				
Data Collection Tool Interview Protocol/Questions				
Transcribed Interview Form				
Coded Interview Data Sheet				
Coded Study Consent and Survey Form				

## Appendix B: Study Permission Request Letter

Dear Superintendent,

I am Anthony Price, a former Superintendent of a small rural school district in Texas and currently a Deputy Superintendent of a Texas school district and a doctoral student with Walden University working on my dissertation. My dissertation study is focused on collecting the thoughts, experiences and opinions of classroom teachers and school administrators concerning negative student behaviors and the use or non-use of corporal punishment in the educational environment. I am submitting this request for permission to contact your fourth grade teachers and administrators who would be willing to participate in this strictly voluntary study. In addition, I would like to interview these educators at times which would not interfere with their educational duties. I propose to explore negative student behaviors within the classroom and the effect of corporal punishment. I will use a case study approach, where I seek to identify and examine fourth grade school teachers' and administrators' perceived barriers of managing student behavior and the strategies they use to manage student behavior at your school. Your school was chosen because it is an elementary school located in rural Texas and one that is aware of the problem being studied.

The problem is that some Texas teachers are struggling to manage student negative classroom behaviors. My goal is to provide help to teachers and students in reducing the negative behaviors within the classroom.

For data collection purposes, I will need approximately 7 classroom teachers and 2 school administrators who are willing to voluntarily participate in this study. Each interview will last approximately 45 to 60 minutes. The interviews will be conducted before school or after school during a face to face or phone to phone interview. I assure you that the interviews will not affect instructional time. Your district does not have to supply the total amount of participants. I am expecting approximately 2 participants per school district.

If given the permission, I will forward you, as the District Superintendent, the study's consent and survey form for you to forward to our faculty members who work with 4<sup>th</sup> grade students. The 4<sup>th</sup> grade level was selected to reduce and narrow the scope of the study concerning the use or non-use of corporal punishment. Forwarding this form, via email to teachers and administrators who work with 4<sup>th</sup> grade students, will allow those who are interested in the opportunity to participate. Only teachers and administrators who volunteer to be a part of the study will be interviewed. They will forward the study's consent and survey form to me, via email, for me to setup an interview time schedule. Should you have any questions or concerns regarding this study or the research, please contact me, Anthony Price at (817) 946-6289 cell, (281) 707-3234 office or email me at [anthony.price@gccisd.net](mailto:anthony.price@gccisd.net).

Sincerely,

Anthony Price

Mr. Price,

Based on the review of your research study proposal, I give permission for you to conduct your study entitled: The Attitudes, Beliefs and Perceptions of Classroom Teachers and School Administrators Regarding Corporal Punishment in Rural Texas Schools. As part of your study, I grant you permission to contact and interview 4<sup>th</sup> grade teachers and administrators who volunteer to participate in the study at their own discretion. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from Walden University IRB.

I confirm that I am authorized to approve research in this district.

\_\_\_\_\_ signature \_\_\_\_\_ date

District Superintendent

## Appendix C: Cover Letter and Study Consent/Survey Form

## Study Cover Letter

I am Anthony Price, a former Superintendent of a small rural school district in Texas and currently a Deputy Superintendent of a Texas school district and a doctoral student with Walden University working on my dissertation. My dissertation study is focused on collecting the thoughts, experiences and opinions of classroom teachers and school administrators concerning negative student behaviors and the use or non-use of corporal punishment in the educational environment.

You are invited to participate in this research study of classroom teachers and school administrators who give their perspectives on the use or non-use of corporal punishment as a method to change students' negative classroom behaviors. The goal of this study is to gain insight into the perceptions of teachers and administrators, who work with students who may display negative classroom behaviors and understand their thoughts, feelings and experiences concerning the use or non-use of corporal punishment as a method to change negative behaviors. You are invited to voluntarily participate in this study. Please note there are limited risks involved in this study due to the nature and subject matter and its connection to education. This study will ask for your perspectives on issues related to disciplinary practices in the elementary environment specifically at the 4<sup>th</sup> grade level. I am asking for your assistance and participation based on your experience working with 4<sup>th</sup> grade students.

The total time involved will be less than a combination of two hours spread over a two to five-day period. Once you have emailed the consent/survey form back to me, I will contact you to set up an interview. This interview can be face to face or via phone. After the completion of the interview process, I will have the recorded interview transcribed and email you a copy for you to review with me via phone – to check for accuracy. The time and risks are listed on the following consent/survey form. Your district's administration or peers will not know who participates in this study. All participants and participants' information will be kept confidential.

Sincerely,

Anthony Price

## Study Consent/Survey Form

This form is connected to an educational study being performed by Anthony Price, who is an educational PhD student with Walden University. You may or may not know this researcher in an educational leadership role as a Superintendent, but this study is separate from that role and will offer no negative impact on a professional relationship due to participation or non-participation in this study. This study has a focus on student negative classroom behaviors and the use or non-use of corporal punishment as a behavior management method.

*I would like to know your thoughts, experiences and opinions concerning these topics.*

### **Background Information:**

The purpose of this study is to explore the perceptions of classroom teachers and school administrators concerning the use or non-use of corporal punishment as a deterrent to negative student classroom behaviors. This project has a unique need because it addresses the under researched area of negative student behaviors and the use or non-use of corporal punishment as a method of correction. Negative student classroom behaviors have become a major problem in schools today (NCES, 2012). The results of this study will provide a collection of thoughts and ideas regarding understanding or interpreting teachers' and administrators' feelings toward the use or non-use of corporal punishment as an effective method of behavior correction. Insight from this study should allow educators to measure a successful reduction in student negative classroom behaviors which shall also offer a positive increase in student success, performance and enrollment. This study shall include the investigation of teachers and administrators of 4<sup>th</sup> grade students who may display negative classroom behaviors but not those students who behaviors are considered chronic or incorrigible. The students within this student display negative classroom behaviors which may disrupt the learning process by talking out, making noise, throwing objects, laughter, horse playing, being late (tardy) to class, sagging pants, profanity, and disrespect to teacher (such as talking back or walking out of class without permission). Positive student performance has been on a decline while there has been an increase in negative student behaviors (NCES, 2012).

### **Procedures:**

If you agree to participate in this voluntary study, you will be asked to complete two pieces of paperwork and participate in two face to face or, phone to phone or email to email interactions.

The time allotment for total participation should not exceed 2 hours collectively (participation time will be spread over a 2 to 5 day period).

**Voluntary Nature of the Study:**

This study is voluntary. Everyone will respect your decision of whether or not you choose to participate in the study. No one at your school or district will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop or exit the study at any time.

**The paperwork shall include:**

This Consent and Survey Form including the five survey questions listed below (*which should be completed in less than 15 minutes*)

**The face to face, phone to phone or email to email interactions shall include:**

- An audiotaped interview consisting of 17 questions (*which should not exceed 60 minutes*)
- A Review of the Interview Transcript (*which should not exceed 30 minutes*)

*The total time commitment for this study will be less than 2 hours spread over a two to five day period. The interview process may occur on campus in a private setting such as an office, classroom or library before or after school. Some interviews may take place via phone in/on campus setting or participant's home setting. After the completion of the interview process (which shall be audiotaped) the interview will be transcribed. The researcher shall provide a copy, via email to the participant for review. The researcher will set up a time for a phone review and recap of transcribed interview to check for accuracy of stated interview answers (member checking). Any inconsistencies will be corrected per participant's recall. This process should not exceed a 30 minute period.*

**Risks and Benefits of Being in the Study:**

Being in this study shall not pose risk to your safety or wellbeing.

The findings will impact the educational environment by providing schools with data to assist with the control of negative student classroom behaviors. This impact to the educational environment may also impact the community causing a positive social change. Implications for positive social change include increasing academic achievement and social literacy for the educational classroom, which often leads to positive citizens for the community.

Due to the nature and the subject matter of corporal punishment and concerning the use or non-use thereof – this subject could cause some risks to one's social, professional, legal or personal standings or relationships. You may skip/not answer any question(s) you feel may cause risk to you in any way. You are not required to answer every question.



*Note: Please beware if the researcher finds or feels there has been a violation of the law or that child abuse or any harm has or is occurring to students the participant will be dismissed from the study and local authorities and CPS will be informed.*

**Payment:**

Participation is strictly voluntary and at your discretion no monetary incentive will be given.

**Privacy:**

Any information you provide will be kept confidential and anonymous. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by assigning each participant a mixed alpha-numeric alias and removing all information that could lead to their identity. Participant information will be kept in a double locked safe at the researcher's resident. Data will be kept for a period of at least 5 years, as required by the university, before being destroyed.

**If you agree to participate in this study please complete the following survey questions:**

*NOTE: Corporal Punishment , as used in the study, shall be defined as chastisement inflicted to the buttock region with a wooden paddle in order to cause physical pain but therefore; is a form of discipline that is defined as administrating bodily punishment, such as a spanking (Paolucci & Violato, 2004).*

1. Is student discipline increasing or decreasing?

Increasing                      decreasing

2. Have any of the students you teach or students you are an administrator of received an office referral for negative classroom behaviors?

Yes                                      no

3. What discipline method do you feel yields the best results?

- a. corporal punishment
- b. in or out of school suspension
- c. verbal correction

4. In your opinion, as a parent, a classroom teacher, or a school administrator, which discipline method affects classroom learning the least?

- a. corporal punishment
- b. in or out of school suspension
- c. verbal correction

5. What is your preferred method of discipline at home?

- a. Removal of items (toys, car keys, cell phone, etc.)
- b. Time out (time spent alone in room)
- c. Added chores (given more household/outside duties)
- d. Spanking (corporal punishment)

**Interview Questions:**

Please note: Below are six of the actual Interview Questions that will be asked during the audiotaped interview process. There will be total of 17 Interview Questions.

1. Do you think corporal punishment corrects or changes negative behaviors?
2. What remarks have children/students shared with you concerning corporal punishment?
3. What are your objections concerning the use of corporal punishment?
4. Do children/students change their behavior because of corporal punishment or the threat thereof?
5. Do you prefer the use of corporal punishment for remedial or behavioral purposes?
6. Do you think corporal punishment is connected to child abuse?



## Appendix D: Request for Interview Form

Dear Teacher/Administrator,

I am pursuing a doctoral degree in K-12 Educational Leadership at Walden University and I am in need of your help. Your superintendent has granted me permission to contact you to see if you are interested in participating in this voluntary educational study. Participation will not interfere with your regular educational duties. All study contact will be made before or after school hours via phone, email or face to face.

The title of this study is, “The Attitudes, Beliefs and Perceptions of Classroom Teachers and School Administrators Regarding Corporal Punishment in Rural Texas Schools”. It focuses on a topic that all educators have or will endure at some point in their career, that of discipline problems – student negative classroom behaviors. I propose to explore negative student behaviors within the classroom and the effect of corporal punishment. I will use a case study approach, where I will seek to identify and examine the thoughts, experiences and opinions of classroom teachers and school administrators. You are being asked to be a part of this study because you are a teacher or an administrator at a school under study. You can contribute to helping to solve a problem across the state, which are teachers’ perceived barriers of managing student behaviors.

I am asking you to voluntarily participate in an audiotaped interview that will last approximately 45 to 60 minutes. I would like to interview you before or after school. After all data from the interview has been completed and transcribed I will contact you for your review of collected data.

Your participation in this study is voluntary and no monetary incentives will be given. However, your responses in the interview will give me valuable information to help reduce negative student behaviors and to enhance or add strategies for student success. All of your responses and identifying information will be kept confidential. Only my doctoral chair and I will have access to the data collected from you. In this study, I will use a mixed alpha-numeric alias – not names to identify your data.

Sincerely,

Anthony Price

## Appendix E: Educational Interview Protocol/Research Questions Form

***Section I*****Introduction**

You have been selected to speak with us today because you have been identified as someone who has a great deal to share about teaching, learning, and assessment on this campus. Our research project as a whole focuses on the improvement of teaching and learning activity, with particular interest in understanding how faculty in academic programs are engaged in this activity, how they assess student learning, and whether we can begin to share what we know about making a difference in undergraduate education. Our study does not aim to evaluate your techniques or experiences. Rather, we are trying to learn more about teaching and learning, and hopefully learn about faculty practices that help improve student learning on campus.

Institutions: \_\_\_\_\_

Interviewee (Title and Name): \_\_\_\_\_

Interviewer: **Anthony Price** Date: \_\_\_\_\_

**Interviewee Background** Time: \_\_\_\_\_

\_\_\_\_\_ Classroom Teacher \_\_\_\_\_ School Administrator

How long have you been in your present position? \_\_\_\_\_

How long have you been at this institution? \_\_\_\_\_

What is your highest degree? BS \_\_\_\_\_ MED \_\_\_\_\_ ED \_\_\_\_\_ PhD \_\_\_\_\_

***Section II***

To facilitate our note-taking, we would like to audio tape our conversations today. Please sign the release form. For your information, only researchers on the project will be privy to the tapes which will be eventually destroyed after they are transcribed. In addition, you must sign a form devised to meet our human subject requirements. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm. Thank you for your agreeing to participate.

### Research Questions

- RQ1 – What perceptions do classroom teachers have about corporal punishment?
  - What are the reasons teachers give in support of the use of corporal punishment as a remedial behavior measure?
  - What are the reasons teachers give for not using corporal punishment to regulate good behavior?
- RQ2 – What perceptions do administrators have about corporal punishment?
  - What are the reasons that administrators give for supporting the use of corporal punishment in the school setting?
  - What are the reasons that administrators give for not supporting the use of corporal punishment in the school setting?

### ***Section III***

We have planned this interview to last no longer than one hour. During this time, we have several questions that we would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.

#### Interview Questions

1. Have you ever experienced corporal punishment?

*Corporal Punishment is defined by this study as the chastisement inflicted to the buttock region with a wooden paddle in order to cause physical pain but not injury for the purpose of modifying behavior. Corporal punishment and the use thereof; is a form of discipline that is defined as administering bodily punishment, such as a spanking (Paolucci & Violato, 2004).*

2. What are your thoughts about corporal punishment?

2/6

3. How do your children/students feel about corporal punishment?

4. Do children/students change their behavior because of corporal punishment or the threat thereof?

5. What remarks have children/students shared with you concerning corporal punishment?

6. Have you ever administered corporal punishment?  
3/6
7. Is there anything else we would like to share concerning children/students reactions to corporal punishment?
8. Do you use or have you used corporal punishment at home on your children?
9. In your opinion, what behaviors warrant corporal punishment?
10. Is corporal punishment a remedial measure?



11. Do you think corporal punishment corrects or changes negative behaviors?

12. Do you prefer the use of corporal punishment for remedial or behavioral purposes?

13. What are your objections concerning the use of corporal punishment?

14. Do you think corporal punishment is connected to child abuse?

15. What discipline methods or strategies do you think yield better results than corporal punishment?

16. What reasons can you state in support of corporal punishment?

17. What reasons can you state for non-support and or disapproval of corporal punishment?

*Section IV*

At this time this concludes the interview. Thank you, again for taking the time to participate in this study.

Before you depart is there anything else you would like to add for the study?

## Appendix F: Confidentiality Agreement

**Printed Name of Signer:** Renita C. Price

During the course of my activity in collecting data for this research: “The Attitudes, Beliefs and Perceptions of Classroom Teachers and School Administrators Regarding Corporal Punishment In Rural Texas Schools”.

I will have access to information, which is confidential and should not be disclosed. I acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement I acknowledge and agree that:

1. I will not disclose or discuss any confidential information with others, including friends or family.
2. I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.
3. I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant’s name is not used.
4. I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.
5. I agree that my obligations under this agreement will continue after termination of the job that I will perform.
6. I understand that violation of this agreement will have legal implications.
7. I will only access or use systems or devices I’m officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix G: Participants' Answers to Survey Questions

	Question 1	Question 2	Question 3	Question 4	Question 5
	Is student discipline increasing or decreasing?	Have any of the students you teach or students you are an administrator of received an office referral for negative classroom behaviors?	What discipline method do you feel yields the best results?	In your opinion, as a parent, a classroom teacher, or a school administrator, which discipline method affects classroom learning the least?	What is your preferred method of discipline at home?
Tina West	Increasing	Yes	Corporal Punishment	In or Out of School Suspension	Removal of Items (toys, car keys, cell phones, etc. And Spanking (Corporal Punishment)
Tam Smith	Increasing	Yes	Corporal Punishment	Verbal Correction	Removal of Items (toys, car keys, cell phones, etc.
Teri Rice	Increasing	Yes	Corporal Punishment and Verbal Correction	Corporal Punishment and Verbal Correction	Added Chores (given more household/out side duties) And Spanking (Corporal Punishment)
Tai Wei	Increasing	Yes	Verbal Correction	Corporal Punishment	Removal of Items (toys, car keys, cell phones, etc.

Toni Reid	Increasing	Yes	Verbal Correction	Corporal Punishment	Added Chores (given more household/out side duties)
Trina Garza	Increasing	Yes	Corporal Punishment and Verbal Correction	Corporal Punishment and Verbal Correction	Added Chores (given more household/out side duties), Time Out (time spent alone in room), Removal of Items (toys, car keys, cell phones, etc.) And Spanking (Corporal Punishment)
Tonya Dyson	Increasing	Yes	Corporal Punishment	Corporal Punishment	Spanking (Corporal Punishment)
Anna Jones	Increasing	Yes	Verbal Correction	In or Out of School Suspension	Removal of Items (toys, car keys, cell phones, etc.)
Andy Cost	Decreasing	Yes	Verbal Correction	Verbal Correction	Removal of Items (toys, car keys, cell phones, etc.)

## Appendix H: Summarization and Analysis of Participants' Answers to Survey Questions

Survey Questions	Participants' Responses
SQ1: Is student discipline increasing or decreasing?	Yes (8/9 or 88.8%) No (1/9 or 11.1%)
SQ2: Have any of the students you teach or students you are an administrator of received an office referral for negative classroom behaviors?	Yes (9/9 or 100%) No (0/9 or 0%)
SQ3: What discipline method do you feel yields the best results?	Verbal Correction (6/9 or 66.6%) Corporal Punishment (5/9 or 55.5%) <i>Some participants selected both as methods that yields best results)</i>
SQ4: In your opinion, as a parent, a classroom teacher, or a school administrator, which discipline method affects classroom learning the least?	Corporal Punishment (5/9 or 55.5%) Verbal Correction (4/9 or 44.4%) In or Out of school Suspension (2/9 or 22.2%) <i>Some participants selected both, corporal punishment and verbal correction, as methods that affect classroom learning the least</i>
SQ5: What is your preferred method of discipline at home?	Removal of Items (toys, car keys, cell phones, etc.) (6/9 or 66.6%) Corporal Punishment (4/9 or 44.4%) Added Chores (given more household/outside duties) (3/9 or 33.3%) Time Out (time spent alone in room) (1/9 or 11.1%) <i>Some participants selected more than one preferred method of discipline used at home</i>

## Appendix I: Summary of Categories From Survey Data Analysis

Survey Questions	Category
SQ1: Is student discipline increasing or decreasing?	Student negative classroom behavior are increasing
SQ2: Have any of the students you teach or students you are an administrator of received an office referral for negative classroom behaviors?	Student negative classroom behaviors are increasing
SQ3: What discipline method do you feel yields the best results?	Verbal Correction and Corporal Punishment are two discipline methods that correct or change student negative classroom behaviors
SQ4: In your opinion, as a parent, a classroom teacher, or a school administrator, which discipline method affects classroom learning the least?	Corporal Punishment and Verbal Correction are two discipline methods that affect classroom learning the least
SQ5: What is your preferred method of discipline at home?	Removal of items (toys, car keys, cell phones, etc.) and Corporal Punishment are the top two preferred methods of discipline used at home

*Note: This information is based on the data collection from the nine participants of this study.*

## Appendix J: Participants' Answers to Interview Questions

	Question 1	Question 2	Question 3	Question 4	Question 5
	Have you ever experienced corporal punishment?	What are your thoughts about corporal punishment?	How do your children/students feel about corporal punishment?	Do children/students change their behavior because of corporal punishment or the threat thereof?	What remarks have children/students shared with you concerning corporal punishment?
Tina West	Yes	I can see its usefulness to curb some behavior but I don't believe it is really effective as a long term tool.	Most of my students want corporal punishment because it is quick and they get the opportunity to come back to class and get a chance to change their behavior.	It depends on the child, sometimes it changes the behavior and at other times it does not change the behavior.	It didn't hurt. I don't have to sit in OCS (on campus suspension).
Tam Smith	Yes, as a child.	I believe it can be effective, if used in the right situation.	Not in favor of it.	Yes, if used correctly. At present not sure, because corporal punishment is not in place at this campus.	They fear it.



Teri Rice	Yes. All the time when I was a child, at home and at school. I mean I was not bad but busy – into stuff, you know what I mean. I was curious and adventurous and outgoing and talkative. Just busy, but not really bad – just busy.	I believe in it. It may not be right for every child but it sure helps with classroom behaviors. You tell those who are acting out, “I am going to send you to the office for pops (corporal punishment)” and their little attitudes change. They show you that they can self-correct. I don’t necessarily want them to get pops (corporal punishment) but the threat assists with classroom management. It is a tool.	They know it is a punishment and understand it. They may not like it. No, they don’t like it, but they understand it and why we have it. Some are scared of it. Some say their parents won’t allow it. Some say if I get it here then I will get it again at home. They talk about it a lot, but no one wants it.	Yes, most defiantly.	The same as the other question (question #3). They know it is a punishment and understand it. They may not like it. No, they don’t like it, but they understand it and why we have it. Some are scared of it. Some say their parents won’t allow it. Some say if I get it here then I will get it again at home. They talk about it a lot, but no one wants it.
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Tai Wei	Never at school. My grandmother would swat us, from time to time, if we were bad.	Well, I guess I am still a little nervous about it. I want my students to act right so they don't have to get pops (corporal punishment). I warn them about it and their behaviors before I send them to the office and usually that works and they correct their behaviors.	I hear them speaking of fear of it and how they hate it and don't want it. Then you may hear one of the "good" students say, "then don't get in trouble".	Yes.	They don't like it. It is not fair. It hurts.
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Toni Reid	No. I was not a trouble student. I did not get in trouble at school or at home. I have never been hit by my parents or teachers.	It is a discipline method used when other methods are not successful. It is not used much, but I understand it is still used for those students who do not respond to other forms of punishment.	Not really sure. They don't talk about it much. I don't have the trouble makers in my classes. My students are well behaved. I don't allow discipline issues in my classroom.	Yes.	Nothing really.
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Trina Garza	I have in school when growing up. I was a little smart-mouth to my teacher and again years later when I was trying to be tough an again... well, yeah I have experienced corporal punishment in school and home. No board at home hand or belt.	Well, it hurts. Do you think it changes behaviors? Well, the fear of it does. I am not sure about the pain. Maybe cause I corrected by behaviors for a while. But the pain – do we want to do that to kids? Do you feel it helped you to behave? Yes, I do. Do you think it will help teachers in the classrooms when students are misbehaving? Well yeah. Yes it will.	When they talk about it you can see the fear on their faces. Some laugh when they hear someone got spanked. I can say no one wants it. They don't like it.	Yes sir, I would say yes they do. Given the choice to behave or get sent to the office where they could get spanked (corporal punishment) they often choose to behave.	They don't like it. It hurts. Some will say they get spanking at home if they get in trouble at school. If they get in trouble at school and get a spanking then they get another one when they get home. They understand what it is for – punishment or discipline.
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Tonya Dyson	Yes. I have been paddled with a wooden paddle.	I believe that corporal punishment works in most cases. I am sure there are some kids it won't effect - nothing will.	Students change their behavior when they know that there is that correction measure available.	Yes. I am sure of it.	They don't want to get pops. They (the pops) hurt. They admit that they understand why corporal punishment is used. To make them act better. To make them behave.
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Anna Jones	I have never been paddled with a wooden paddle.	I personally would not use a wooden board on another person.	Students fear being struck with a paddle.	I believe some students change their behavior both because of the use and because of the fear/threat of the use.	Students of ours who are now parents and had corporal punishment administered are now parents and bemoan that fact that we absTai Wein from the use.
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Andy Cost	Yes. When I was a kid/student.	It hurts! I did not try for repeats!	They understand that it is a punishment that hurts. Something that they don't want.	I believe that 20% change because of corporal punishment, 75% change because of the threat of corporal punishment and 5% just do not or will not change their behavior.	It hurts! It stings! I won't act bad because I don't want to get paddled.
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Question 6	Question 7	Question 8	Question 9	Question 10
Have you ever administered corporal punishment?	Is there anything else we would like to share concerning children/student s reactions to corporal punishment?	Do you use or have you used corporal punishment at home on your children?	In your opinion, what behaviors warrant corporal punishment?	Is corporal punishment a remedial measure?

Tina West	No!!	No answer	Yes	Consistent misbehavior	I do not believe it is.
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Tam Smith	Yes, at home on my child.	No.	Yes.	A negative behavior that continues to be present after several attempts, using other methods of discipline, have failed.	No.
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Teri Rice	Yes, I am also a Principal. When the behavior has reached a level that warrants corporal punishment, then yes, I will and do administer corporal punishment.	It is not something we want them to like. We want them to fear it. We want them to be afraid of it. The fear of corporal punishment will continue to make some behave. Not all but some and every little bit helps in educating children.	Yes, on my children. On my grandchildren, nieces and nephews, neighbors kids. I believe in spankings. It will correct bad behaviors, bad attitudes, and bad language – all that stuff.	Major misbehaviors, disrespect to adults, disruption to the learning environment (classroom), persistent misbehavior issues and dangerous behaviors.	There are times when it is given for remedial reasons.
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Tai Wei	No, not at school. Teachers don't administer corporal punishment. That would be the principals and assistant principals.	Its (corporal punishment) use causes some students to change/correct their behaviors in the classroom. Teachers need help with classroom behaviors – no matters how strong their classroom management skills are – we still need ways and methods to deter misbehaviors in the classroom. This is a proven method.	Yes, and it didn't kill them nor was it child abuse.	Continuous discipline issues and those that may cause harm to others or self.	In some cases it is used for remedial purposes.
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Toni Reid	Nope, that is not my job.	No.	Yes.	I don't know. That would be up to the principals.	I think it is just for behavior correction.
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Trina Garza	Only to my children at home. Teachers do not give spankings (corporal punishment) at our school that is the principal or assistant principal job. They are the spankers – the enforcers.	No. That about covers it, I guess.	Yes, as stated earlier. Not often, but sometimes.	Anything really bad or dangerous. You know the stuff that can hurt someone or is just really bad.	I don't know. Well, I suppose it is because it can help the learning process.
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Tonya Dyson	Not at school. That is the administrators' duty. I have written students up who received (pops) corporal punishment. But they needed it.	I think that is about it. Well, I might add personally, I think it helps and I think it is needed.	I have never used a wooden paddle at home on my children but I do spank them.	Big disruptions, major classroom disturbances and disrespect to me – the teacher.	It can be - yes. But most of all it changes negative behaviors.
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Anna Jones	I have administered corporal punishment in the past.	No.	I have never used a wooden paddle at home on my children.	Absolute defiance – direct insubordination	It is a punitive measure that can occasionally remediate negative behaviors.
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Andy Cost	Yes. I use it as a last resort or on students who have reoccurring discipline issues. I have seen it turn some of my reoccurring discipline issue students around. It does work.	It works! No. Nothing else.	Yes. It was a common practice when my children misbehaved.	Persistent and/or Dangerous misbehaviors as well as Continuous misbehaviors.	Yes.
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Question 11	Question 12	Question 13	Question 14	Question 15
Do you think corporal punishment corrects or changes negative behaviors?	Do you prefer the use of corporal punishment for remedial or behavioral purposes?	What are your objections concerning the use of corporal punishment?	Do you think corporal punishment is connected to child abuse?	What discipline methods or strategies do you think yield better results than corporal punishment?



Tina West	Depends on the individual.	Again it depends on the individual. I remember my children and my children understood that I loved them and the only time my husband or I would pull out a belt was out of love to redirect a behavior.	I object to using corporal punishment on a child that does not understand that this is a corrective measure, they see it as unwarranted or extreme punishment.	In some cases because the abuser doesn't understand how to use corporal punishment as a deterrent, instead it is aggressive force of power.	Praise of student doing something the right way.
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Tam Smith	Could correct the behavior if used correctly.	Behavioral purposes.	May be over used. Used in a time when emotions are high (as in a moment of anger).	No.	A progression of events increasing in severity to correct the unwanted behavior. For example, time-out, privileges removed, etc.
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Teri Rice	Yes, I do. I really do. I have seen it and I have experienced it myself. Yes, corporal punishment corrects/changes misbehaviors.	Both. It depends on the student. I have used it as a remedial adjustment and as a correction to misbehaviors. I really don't have a preference. It is simply what is needed at the time.	None.	No.	It depends on the misbehavior. I like to discuss their actions and help them find a positive solution or way to better behave. I guess this would be verbal correction or maybe self-correction.
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Tai Wei	I do. It may not work for every student, but overall yes it does change bad behaviors.	It can be used in both areas, however I think mainly as a corrective measure for misbehaviors.	Over usage. It is not a cure all.	No I don't.	Verbal correction and self-correction. Redirection.
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Toni Reid	Yes.	Behavior purposes.	I am not a fan, but I understand the need.	No.	Just talking to students hear them out (verbal correction).
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Trina Garza	Well, yeah. I do think so because they sure don't want it to happen to them.	I prefer its use when students are really acting up. You know on those days when they are bouncing off the walls. It just takes one and then everything comes back in order.	I don't have any objections, I guess. If the principal decides to spank the child for the behavior he/she displayed I don't question it. I support my principal. They know what the best discipline is for that child – not me. I teach and they discipline.	No.	Well, I guess it depends on what the child is use to at home. Some you can just say, "Do I need to call your mother". Some you can just correct them or just ask them is that what they should be doing and they self-correct (those are my favorites) and there are some I may have to raise my voice to get their attention. Then there are they that require assistance from the office and that's where the principle makes the decision on what happens then. I prefer verbally correcting my students.
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Tonya Dyson	I have seen it do both. So, I would say it does both change and correct. I mean they are almost the same aren't they?	Both I would say. Both has an impact on learning and affects negative behaviors of students.	I have none. Our administrators are professionals and I know they will not go beyond the set boundaries of school discipline. Too many times people confuse discipline with abuse. There is a difference people.... Hello, we don't beat kids at school we teach them, love them and yes – sometimes discipline them, but it is all with love.	That a great question. Yes, sometimes when parents or whoever go too far and lose control. And I guess when they are so mad or upset they hit too hard. There are or there could be times when corporal punishment can be related to child abuse. That is where training comes into play. Administrators must be trained how to administer corporal punishment correctly. I believed they must be trained before performing corporal punishment.	Verbal correction is my first choice. Redirect is also a good method. Parent conference works well with most children as well. But, when it comes to suspension or in-school suspension I am not in favor of these. This is where I think corporal punishment helps a lot. Keep them in school and in class. Don't send them home that is what they want. Give them pops (corporal punishment) and send them back to class for learning. It works.
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Anna Jones	In some instances I have seen it change negative behaviors.	I do not prefer the use. Societal changes have made it unwise.	I'm always concerned that a child might have been spanked/"beaten" the night before. I believe we have other tools at our disposal at school.	In some instances.	Rewards – incentives – other forms of behavior modification.
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Andy Cost	Yes, if the student is correctable. There are sometimes and some students who will not respond to any correction methods. Now these are not the norm. Most children/students will respond to correction. I do believe that corporal punishment changes behavior – positively. In a positive way.	Behavioral. But it does work with remedial too!	It will not work on ALL students and should not be used in ALL cases. There are some parents who are against it and will not allow its use.	No. Not if it is administered by someone who has been trained and who is not mad or upset when administering corporal punishment.	Parent support or parent involvement. When the parents are involved there usually are no discipline problems. Well, sometimes the parents maybe the problems themselves.
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Question 16	Question 17	Additional Comments
What reasons can you state in support of corporal punishment?	What reasons can you state for non-support and or disapproval of corporal punishment?	Before you depart is there anything else you would like to add for the study?

Tina West	The child will redirect their behavior because of the fear of getting spanked.	Abuse of power, marks left on the child and self- worth of child sometimes is diminished.	No.
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Tam Smith	After several other attempts have been made to correct the behavior.	If it were used incorrectly.	No, that's it.
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Teri Rice	It works and students understand its purpose – to cause a change bad behaviors and bad attitudes.	I don't offer any non-support of corporal punishment because it works. There is no single answer for how our American students behave in school or what we can do to correct the misbehaviors, but we have to start somewhere. Giving pops (corporal punishment) may not solve everything but it does help resolve many major discipline issues.	Corporal punishment helps. It does not stop nor does it solve all discipline problems. In fact, it should not be used for most misbehaviors. We, as educators, are looking for answers. Remember, "It takes a whole village to raise a single child".
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Tai Wei	While it may not be best for all students it does assist with the correction of many classroom disturbances which can disrupt the learning process. It is a help to teachers when it comes to classroom management.	None. I support corporal punishment.	Something has to be done to regain the classroom when they are out of control. We hear that more and more teachers are losing classroom control – what are we going to do about it? Corporal punishment may not be the total answer but it helps.
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Toni Reid	Many say it really works and help their students behave. My principal uses it on occasion and she sees success.	I think it hurts the child.	No. Thank you.
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Trina Garza	Less classroom bad behaviors due to the understanding or fear of getting a spanking (corporal punishment) from the principal.	I think it is the parent's choice. If they sign the papers giving permission then I think it should be used.	Well, I want to know what other teachers are saying about this.
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Tonya Dyson	It increases classroom seat time for frequent students who display bad behavior. Like I just said don't send them home because that is what some of them want. Give them pops (corporal punishment) and get them back in class to learn. I believe that is better than suspension in any form.	I can't say I don't support it, when it is used appropriately. I won't say use it first either. But I will say use it before using suspension. The only disapproval I would have is if a person was not trained on how to give or administer it. Then I would say no. Otherwise, I think it works.	I think it is a good topic. It will be interesting to see what other educators think about it.
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Anna Jones	Some children need a reality check. In some instances, it gets their attention. Once the same behaviors continue, another alternative needs to be sought.	We tell students not to hit – then we hit them. Doesn't make very good sense. Every lawyer that would represent an administrator would tell you, "DON'T DO IT"	No.
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Andy Cost	It works! It does get the students attention!	When it is a bragging right of the person administering it. When it is misused. When the person using it has not been trained or does not have the students' best interest at heart.	It works! I know many will say it hurts kids. Well, it is supposed to hurt - not abuse but redirect/teach students/children . We are in education because we love children so we are not trying to hurt them but help them. Corporal punishment helps educators educate. Some may disagree, but the fact is – it works!
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## Appendix K: Summarization and Analysis of Participants' Answers to Interview

## Questions

Interview Questions	Participants Responses
IQ1: Have you ever administered corporal punishment?	Yes (7/9 or 77.7%) No (2/9 or 22.2%)
IQ2: What are your thoughts about corporal punishment?	I can see its usefulness (2/9 or 22.2%)  I believe it can be effective (it works)  It helps with classroom behaviors  It helps students self-correct (it hurts)  Used when other methods are unsuccessful  The fear of it causes a change in student behavior
IQ3: How do your children/students feel about corporal punishment?	I personally would not use a wooden paddle  Some prefer it over other discipline methods  They do not like it (hate-unfair)  They understand why corporal punishment is used  Some say if I get it here-I will get it a home too  They do not want to receive corporal punishment (fear it-causes behavior to change)

IQ4: Do children/students change their behavior because of corporal punishment or the threat thereof?	It depends on the child/student (sometimes)  Yes (8/9 or 88.8%) No (1/9 or 11.1%)
IQ5: What remarks have children/students shared with you concerning corporal punishment?	It didn't hurt It hurts  I don't have to sit in OCS (On Campus Suspension) or at home (Suspension)  They fear it  They understand it and why we use it as a punishment  Some parents will not allow it  If I get it here I will get it again at home  They do not like it (hate-unfair)  Nothing Really
IQ6: Have you ever administered corporal punishment?	No (3/9 or 33.3%) Yes (6/9 or 66.6%)
IQ7: Is there anything else we would like to share concerning children/students reactions to corporal punishment?	No  The fear of corporal punishment will make some behave  It helps with classroom behaviors and is needed
IQ8: Do you use or have you used corporal punishment at home on your children?	Yes (8/9 or 88.8%) No (1/9 or 11.1%)

IQ9: In your opinion, what behavior warrant corporal punishment?	<p>Consistent misbehaviors</p> <p>Major behavior issues (disrespect to teacher, disruption of classroom learning, dangerous behaviors)</p>
IQ10: Is corporal punishment a remedial measure?	<p>No (3/9 or 33.3%)</p> <p>Yes (5/9 or 55.5%)</p> <p>Sometimes both (3/9 or 33.3%)</p>
IQ11: Do you think corporal punishment corrects or changes negative behaviors?	<p>Depends on the individual (sometimes - if used correctly (4/9 or 44.4%))</p> <p>Yes (9/9 or 100%)</p> <p>No (0/9 or 0%)</p>
IQ12: Do you prefer the use of corporal punishment for remedial or behavioral purposes?	<p>Depends on the individual (how-why-if understood) (2/9 or 22.2%)</p> <p>Behavioral (7/9 or 77.7%)</p> <p>Remedial (3/9 or 33.3%)</p> <p>None (1/9 or 11.1%)</p>
IQ13: What are your objections concerning the use of corporal punishment?	<p>If a child/student does not understand why (behavior correction-punishment)</p> <p>Used incorrectly (when angry-too often-untrained)</p> <p>None</p> <p>Not a fan of corporal punishment (understand the need)</p>

	Prefer other discipline methods
IQ14: Do you think corporal punishment is connected to child abuse?	Yes (1/9 or 11.1%) No (5/9 or 55.5%) Sometimes (3/9 or 33.3%) Unsure (1/9 or 11.1%)
IQ15: What discipline methods or strategies do you think yield better results than corporal punishment?	Student Praise (for during the right thing)  Time out/suspension (In School or Out of School)  Loss of Privileges (removal of Privileges)  Verbal Correction Reward/Incentives
IQ16: What reasons can you state in support of corporal punishment?	Fear of corporal punishment (change/correction/redirect of behavior)  Used as a Last Resort  It works/It helps (change/correct/redirect behavior)  Increase Classroom Seat Time (less time out of classroom)

IQ17: What reasons can you state for non-support  
and or disapproval of corporal punishment?

Abuse  
(of power/of child/self-esteem)

Used Incorrectly/Untrained

None (No-Non- Support)

It hurts the child (pain)

Public and Legal Concern

## Appendix L: Summarization of Categories From Interview Questions Data Analysis

Interview Questions	Category
IQ1: Have you ever experienced corporal punishment?	Yes (most have)
IQ2: What are your thoughts about corporal punishment?	Usefulness, effective (it works), helps with classroom behaviors, helps students self-correct (it hurts), used when other methods are unsuccessful, students fear it, it causes a change in student behaviors
IQ3: How do your children/students feel about corporal punishment?	They fear it, they do not like it (hate it-unfair), they understand it, they get it a home, they do not want to receive corporal punishment
IQ4: Do children/students change their behavior because of corporal punishment or the threat thereof?	Yes (most often)
IQ5: What remarks have children/students shared with you concerning corporal punishment?	They fear it, they do not like it (hate it-unfair), they understand it, they get it a home, they do not want to receive corporal punishment, some parents will not allow it
IQ6: Have you ever administered corporal punishment?	Yes (by most)
IQ7: Is there anything else we would like to share concerning children/students reactions to corporal punishment?	fear of corporal punishment make some behave, helps with classroom behaviors and is needed
IQ8: Do you use or have you used corporal punishment at home on your children?	Yes



IQ9: In your opinion, what behavior warrant corporal punishment?	Consistent misbehaviors, major behavior issues (disrespect to teacher, disruption of classroom learning, dangerous behaviors)
IQ10: Is corporal punishment a remedial measure?	Yes
IQ11: Do you think corporal punishment corrects or changes negative behaviors?	Yes
IQ12: Do you prefer the use of corporal punishment for remedial or behavioral purposes?	Behavioral (most often)
IQ13: What are your objections concerning the use of corporal punishment?	If a child/student does not understand why, used incorrectly (when angry-too often-untrained), prefer other discipline methods
IQ14: Do you think corporal punishment is connected to child abuse?	No (stated most)
IQ15: What discipline methods or strategies do you think yield better results than corporal punishment?	Verbal Correction (stated most)
IQ16: What reasons can you state in support of corporal punishment?	Fear of corporal punishment (change/correction/redirect of behavior), it works, it helps ( change/correct/redirect behavior), increase classroom seat time (less time out of classroom)

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IQ17: What reasons can you state for non-support and or disapproval of corporal punishment?

Abuse (of power/of child/self-esteem), used incorrectly/by untrained, it hurts the child (pain), public and legal concerns

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## Appendix M: TRSDs' Student Handbook and Code of Conduct Rules and Procedures

Texas Rural School District	Student Handbook	School Code of Conduct
<b>TRSD 1</b>	<p><b>CONSENT, OPT-OUT, AND REFUSAL RIGHTS</b></p> <p><b>Prohibiting the Use of Corporal Punishment</b></p> <p>Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO (LOCAL) in the district's policy manual.</p> <p>If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child. You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student. Please note that if the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment shall not be</p>	<p><b>Standards for Student Conduct</b> Each student is expected to:</p> <ul style="list-style-type: none"> <li>• Demonstrate courtesy, even when others do not.</li> <li>• Behave in a responsible manner, always exercising self-discipline.</li> <li>• Attend all classes, regularly and on time.</li> <li>• Prepare for each class; take appropriate materials and assignments to class.</li> <li>• Meet district and campus standards of grooming and dress.</li> <li>• Obey all campus and classroom rules.</li> <li>• Respect the rights and privileges of students, teachers, and other district staff and volunteers.</li> <li>• Respect the property of others, including district property and facilities.</li> <li>• Cooperate with and assist the school staff in maintaining safety, order, and discipline.</li> <li>• Adhere to the requirements of the Student Code of Conduct</li> </ul> <p><b>Techniques</b></p> <p>The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:</p> <ul style="list-style-type: none"> <li>• Verbal correction, oral or</li> </ul>

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administered, even when a signed statement prohibiting its use has not been submitted by the student's caregiver or caseworker.

**CONDUCT (All Grade Levels) Applicability of School Rules** As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

written.

- Cooling-off time or “time-out.”
  - Seating changes within the classroom or vehicles owned or operated by the district.
  - Temporary confiscation of items that disrupt the educational process.
  - Rewards or demerits.
  - Behavioral contracts.
  - Counseling by teachers, school counselors, or administrative personnel.
  - Parent-teacher conferences.
  - Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
  - Detention, including outside regular school hours.
  - Sending the student to the office or other assigned area, or to in-school suspension.
- Removal from the Regular Educational Setting 10
- Assignment of school duties such as cleaning or picking up litter.
  - Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
  - Penalties identified in individual student organizations' extracurricular standards of behavior.
  - Restriction or revocation of district transportation privileges.
  - School-assessed and school-administered
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probation.

- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

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**TRSD 2**

**Prohibiting the Use of Corporal Punishment**

Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO (LOCAL) in the district's policy manual.

If you do not want corporal punishment to be administered to your child as a method of student discipline, please provide a written statement to the campus principal. A signed statement must be provided

**Standards for Student Conduct**

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.

each year.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

### **CONDUCT (All Grade Levels) Applicability of School Rules**

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

- Respect the rights and privileges of students, teachers, and other district staff and volunteers.

- Respect the property of others, including district property and facilities.

- Cooperate with and assist the school staff in maintaining safety, order, and discipline.

- Adhere to the requirements of the Student Code of Conduct

### **Techniques**

The following discipline management techniques may be used – alone or in combination - for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.

- Cooling-off time or “time-out.”

- Seating changes within the classroom or vehicles owned or operated by the district.

- Temporary confiscation of items that disrupt the educational process.

- Rewards or demerits.

- Behavioral contracts.

- Counseling by teachers, school counselors, or administrative personnel.

- Parent-teacher conferences.

- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.

- Detention, including outside regular school hours.

- Sending the student to the office or other assigned area, or

to in-school suspension.

Removal from the Regular

Educational Setting 10

- Assignment of school duties such as cleaning or picking up litter.

- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.

- Penalties identified in individual student organizations' extracurricular standards of behavior.

Withdrawal or restriction of bus privileges.

- School-assessed and school-administered probation.

- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.

- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.

- Placement in a DAEP, as specified in the DAEP section of this Code.

- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.

- Expulsion, as specified in the Expulsion section of this Code.

- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed

**TRSD 3****Prohibiting the Use of Corporal Punishment**

Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO (LOCAL) in the district’s policy manual.

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

Please note that if the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment shall not be administered, even when a signed statement prohibiting

by the district.

- Other strategies and consequences as determined by school officials.

**Standards for Student Conduct**

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct

**Techniques**

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or



its use has not been submitted by the student's caregiver or caseworker.

**CONDUCT (All Grade Levels) Applicability of School Rules** As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

written.

- Cooling-off time or “time-out.”
  - Seating changes within the classroom or vehicles owned or operated by the district.
  - Temporary confiscation of items that disrupt the educational process.
  - Rewards or demerits.
  - Behavioral contracts.
  - Counseling by teachers, school counselors, or administrative personnel.
  - Parent-teacher conferences.
  - Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
  - Detention, including outside regular school hours.
  - Sending the student to the office or other assigned area, or to in-school suspension.
- Removal from the Regular Educational Setting 10
- Assignment of school duties such as cleaning or picking up litter.
  - Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
  - Penalties identified in individual student organizations' extracurricular standards of behavior.
  - Withdrawal or restriction of bus privileges.
  - School-assessed and school-administered probation.

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- Corporal punishment, unless the student’s parent or guardian has provided a signed statement prohibiting its use.
  - Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
  - Placement in a DAEP, as specified in the DAEP section of this Code.
  - Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
  - Expulsion, as specified in the Expulsion section of this Code.
  - Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
  - Other strategies and consequences as determined by school officials.
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**TRSD 4****Prohibiting the Use of Corporal Punishment**

Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO (LOCAL) in the district’s policy manual.

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet. A signed statement must be provided each year if you do not want

**Techniques**

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or “time-out.”
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the

corporal punishment to be administered to your child. You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student. Please note that if the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment shall not be administered, even when a signed statement prohibiting its use has not been submitted by the student's caregiver or caseworker.

**CONDUCT (All Grade Levels) Applicability of School Rules** As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of

educational process.

- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
  - Detention, including outside regular school hours.
  - Sending the student to the office or other assigned area, or to in-school suspension.
- Removal from the Regular Educational Setting 10
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
  - Penalties identified in individual student organizations' extracurricular standards of behavior.
  - Restriction or revocation of district transportation privileges.
  - School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
  - Out-of-school suspension, as specified in the Out-of-School Suspension section of this

Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Code.

- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

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**TRSD 5**
**Prohibiting the Use of Corporal Punishment**

Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO (LOCAL) in the district’s policy manual.

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the *Student Information Form* included in the forms packet. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus

**Standards for Student Conduct**

Each student is expected to:

- Demonstrate courtesy, even when others do not.
  - Behave in a responsible manner, always exercising self-discipline.
  - Attend all classes, regularly and on time.
  - Prepare for each class; take appropriate materials and assignments to class.
  - Meet district and campus standards of grooming and dress.
  - Obey all campus and classroom rules.
  - Respect the rights and privileges of students, teachers, and other district staff and volunteers.
  - Respect the property of others, including district property and facilities.
  - Cooperate with and assist the
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principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student. Please note that if the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment shall not be administered, even when a signed statement prohibiting its use has not been submitted by the student's caregiver or caseworker.

**CONDUCT (All Grade Levels) Applicability of School Rules** As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for

school staff in maintaining safety, order, and discipline.

- Adhere to the requirements of the Student Code of Conduct

### **Techniques**

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or “time-out.”
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
  - Detention, including outside regular school hours.
  - Sending the student to the office or other assigned area, or to in-school suspension.
- Removal from the Regular Educational Setting 10
  - Assignment of school duties such as cleaning or picking up litter.
  - Withdrawal of privileges,

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the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.

- Penalties identified in individual student organizations' extracurricular standards of behavior.
  - Restriction or revocation of district transportation privileges.
  - School-assessed and school-administered probation.
  - Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
  - Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
  - Placement in a DAEP, as specified in the DAEP section of this Code.
  - Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
  - Expulsion, as specified in the Expulsion section of this Code.
  - Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
  - Other strategies and consequences as determined by school officials.
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## Appendix N: TRSDs' School Board Policies FO (LOCAL) and (LEGAL)

Texas Rural School District	School Board Policy FO (LOCAL)	School Board Policy FO (LEGAL)
TRSD 1	<p><b>STUDENT CODE OF CONDUCT</b></p> <p>The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.</p> <p>Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.</p> <p>At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:</p> <ol style="list-style-type: none"> <li>1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and</li> <li>2. Made available «S» and/or as a hard copy to students, parents, teachers, administrators, and others on request.</li> </ol> <p><b>REVISIONS</b></p> <p>Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.</p> <p><b>CORPORAL</b></p>	<p><b>STUDENT CODE OF CONDUCT</b></p> <p>The board shall adopt a Student Code of Conduct for a district, with the advice of its district-level committee. The Student Code of Conduct must:</p> <ol style="list-style-type: none"> <li>1. Specify the circumstances, consistent with Education Code Chapter 37, Subchapter A, under which a student may be removed from a classroom, campus, disciplinary alternative education program (DAEP), school bus, or vehicle owned or operated by the district.</li> </ol> <p><i>Note: there are other items listed here connected to student discipline, the Education Code Chapter 37, Subchapter A, DEAP, and other discipline topics which are not a part of this study. The researcher has chosen not to list these items.</i></p> <p><b>CORPORAL PUNISHMENT</b></p> <p>If the board adopts a policy under Education Code 37.001(a)(8) under which corporal punishment is permitted as a method of student discipline, a district educator may use corporal punishment to discipline a student unless the student's parent or guardian or another person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a</p>



	<p><b>PUNISHMENT</b></p> <p>Corporal punishment may be used as a discipline management technique in accordance with this policy and the Student Code of Conduct.</p> <p>Corporal punishment shall not be administered to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment with his or her child. The parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal.</p> <p><b>GUIDELINES</b></p> <p>Corporal punishment shall be limited to spanking or paddling the student and shall be administered in accordance with the following guidelines:</p> <ol style="list-style-type: none"> <li>1. The student shall be told the reason corporal punishment is being administered.</li> <li>2. Corporal punishment shall be administered only by the principal or designee.</li> <li>3. Corporal punishment shall be administered only by an employee who is the same sex as the student.</li> <li>4. The instrument to be used in administering corporal punishment shall be approved by the principal.</li> <li>5. Corporal punishment shall be administered in the presence of one other District professional employee and in a</li> </ol>	<p>method of student discipline. <i>Education Code 37.0011(b)</i></p> <p><b>PARENT STATEMENT</b></p> <p>To prohibit the use of corporal punishment as a method of student discipline, each school year a student's parent or guardian or other person having lawful control over the student must provide a separate written, signed statement to the board in the manner established by the board. The student's parent or guardian or other person having lawful control over the student may revoke the statement provided to the board at any time during the school year by submitting a written, signed revocation to the Board in the manner established by the board. <i>Education Code 37.0011(c)–(d)</i></p> <p><b>DEFINITION</b></p> <p>“Corporal punishment” means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include physical pain caused by reasonable physical activities associated</p>
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	<p>designated place out of view of other students.</p> <p><b>DISCIPLINARY RECORDS</b></p> <p>The disciplinary record reflecting the use of corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the name of the witness present, and the date and time of punishment.</p>	
<p>TRSD 2</p>	<p><b>STUDENT CODE OF CONDUCT</b></p> <p>The District’s rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.</p> <p>Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.</p> <p>At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:</p> <ol style="list-style-type: none"> <li>1. Posted and prominently displayed at each campus or made available for review in the principal’s office, as required by law; and</li> <li>2. Made available «S» and/or as a hard copy to students, parents, teachers, administrators, and others on request.</li> </ol>	<p><b>STUDENT CODE OF CONDUCT</b></p> <p>The board shall adopt a Student Code of Conduct for a district, with the advice of its district-level committee. The Student Code of Conduct must:</p> <ol style="list-style-type: none"> <li>1. Specify the circumstances, consistent with Education Code Chapter 37, Subchapter A, under which a student may be removed from a classroom, campus, disciplinary alternative education program (DAEP), school bus, or vehicle owned or operated by the district.</li> </ol> <p><i>Note: there are other items listed here connected to student discipline, the Education Code Chapter 37, Subchapter A, DEAP, and other discipline topics which are not a part of this study. The researcher has chosen not to list these items.</i></p> <p><b>CORPORAL PUNISHMENT</b></p> <p>If the board adopts a policy under</p>

	<p><b>REVISIONS</b></p> <p>Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.</p> <p><b>CORPORAL PUNISHMENT</b></p> <p>Corporal punishment may be used as a discipline management technique in accordance with this policy and the Student Code of Conduct.</p> <p>Corporal punishment shall not be administered to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment with his or her child. The parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal.</p> <p><b>GUIDELINES</b></p> <p>Corporal punishment shall be limited to spanking or paddling the student and shall be administered in accordance with the following guidelines:</p> <ol style="list-style-type: none"> <li>1. The student shall be told the reason corporal punishment is being administered.</li> <li>2. Corporal punishment shall be administered only by the principal or designee.</li> <li>3. Corporal punishment shall</li> </ol>	<p>Education Code 37.001(a)(8) under which corporal punishment is permitted as a method of student discipline, a district educator may use corporal punishment to discipline a student unless the student's parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. <i>Education Code 37.0011(b)</i></p> <p><b>PARENT STATEMENT</b></p> <p>To prohibit the use of corporal punishment as a method of student discipline, each school year a student's parent or guardian or other person having lawful control over the student must provide a separate written, signed statement to the board in the manner established by the board. The student's parent or guardian or other person having lawful control over the student may revoke the statement provided to the board at any time during the school year by submitting a written, signed revocation to the board in the manner established by the board. <i>Education Code 37.0011(c)-(d)</i></p> <p><b>DEFINITION</b></p> <p>“Corporal punishment” means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include</p>
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	<p>be administered only by an employee who is the same sex as the student.</p> <p>4. The instrument to be used in administering corporal punishment shall be approved by the principal.</p> <p>5. Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.</p> <p><b>DISCIPLINARY RECORDS</b></p> <p>The disciplinary record reflecting the use of corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the name of the witness present, and the date and time of punishment.</p>	<p>physical pain caused by reasonable physical activities associated</p>
<p>TRSD 3</p>	<p><b>STUDENT CODE OF CONDUCT</b></p> <p>The District’s rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.</p> <p>Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.</p> <p>At the beginning of the school year and throughout the school year as necessary, the Student</p>	<p><b>STUDENT CODE OF CONDUCT</b></p> <p>The board shall adopt a Student Code of Conduct for a district, with the advice of its district-level committee. The Student Code of Conduct must:</p> <p>1. Specify the circumstances, consistent with Education Code Chapter 37, Subchapter A, under which a student may be removed from a classroom, campus, disciplinary alternative education program (DAEP), school bus, or vehicle owned or operated by the district.</p>

	<p>Code of Conduct shall be:</p> <ol style="list-style-type: none"> <li>1. Posted and prominently displayed at each campus or made available for review in the principal’s office, as required by law; and</li> <li>2. Made available «S» and/or as a hard copy to students, parents, teachers, administrators, and others on request.</li> </ol> <p><b>REVISIONS</b></p> <p>Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.</p> <p><b>CORPORAL PUNISHMENT</b></p> <p>Corporal punishment may be used as a discipline management technique in accordance with this policy and the Student Code of Conduct.</p> <p>Corporal punishment shall not be administered to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment with his or her child. The parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal.</p> <p><b>GUIDELINES</b></p> <p>Corporal punishment shall be</p>	<p><i>Note: there are other items listed here connected to student discipline, the Education Code Chapter 37, Subchapter A, DEAP, and other discipline topics which are not a part of this study. The researcher has chosen not to list these items.</i></p> <p><b>CORPORAL PUNISHMENT</b></p> <p>If the board adopts a policy under Education Code 37.001(a)(8) under which corporal punishment is permitted as a method of student discipline, a district educator may use corporal punishment to discipline a student unless the student’s parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. <i>Education Code 37.0011(b)</i></p> <p><b>PARENT STATEMENT</b></p> <p>To prohibit the use of corporal punishment as a method of student discipline, each school year a student’s parent or guardian or other person having lawful control over the student must provide a separate written, signed statement to the board in the manner established by the board. The student’s parent or guardian or other person having lawful control over the student may revoke the statement provided to the board at any time during the school year by submitting a written, signed revocation to the board in the</p>
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	<p>limited to spanking or paddling the student and shall be administered in accordance with the following guidelines:</p> <ol style="list-style-type: none"> <li>1. The student shall be told the reason corporal punishment is being administered.</li> <li>2. Corporal punishment shall be administered only by the principal or designee.</li> <li>3. The instrument to be used in administering corporal punishment shall be approved by the principal.</li> <li>4. Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.</li> </ol> <p><b>DISCIPLINARY RECORDS</b></p> <p>The disciplinary record reflecting the use of corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the name of the witness present, and the date and time of punishment.</p>	<p>manner established by the board. <i>Education Code 37.0011(c)-(d)</i></p> <p><b>DEFINITION</b></p> <p>“Corporal punishment” means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include physical pain caused by reasonable physical activities associated</p>
<p>TRSD 4</p>	<p><b>STUDENT CODE OF CONDUCT</b></p> <p>The District’s rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.</p> <p>Rules of conduct and discipline shall not have the effect of</p>	<p><b>STUDENT CODE OF CONDUCT</b></p> <p>The board shall adopt a Student Code of Conduct for a district, with the advice of its district-level committee. The Student Code of Conduct must:</p> <ol style="list-style-type: none"> <li>1. Specify the circumstances, consistent with Education Code Chapter 37,</li> </ol>

	<p>discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.</p> <p>At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:</p> <ol style="list-style-type: none"> <li>1. Posted and prominently displayed at each campus or made available for review in the principal’s office, as required by law; and</li> <li>2. Made available «S» and/or as a hard copy to students, parents, teachers, administrators, and others on request.</li> </ol> <p><b>REVISIONS</b></p> <p>Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.</p> <p><b>CORPORAL PUNISHMENT</b></p> <p>Corporal punishment may be used as a discipline management technique in accordance with this policy and the Student Code of Conduct.</p> <p>Corporal punishment shall not be administered to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment with his or her child. The parent may reinstate permission to use corporal</p>	<p>Subchapter A, under which a student may be removed from a classroom, campus, disciplinary alternative education program (DAEP), school bus, or vehicle owned or operated by the district.</p> <p><i>Note: there are other items listed here connected to student discipline, the Education Code Chapter 37, Subchapter A, DEAP, and other discipline topics which are not a part of this study. The researcher has chosen not to list these items.</i></p> <p><b>CORPORAL PUNISHMENT</b></p> <p>If the board adopts a policy under Education Code 37.001(a)(8) under which corporal punishment is permitted as a method of student discipline, a district educator may use corporal punishment to discipline a student unless the student’s parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. <i>Education Code 37.0011(b)</i></p> <p><b>PARENT STATEMENT</b></p> <p>To prohibit the use of corporal punishment as a method of student discipline, each school year a student’s parent or guardian or other person having lawful control over the student must provide a separate written, signed statement to the board in the manner established by the board. The</p>
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	<p>punishment at any time during the school year by submitting a signed statement to the principal.</p> <p><b>GUIDELINES</b></p> <p>Corporal punishment shall be limited to spanking or paddling the student and shall be administered in accordance with the following guidelines:</p> <ol style="list-style-type: none"> <li>1. The student shall be told the reason corporal punishment is being administered.</li> <li>2. Corporal punishment shall be administered only by the principal or designee.</li> <li>3. Corporal punishment shall be administered only by an employee who is the same sex as the student.</li> <li>4. The instrument to be used in administering corporal punishment shall be approved by the principal.</li> <li>5. Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.</li> </ol> <p><b>DISCIPLINARY RECORDS</b></p> <p>The disciplinary record reflecting the use of corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the name of the witness present, and the date and time of punishment.</p>	<p>student’s parent or guardian or other person having lawful control over the student may revoke the statement provided to the board at any time during the school year by submitting a written, signed revocation to the board in the manner established by the board. <i>Education Code 37.0011(c)–(d)</i></p> <p><b>DEFINITION</b></p> <p>“Corporal punishment” means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include physical pain caused by reasonable physical activities associated</p>
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<p>TRSD 5</p>	<p><b>STUDENT CODE OF CONDUCT</b></p> <p>The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.</p> <p>Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.</p> <p>At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:</p> <ol style="list-style-type: none"> <li>1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and</li> <li>2. Made available «S» and/or as a hard copy to students, parents, teachers, administrators, and others on request.</li> </ol> <p><b>REVISIONS</b></p> <p>Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.</p> <p><b>CORPORAL PUNISHMENT</b></p> <p>Corporal punishment may be used as a discipline management</p>	<p><b>STUDENT CODE OF CONDUCT</b></p> <p>The board shall adopt a Student Code of Conduct for a district, with the advice of its district-level committee. The Student Code of Conduct must:</p> <ol style="list-style-type: none"> <li>1. Specify the circumstances, consistent with Education Code Chapter 37, Subchapter A, under which a student may be removed from a classroom, campus, disciplinary alternative education program (DAEP), school bus, or vehicle owned or operated by the district.</li> </ol> <p><i>Note: there are other items listed here connected to student discipline, the Education Code Chapter 37, Subchapter A, DEAP, and other discipline topics which are not a part of this study. The researcher has chosen not to list these items.</i></p> <p><b>CORPORAL PUNISHMENT</b></p> <p>If the board adopts a policy under Education Code 37.001(a)(8) under which corporal punishment is permitted as a method of student discipline, a district educator may use corporal punishment to discipline a student unless the student's parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. <i>Education Code 37.0011(b)</i></p>
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	<p>technique in accordance with this policy and the Student Code of Conduct.</p> <p>Corporal punishment shall not be administered to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment with his or her child. The parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal.</p> <p><b>GUIDELINES</b></p> <p>Corporal punishment shall be limited to spanking or paddling the student and shall be administered in accordance with the following guidelines:</p> <ol style="list-style-type: none"> <li>1. The student shall be told the reason corporal punishment is being administered.</li> <li>2. Corporal punishment shall be administered only by the principal or designee.</li> <li>3. Corporal punishment shall be administered only by an employee who is the same sex as the student.</li> <li>4. The instrument to be used in administering corporal punishment shall be approved by the principal.</li> <li>5. Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.</li> </ol>	<p><b>PARENT STATEMENT</b></p> <p>To prohibit the use of corporal punishment as a method of student discipline, each school year a student’s parent or guardian or other person having lawful control over the student must provide a separate written, signed statement to the board in the manner established by the board. The student’s parent or guardian or other person having lawful control over the student may revoke the statement provided to the board at any time during the school year by submitting a written, signed revocation to the board in the manner established by the board. <i>Education Code 37.0011(c)–(d)</i></p> <p><b>DEFINITION</b></p> <p>“Corporal punishment” means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include physical pain caused by reasonable physical activities associated</p>
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	<p><b>DISCIPLINARY RECORDS</b></p> <p>The disciplinary record reflecting the use of corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the name of the witness present, and the date and time of punishment.</p>	
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Appendix O: Developed Categories and Emerging Themes From Survey Data, Interview  
Questions, and Archival Data

Categories	Themes
Student negative classroom behavior is increasing	Student negative classroom behavior is increasing
Verbal Correction and Corporal Punishment are two discipline methods that correct or change student negative classroom behaviors	<i>Verbal Correction and Corporal Punishment</i> correct or change student negative classroom behaviors
Corporal Punishment and Verbal Correction are two discipline methods that affect classroom learning the least	Corporal Punishment <i>and Verbal Correction</i> affect classroom learning the least
Removal of items (toys, car keys, cell phones, etc.)and Corporal Punishment is the top two preferred methods of discipline used at home	Corporal Punishment <i>and the removal of items</i> are used most for home discipline
Children/Students correct/change/redirect negative behaviors due to Corporal Punishment (the use, the threat, the fear of)	Corporal Punishment works
Corporal Punishment is an effective discipline method (it works, it is useful, it is understood, it helps teachers, it increases classroom seat time)	Corporal Punishment is effective
Corporal Punishment is associated with child abuse (when used too often, when used by untrained person, when used in anger, when not understood)	Corporal Punishment can be abusive