

## RESULTS SUMMARY

### *Section A: The Value of Youth Update*

1. The first item asked the respondents to rate *Youth Update* as a measure of broadening the perspective on the causes of antisocial behaviour and delinquency. The majority of the respondents (79%) rated this item a 3 or 4 (High).
2. Eighty percent rated a 3 or 4 (High) for the item stating that *Youth Update*'s research-based information for information and remediation with high-risk youth.
3. Ninety percent of the educators rated a 3 or 4 (High) for the statement dealing with the value of *Youth Update* in increasing my understanding of the range of behaviour complexities and difficulties present in some children.
4. Ninety percent of the respondents rated the overall value for *Youth Update* either a 3 or 4 (High).

### *Section B: Student Behaviours and Difficulties*

- < Seventy-seven percent of teachers had some students who produce written or pictorial work with violent themes or images; however, 20% of students did not.
- < Forty-nine percent of the teachers indicated they have some students who are accessing mood-altering substances such as prescribed drugs, illegal or controlled substance (marijuana, alcohol) in their homes or neighbourhoods. It is interesting to note that 44% had no students using these substances.
- < Seventy-seven percent of teachers specified that they have some female students who have engaged in physical aggression (hitting, kicking, punching, slapping, or shoving, etc.), whereas 17% of teachers reported no physical aggression.
- < Seventy-five percent of teachers reported that they had some female students who engaged in relational aggression (hurting others with malicious gossip, rumours, intention exclusion or isolation). Ten percent showed that female students did not engage in relational aggression.
- < It is interesting that 85% of teachers indicated that they had some students who are rejected by peers because they are awkward and socially inept. Only 6% of teachers reported that they had students who were not rejected.
- < Ninety-four percent of teachers have some students who regularly tell outright lies; e.g., to obtain things, con others, or evade responsibility (a few to large numbers) compared to a 6% who do not.
- < Ninety-five percent of teachers indicated that they had at least a few students who constantly interrupt and intrude, often in impulsive or aggressive fashion and 5% of teachers reported they did not.
- < Ninety-two percent of teachers specified that they have some students who have on-going problems with authority, rules and regulations; however, 8% of teachers have students that do not have on-going problems.
- < Ninety-five percent of teachers reported having some students who are easily frustrated,

showing agitation or creating disturbances and only 5% of teachers have students who are not easily frustrated.

- < It is evident that there is a high number of students who have learning disabilities and require special attention. Ninety-eight percent of teachers specified that they have some students with disabilities whereas only 2% did not.
- < All of the teachers stated they have some students who have difficulty attaining prescribed levels of effectiveness because they are easily distracted, careless, or forgetful. It is important to note that *no* teachers stated that they have students without these difficulties.
- < Eighty-seven percent of teachers indicated they have some students who appear to enjoy their power to exert control over others via their aggressive behaviour. Thirteen percent of teachers have students who do not appear to exert this power.
- < A high number (94%) of teachers stated they have some students who have problems with worries, fears, or tension compared to 6% who do not show these problems.
- < Eighty-four percent of teachers have some students who regularly exhibit negative, hostile or defiant attitudes while only 16% of teachers reported students who did not exhibit this behaviour.
- < Eighty-five percent of teachers indicated they have some students who appear withdrawn, showing generally lowered mood and flat emotion whereas 15% of teachers have students who do not appear this way.
- < Eighty-three percent of teachers reported having some students who use menacing verbal or body language and 17% of teachers reported they did not have any students who used this type of body language.
- < Sixty-six percent of teachers stated that they have some students who are aggressively reactive (make a mess, scatter, throw or break things; kick furniture, slam things on desks, or bang a wall, etc.); however, 34% of teachers reported they did not have students who did this.
- < Fifty-two percent of teachers specified that they have students who have not engaged in sexually aggressive behaviour (staring, touching, fondling, indecent language/gesturing, or intentional bumping, etc.) which offended another student. However, 48% of teachers reported they have some students who engage in this behaviour.

### ***Section C: Teacher Observations***

- < Ninety-one percent of teachers agree that once students are identified as losers by peers, it's usually not easy for them to change that status while 5% disagree with this statement.
- < Sixty percent of teachers agree that students show respect for each other and exhibit sensitivity and compassion in their interpersonal relationships, compared to 26% who disagree with this.
- < Seventy-two percent of teachers have curriculum that includes specific training in morality and basic values. Nineteen percent do not have this curriculum.
- < Forty-seven percent of teachers reported that youth gangs really have only a negligible effect on student life in their schools; however, 27% of teachers disagree.

- < Ninety percent of teachers do not believe that students are best left to solve their problems concerning bullying so that they can learn to become strong and self-reliant while 5% agree with this statement.
- < Seventy-seven percent of teachers stated that when they contact parents they are supported by them in their efforts to work with their child's academic or behavioural problems. Only 13% disagreed with this statement
- < Seventy-one percent of teachers reported their curriculum includes mediation, problem solving, and conflict resolution whereas 20% reported their curriculum did not contain this.
- < Seventy-six percent of teachers stated that bullying is addressed with written policy, classroom activities and parental involvement; however, 12% believe it is not addressed this way.
- < Fifty-two percent of teachers disagreed with the statement that very few students have problems with general social competence and interpersonal relationships; while 38% agreed that students had very little problems.
- < Forty-one percent of teachers reported that in terms of problem behaviour, the problems are becoming more complex and weapons are being used more frequently.  
Thirty-three percent of teachers believe that the problems are not becoming more complex.
- < Sixty-two percent of teachers disagreed that when they attended university, the identification and management of learning and behavioural disorders was a standard component of teacher training while 29% agreed that it was.
- < Eighty-four percent of teachers agreed that their school approaches violence with standardized gradation of consequences for students to transgress codes of behaviour whereas 8% of teachers believe their schools do not.

### ***Section D: Teacher Opinions***

This section solicited the professional opinions of educators on a number of factors related to school functioning. In each of four questions, respondents were asked to rate the importance of five discrete variables in terms of their effect on a different element or outcome. The four elements included: a) students' problem behaviours, b) student progress and achievement, c) challenge to the education process, and d) student learning and progress.

#### **Impact on Students' Problem Behaviours**

The first category asked respondents' opinions about the impact of five items on students' problem behaviours. The items were: socio-economic status, learning disabilities, neighbourhood and community, lack of early assessment, dysfunctional family systems.

- < Learning disabilities received the highest rating (95%) in terms of effect on students' problem behaviours.
- < The impact of neighbourhood and community on student problem behaviour was rated as important by 92% of the respondents.
- < Over 90% of the educators rated the lack of early assessment on student problem behaviour

as important.

- < The impact of dysfunctional family systems on problem student behaviour was considered important by 98% of the teachers.

#### Impact on Student Progress and Achievement

The second set of questions asked teacher's opinions on five variables (absenteeism, uninvolved parents, learning disabilities, disruptive behaviour problems, lack of socio-economic supports for needy children) in terms of effect on student progress and achievement. In this category, teachers reported the following:

- < Ninety-four percent of the respondents revealed that absenteeism was problematic for students' progress and achievement.
- < The vast majority of the respondents noted that parents not involved with children's education affected the students' progress and achievement.
- < In terms of students' progress and achievement, 96% of the educators rated learning disabilities as problematic for students and teachers.
- < Disruptive behaviour problems were considered problematic for students' progress and achievement by 98% of the teachers.
- < The lack of socio-economic supports for needy children was observed to be problematic for students' progress and achievement by 92% of the teachers.

#### Challenge to the Education Process

The third set of questions requested teacher opinions on a number of items in terms of their challenge to the education process. The items were keeping current with curriculum advances and changes, classroom management with multi-level student ability, effects of media violence on education and life quality, speeded-up life pace as seen in video games, educational reform and standardized testing.

- < Keeping up with curriculum changes and advances in subjects was considered as important by 95% of the teachers in terms of challenge to the education process.
- < All of the teachers rated managing classrooms with various levels of student ability as a challenge to the education process as important.
- < In terms of the challenge to the education process the effects of media violence on education and life quality, 92% of the educators rated this statement as important.
- < Speeded-up life pace as seen in video games, for example was perceived as an important challenge to the education process by 92% of the respondents.
- < Educational reform and standardized testing were considered important by 85% of the educators in terms of the challenge to the education process.

#### Influence on Student Learning and Progress

The final category requested professional opinions of educators on five variables: administrative support in schools, adequate resources, good parents and happy home life, teacher expertise, special ed for LD students and those with behaviour disorders. These items were rated in terms of their influence of student learning and progress.

- < In terms of influence on student learning and progress, the respondents (98%) rated administrative support in schools as important.
- < Having adequate resources in classrooms was rated as important by 99% of the teachers.
- < In terms of influence on student learning and progress, good parents and happy home life was rated as important by 98% of the teachers.
- < Teacher expertise was considered as important by 98% of the respondents in terms of influence on student learning and progress.
- < Special education for LD students and those with behaviour disorders in terms of influence on student learning and progress was rated as important by 98% of the respondents.