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Factors Which Impact the Conduct Of Fifth Grade African-American Males

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The University of Southern Mississippi

FACTORS WHICH IMPACT THE CONDUCT OF FIFTH GRADE
AFRICAN-AMERICAN MALES

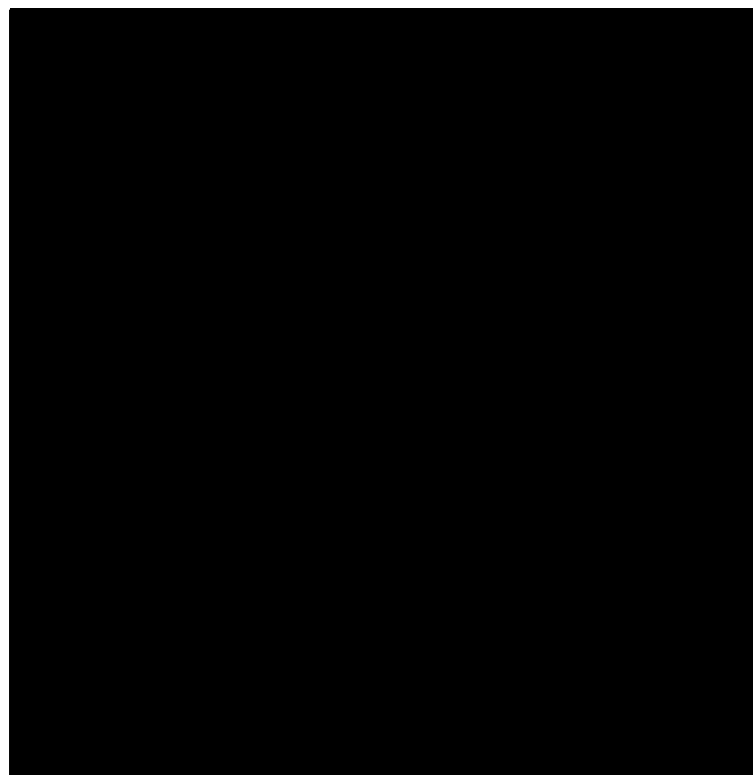
by

Derricka Bashetta Thomas

A Dissertation

Submitted to the Graduate Studies Office
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

Approved:



December 2006

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The University of Southern Mississippi

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ABSTRACT

FACTORS WHICH IMPACT THE CONDUCT OF FIFTH GRADE AFRICAN-AMERICAN MALES

by Derricka Bassetta Thomas

December 2006

This study examines the factors that impact the conduct of fifth grade African-American male students who participated in the Early Childhood Longitudinal Study Kindergarten (ECLS-K). The participants in this study are located throughout the United States of America. These students attend private and public schools.

The data for this study were provided by the National Center of Education Statistics (NCES), a division of the U.S. Department of Education. The researcher utilized ECLS-K's Public Use Data File and Electronic Codebook to create an SPSS syntax file in order to measure the factors that impact the conduct of fifth grade African-American male students, therefore providing recommendations for K-12 administrators in the areas of family structure, motivation, attention level, reading achievement, sweets consumption, reading intervention, and conduct. A partial correlation was conducted that showed that SES, family structure, attention level, and standardized reading scores were strong mediating factors, $r(403) = .326, p < .003$. The hierarchical multiple regression showed that motivation, sweets purchase with implied consumption, and reading interventions controlling for reading scores, SES, attention, and family structure predicted conduct even more accurately, $R^2 \text{ change} = .066, F = (17,475) = 3.511, p = .000$. Suggestions for future studies are presented as well.

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CHAPTER I

INTRODUCTION

This study examined the factors that impact the conduct of fifth grade African-American males who participated in the Early Childhood Longitudinal Study Kindergarten (ECLS-K). The current study examined the issues that related to African-American males as the largest population in Special Education, holding the lowest graduation rate, having a high incidence of school expulsions (22%), and being more likely than their male counterparts to receive a GED in prison than to enter college (Smith, 2004). This study focused on the vital role that reading achievement, SES, family structure, reading interventions, motivation, attention level, and sugar purchase with implied consumption play on conduct. This study provided interventions, techniques, and best practices to education stakeholders who teach, parent, or counsel this population. This body of research makes nutritionists cognizant of the impact that sugar consumption has on the conduct of fifth grade African-American males who participated in the ECLS-K study, therefore, setting dietary standards for school systems' food service departments nationwide. School psychologists and other mental health professionals will have access to information that specifically provides knowledge about this population's analyzed motivation and attention level.

This study adds to other research about African-American male students. For instance, in the late 1980s and early 1990s, the nation began to notice that this population continually scored poorly on achievement tests. As a result of the African-American community's constant plea for an explanation for this population's failures, studies were

conducted nationwide. These studies examined factors such as attendance, retention, suspension, and student and teacher perception.

The New Orleans public school district led the way with research that examined the African-American male's profile with its study *Educating Black Male Youth: A Moral and Civic Imperative*. New Orleans discovered that African-American males scored lower than other counterparts regardless of race or gender. The results yielded negatives in the area of attendance, suspension, expulsion, and performance. Other systems imitated the New Orleans study, such as Prince Georges County in Maryland. Prince Georges County's results reported that the Black students' criterion-referenced tests were comparable to White students in grades 1-3. After third grade, Black males experienced a very rigid decline (Garibaldi, 1992). Unlike the studies from the past that merely determined or reported problems in the areas of academics or behavior, this study also provides information that gives stakeholders evidence that the implementation of reading interventions, such as frequencies of "small groups," "peer tutoring," "pull-outs," etc. positively affect the conduct of this population. This study acknowledges the impact that socioeconomic status, family structure, reading achievement, and attention level primarily have on the conduct of this population but offers stakeholders knowledge and information on the role that motivation, sweets purchase, and frequencies and types of interventions plays in terms of the conduct expressed by African-American male students.

Statement of the Problem

“Why do you want to do this study?” was the question the researcher was asked during a discussion about the current study. After presenting valid and numerous facts as to why this study should be researched and developed, the researcher was asked, “Well, don’t those facts hold true for White male students or White females or Black females?” The researcher said, “No, not at the same rate.” After the researcher realized that her listener was not completely sold on her idea, she began to share a story that painted a realistic picture of the problem that plagues the African-American male population.

The researcher proceeded to tell the following story. Imagine a student who is an African-American male. This student received all A’s throughout his academic career. His attention level was very low. He was accused of crawling on the floor in fourth grade. His fourth grade year he was referred to gifted classes based on a Standardized Achievement Test (95 percentile ranked), and Day Treatment Behavior Modification Class and Special Education placement threats were made to his primary caregiver. His grandmother was his primary caregiver. Fortunately, the SPED threats alarmed the grandmother, and she called her granddaughter who happened to be an education major. His family refused to place him in the Day Treatment Setting or SPED setting. Family members volunteered to make regular visits to the school site, but the administrator of the school site insisted on placing the student in Day Treatment. The student was removed from the public school system and placed in a private school. The student continued to excel academically, and behavior was controlled with corporal punishment.

The student returned to the public school sector in the seventh grade because the private school did not serve students past the sixth grade. The student was given an entrance exam that assessed his academic ability. He was placed in Pre-Algebra because his scores were excellent. The researcher asked the listener, "Should this student go to college and excel?" The listener answered, "Yes." The researcher asked, "Why is he in jail?" The researcher continued to explain to the listener that this student also excelled in athletics.

The student who was the subject of the story the researcher shared is like many African-American males who range in the ages of 16-24 who obtain a G.E.D. in jail. The researcher often talked with the student who was described in the story above. Although that student was able to obtain his G.E.D. and other trades (vocation), he informed the researcher that countless young men incarcerated with him cannot read and that out of 600 inmates in the facility where he is housed, only four have a G.E.D.

The prison education program administrators approached him and asked his advice about motivators that could encourage these young men to attend class. His suggestions were: (a) popcorn and soda parties with a movie, and (b) chicken wings (real) with fries for students who attend school on a weekly basis. Of course, he told the researcher that he receives these benefits as well. This story is just one of so many. This study should spark a flame under stakeholders to honestly and eagerly address the needs of this population because young, intelligent men of any race should not find joy in eating real chicken wings in prison.

Although African-American males make up less than 50% of American students enrolled in public or private schools nationwide, their educational profiles are often far more dismal and less complementary than any other counterpart regardless of race and gender (Nichols, 2004). This fact only begins to confirm the problems such as high rates of expulsions, suspensions, and office referrals. This fact only begins to confirm the problems that hinder the conduct of the African-American male students.

Although the facts about conduct and behavior seem dismal, they are often coupled with the fact that African-American male students lag further behind in the area of reading achievement than any other counterpart regardless of age, gender, socioeconomic status, and family structure (Courtland, 1991). Scholars and researchers contribute the disproportionate reading achievement gap to desegregation, increased office referrals, and pedagogy. Roach (2003) contended that prior to the determination of segregation, African-American youth had a low dropout rate and that office referrals were practically nonexistent. After segregation, the African-American males specifically received maltreatment. Often, African-American students enter school not on grade level, and this factor affects conduct by causing students to misbehave or act out. Ferguson (2000) confirmed this opinion when he expressed, "Scholars have documented that Black students enter kindergarten with weaker reading skills than their White counterparts and that this disparity sometimes persists through secondary schools" (p. 234).

Although this problem seems to only affect a select group of citizens, certain schools, or cities, actually it does not. The conduct and achievement problem of African-American males affects society as a whole. The No Child Left Behind Act (NCLB)

(2001), signed into law under President George W. Bush, promises to "reach all students regardless of race or socioeconomic status." The National Center for Educational Statistics (NCES, 1998) reported that more than half of African-American males and 48.5% of Latino males are performing below grade level. The Education Commission of the States (ECS, 2003) reported that Black and Hispanic students are much more likely than White students to fall behind in school and drop out. When students drop out of school they are more likely to commit crimes such as robbery, drug sales, and murder. Over 50% of prisoners are filled with high school dropouts. The percentage of African-American youth age 16-24 who are incarcerated surpasses that of other counterparts regardless of race or gender (Alfred, 1993). The Center for Disease Control and Prevention (CDC), National Center for Injury (2006) reported that African-Americans ages 20 to 24 years are more likely to die from homicide than any other group of youths. The youth of this population accounted for 86% of 5,570 homicides reported in 2003 among the above-mentioned age range. The CDC attributes the high incidence of violence and death by homicide to individual risk factors, family risk factors, peer/school risk factors, and community factors. Examples of these factors are attention defects, learning disorders, poor behavior control, exposure to violence and conflict in the family, and poor academic and family disruptions, just to name a few.

Once a person is entered into the penal system, the problem that began as a minor problem becomes a major problem. It costs taxpayers \$185 billion annually to house prisoners as opposed to \$8,044 to educate a pupil.

This study contributes to the field of education by providing educational administrators, policymakers, and all interested parties with information that focuses on interventions and best practices in reading instruction of African-American males and the factors which influence African-American male students to receive office referrals and special education referrals disproportionately. This research is relevant to the Individuals with Disabilities Education Improvement Act (IDEIA, 2004) which stems from the over-identification of Black male students in the Special Education population. NCLB (2001) has required that states receiving educational funding from the federal government implement safeguards and strategies that lower the disproportionate rate of African-American males who are entered into the Special Education population. For instance, the state of Mississippi's State Board of Education adopted the Three Tier Instructional Model on January 21, 2005. The three tiers of instruction include the following: (a) Tier I includes documentation of quality classroom instruction based on Mississippi Curriculum Frameworks; (b) Tier II focuses on supplemental instruction and other intervention such as peer tutoring, one-on-one tutoring, or small group tutoring; and (c) Tier III focuses on intensive interventions that are designed to meet the student's specific needs. The strategies have to be implemented on a total of 18 weeks before a student can be considered for a referral to enter the special education population. The Teacher Support Team (TST) makes the final decision concerning the referral. TST is a team of educators comprised of all grade levels represented at a student's school. These educators also provide interventions at Tier III. The Three Tier process has a discipline and academic component. Students can be referred for either area (<http://www.mde.k12.ms.us>).

Purpose of the Study

This study determines if SES, family structure, student's attention level, standardized reading achievement scores primarily and motivation, sweets purchase, and reading interventions secondarily statistically significantly predict the conduct of the fifth grade African-American male students?

This study provided information to policymakers, educational leaders, and other stakeholders who educate, parent, or counsel the African-American male population. This study analyzed variables such as motivation, attention level, reading interventions, reading achievement, family type, SES, and sweets purchase to determine if they predicted the conduct of fifth grade African-American males who participated in the ECLS-K study. The information obtained from this research can be used to effectively approach the needs of this population. For example, this information can be used to determine the best practices and techniques which could be used to improve the conduct of African-American male students.

Research Questions

Research Question 1: Is there a statistically significant relationship among motivation, reading intervention, sweets consumption, and conduct controlling for SES, family structure, student's attention level, and standardized reading achievement scores of fifth grade African-American male students?

Research Question 2: Can SES, family structure, student's attention level, standardized reading achievement scores primarily and motivation, sweets purchase, and

reading interventions secondarily statistically significantly predict the conduct of fifth grade African-American male students?

Hypotheses

H₁: There is a statistically significant relationship among motivation, reading intervention, sweets consumption, and conduct controlling for SES, family structure, student's attention level, and standardized reading achievement scores of fifth grade African-American male students.

H₂: SES, family structure, student's attention level, and standardized reading achievement scores primarily and motivation, sweets purchase, and reading intervention secondarily statistically significantly predict the conduct of fifth grade African-American male students.

Definition of Terms

African-American male - is defined as a male descendent of an American slave; synonymous with the term Black; non-Hispanic.

Attention - steady application of the mind (National Institute of Child Health and Human Development, 1999, p. 418).

Attention-Deficit/Hyperactivity Disorder (ADHD) -

is a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequently displayed. Inattention may be manifest in academic, occupational, or social situations. Individuals with this disorder may fail to give close attention to details or may make careless mistakes in schoolwork or other tasks. (APA, 2000, pp. 52, 85)

Conduct - act or method of leading or managing; guidance; management; behavior
(National Institute of Child Health and Human Development, 1999, p. 11)

Ecosystem - is an environment in which an individual is not involved, which is external to his or her experiences, but nonetheless affects him or her anyway
(<http://www.fractaldomains.com/devpsch/bronfenbrenner.html>).

Extra-familial forces - forces outside of one's family; school, society, world
(<http://www.fractaldomains.com/devpsch/bronfenbrenner.html>).

Family structure - the make up of a family; single parent family, two parent family, guardians, or parentless home (grandparents or other caregiver)
(<http://www.fractaldomains.com/devpsch/bronfenbrenner.html>).

Interfamilial process - processes between family and outside forces
(<http://www.fractaldomains.com/devpsch/bronfenbrenner.html>).

Macro system - the most removed influences such as international region or global changes (<http://www.fractaldomains.com/devpsych/bronfenbrenner.html>).

Meso system - an intermediate level of influences such as social institutions
(<http://www.fractaldomains.com/devpsych/bronfenbrenner.html>).

Micro system - the most immediate and earliest with local neighborhood or community institutions such as the school, religious institutions, and peer groups as well as specific culture with which the family identifies
(<http://www.fractaldomains.com/devpsych/bronfenbrenner.html>).

Motivation - motivating force, incentive (Developmental Psychology, 1999, p. 375).

Reading - the act of visually and verbally going over reading material (book, newspaper, etc.) and understanding its meaning.

Reading achievement - the level of achievement that a student scores in comparison to his or her specific grade level in the area of reading as compared to his or her peers.

School setting - is defined as any institution that is authorized by law to instruct students. Examples are public schools, private schools, and home schooling.

Socioeconomic status (SES) - is defined as a measure of an individual or family's relative economic and social ranking. In the analyses in this publication, SES is constructed based on father's education level, mother's education level, father's occupation, mother's occupation, and family income. Also, students are classified into high, middle, and low SES based on a standardized composite index score of their parents' education level, mother's and father's occupation, family's income, and certain household items. The terms "high SES," "middle SES," and "low SES," respectively, refer to the upper, middle two, and lower quartiles of the composite index score distribution. By definition, one-quarter of each cohort of students will be in the bottom SES quartile, even if education levels, average family incomes, and the number of persons in more prestigious occupations change (<http://nces.ed.gov/programs/coe/glossary/s.asp>).

Stakeholders - is defined as individuals or groups who are legal advocates of students such as parents, guardians, educators, community members, administrators, and policymakers.

Delimitations

The delimitations for the current study were:

1. Fifth grade African-American male students are the limits set in reference to population studied for the current study.
2. The usage of archival data placed limits on the types of variables the researcher had available for the analysis.

Justification

This research provides results from a board perspective. It examines a national sample of students. The research is germane because today's society is a data- and test-driven society. School systems operate from the rule of accountability. NCLB (www.edu.gov) requires that all subgroups be tested and that all groups are analyzed based on the results of test scores. This study examines the most challenging and underserved population in education history (Woodson, 1977). Not only does NCLB require that this population of African-American males be served and educated, but the Office of Civil Rights is changing the way that students with disabilities are identified. *Mattie T. vs. Holladay, Mississippi* (1979) charged Mississippi with overidentification of minority students into the Special Education population, specifically African-American males.

NAEP cites a strong correlation between students with discipline problems and adults who enter prison. The Education Commission of the States (ECS) (2003) recommends studies of this nature because they address the following issues that ECS deems important: interaction of family members, academic success of Black children, and

teacher preparation in teaching Black students. Reading achievement and conduct research has been deemed important by ECS because it helps discover information to narrow the achievement gap. Reading has been deemed as one of the most important areas of all subject matter because other areas are directly affected by the lack of a strong reading foundation.

This research provides information to educators, administrators, parents, and other agencies or individuals interested in educating, parenting, researching, and counseling African-American male students. The indicators that are present in this study are African-American male students, motivation, self-efficacy, academic achievement, attention level, SES, and family structure, to name a few. This study plays a vital role in determining if reading interventions offset social outcomes and conduct.

CHAPTER II

REVIEW OF RELATED LITERATURE

This literature review is divided into the following subthemes or sections in reference to the conduct of African-American male students: Theoretical Foundation, Socioeconomic Status, Family Structure, Reading Standardized Achievement Scores, Conduct, Attention Levels and Sugar Purchase (Combined), Motivation, and Reading Interventions.

Theoretical Foundation

Urie Bronfenbrenner, the father of the Head Start program and one of the world's leading scholars in developmental psychology, child rearing, and human ecology, contended that when students are surrounded by one or two caring individuals they can excel academically and socially (<http://www.news.cornell.edu/stories/sept05/Bronfenbrenner.ss/.html>). From an ecological and humanistic perspective, children are successful when they are surrounded by positive influences at home and school. Students' motivation level, self-esteem, and self-actualization soar when they are greeted with positive interactions on a daily basis (Bronfenbrenner, 1989; Maslow; <http://www.acel-team.com/maslow-nds.03.html>). In 1990, Bronfenbrenner developed five critical processes for positive human development. These processes indicate that when students receive validation and feel admiration and affection from adults in their lives they excel in all areas of their lives. The father of human ecology also reports that when third-party individuals express positive attitudes toward the child's caregivers, the child stands a better chance to excel in all areas of his

or her life (<http://www.montana.edu/www4h/process.html>). The most effective instruction and positive social outcomes are clear and evident when the cultures and values of home and school coexist. When home and school rules are comparable, a student is more likely to succeed in all areas of life (Comer, 1988; Wang, Haertel, & Walberg, 1994). Although the terminology of his theory has changed, his argument and ideology remained the same throughout his career. Bronfenbrenner (1979) argued that factors influencing development and success of children are much more complex in that interfamilial processes are affected by extrafamilial forces. Bronfenbrenner's Ecological Systems Theory suggests that a child's development is linked between ecological systems (micro system, meso system, eco system, and macro system (Bronfenbrenner & Ceci, 1994). This theory delineates how a variety of social systems influence the development of students. In keeping with Bronfenbrenner's theory, it would be safe to affirm that in order to excel academically and socially, educational attainment, self-efficacy, and positive social outcomes must be clear from all interested parties. The importance of a quality and safe educational experience should be the message from home, school, and church. All systems or infrastructures negatively or positively affect students and their success in all areas of life (Black & Puckett, 2001). The research questions are designed around the Ecological Systems Theory in reference to African-American males' conduct in school settings.

Socioeconomic Status

The current study focused on socioeconomic status as a predictor that influences the conduct of African-American students in school settings. This section provides the

reader with a variety of research from each area of the socioeconomic spectrum (low, middle, and high). Since Coleman's (1966) landmark study on Equality of Educational Opportunity, SES has been seen as a strong predictor of student achievement and conduct. Rainwater and Smeeding (1995) discovered from their 18-nation Luxembourg Income Study that during the 1990s families of children in the United States had lower real income than families in almost every other nation. Although the poverty rate for people under 18 years of age dropped from 16.9% in 1999 to 16.2% in 2000 (U.S. Census Bureau, 2001), American children remained the poorest population of all age groups. Willie (2001) conducted a study that analyzed the SES status for student achievement test scores by race. He analyzed the scores of Black and White students in the following categories of SES status: "poverty-concentrated," "socioeconomically mixed," and "affluent-concentrated." He discovered that students performing above the national norm are indicated for affluent-concentrated schools. Of approximately 12 million children in the United States, one third live in extreme poverty with families with income below 50% of the poverty line. The child poverty rate in Louisiana was the second highest in the United States (Hoff, 2002) and the highest in the South at 29% (Bennett & Lu, 2000).

Tucker, Zayco, Herman, Reinke, Trujillo, Carraway, & Wallack (2002) reported that low academic achievement and disproportionate dropout (high school) are common problems among African-American children, specifically those in low-income families. Brotman, Klein, Kamboukos, Brown, Coard, and Stout (2003) conducted a study with preschoolers and their parents in a home-based and clinic-based intervention setting for one year. These normally antisocial, low-income urban community participants yielded

high attendance rates and satisfaction. Another source that identified information relating to SES is Middlemiss's (2003) report on "Poverty, Stress and Support: Patterns of Parenting Behavior Among Lower Income Black and Lower Income White Mothers." The study indicated fewer differences in parenting styles of mothers from either race of children between the ages of 3 and 5. Based on the above analyses, poverty affects all levels of achievement among African-American males.

Holzer (2005) analyzed the correlation between employment of young, less-educated Black men and incarceration. This survey indicated the decline in unemployment of young Black males ages 16-24 due to incarceration and present the poverty status of students. African-American students (33.1%) are more likely to live in poverty than White students (13.5%). African-American children are also highly represented in Title I schools (Puma, 2000). Racial minority status is more likely to be correlated with lower teacher qualifications such as certification and years of experience (Darling-Hammond, 1999). Payne (1996) suggested that poverty should be understood, not used to label students and prejudice.

In addition to image of the poor African-American male, some scholars contend that SES is not a factor in reference to the academic or conduct outcomes (Ogbu, 2003). Some African-American students at all levels of SES are very successful in school (Ford, 1998; Hillard, 2003). One factor that may be influential is neighborhood type. Neighborhood type mainly impacts students' conduct when the student is older (Thompson, 2002). Ginwright (2004) concluded that fewer job opportunities for adults and youth shape opportunities for younger members of urban communities. Self-

perception plays a pivotal role in the self-esteem of youth. Often, students are not aware of opportunities outside of their homes. The support of adults affects young people. Marshall (1995) explored ethnic socialization among middle income African-American parents and their children who are students at predominantly White schools. Results indicated that there was a strong correlation between ethnic socialization and lower classroom grades. Contrary to the findings of most researchers, Schultz (1993) reported that socioeconomic advantage and achievement motivation are very important factors in the academic performance of minority students (African-American, Hispanic). Schultz (1993) utilized multivariate analyses that indicated that socioeconomic advantage and achievement motivation are relevant factors when serving minority students. SES research has generated numerous outcomes throughout the history of research.

Family Structure

Students' families are a very important part of their lives. Students from all backgrounds and races generally have a strong connection to family and caregivers regardless of the make-up of the family. Some families consist of two parents, single parents, or no parents. Currently, most schools no longer refer to parents, but terms such as caregiver and custodian are used to describe mother or father. Does this indicate that large numbers of students are without parents? This phenomenon is what the experts are referring to with regard to the family structure of African-American males. Thornton and Young-DeMarco (2001) examined the trends in family attitudes and values across the 1960s through the 1990s. The researchers reported how family values changed after women began to enter the work place at a higher rate. They also reported a higher

incidence of acceptance toward single-parenthood, premarital sex, and choosing to be childless. Bronfenbrenner (1979) supported the idea of a stable family being the best support system for youth. He concluded that if the home or family structure is induced with stress, the child cannot properly function in other structures such as school settings.

Flanagan, Shaw, and Winslow (1999) provided a child development perspective of divorce and the impact it played on African-American and European-American families in this study. Children tended to display behavior problems when parents divorced. If the family structure changed, the child's behavior changed, regardless of ethnicity. Substance use and delinquency, psychological well-being, and social support were compared across five family configurations among 254 urban African-American adolescent males. Single-mother, stepparent, both parents, mother with extended family, and extended family only households were analyzed. Youth living with single mothers received more support than youths living in two-parent homes or other family structure (Zimmerman, Salem, & Maton, 1995).

McCreary and Dancy (2004) also discovered that the usual perception of low-income African-American single parents is not always true. To the contrary, these mothers proved to be nurturing and committed, and they provided support to their children. In another study (Smetana, 2000), findings were reported of the perceptions of parental authority among middle class African-American adolescents. She surveyed 82 mothers and 52 fathers of 82 middle class African-American males. She discovered that as the subject's age increased, the family-imposed rules restrictions decreased. Students seemed to have less restrictions as they grew older. She further found that parents played

a vital role in the lives of their children. Other research discovered that students are dependent on families for social support. Students required social support in order to adjust to situations that offered change or maladjustment (Demaray, 2005).

In contrast to the image of failing African-American males, there are African-American males who represent areas of high achievement. These young men come from all spectrums of the SES realm. Their parents enforce academic engagement, strict discipline, nurture, and community connectedness (Maton, Hrabowski, & Greif, 1998). Their parents are present at school functions and active in their lives. Researchers also suggested that parental involvement affects students' conduct and social outcome (Sui-Chu & Willms, 1996).

Reading Achievement

This section begins with an overview of the status of African-American male students' reading achievement profile. After the promise of "success for all," the African-American males continue to be left behind despite tireless efforts to reform ineffective schools. The achievement gap continues to linger between affluent and poor as well as White and Black subgroups (Jordan, 2003). Researchers Rathbun and West (2004) of the publication *From Kindergarten Through Third Grade: Children's Beginning School Experiences* reported that Black children are less likely to demonstrate proficiency in the areas of comprehension (expanded) than White, Asian/Pacific Islander, and Hispanic children. Kober (2001) reported that Black and Hispanic children ages 9-13 have improved in the area of reading achievement over a 30-year period yet these subgroups remain the lowest.

Foster (2004) reported that 78.7% of African-American students scored proficient in reading based on the NCLB performance model. He also reported that African-American students remain at risk in reference to reading achievement. The National Assessment of Educational Progress (NAEP, 2003) released average student scale scores in reading, selected years of 1971 to 1999. A student score of 300 represents high-level thinking and application of what the student reads. A score of 250 implies an ability to search for information and make generalizations. Black, non-Hispanic students demonstrated contrast and steady growth and often outscored their White, non-Hispanic counterparts. Hispanic students entered the subject pool in 1975 and outscored their White, non-Hispanic counterparts. Hispanic students entered the subject pool in 1975 and outscored all other counterparts regardless of race and age. In 2003, NAEP found that the United States average was 216. Although minor gains have been made, experts and advocates of African-American males insist that the negative consequences of the achievement gap are more threatening for young African-American males who are victimized by poor performance and behavior problems in school settings (Davis, 2003).

Conduct

Conduct served as the dependent variable of the current study. Researchers suggest that various causes of poor conduct of African-American males range from cultural (Hip-Hop; popularity) to the lack of reading skills. Noguera (2003) contended that environmental and cultural factors such as peer pressure play a vital role in the academic and social success of young Black boys. Kunjufu (1988) confirmed Noguera's observation of young Black males' need to be popular instead of smart in his book *To Be*

Popular or Smart: The Black Peer Group. Beady (2000) further confirmed that popularity, coolness, and the emergence of Hip-Hop (rap culture) encourage young Black males to underachieve and misbehave. Although the thought of poetry or rap having a major influence on the majority of youth seems absurd, they do. Dr. William Byrd, a Black clinical psychologist, pointed out that for young, impressionable people, the mere fact that explicit gansta lyrics are aired on the radio lends credence to their messages as truth.

When you bombard someone with those messages it causes conflict, even with those young people who may have been taught other values. With these rap messages, not only are they being bombarded with radio, they also get video! So it's what you hear and what you see. It confirms that these are acceptable values in a subculture. (<http://cie.asu.edu/volume7/number5/index.html>, p. 60)

Students enjoy and believe the images and words they see and hear in rap videos and in their communities. The cultural relevancy of home and school often collide. Some researchers suggest that current trends in comprehensive school reform tend to overlook the importance of cultural relevancy and student/teacher cultural synchronization in educating Black males (Cooper & Jordan, 2003). The lack of understanding of cultural cues often causes conflict.

Other researchers contend that the community plays a vital role in conduct of African-American males. The following studies discuss early conduct problems, exposure to community violence, and "the boys will be boys" theory.

Schultz and Shaw (2003) conducted a study that examined the relations between early family risk and later maladaptive social information processing and conduct problems in a sample of 178 economically disadvantaged boys. This study, "Boys' Maladaptive Social Information Processing, Family Emotional Climate, and Pathways to Early Conduct Problems," reported "significant partial mediation of the effects of socioeconomic disadvantage of conduct problems" (p. 440). Another study that examined behavior indicator of young urban children's exposure to community violence during middle school is Boyd, Cooley, Lambert, and Lalongo's (2003) study, "First-Grade Child Risk Behaviors for Community Violence Exposure in Middle School." This sample included 549 students with the make-up of 53% male—86.8% African American and 13.2% Euro-American. First grade aggressive behavior and anxiety symptoms were listed as predictors of later victimization and witnessing of community violence.

Davis (2003) studied data from the Early Childhood component of the U.S. Department of Education National Household Survey. He expressed, "In general, African-American boys have very positive experiences in early schooling. Almost all of them like their teacher and say good things about their school" (p. 254). Davis concluded by saying that after third grade the African-American male becomes angry and aggressive. Another study examined teacher-rated behaviors in the early years. Sbarra and Pianta (2001) examined teacher-rated behavior problems and competencies during the first 2 years of formal schooling among African-American and Caucasian children. Teachers reported that Caucasian children's competence was stable over time whereas their African-American counterparts were rated less competent. The next study examined

the behavior of preschoolers from private day care and Head Start in relation to parenting stress and behavior. Anthony, Anthony, Glanville, Naiman, Waanders, and Shaffer (2005) related parenting stress to teacher reports. The lack of cohesion on the part of all stakeholders often results in stress and poor school experiences.

For years, adults of all cultures excused boys' poor behavior with the phrase "boys will be boys." Justification was made for boys' misbehavior. These exploratory researchers said that the decades of school failure and underachievement are due to identity and anxiety. They asserted and contested that boys are simply trying to find themselves (Reichert & Kuriloff, 2004). Renold (2001) concurred with the "boys will be boys" theory. He defended the theory of masculinity and the fact that boys learn the "hard way" in the primary grades. Swain (2003) agreed with the masculinity theory but he also included that the construction of the male body causes young boys to be aggressive. Most young boys resolve conflict more often with physical contact and African-American males are not an exception (Delpit, 1995; Ogbu, 2003). Young African-American males may be more argumentative and confrontational when they believe that they are treated unfairly (Ferguson, 2000). Although numerous researchers attribute the way or the method that boys misbehave or learn with their physical make-up or the "boys will be boys" theory, other theorists contend that the way the brain functions and the method and rates that boys learn cause them to be misdiagnosed as having poor conduct or learning disorders (Perkins-Gough, 2006).

In 2005, Douglass Elementary School in Boulder, Colorado, implemented boy-friendly strategies that produced significant results. The boys of this school

underperformed the girls in grades 3-5. The male population represented at least half of the student population and 75% of the special education population. After implementing brain researched techniques that proved that boys learn better in situations that place emphasis on movement (Experiential and Kinesthetic opportunities), Douglass Elementary experienced an overall net percentage of 21.9, outscoring everyone in their school district (King & Gurian, 2006).

Other researchers believe that “at-risk” and African-American youth “act out” and misbehave because of reading performance and lack of social skills. Gloria Ladson-Billings, author of *Dreamkeepers* (1995), suggested that “at-risk students”’ disruption of classroom activities may be a student’s way of “saving face” with others in light of his or her low academic competence. Disproportionate numbers of African-American males in Special Education populations have caused alarm from federal and state agencies. Researchers hypothesize and analyze a correlation between discipline and Special Education referrals.

Varlas (2005) reported that a 2004 study by the Schott Foundation, Public Education and Black Male Student Report Card, found that Black males make up 8.6% of public enrollment but represent 22% of expulsions and 23% of suspensions. Excessive suspensions usually result in an entrance into the Special Education population. *Mattie T. vs. Holladay, Mississippi* (1979) has made it almost impossible to over-identify African-American and minority students, specifically males, into the Special Education population. The 2004 Reauthorization of the Individuals with Disabilities Education

Improvement Act (IDEIA) has encouraged schools and districts in the state of Mississippi to revamp their referral processes.

Other researchers believe that if social skills are taught and implemented into the curriculum, students' discipline and conduct will improve. Bluestein (2001), author of *Creating Emotionally Safe Schools: A Guide for Educators and Parents*, expressed:

When I've read the headlines, when I've worked with violent and troubled kids, I've seen two main themes at work. First, there's the need to help kids to just be nicer, more respectful, considerate, compassionate and accepting in their interactions with others. Second, I see a strong need to build the kind of confidence and groundedness, as well as the vocabulary and skills necessary to interpret social cues accurately to deflect insults and "dirty looks" from peers to not take things so personally, and to develop a repertoire of alternatives to reactivity, defensiveness and explosiveness that are so much more familiar and automatic to so many kids. (p. 263)

The long-term effect of poor conduct leads to life-long trends of failures. Facts about conduct disorders, criminal involvement, and school laws that relate to conduct are addressed in this section. Research has shown a strong correlation between boys who display aggressive behavior across elementary school and a strong possibility of criminal involvement and the development of a conduct disorder. Conduct disorders have been associated with school failure, substance abuse, and Antisocial Personality Disorder (Schaeffer, Petras, Ialongo, Poduska, & Kellam, 2003). In addition to the above-mentioned fact about conduct disorders, Turner and Gil (2002) reported that conduct

disorders have been known to have a higher rate in urban ethnic-minority populations. Other scholars, researchers, and critics have paid close attention to the different laws implemented to curb and eliminate school violence. Such laws as the Gun-Free Schools Act of 1994 and the controversial Zero Tolerance Act of 1997 give school authorities an opportunity to harass poor minority students and eliminate them from the population (<http://www.cde.ca.gov/ls/ss/se/zerotolerance.asp>).

Research indicates that when students are not in the halls of academia due to suspension and expulsion these students and, specifically, African-American males, tend to find other pastimes such as violence and the selling and dealing of drugs (Center & Weist, 1998). These behaviors begin as early as sixth grade and often continue into adulthood (Miller-Johnson, Lochman, Cole, Terry, & Hyman, 1998).

Motivation

This section is a review of literature on motivation of African-American males from a school, home, and self perspective. School plays a vital role in the lives of students. Schools and classrooms have been dubbed as “home away from home,” and for most students it is the most stabilized and controlled environment they interact in (Sussman, 2006). Researchers and theorists contend that teacher perception plays an important role in motivating students, especially elementary age students. In reference to African-American male students, specifically, research indicates that negative stereotypes and teacher perception of a dangerous and failing African-American male student affects this population’s behavior and academic success (Croizet, Desert, Dutrevis, & Leyens, 2000; Steele, 1997; Seyfried, 1998). In agreement with the theory of teacher perception as

a deterrent of student motivation, Epstein, March, Connors, and Jackson (1998) reported in their article "Racial Differences in Connors Teacher Rating Scale" that an analysis of the Connors Teacher Rating Scale found that teachers tend to rate Black children higher than White children on factors relating to externalizing behaviors. In support of the teacher perception concept as being a component of concern, Good and Nichols (2001) supported the idea of teacher perception affecting minority students' reading performance in first grade and discussed intervention programs for improving the reading performance of minorities.

The communities of African-American students regardless of socioeconomic status have a mistrust of the values and ideas of schools' agenda in reference to African-American males' success. In Jawanza Kunjufu's (2002) book *Black Students, Middle Class Teachers* he expressed:

Many African-American students divide teachers into two categories: Those who fear them and those who don't. Lisa Delpit describes a communication problem between teachers and many African-American students. The teacher often sends children to the office for disobeying their directive. In middle-class White culture, adults often "suggest" to children what they want them to do. For example, "Don't you think it's time for you to start reading?" The adult is actually telling the child what to do. But in Black culture, in most cases transcending income, the child does not believe he is being defiant. Parents are frequently called in for conferences. The parent's response to the teacher is usually the same: "They do

what I say. If you just tell them what to do, they'll do it." Black children expect an authority figure to act with authority. (p. 104)

Kunjufu contended that the school and community often collide in the area of communication. The fact that parents have had poor school experiences encourages students to do the same. In the study "Cultural Mistrust, Academic Outcome Expectations, and Outcome Values Among African-American Adolescent Men," Irvin and Hudley (2005) discovered a strong correlation between cultural mistrust to academic outcome expectation, contending that African-American adolescent males do not initially trust their teachers. The researchers discovered that this population's trust has to be earned. The article "Forces for Failure and Genocide: The Plantation Model of Urban Educational Policymaking in St. Louis" reported the need to respect the African-American community as a means to solicit trust of the community when making educational policy. Educational forums, surveys, and town meetings were a few specific avenues and examples of building trust from the African-American community.

Self-motivation is a very important factor when dealing with conduct issues of African-American males. Several articles and studies hold individuals accountable for their success or failures. "Intrinsic Motivation Among Regular, Special, and Alternative Education High School Students" is a study that examined the motivation (intrinsic) of regular, special, and alternative type high school students. Investigations were conducted on the following variables. Students' perceptions of competence, control, parent, peer, and teacher autonomy support, and academic coping were investigated. The study was comprised of 251 juniors and seniors (104 regular, 93 alterative, 54 special) from a large

school district in the western region of the nation. Significant group differences were found on measures of perceived competence, academic coping, and parental autonomy support. Regular education students had a higher level of self-reported academic competence than did Special Education students. Regular and Special Education students had more parental support than Alternative Education students (Wiest, Wong, Cervantes, Craik, & Kreil, 2001). Other researchers have discovered that self-perception leads to academic success and conduct (positive). For instance, the article “Black Males’ Self-Perceptions of Academic Ability and Gifted Potential in Advanced Science Classes” notes that the Black males’ self-perceptions of academic achievement as being “uncool” often affects their academic achievement and gifted potential (Rascoe & Atwater, 2005).

In another study, Howard (2002) provided information that he obtained from a qualitative case study that examined African-American elementary and secondary students’ description of effective teaching practices and learning environments. The students’ interpretations identified three strategies that positively influenced effort, engagement, and overall achievement of the students. The three strategies were authentic environments, caring relationships, and the use of certain types of verbal communication and affirmation.

In a high school study that examined the predictors of educational success among African-American students (high school sophomores), factors were explored that predict differences in students’ academic intention to complete the school year and how these factors differ by gender. The results indicated that most students have positive approaches toward school year completion with females being more concerned about academic

success than males (Davis, Saunders, Johnson, Miller-Cribbs, Williams, & Wexler, 2003). Motivation of students' academic and behavior success is a combination of home, school, and student.

The next section provides pertinent literature on the African-American male student and the role that attention level and sugar consumption play on conduct.

Attention Level and Sugar Purchase with Implied Consumption

Attention level and sugar purchase play a vital role in the conduct of African-American male students. The research on attention level and hyperactivity (ADHD) became popular in the late 1980s and early 1990s. The condition or diagnosis crosses age, race, and gender. Although countless research has been done on the topic of attention, for this study attention will be specifically paid to attention level and sugar consumption (nutrition) of the population. Nutrition and food intake play an important role in the onset of ADHD and diabetes. Attention-deficit hyperactivity disorder (ADHD) has multiple determinants and requires complex and multiple treatment approaches. Schnoll, Burshteyn, and Cea-Aravena (2003) agreed with the above statement in their article "Nutrition in the Treatment of Attention-Deficit Hyperactivity Disorder: A Neglected but Important Aspect." The authors of this article contended that nutritional management is an aspect of this disorder that is constantly ignored and confirmed that the consumption of sugars, food additives, etc. negatively impact the behavior or conduct of students who possess ADHD and other behavior problems.

The following studies confirm a relationship between nutrition and conduct. "No More ADHD" by Dr. Mary Block (2001) provides the following research:

There was a very interesting study done in 803 New York public schools and juvenile correction facilities. In this study, researchers increased vegetables and whole grains and decreased fats and sugars. Then they followed these children for a couple of years. They made no other changes in the schools and correctional facilities during that time period, thereby assuring the accuracy of results, which were dramatic and astounding. After making these simple changes to the children's diet, the academic performance of 1.1 million children rose 16% and learning disabilities fell 40%. In the juvenile correction facilities, violent and nonviolent anti-social behavior fell 48%. (p. 84)

Kunjufu (2005) agreed with the theory of nutrition as a means of altering the effects of ADD and ADHD thus lowering special education referrals as a result of discipline problems. Although that research confirms that there are higher rates of delinquency, incarceration, and teen pregnancy associated with delayed treatment of ADHD, African Americans are underresearched and underdiagnosed in the area of attention deficiency.

With the above knowledge, Hervey-Jumper, Douyon, and Franco (2006) compared descriptive characteristics of African-American students with ADHD to age-matched Caucasian students with the same diagnosis. The variables examined were age at diagnosis, treatment offered, perception of outcome, adherence, comorbid symptoms, and frequency of follow-up. The results indicated that African Americans were less likely to report a family history of ADHD and were more likely to have longer periods between visits. Research suggests that diet, nutrition, and diagnosis can offset the disparities of

ADHD. The next section presents pertinent literature on reading interventions and the effect they have on behavior and conduct outcomes.

Reading Interventions

This section provides information and studies about reading interventions and the effect the implementation of these programs have on the conduct and behavioral outcomes of African-American males. Wanzek, Vaughn, Kim, and Cavanaugh (2006) examined the effects of reading intervention on social outcomes of students ranging in age from 5 to 12 years. A meta-analysis was conducted to examine the social outcomes from early reading intervention research. How do early reading interventions influence the social outcomes for students at-risk for reading problems? guided the synthesis for this research. The researchers conducted a search for at-risk studies and social outcomes. Reading interventions was a variable (independent) and the dependent variable was social outcome. A variety of selection methods were implemented during the meta-analysis. A result of 27 studies was discovered and 502 students were the participants. For the sake of this study, the results of the social outcomes are provided.

Interventions using group interactive learning indicated positive results on social outcomes. Reading interventions possibly could have affected social outcomes via single-group and single-subject studies. The above-mentioned study provided a massive amount of research. The researcher discussed specific studies that utilized reading interventions to offset behavior outcomes. The study "Preliminary Evidence on the Social Standing of Students with Learning Disabilities in PALS and No-PALS Classrooms" examined the sociometric data of 39 second through sixth grade classrooms. Twenty-two classrooms

were engaged in Peer-Assisted Learning Strategies (PALS), a form of peer tutoring. Seventeen classrooms were not or did not implement PALS into their daily routines. Sociometric data were collected from four types of students—a student with LD and a low-achieving, average-achieving, and high-achieving student. Findings indicated that students with LD in PALS classes were more socially accepted and had the same or similar social standing as most nondisabled peers (Fuchs et al., 2002). Reading intervention comes in a variety of forms such as peer-tutoring, one-on-one tutoring, school-wide tutoring, after-school tutoring, and before school tutoring. For example, Whitney's (2004) research assessed the effectiveness of school-wide literacy workshops for elementary students in grades 1-5. Significant effects were found for all groups, both boys and girls, as well as for all ethnic groups. In another study, Boyd (2000) discussed the Cross-Aged Literacy Program that assists adolescents who struggle with reading, writing, and schooling. The mediation theory approach was utilized to encourage older students to take responsibility for the learning of younger children, therefore causing them to take responsibility for themselves. The student participants were ninth graders who participated in seminars and cross-age literacy discussion groups. Other interventions are being implemented such as implementing science courses and science clubs into the curriculum and place emphasis on the careers that coursework and majors with strong science emphasis provide.

Researchers believe that science intervention will increase self-esteem and in turn change the behavior of African-American males (Seiler, 2001). Other researchers suggest implementing one-to-one tutoring by community members to help at-risk beginning

readers and the implementation of early intervention programs for at-risk students (Vadasy, Jenkins, & Lawrence, 1993; Scott & Delgado, 2003; Mendez, McDermott, & Fantuzzo, 2001; Rauh, Parker, Garfinkel, Perry, & Andrews, 2003).

This chapter presented some of the pertinent literature in reference to African-American male students and the following variables: SES, family structure, reading achievement, conduct, motivation, attention level and sugar purchase with implied consumption (combined), and reading intervention.

CHAPTER III

METHODOLOGY

Introduction

This chapter explains and reports the methods utilized by the researchers of the Early Childhood Longitudinal Study Kindergarten Class of 1998-1999 (ECLS-K). Section one describes the participants who formed the sample for ECLS-K. Section two discusses the instrument design by NCES. The third section addresses the collection procedures used for the ECLS-K study. The fourth section explains how missing data were handled. The fifth section discusses the measures: variables, reliability, validity, and scale. The final section explains the specific types of data analysis used in the present study.

Sample Selection

The present study analyzed data from the ECLS-K data file taken from the NCES:06 CD-ROM Electronic Codebook, 2006. The ECLS-K presents data from sampled students in the base year (1998-1999), the next two waves in 1999-2000, the fifth wave in 2001-2002, and the sixth wave in 2003-2004. The sixth wave of data collected in the 203-2004 school term was utilized in the present study because the researcher used these data to analyze the research questions in the present study. These data answer the questions relating to social conduct, family structure, and reading achievement. These questions relate specifically to 672 fifth grade African-American male students and presented a more valid outcome.

Spring-First Grade Sample

The spring-first grade student freshening used a half-open interval sampling procedure. The procedure was implemented in the same 50% subsample of ECLS-K base year schools where transfer students were flagged for follow-up. Each of these schools was asked to prepare an alphabetized roster of students enrolled in first grade and the names of ECLS-K kindergarten-sampled students were identified on this list. Beginning with the names of the first kindergarten-sampled child, school records were checked to see whether the student directly below in the sorted list attended kindergarten in the United States in the fall of 1998. If not, (a) that child was considered to be part of the freshened sample, and (b) the record search procedure was repeated for the next listed child, and so forth. When the record search revealed that a child had been enrolled in kindergarten the previous year, that child was not considered part of the freshened sample and the procedure was begun all over again with the second base year sampled student name, and so on. Note: The student roster was “circularized” (i.e., the first name on the roster was considered to follow the last name on the roster in the implementation of the procedure). Student freshening brought 165 first graders into the ECLS-K sample, which increased the weighted survey estimate of the number of first graders in the United States by about 2.6% (Tourangeau et al., 2006, pp. 4-14).

Spring-Third Grade Sample Freshening Procedures

The sample of children for spring-third grade includes all children who were base year respondents and children who entered the sample in spring-first grade through the above-mentioned sample freshening procedures. Sample freshening was not implemented

in third grade because new students did not enter the sample (Tourangeau et al., 2006, pp. 4-14).

Fifth Grade Sample

The fifth grade sample included students affiliated with the following types of schools: public; Catholic; non-Catholic, religious; and nonreligious, private. The races and ethnicity of students were White; Black; Hispanic, with race; Hispanic, without race; Asian; Pacific Islander; Native American; multirace; and unknown. The locale of the sectors of education included large city, mid-size city, urban fringe of large city, urban fringe of mid-size city, large town, small town, and rural. This is a national study located within the 50 states and the District of Columbia. The regions represented are Northeast, Midwest, South, and West (Tourangeau et al., 2006, pp. 4-21).

The spring-fifth grade sample NCES researchers and colleagues identified four groups of children that were not followed. The following subsampling procedures were not respective of other procedures implemented during the sixth wave (fifth grade). The following types of fifth grade students were deemed ineligible in the ECLS-K:04 study:

1. Children who became ineligible in an earlier round (because they died or moved out of the country),
2. Children who were subsampled out in previous rounds because they moved out of the original schools and were not subsampled to be followed,
3. Children whose parents emphatically refused to cooperate (hard refusals) in any of the data collection rounds since spring-kindergarten, and

4. Children eligible for the third-grade data collection for whom there are neither first-grade nor third-grade data. Among the 21,357 children who were eligible for the study after the base year, 5,214 were excluded from the fifth-grade survey. (Tourangeau et al., 2006, pp. 4-17)

Students who moved from their original schools during the fifth grade or previous grades were subsampled for follow-up. In an effort to contain the cost of data collection, the rate of subsampling was the lowest in the fifth grade than in the other grades. The subsampling rates exceed the amount of longitudinal data available for the major analytic groups. English Language Learners were subsampled at higher rates and remained a high interest analytic group. Children were subsampled at various rates depending on the longitudinal data available for those children (Tourangeau et al., 2006, pp. 4-18, 4-19).

In addition to the above-mentioned technique used specifically during the sample design of ECLS-K:04 study, other methods were used specifically for the fifth grade sample by the NCES are: A new feature of the fifth-grade-sample is the subsampling of children for the administration of the mathematics or science questionnaires. When all children retained for the fifth-grade data collection had child-level questionnaires filled out by their reading teachers, half were subsampled to have child-level questionnaires filled out by their mathematics teachers and the other half had child-level questionnaires filled out by their science teachers (Tourangeau et al., 2006, pp. 4-20). This procedure affects the computation of the combined parent-teacher weights (Tourangeau et al., 2006, pp. 4-20).

The number of children who participated in all 4 years of the ECLS-K data collection is 10,590. Eight thousand five hundred six students represent original public schools and 2,084 students represent original private schools. This represents 50% of the base year respondents (Pollack et al., 2005, pp. 4-24).

Sample Attrition

Due to nonresponse and change in eligibility status is expected in longitudinal studies. The number of respondents decreases with each round that data are collected. ECLS-K's field and sampling procedures that were applied caused the sample to increase after the fall-kindergarten data collection but decrease in each subsequent wave or round (Tourangeau et al., 2006, pp. 4-20).

Instrument Design

Data collection instruments were designed by NCES staff and representatives contracted from Westat Educational Testing Services and the University of Toledo (Tourangeau et al., 2006). The designers of the instrument trained and consulted curriculum specialists, teachers, and academicians to consult on the design and development of the assessment instruments. They addressed issues such as domains, test specifications, individual item content and presentation, mode of assessments, and time allotted for each section or item. The advice of the experts assembled limited the burden on teachers and students while ensuring valid representation of domain content. The fifth grade direct cognitive assessments were the same procedures used in previous rounds of data collection (K-3rd grade). Each student was individually administered assessments for

direct cognitive measures. Educators provided indirect reports of children's academic skills, attitudes, and behaviors (Tourangeau et al., 2006, pp. 3-19).

The following procedures were used by NCES: The first procedure was the school-level refusal conversion in spring-kindergarten, resulting in a number of schools that agreed to participate in the study after having refused to do so in the previous round. From these schools, 1,426 children were sampled and added to the initial sample of 21,387 kindergarten children. The second procedure was sample freshening in spring-first grade. This brought in 165 eligible children to add to the sample of 21,192 base year respondents who remained eligible after the base year. A base year responding child was defined as one with at least one direct cognitive test score in fall- or spring-kindergarten or whose parent responded to the family structure section of the parent instrument in fall- or spring-kindergarten. The third procedure—applied in first, third, and fifth grades—required that a subsample of children who moved out of their original sample schools not be followed into their new schools, resulting in a decrease in the sample. The fourth and last procedure, applied in fifth grade only, is the exclusion from the data collection of children who were difficult to field, as described in section 4.5, also resulting in a significant decrease in the sample (Tourangeau et al., pp. 4-13, 4-14). The freshening procedures were described earlier.

Cognitive Tests

The fifth grade reading assessment will be the only cognitive test analyzed for this study because it is the only achievement component used in the present study. The fifth grade reading assessment included items from the third grade reading assessment such as

making inferences, literal inference, identifying context clues, use of homonyms, evaluation skills. In the fifth grade, new items were added to the more difficult reading assessment. During this wave students were required to evaluate nonfiction. Children identified the tone of a remark, the author's purpose of a story or selection. The Kindergarten and First-Grade Reading battery are lined with the Third- and Fifth-Grade Reading battery (Tourangeau et al., 2006, pp. 2-8, 2-9).

Reading Assessment Specifications

The reading assessment specific items were adapted from the 1992 and 1994 NAEP Reading Frameworks (National Assessment Governing Board [NAB], 1994a). The NAEP framework is defined in terms of four types of reading comprehension skills: (a) initial understanding, (b) developing interpretation, (c) personal reflection and response, and (d) demonstrating a critical stance. Curriculum specialists and teachers modified NAEP framework for the ECLS-K to accommodate the basic skills in kindergarten. The skills in third and fifth grade are closely related to the reading comprehension skills in fourth grade. The combined recommendations and modifications are shown in Table 1.

Data Collection Procedures

The database used for this study is the ECLS-K Fifth Grade Data files and Electronic Codebooks. The National Center for Education Statistics (NCES) in Washington, D.C., has made this public-use database available on CD-ROM. The ECLS-K base year data were collected in the fall and spring of the 1998-1999 school year. Two more waves of data were collected in the fall and spring of the 1999-2000 school term. The fall-first grade data collection was limited to a 30%

Table 1

Reading Longitudinal Test Specifications for Kindergarten Through Fifth Grade: School Years 1998-99, 1999-2000, 2001-02, and 2003-04

Grade Levels	Total	Basic Skills	Vocabulary	Reading Comprehension Skills			
				Initial Understanding	Developing Interpretation	Personal Reflection	Critical Stance
Percent of Testing Time							
Kindergarten	100	40	10	10	25	10	5
First Grade	100	40	10	10	25	10	5
Percent of Test Items							
Third Grade	100	15	10	15	30	15	15
Fifth Grade	100	10	10	15	30	15	20

Note: The content strands are identical to the National Assessment of Educational Progress 1994 Reading Framework categories, with the addition of Basic Skills and Vocabulary. Basic Skills include familiarity with print, recognition of letters and phonemes, and decoding. Initial understanding requires readers to provide an initial impression or global understanding of what they have read. Developing interpretation requires readers to extend their initial impressions to develop a more complete understanding of what was read. Personal reflection and response requires readers to connect knowledge from the text with their own personal background knowledge. The focus here is relating text to personal knowledge. Demonstrating a critical stance requires the reader to stand apart from the text and consider it objectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), fall 1998, spring 1999, fall 1999, spring 2000, spring 2002, and spring 2004. (Pollack et al., 2005, pp. 2-9-2-10)

subsample of schools. The spring-first grade data were collected as a full sample. A fifth wave of data was collected in the spring of the 2001-2002 school year when the majority of the sampled children were in third grade. NCES defines or explains third grade as approximately 89% of the children interviewed were in third grade during the 2001-2002 school year, 9% were in second grade, and less than 1% were in fourth grade or higher. A sixth wave of data was collected in the spring of the 2003-2004 school year when most of the sampled children were in fifth grade. Ninety percent of children interviewed were in fifth grade during the 2003-2004 school year, 9% were in fourth grade, and less than 1% were in third grade (Tourangeau et al., 2006, pp. 1-2).

The sixth wave of data collected (fifth grade) was used for the present study.

Practical issues were emphasized in the data collection stage by NCES when implementing assessments and questionnaires. The researcher thought it imperative to include this information to provide clarity for readers. Note: Although NCES tested subject areas other than reading, it will be the only cognitive assessment analyzed for this study. The Social Rating data will be analyzed for conduct.

The fifth-grade direct cognitive assessments were divided into 30 minutes each for reading and mathematics and 15 minutes for science. Field test timings proved that more time was needed per item for reading. The fifth-grade reading cognitive assessment consisted of 94 items. Test administrators recorded children's responses for multiple-choice questions, as "1" (correct) or "2"(incorrect) for open-ended items. Revisions were

made during field test based on assessors feedback on the adequacy of the scoring protocols.

In previous data collection cycles, teachers of ECLS-K children received questionnaires (A and B) that inquired about the teacher's background, training, and classroom practices. The third questionnaire (C) was also received by teachers that asked them to rate each child participating in the study on sets of academic and behavioral measures. By fifth grade, self-contained classrooms no longer exist at many schools. Students usually have more than two teachers. The child's reading teacher completed the questions about the child's language and literacy and social development as well as information about the child's classroom experiences in language and literacy. The questions addressed students' peer characteristics, classroom instructional, and curricular aspects. All children were rated by the reading teacher on the social-emotional scale. The Academic Rating Scale (ARS) and Social Rating Scale were indirect assessments of children's academic performance and social-emotional development that the teachers of ECLS-K completed. The ARS measures teachers' evaluation of students' academic achievement in four domains: language and literacy (reading and writing), mathematical thinking, science, and social studies. Students were rated on a scale from a "Not Yet" to "Proficient," N/A (not applicable) for skills not introduced. "Beginning" means that a child is beginning to demonstrate skill, "In Progress" indicates that student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence. "Intermediate" indicates demonstration of skill, knowledge, or behavior with increasing regularity of average competence but is not completely proficient.

The Social Rating Scale (SRS) was used as well by teachers to report the social skills or behavior demonstrated by children of ECLS-K. The items of the SRS are as listed below with their descriptions: (a) "Never" —never exhibits this behavior, (b) "Sometimes"—exhibits this behavior occasionally or sometimes, (c) "Often"—exhibits this behavior regularly but not all the time, and (d) "Very Often"—exhibits this behavior most of the time. N/O—"No Opportunity"—no opportunity to observe this behavior (Tourangeau et al., 2006, pp. 2-30, 2-37).

Validity of ECLS-K Fifth Grade Survey and Reading Assessment

In the ECLS-K Fifth Grade Methodology (2005) Report section 7.2, NCES consultants from Westat give details and information in reference to the discriminant and convergent validity of the direct and indirect measures discussed earlier (ARS, SRS, and the cognitive reading assessment). Convergent validity means that two different measures of the same trait or skill should have relatively high correlations with each other. Contrastly, discriminant validity means that two measures that are designed to measure two different traits or skills should show lower correlations with each other than each does with its matching measure. The relationship among 12 fifth-grade measures were examined for evidence of validity. These measures included an equal number of teacher ratings of ARS, SRS, and SDQ and direct cognitive scores in the three subject areas assessed. The correlations are shown in Table 2.

The correlation for the direct cognitive measure of reading with mathematics is .75. The correlation between the direct reading and mathematics scores had a slight but steady decline from the kindergarten through third-grade round,

Table 2

Intercorrelations Among the Indirect Cognitive Teacher Ratings (ARS), Selected Teacher Socio-Behavioral Measures (SRS), Selected Child Self-Ratings (SDQ), and Direct Cognitive Test Scores, Spring-Fifth Grade: School Year 2003-04

Measures	Round 6											
	ARS Lit	ARS Math	ARS Sci	SRS App Learn	SRS Self Con	SRS Inter Pers	SDQ Read	SDQ Math	SQ All	Read Theta	Math Theta	Sci Theta
ARS Lit.	1.00											
ARS Math	0.68	1.00										
ARS Sci	0.67	(1)	1.00									
SRSAppLearn	0.58	0.44	0.42	1.00								
SRSSelfCon	0.34	0.25	0.23	0.69	1.00							
SRSInterPers	0.1	0.25	0.31	0.72	0.81	1.00						
SDQ Read	0.27	0.17	0.17	0.22	0.14	0.14	1.00					
SDQ Math	0.12	0.18	0.16	0.18	0.05	0.09	0.11	1.00				
SDQ All	0.24	0.21	0.19	0.32	0.18	0.21	0.52	0.55	1.00			
Read Theta	0.63	0.59	0.55	0.35	0.23	0.22	0.30	0.01	0.12	1.00		
Math Theta	0.58	0.65	0.55	0.34	0.20	0.21	0.11	0.22	0.14	0.75	1.00	
Sci Theta	0.50	0.51	0.50	0.25	0.17	0.17	0.17	0.06	0.07	0.77	0.76	1.00

¹Children were rated by teachers on the ARS mathematics or the ARS Science, both not both. This cell is empty.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), spring 2004.

suggesting the possibility of some divergence of the two skills over time.

However, the correlations are higher among the direct measures in fifth grade than they were in third grade. The direct cognitive mathematics and science measures were read to the children so that, as much as possible, the reading demands were removed from the content areas. However, the text was available for children to review and thus children who were better readers may have had additional support from the text. Alternatively, children with more limited literacy skills may spend more of their day working on literacy skills with less time available for the content areas. Children with stronger literacy skills might have the opportunity to read more widely in content areas, and the increased exposure to mathematics and science content might increase the development of the concepts and vocabulary needed for success in the content areas. (Pollack et al., 2005, pp. 7-12, 7-11)

Reliability of ECLS-K Fifth Grade Survey and Reading Assessment

NCES took great measure to ensure reliability of direct and indirect measures mentioned earlier. Winsteps software was utilized to scale the ARS, using joint maximum likelihood estimation. The assumption of a normal distribution is assumed by PROX (Normal Approximation Estimation Algorithm) and does not take advantage of the ability of the simple Rasch model to calibrate measures independent of the sample characteristics. For the final iterations, UCON (unconditional maximum likelihood) is used. UCON performs a simultaneous estimation of the person and item parameters. UCON does not assume the distribution is normal. In collaboration with Winsteps, UCON is adjusted for the bias based on the length of the test (LI(L-1)). Maximum scores

are excluded for calibration of the items. Winsteps provides a variety of fit statistics and a factor analysis of the residuals. Differential Item Functioning (DIF) is utilized to ensure reliability of measures. DIF attempts to identify those items showing an unexpectedly robust difference in item performance between a focal group (e.g., Black students) and a reference group (e.g., White students) when the two groups are "blocked" or matched on their total scores.

These procedures are implemented to ensure the lack of bias. ETS (Educational Testing Service) implements DIF procedure in an effort to detect test items with differential performance for subgroups defined by gender and ethnicity. Therefore, students who entered the sample with a lack of exposure would be administered items that fit certain characteristics. The goal of ETS in terms of reliability of ECLS-K's two-stage multiform design was to: "assessed with different sets of items, so number-right scores are not based on items of comparable difficulty. Instead, the IRT ability estimate, theta, as used as the stratifying variable, divided into 41 equally spaced intervals" (Tourangeau et al., 2006, pp. 3-18). Reliability estimates are applicable for item and person parameters and represent the placement of the persons and items. The person reliability is analogous to Cronbach's alpha. Table 3 represents the range of reliability for this study and NCES. The range is .92-.94, which is an acceptable range (Pollack et al., 2005).

Table 3

Academic Rating Scale (ARS) Person Reliability for the Rasch-based Score, Spring-Fifth Grade: School Year 2003-2004

Scale	Reliability
Language and Literacy	.95
Mathematical Thinking	.92
Science	.94

Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Spring 2004

Data Analysis

To analyze the data, the researcher used a partial correlation to analyze research question 1. A hierarchical regression was used to analyze research question 2. Statistical calculations were performed using the Statistical Package for Social Sciences (SPSS) version 13.0 for Windows.

Research Questions

1. Is there a statistically significant relationship among motivation, reading intervention, sweets consumption, and conduct controlling for SES, family structure, student's attention level, and standardized reading achievement scores of fifth grade African-American male students?
2. Can SES, family structure, student's attention level, standardized reading achievement scores primarily and motivation, sweets consumption, and reading interventions secondarily statistically significantly predict the conduct of the fifth grade African-American male student?

Hypotheses

H₁: There is a statistically significant relationship among motivation, reading intervention, sweets consumption, and conduct controlling for SES, family structure, student's attention level, and standardized reading achievement scores of fifth grade African-American male students.

H₂: SES, family structure, student's attention level, standardized reading achievement scores primarily and motivation, sweets consumption, and reading

interventions secondarily statistically significantly predict the conduct of the fifth grade African-American male student.

Table 4 denotes the variables that were used in the study. Table 4 shows the variables that will be tagged in ECLS-K Electronic Code Book for the fifth-grade sample (2006) and their descriptions. Appendix A indicates the questions asked for each variable. NCES used other measures when analyzing data that are deemed noteworthy by the researcher. NCES used the design effect to measure the relative efficiency of the sample. The design effect for this sample is 2.039.

Weights

NCES computed several sets of weights for the fifth grade wave. C6CPTR0 is the full-sample weight that will be used in this study. It is most appropriate because it represents data from the parent, teacher, and child level. NCES gives details of how each weight should be used and its appropriateness for specific studies and analyses “provide guidance based on whether the data to be used with the weights were collected through the child assessments, parent interviews, or different types of teacher questionnaire” (Tourangeau et al., 2006, pp. 4-25-4-26). Each level indicated above will be analyzed for the present study; therefore, C6CPTR0 is the most appropriate weight for this study.

Missing Data

On May 9, 2006, the researcher had a conversation via telephone with Elvira Germino Hausken, the Project Officer of ECLS-K fifth grade, at 10:30 a.m. The researcher asked her how the NCES handles missing data. Her comments were to refer to the ECLS-K training manual distributed to participants at the ECLS-K Database Training

Table 4

Variable Table: Variables Used in Study

Variable Name	Variable Description	Value Labels	Scale
W5SESQ5	W5 Categorical SES Measure	1 = First Quintile 2 = Second Quintile 3 = Third Quintile 4 = Fourth Quintile 5 = Fifth Quintile	1-5
P6RACE	R6 Child Composite Race	2 = Black, African-American, Non-Hispanic	2
RGGENDER	R6 Child Composite Gender	1 = Male	1
P6HFAMIL	P6 Family Type	1 = (2) Parent Plus Siblings 2 = (2) Parents No Sibling 3 = (1) Parent Plus Sibling 4 = (1) Parent No Sibling 5 = Other	1-5
C6CPTRO	C6 Child-Parent-Tch (R) Weight Full Sample	None	0-6708
C6R3RTSC	C6RC3	Reading T-Score	44.83- 71.702
C6COOPER	C6ACQ305 Child's Cooperation	1 = Very Uncooperative 2 = Uncooperative 3 = Matter of Fact 4 = Cooperative 5 = Very Cooperative	1-5
G6TTRRD	G6Q4A Individual Tutored Reading	1 = Yes 2 = No 3 = Program Not Provided 7 = Refused -8 = Don't Know	1- -9
C6ATTLVL	C6ACQ310 Child's Attention Level	1 = Unable to Attend 2 = Difficulty Attending 3 = Attentive 4 = Very Attentive 5 = Complete & Full Attention	1-5

Table 4 (continued)

Variable Name	Variable Description	Value Labels	Scale
C65WTSBY	C6FCQ030 Times Sweets Bought Last Week	1 = Did Not Buy Any at School During the Last Week 2 = 1 or 2 Times 3 = 3 or 4 Times During Last Week in School 4 = 1 Time Per Day 5 = 2 Times Per Day 6 = 3 Times Per Day	1-6
C6MOTIVA	C6ACQ300 Child's Motivation Level	1 = Very Low 2 = Low 3 = Average 4 = High 5 = Very High	1-5
G6RDPROJ	G6Q29H Frequency Group Reading Project	1 = Almost Every Day 2 = Once or Twice a Week 3 = Once or Twice a Month 4 = Never or Hardly Ever -7 = Refused -8 = Don't Know	1-8
G6SGRDG	G6Q4B Pull-out Small Group in Reading	1 = Yes 2 = No 3 = Program Not Provided -7 = Refused -8 = Don't Know	1-8

Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Spring 2004, Electronic Codebook

Seminar in June 2005. She also stated that "the procedures did not change from year to year, another wave (fifth) was added." The codes and explanation for handling missing data are listed below.

All variables in ECLS-K data use a standard scheme for missing values. Codes are used to indicate item nonresponse, legitimate skips, and unit nonresponse. Table 5 provides value and description of missing value codes. In addition to the codes to be used for missing values NCES offers the following suggestions when handling missing data: Users cross-tabulate all lead questions and follow-up questions before proceeding with any recodes or use of data. SPSS is appropriate for analysis (Tourangeau et al., 2006, pp. 7-5, 7-8).

The researcher will handle missing data by deleting them.

Table 5

Missing Values Codes, School Years 1998-99, 1999-2000, 2001-02, and 2003-04

Value	Description
-1	Not applicable, including legitimate skips
-7	Refused (a type of item nonresponse)
-8	Don't know (a type of item nonresponse)
-9	Not ascertained (a type of item nonresponse)
Blank	System missing, including unit nonresponse

Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), fall 1998, spring 1999, fall 1999, spring 2000, spring 2002, and spring 2004.

CHAPTER IV

RESULTS

Introduction

The participants in this study were selected from the National Center for Education Statistics (NCES) Early Childhood Longitudinal Study-Kindergarten Class of 1998-99 (ECLS-K) Fifth Grade Public-Use Data File. Six hundred seventy five African-American male fifth grade students who participated in the ECLS-K made up the participants of the current study.

This chapter is comprised of three sections: Descriptive, Statistical, and Ancillary Findings. The Descriptive section provides descriptive statistics for all variables used in the study. The Statistical section reports the results of the statistical test for each hypothesis. The Ancillary Findings section provides interesting facts that were not initially researched yet discovered upon analysis.

Description of ECLS-K Subsample

This section provides the description of the subsample used for this study. An explanation of descriptive means and standard deviations presented in this section is provided as well. The subsample for this study was formed from the NCES ECLS-K Fifth Grade Public-Use Data File and Electronic Codebook. This Fifth Grade subsample contains 672 students who have taken four cognitive tests. The subsample used for the current study is comprised of all male students. The race of these students is African American. These students reside in different regions of the United States. These students

represent all quintiles of the SES spectrum and family types. The participants of the subsample attend public and private schools.

Table 6 denotes the means and standard deviation of the variables used in this study. All descriptive statistics are presented in Table 6 with the exception of variables that were effect coded. Table 6 displays a mean of 2.91 for the variable R6AGE (Age[month]). A mean of 2.91 \approx 11.5 years. The average age of students in this subsample is 11.5 years. A standard deviation of .832 was yielded for the Age variable. The variable T6GLVL (Grade Level) yielded a mean of 4.75 which places 653 of the participants below grade level. This 4.75 represents a grade level of fourth. The standard deviation is .575. Reading T-Scores (G6RC3) is the third variable represented in Table 6. It has a mean of 44.83 and a standard deviation of 9.52. The maximum reading t-score of the population is 71.702 which places this subsample 26.869 scores below the highest score. This section provides the reader with a description of the subsample addressed in this study.

The mean and standard deviation chart provides a scale for the reader. It lays a foundation of other data presented in this study. It provides an indication of the statistical significance of scores and results.

Research Analyses

This section restates the hypotheses tested for the current study. The procedures utilized to test the hypotheses are also presented in this section. The results of the statistical procedures are expressed in this section. Tables 7 and 8 are presented and

Table 6

Means and Standard Deviations of Variables Used in the Study

Variable		Mean	Standard Deviation
T6GLVL	Grade Level	4.75	.575
R6AGE	Age (Months)	2.91	.832
C6RC3	Reading T-Score	44.83	9.52

Note: Other variables were effect coded.

explained in this section. This section presents research analyses with a detailed explanation of the results.

H₁: There is a statistically significant relationship among motivation, reading intervention, sweets consumption, and conduct controlling for SES, family structure, student's attention level, and standardized reading achievement scores of fifth grade African-American male students.

In order to test Hypothesis 1, a partial correlation was conducted to assess the relationship among motivation, reading intervention, sweets consumption, and conduct controlling for SES, family structure, student's attention level, and standardized reading achievement scores of fifth grade African-American male students. The Pearson correlations among the first 10 variables were assessed first.

Using the Bonferroni approach to control for Type 1 error across the 45 Pearson correlations, a p value $< .001$ was required for significance. The results of the correlational analyses are presented in Table 7 and show that 15 correlations were statistically significant and were greater than or equal to .173. Next, the partial correlation among motivation, reading intervention, sweets consumption, and conduct, controlling for SES, family structure, student's attention level, and standardized reading achievement scores of fifth grade African-American male students was conducted.

Using the Bonferroni approach to control for Type 1 error across the 15 Pearson correlations, a p value $< .003$ was required for significance. The results of the partial correlational analyses presented in Table 8 show that only two correlations remained statistically significant and were greater than or equal to .326. The results of the partial

Table 7

Significant Correlations

Control	Variables		Child's Cooperation	Individual Tutored Reading	Child's Motivation Level	Pull-Out	Reading Score	
None ^a	Motivation Level	Correlation	.660	.198				
		Significance (2-tailed)	.000	.000				
		<i>df</i>	403	403				
	Pull-Out Small Group in Reading	Correlation			.453	.233		
		Significance (2-tailed)			.000	.000		
		<i>df</i>			403	403		
	SES	Correlation		.180		.199		.425
		Significance (2-tailed)		.000		.000		.000
		<i>df</i>		403		403		403
	Attention Level	Correlation		.639	.173	.787	.260	
		Significance (2-tailed)		.000	.000	.000	.000	
		<i>df</i>		403	403	403	403	
	Reading T-Score	Correlation		.334	.310	.451	.349	
		Significance (2-tailed)		.000	.000	.000	.000	
		<i>df</i>		403	403	403	403	

^aCells contain zero-order (Pearson) correlations

Table 8

Significant Partial Correlations

Control	Variables		Child's Cooperation	Individual Tutored Reading
None ^a	Child's Motivation Level	Correlation	.326	
		Significance (2-tailed)	.000	
		<i>df</i>	399	
	Pull-Out Small Group in Reading	Correlation		.386
		Significance (2-tailed)		.000
		<i>df</i>		399

^aCells contain zero-order (Pearson) correlations

correlations show two partial correlations are still significant: (a) Cooperation and Motivation and (b) Pull-Out Group and Individual Tutoring. The results show that SES, family structure, attention level, and standardized reading achievement were not mediating variables since their removal had a weak influence on the correlation. The full correlation was significant. Thirteen partial correlations that are now nonsignificant are Individual Tutored Reading and Motivation Level, Motivation Level and Pull-Out Small Group in Reading, (Conduct) Cooperation and SES, Motivation Level and SES, Reading Score and SES, Attention Level and Conduct, Individual Tutored Reading and Attention Level, Motivation Level and Attention Level, Pull-Out Small Group in Reading and Attention Level and Reading T-Score and Conduct, Individual Tutored Reading and Reading T-Score, Motivation Level and Reading T-Score, Pull-Out Small Group in Reading and Reading T-Score. The results show that SES, family structure, attention level, and standardized reading scores were strong mediating factors since removal had a major influence on correlations, $r(403) = .326, p < .003$.

H₂: SES, family structure, student's attention level, and standardized reading achievement scores primarily and motivation, sweets purchase, and reading intervention secondarily statistically significantly predict the conduct of fifth grade African-American male students.

In order to test Hypothesis 2, a hierarchical multiple regression analysis was conducted to predict the conduct of fifth grade African-American male students. Data inspection located 31 outliers, whose cases were then deleted from the analysis. The following categorical variables were effect-coded: SES, family structure, student's

attention level, motivation, sweets purchase, and reading interventions. Evaluations of linearity, normality, homoscedasticity, and multicollinearity showed that the assumptions were met within acceptable limits. The regression results in the first stage of analysis indicated that reading standardized scores, SES, attention level, and family structure in the overall model significantly predicted conduct with 41.1% variance, $R^2 \text{ adj} = .411$, $F(13, 492) = 26.427$, $p < .001$. Table 9 represents a summary of the regression coefficients in Models 1 and 2 (See Appendix C).

The results of the second stage of the analysis indicated that motivation, sweets purchase with implied consumption, and reading interventions controlling for reading scores, SES, attention, and family structure predicted conduct even more accurately, $R^2 \text{ change} = .066$, $F(17, 475) = 3.511$, $p = .000$.

The standardized regression coefficients show that in the area of family structure the “two parents with sibling” and “one parent with sibling” categories proved to be the strongest levels, while the “two parents no sibling” and “one parent no sibling” proved to be the weakest levels. The categories with siblings regardless of number of parents had a positive influence on conduct.

In the category of SES, the “second” and “fifth” quintiles had a positive influence on conduct, and the “first” and “fourth” quintiles had a negative influence on conduct. The category of attention level proved that the “complete and full attention” category was the strongest level, influencing positive conduct and the other categories such as “unable to attend,” “difficulty attending,” and “attentive” were weak and did not represent a positive association to conduct. Reading standardized scores had a positive effect on conduct.

The category of motivation yielded a strong positive influence only if the student's motivation level was "very high." "Very low," "low," and "average" proved to impact a student's conduct in a negative manner.

The area of Reading Intervention had a positive influence on students' conduct if they attended individual tutoring and small group tutoring. The more Reading Project that a student is involved in the greater that variable is associated with positive conduct. For instance, students who attended or participated in Reading Project "almost every day" had better conduct.

In the category of sweets purchase with implied consumption, the consumption of sweets regardless of the times or amounts yielded a negative influence on conduct. The more times during the day that a student purchases sweets with the implied intention to consume the greater the negative influence on conduct and behavior.

Chapter IV presented the description of this study. The research analyses were presented in this study. The results of the factors that impact the conduct of fifth-grade African-American male participants of the 1998 ECLS-K Longitudinal Study Kindergarten were delivered in this chapter. The influences of conduct were presented in this chapter. The next chapter will offer policy, practice, and implication of these results.

CHAPTER V

DISCUSSION

This study tested the factors that could influence the conduct of the population of fifth grade African-American males.

The ECLS-K Public Use and Data File was used to conduct the analysis for this study. Urie Bronfenbrenner (1979), Abraham Maslow (1954), and James Comer (1988) contributed to the theoretical framework of this study. These theorists contended that when students are surrounded by positive influences their motivation, self-esteem, and self-actualization level soar when they are greeted with positive interaction on a daily basis. James Comer (1988) concurred with Maslow and Bronfenbrenner when his research addressed the collaboration of home and school. When home and school rules are comparable, a student is more likely to succeed in all areas of life.

Conclusions and Discussion

A partial correlation was conducted to determine if there is a statistically significant relationship among motivation, reading intervention, sweets consumption, and conduct controlling for SES, family structure, student's attention level, and standardized reading achievement scores of fifth grade African-American male students.

A hierarchical regression was conducted to determine if SES, family structure, student's attention level, and standardized reading achievement scores primarily and motivation, sweets consumption, and reading interventions secondarily statistically significantly predict the conduct of fifth grade African-American male students. Positive predictors of conduct were discovered in the areas of motivation, attention level, family

structure, SES, and Reading Standardized Scores. Sweets purchase with implied consumption proved to have a negative impact on conduct.

Beginning with the variable motivation, after conducting a hierarchical regression the results showed that only when African-American male fifth grade students' motivation level was "very high" that the variable motivation positively impacts conduct. "Very low" to "average" indicators predicted conduct in a negative manner. For instance, the theoretical framework was designed around the theory that positive systems in a child's life (home, school, and neighborhood) produces positive results. The theoretical framework is based on the works of Urie Bronfenbrenner (1979). Bronfenbrenner contended that when a student is greeted on a daily basis with kind words and support from home and school that the student is more likely to succeed in all areas of life. Factors that motivate a student stem from intrinsic and extrinsic values. The results provided that the higher a student's motivation is the better his or his conduct is. Based on the information found from the results of the hierarchical regression, only "very high" motivation indicator yielded positive results for fifth grade African-American male students. Researchers such as Croizet et al. (2000) contended that teacher perception plays a vital role in motivating African-American male students and if their trust is earned, they are more likely to function academically and socially. Kunjufu (2002) contended that when cultures such as school and community collide, students are less motivated and excited about school because their primarily caregivers are not trustful of the systems of academics.

Self-motivation is a very important variable in reference to the literature that exists on predicting the conduct of African-American male students. For instance, the article "Black Males' Self-Perceptions of Academic Ability and Gifted Potential in Advanced Science Classes" noted that the Black males' self-perceptions of academic achievement as being "uncool" often affects their academic achievement and gifted potential (Rascoe & Atwater, 2005). Kunjufu (1988) and Noguera (2003) contended that negative influences such as cultural and the need to be cool affects the conduct of African-American male students. These researchers agreed that peer pressure plays a vital role in the academic and social success of young Black boys. This researcher's role as an administrator at a kindergarten through sixth grade school has allowed her to witness the effect that motivation has on conduct and the devastating effect that the lack of or "low" motivation has on conduct. The demographics such as high percentage of free-reduced lunch and high percentage of minority population often yield primarily a lack of motivation and defensiveness from home and students. Students are highly motivated toward the influence of peer pressure and Hip-Hop (popular music) influences. Beady (2000) confirmed this theory in his book *Don't Be A Fool for Hip-Hop*. Beady encouraged young African-American males to listen to their families and seek positive tangible role models. He warns male and female youth of the pitfalls that Hip-Hop holds. Students often imitate what they see, and most youth watch a great deal of television. The airwaves are engulfed with negative images that boast male heroes as pimps and drug dealers and females as prostitutes and male servants. The section on recommendations for

policy and practice provides suggestions on how to create school cultures and communities that build students' motivation.

The next variable to be discussed is sweets purchased with implied consumption. This variable did not yield a significant correlation when the partial correlation was conducted nor did the sweets consumption yield a positive Beta coefficient when the hierarchical regression was conducted. Sweets consumption of any measure negatively impacted conduct. For the sake of this study, sweets consumption and attention level were researched as a unit. Attention level yielded a negative influence on conduct when it is not "complete and full." Research proved that a student's low attention level and high sugar purchase with implied consumption negatively influences conduct and caused major class disruptions, fights, and long-term behavior problems.

Hervey-Jumper et al.'s (2006) comparison of African-American male students and Caucasians with ADHD discovered that diet, nutrition, and diagnosis can often offset the disparities of ADHD. Mary Block, author of *No More ADHD*, shared information that proves that an increase in vegetables and whole grains and a decrease in fats and sugars yield positives in the area of learning disabilities, academic performance, and conduct of the student participants of 803 New York public schools and juvenile correction facilities. School districts nationwide are implementing healthy meals, exercise, and Well-Ness Policies as an initiative to offset obesity, but based on the results found in this study the Well-Ness Policies will also offset negative conduct when students' attention levels are not deterred by the consumption of sugar.

Reading Intervention is the next variable that is discussed. Reading interventions specifically yielded positive results when students participated in such programs as “pull-out-small group” and “Individual Tutoring.” “Reading Projects” yielded positive results when students participated on a daily basis or “attended every day.” Research indicates that these results are true. NCLB recommends that all districts receiving federal funding implement a process that ensures the fair treatment of students being referred to the Special Education population. Mississippi adopted the Three Tier TST (Teacher Support) process that proves weeks of reading intervention and behavior interventions before a student is entered or evaluated for Special Education services. Countless analyses confirmed the positive influences that reading interventions have on behavior. For example, Whitney’s (2004) research assessed the effectiveness of school-wide literacy workshops for elementary students in grades 1-5 yielded significant effects for all groups. Boyd, Cooley, Lambert, and Lalongo (2003) provided information on alternative or nontraditional types of Reading intervention through the usage of mediation theory approach. This approach encourages older students to take responsibility for the learning of the children, therefore causing improvement in writing and reading and conduct. Various researchers presented research on the social outcomes of implementing reading intervention.

As an administrative intern, the researcher had an opportunity to observe the outcome of social skills and conduct impacted positively when she implemented the Kindness, Intelligence, Nice and Determination (K.I.N.D.) Project in 2003 at a K-6 elementary school in south central Mississippi. This program was implemented on a

voluntary basis. Educators were asked during a faculty-staff meeting, "Do you need help with conduct and behavior in your classroom?" Those who answered yes were encouraged to sign up for a project or program that enhances their behavior Modification Plans. Over 50% of the educators (classroom and auxiliary [music, physical education, librarian]) participated in 10 weeks of activities and lessons that incorporated social skills in the curriculum by designing intervention lessons (writing and reading) that addressed the student population's basic needs. Not only did the implementation of reading intervention, poetry, and conflict resolution have a positive impact on student conduct but on the school climate and culture as well. The results of the analysis of this study proves and research confirms that reading interventions when implemented and taken advantage of (full attention and motivation at high levels) influences conduct of African-American male students in a positive way.

Primary factors that predict the conduct of fifth grade African-American male students are SES, reading achievement, and family structure. The results showed that SES significantly correlated with conduct and motivation level and reading T-scores. The second and fifth quintile yielded a positive influence on conduct with the first and fourth quintiles yielding negative influences on conduct. Although research has proved for years that SES influences conduct, it is usually associated with the lower levels or quintile in a negative manner. For example, Willie's (2001) study analyzed the SES for student achievement test scores by race. He discovered that student achievement that ranked above the national norm usually is indicated for affluent-concentrated schools. These

factors of negative conduct and poor academic achievement usually hold true for affluent and high quintile level students. It is usually based on research for lower quintile students.

Family structure is a primary predictor that predicts conduct in a positive manner in the following family types: "two parents with sibling" and "one parent with sibling." The following types yield negative scores as predictors of conduct, "two parents no sibling" and "one parent no sibling." Students who were only children represented negative influence on conduct. Although not very much literature represented the impact that siblings have on conduct, some research indicated that stable homes that implement stability and an appreciation of education produce students with less behavior problems. Other researchers such as Thompson, Entwisle, Alexander, & Sundius (1992) provided implication for families without siblings should provide mentors for their "only child" to offset displays of negative conduct in the areas of sharing, tantrums, and aggression.

The factors that predict the conduct of fifth grade African-American male participants on the ECLS-K 1998 Longitudinal Study offer the reader and future researchers some very pertinent information. The current study proved that Reading T-Scores, SES, family structure, and attention level predicted conduct more accurately. Motivation, Reading Intervention, and Sweets purchase with implied consumption added additional variance and prediction to conduct but not as much as the first group of predictors. Reading T-Scores, "second quintile," "fifth quintile," "two parents with siblings," "one parent with siblings," "complete and full attention," "very high" (motivation level), attending Reading Project Group, and Reading Interventions were positive influences on conduct. Negative influences were "one parent no sibling," "two

parent no sibling," "first quintile," "fourth quintile," "unable to attend," "difficulty attending," "attentive" (attention levels), "very low," "low," and "average" (motivation levels), not attending reading intervention programs or activities, and the purchase of sweets with implied consumption regardless of number of times purchased. The above facts are the factors that influence the conduct of fifth grade African-American male participants of ECLS-K 1998.

Limitations

1. The study examined specific variables from ECLS-K: 98 defining SES, motivation, attention level, Reading T-Score, Reading Intervention, family structure, and sweets purchase with implied consumption. If different ECLS-K:98 variables had been chosen, the study results could deviate.
2. The data were collected by NCES and, therefore, the researcher is limited to the data made available through the ECLS-K:98 database.
3. The study is limited to NCES definitions of SES, motivation, attention level, Reading T-Score, Reading Intervention, family structure, and sweets purchase with implied consumption.

Recommendations for Policy and Practice

The purpose of this study was to provide information to policymakers, educational leaders, and other stakeholders who educate, parent, or counsel the African-American male student population. The results of this research can improve existing situations that relate to the educational condition of the African-American male student. This population holds the highest rate of dropout rates, office referrals, and special education referrals

(Smith, 2004). Research proves that these dismal facts are directly correlated and associated with conduct. The results of this research further confirm the effect that conduct has on successful school experiences.

Recommendations for policy and best practices that can possibly develop from this study include but are not limited to the following:

1. Policymakers should pass laws that enforce the implementation of school-wide and district-wide wellness policies that decrease the sale of snacks high in sugar.
2. The elimination of flavored milk that is high in glucose is a suggestion.
3. Implement school-wide behavior modification motivators into behavior modification plans. Examples are School-Wide Good Guy Boards that the administrators select and display their names and pictures on a monthly basis.
4. Present staff development on the effects of school-wide motivation and its association to school improvement and student achievement.
5. Teacher education program should implement discipline courses and reading intervention courses and techniques for preservice educators.
6. School districts should implement academic institutes for novice educators that incorporate a section that specifically addresses the needs of African-American male students.
7. The influence of attention level and motivation should be considered when designing interventions and techniques that the mental health professionals offer and implement in school settings. A student should be observed for a specific amount of time before being pooled into the mental health population. The main goal should be

transitioning the student into the "regular" population. Brain research techniques and practices such as same gender classrooms and classrooms that place emphasis on movement should be an alternative to mental health and behavior emphasis settings.

8. Students who are serviced by mental health agencies are usually ADHD or have a conduct disorder of a different type. A dietary plan with little or no sugar consumption should be considered.

9. Siblings intervention is another technique to offset negative conduct of African-American males.

10. Positive reading T-scores and reading interventions proved to have a positive impact on conduct of this population. Therefore, reading practices should be an instructional focus.

11. Brain research courses should be implemented by education programs.

12. Same gender classrooms should be a consideration for policymakers.

13. Staff development that focus on reading learning styles, classroom management, and brain research should be implemented in districts that have a high African-American male population rate.

Research has held true for decades that reading is a contributing factor to academic and social outcomes. Continue to implement early intervention in the area of reading. Reading will not only impact academics and social outcomes but the culture of schools as well.

This study is germane to the judicial system as well as the education sector. Conduct of students usually influences them for life and research proves that students who drop out are more likely to receive a G.E.D. in prison than enter college and this fact

holds true specifically for African-American males. The youth court systems should implement the following initiatives based on the results of the current study:

1. Create a relationship with the local education agency that implements weekly visits to the school site by social workers and case workers of students who are entered into the judicial system.
2. School employees and case workers should be respectful and meaningful role models in the lives of these students.
3. Create an intervention program that implements social skills and conflict resolution curriculum.
4. Require that parent or caregiver volunteer at the school site.
5. Implement anger management classes for aggressive crimes.
6. Provide parental involvement workshop requirements.

The specific implications of this study for K-12 administrators are:

1. This study provided the factors that influence the conduct of fifth grade African-American males. Fifth grade trends or results not only influence elementary settings but secondary settings as well. The results presented in this study hold future implications for successful school experiences. For example, this study proved that “small group” and “individual” reading interventions have a positive impact on the conduct of fifth grade African-American males. This study encourages K-12 administrators that educate or counsel this population to implement reading intervention programs.

2. This study proved that the first and fourth quintile of SES is negatively associated with the conduct of this population. K-12 administrators should use this information as background information to better understand members of this population who fall into the specific quintiles named.

3. The fact that motivation proved to have a positive influence on the conduct of fifth grade African-American male students in the area or indicator “very high” should encourage K-12 administrators to create a climate that provides school-wide motivation. An example of a school-wide motivator is implementing school creeds that serve as motivators for this population. The motivation results of this study should encourage K-12 administrators to hold their staff and faculty accountable for showing respect and professional courtesy toward the families and students of the population studied.

4. Family structure yielded positive scores in the areas of “one parent with siblings” and “two parent with siblings.” Siblings interventions can be utilized to reach students who are having difficulty in the area of conduct.

5. Same gender classrooms is another recommendation for K-12 administrators who serve the African-American male population.

6. Use brain research to create learning environments that enhance the conduct and achievement of this population.

7. Create grant opportunities that insist in enhancing the motivation of your site or district.

8. Create internal measures that implement parental involvement, such as holding parents and caregivers accountable for the well-being of students and rewarding the parents who volunteer with parent of the week, month, and year recognitions.

9. Implement rigorous and meaningful curriculums that are aligned to achievement measures.

10. Implement SPED disproportionality safeguards in order to downsize the number of African-American male students who enter the SPED population. Teacher Support Teams and the Mississippi Three Tier Process are both great examples of safeguards. Increasing the number of resource educators that serve the African-American male population is another safeguard as well as implementing reading tutors and other one-on-one techniques.

11. Encourage and hold educators accountable for fairness and tolerance.

12. Implement district character education programs that are aligned to the needs of the African-American male population.

The next section offers recommendations for future research.

Recommendations for Future Research

The next study about African-American males should ask the following questions:

1. How do siblings impact the conduct of African-American male students?
2. How does the lack of motivation negatively impact the conduct of African-American male students?
3. Does science achievement impact the conduct of African-American male students?

4. Does math achievement impact the conduct of African-American male students?

The reason this researcher selected the above questions as a beginning of future studies is because the family type, regardless of the number of parents or if siblings were present proves to have a positive impact on conduct. If the lack of motivation has a negative impact on this population, the next study should determine factors that motivate this population. Although a lot of interest has been given toward the young men of this population, the conduct of young girls should be analyzed because of the increase of African-American women in prison. Although a lot of research was discovered in the area of reading intervention, research proved that limited research on reading intervention is done or conducted with African-American male populations. Research shows that students who are enrolled in college preparatory classes are less likely to display negative behaviors. Most college preparatory tracks are engulfed with higher level science and math courses. These courses have the reputation of being classes for intellectual individuals and, therefore, students who are enrolled in these courses behave accordingly. As an administrator of an elementary school, the researcher has observed how the implementation of science into the curriculum has changed the behavior of some of the schools' toughest and misbehaved individuals. In turn, this changed the school's climate. Future research listed above would be of interest to all stakeholders who parent, teach, and counsel the African-American male population.

In closing, this study not only presented the factors that influence the conduct of the participants but it lays a foundation that provides guidelines and safeguards for all

stakeholders who counsel, teach, and parent this population Education is an ever-changing business. Educators and administrators are encouraged to be flexible because it is never known what the next law or addendum to current laws may require of educators. Educators have a fascinating and difficult task at the least since the implementation of NCLB. Although it lacks in the area of funding and a number of its goals are noble, countless experts express that the goals and mandates are not realistic. Often in education realistic goals are not set and most actions are not researched-based. In reference to African-American male students, NCLB promises to hold all stakeholders accountable for the fact that this population makes up over 50% of the Special Education population in most districts across the United States. These students also have the highest referral office or discipline rates, conduct disorder rates, and are more likely to obtain a G.E.D. in prison than they are to enter college. This researcher wishes that she could dispel these facts. She wishes she could say that of her 10 years as an educator that this did not happen or it must have happened in a certain city or town. The researcher wishes that when she taught a fourth grade class that was comprised of 27 students, 20 African-American male students and 7 female students (one Caucasian and 6 African-Americans) who were all well behaved, regardless of how well behaved they were, educators constantly walked past this classroom's lunch (that was incredibly quiet) or hallway line and made negative comments about the number of boys who were in that class. The perception of the boys was that they were difficult to teach or "handle." The results of this study proves that motivation influences the conduct of this population and that is why the lines were quiet. The use of positive verbal cues, smiles, and tangible items (treats, books, monthly

activities) proved rewarding for those students. The students the researcher has served over the years sparked the flame for this study. This study could serve as a guideline to address the needs of the African-American male student. Before closing, the researcher would like to further share the importance of this study and similar studies of its likeness. Studies that address the need of African-American male students provide research and guidelines for educators who do not know how to impact these students in a positive manner.

APPENDIX A

QUESTIONS THAT RELATE TO EACH ITEM ANALYZED IN THE STUDY

Variable Name	Question and Number
W5SESQ5	No Question
P6RACE	No Question
RGGENDER	No Question
P6HFAMIL	No Question
C6CPTR0	Weight, no question
C6R3RPF	No Question
P6HFAMIL	No Question
C6COOPER	Q: Please indicate the child's overall cooperation during the assessment.
C6MOTIVA	Q: Please indicate the child's overall motivation level during the assessment.
G6SGRDG	Does this child receive instruction and/or related services in any of the following types of programs in your school during the school day? Q4a: Individual tutoring program in reading Q4b: Pull-out small group in reading
G6RDPROJ	Q29: How often does the child identified on the cover of this questionnaire engage in the following activities as part of reading? Q29b: Do a group activity or project about what he or she has read.
C6ATTLVL	Q: Please indicate the child's overall attention level during the assessment.
C6SWTSBY	Q: During the last week that you were in school, how many times did you buy candy, ice cream, cookies, cakes, brownies, or other sweets at school?

Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Spring 2004, Electronic Codebook

APPENDIX B

HUMAN SUBJECTS REVIEW COMMITTEE PERMISSION



The University of
Southern Mississippi

Institutional Review Board

118 College Drive #5147
Hattiesburg, MS 39406-0001
Tel: 601.266.6820
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**HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE
NOTICE OF COMMITTEE ACTION**

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months.
Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: **26071302**

PROJECT TITLE: **The Factors Which Impact the Conduct of Fifth Grade African-American Males Who Participated in the Early Childhood Study Kindergarten (ECLS-K)**

PROPOSED PROJECT DATES: **09/10/05 to 09/28/06**

PROJECT TYPE: **Dissertation or Thesis**

PRINCIPAL INVESTIGATORS: **Derricka B. Thomas**


COLLEGE/DIVISION: **College of Education & Psychology**

DEPARTMENT: **Educational Leadership & Research**


FUNDING AGENCY: **N/A**

HSPRC COMMITTEE ACTION: **Expedited Review Approval**

PERIOD OF APPROVAL: **08/14/06 to 08/13/07**



Lawrence A. Hosman, Ph.D.
HSPRC Chair



8-16-06

Date

APPENDIX C

COEFFICIENTS

Table 9

Coefficients

Model	Unstandardized Coefficients			Standardized Coefficients			95% Confidence Interval for B				Correlations			Collinearity Statistics	
	B	Std. Error	Beta	Lower Bound	Upper Bound	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF			
1	(Constant)	2.734	.386			2.006	.000								
	twoparentwithab	-.015	.061	-.015		-.216	.028	.106	.063	-.010	-.007	.238	4.192		
	twoparentnoab	-.175	.064	-.095		-2.091	.077	-.339	-.011	-.044	-.072	.562	1.717		
	oneparentwithab	.002	.059	.002		.036	.072	-.113	.118	.029	.001	.246	4.064		
	oneparentnoab	-.022	.072	-.015		-.306	.760	-.162	.119	.007	-.014	.467	2.141		
	fratquiltile	-.077	.044	-.037		-1.745	.082	-.163	.010	-.204	-.078	.060	2.065		
	secondquiltile	.012	.045	.012		.263	.793	-.076	.100	.060	.012	.009	1.774		
	fourthquiltile	-.043	.049	-.040		-.804	.377	-.140	.053	.051	-.040	.564	1.694		
	fifthquiltile	-.020	.064	-.013		-.307	.759	-.146	.106	.112	-.014	.717	1.395		
	unabletoattend	-.539	.328	-.056		-1.845	.101	-1.183	-.056	.074	-.057	.869	1.032		
	difficultystanding	-.662	.050	-.468		-11.294	.000	-.660	-.465	-.452	-.361	.703	1.423		
	attentive	-.233	.035	-.270		-.694	.000	-.303	-.164	-.208	-.285	.711	1.408		
	completeandfullattention	.272	.045	.236		6.003	.000	.184	.360	.424	.210	.760	1.262		
	C3 RCS READING T-SCORE	.005	.004	.062		1.466	.143	-.002	.013	.348	.068	.064	1.507		
2	(Constant)	1.677	.727			2.308	.021	.249	3.104						
	twoparentwithab	.003	.096	.004		.062	.399	-.114	.120	.063	.002	.226	4.367		
	twoparentnoab	-.125	.082	-.068		-1.521	.129	-.286	.036	-.044	-.070	.557	1.798		
	oneparentwithab	.033	.056	.040		.577	.365	-.080	.147	-.029	.026	.018	4.269		
	oneparentnoab	-.002	.070	-.002		-.030	.976	-.139	.135	.007	-.001	.454	2.202		
	fratquiltile	-.051	.043	-.058		-1.198	.231	-.135	.033	-.204	-.055	.469	2.134		
	secondquiltile	.022	.044	.023		.503	.615	-.064	.106	.080	.023	.017	1.818		
	fourthquiltile	-.041	.048	-.036		-.861	.390	-.135	.053	-.039	-.029	.577	1.733		
	fifthquiltile	.041	.063	.026		.651	.514	-.082	.164	.112	.030	.022	1.445		
	unabletoattend	-.361	.320	-.224		-1.190	.235	-1.011	.248	-.036	-.039	.933	1.072		
	difficultystanding	-.282	.068	-.224		-4.076	.000	-.418	-.146	-.462	-.184	.336	2.978		
	attentive	-.125	.043	-.145		-2.906	.004	-.210	-.040	-.208	-.132	.086	4.411		
	completeandfullattention	.217	.055	.190		3.923	.000	.108	.326	.424	.177	.130	2.134		
	C8 RCS READING T-SCORE	.001	.004	.016		.329	.742	-.008	.009	.346	.015	.556	1.793		
	verylow	-.623	.101	-.479		-4.172	.000	-.822	-.423	-.345	-.272	-.205	5.400		
	low	-.326	.068	-.249		-4.788	.000	-.469	-.182	-.336	-.214	.199	4.081		
	average	-.139	.041	-.184		-3.349	.001	-.420	-.057	-.165	-.152	.111	4.691		
	veryhigh	.066	.061	.041		1.441	.150	-.032	.209	.366	.066	.046	2.138		
	yes	.036	.055	.033		.654	.514	-.072	.144	-.093	.030	.022	4.57		
	no	.059	.046	.067		1.207	.226	-.037	.166	.138	.055	.040	2.766		
	true	.023	.053	.024		.436	.682	-.061	.126	.113	.020	.015	3.566		
	false	-.038	.051	-.044		-.739	.460	-.137	.082	-.145	-.024	-.025	3.068		
	almosteveryday	.007	.052	.005		.128	.898	-.086	.109	.060	.006	.004	1.142		
	onceorhiceaweek	-.012	.053	-.013		-.356	.722	-.077	.054	.026	-.016	-.012	3.616		
	neverorhardlyever	-.044	.044	-.036		-.896	.320	-.131	-.094	-.046	-.033	.046	1.161		
	didnobuy	-.138	.143	-.169		-.963	.336	-.420	-.144	.009	-.044	.032	24.694		
	onceortwice	-.195	.146	-.136		-1.336	.182	-.461	-.092	.037	-.061	-.044	16.807		
	threeorfourtimesduringthelastweek	-.248	.157	-.127		-1.679	.115	-.556	.081	-.057	-.072	-.052	5.893		
	onceinspenday	-.186	.162	-.107		-1.235	.217	-.468	.111	-.033	-.057	-.041	6.859		
	twiceinspenday	-.190	.176	-.081		-1.077	.262	-.537	.157	-.007	-.049	-.038	2.681		
	threeorfourtimesduringthelastweek	-.261	.251	-.054		-1.261	.206	-.744	.162	-.004	-.056	-.042	6.02		

a. Dependent Variable: C6 ACQ305 CHILD'S COOPERATION

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