TRANSITION FROM FIFTH TO SIXTH GRADE AND ITS IMPACT ON
DISCIPLINE REFERRALS

A Doctoral Thesis Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education
in Professional Leadership

by

Karen M. Stockton

May, 2011

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DEDICATION

I would like to dedicate this book to my parents, Eli and Mary Almaraz, as I would not have completed this journey without their love, support, encouragement, and guidance. They have provided a solid foundation throughout my life, and set high expectations in which I've grown emotionally, spiritually, and intellectually. I am so thankful for the example they have set for me, and everyone they know.

ACKNOWLEDGEMENTS

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ABSTRACT

This study investigated the effects of students transitioning from fifth grade elementary to sixth grade middle school on office discipline referrals. When students transition to the next grade, they may face challenges surrounding change, such as anxiety related to bullying or harassing behaviors by older students, stolen items, conflict, and discipline with teachers.

The study was drawn from the population of two school campuses within a large southwestern suburban school district in the state of Texas. The sample consisted of 153 students during their fifth grade year in elementary school and the same group of students during their sixth grade year in middle school. Comparisons were made to determine if the transition from elementary to middle school affected students' discipline data. Archival discipline data measured changes between grade levels. Class schedules were compared from both elementary and middle school documenting the differences in the academic structures. Class schedules were analyzed using qualitative analysis frameworks. The analysis of the data included descriptive statistics regarding the student discipline data by frequency, location and description of incident, and action taken by administration. The analysis of descriptive data determined that discipline referrals increased for the same cohort of 153 students in fifth grade elementary to sixth grade middle school from 28.3 percent to 71.7 percent.

Class schedules comparisons revealed that students in fifth grade versus sixth grade have fewer teachers, longer class periods, less transition, and stayed with the same peers all day. In addition, middle school students are allotted five minutes between classes for transition. While elementary students do not have transition times scheduled within their school day, they are given 30 minutes of recess time every day. Implications of this study suggest that further study is needed to address the association between elementary versus middle school discipline referrals and scheduling, and to test ways to mediate the psychological and organizational transitions from elementary to middle school.

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Introduction

Transition, the movement, passage, or change from one position, state, stage, concept, to another (Dictionary.com), occurs in many different forms. An insect transitions from caterpillar to butterfly, plants transition from seedling to flower, construction sites transition from concrete slab to house; however, humans transition throughout their lives, beginning with birth. Milestones occur regularly as infants transition to toddlers, children, adolescents, and then adults. Although most transitions occur without any problem, different variables may affect the length or even success of a transition. For example, the life cycle of a butterfly includes transition from egg, caterpillar, pupa and then butterfly, yet any stage interrupted can prove to be detrimental to the outcome of the butterfly. The same applies to a seedling. If at any point in the development of the flower transition is compromised – lack of sun, water, and/or fertilization – the process could be impeded. It is important to understand that for children, schooling and transition play a key role in a child's development into adulthood and it is crucial for educators to support and provide guidance for children during transition. As students move from one grade to another, it is imperative they are prepared to face challenges including discipline, class schedules, and relationships. This is especially important when transitioning from not only one grade to the other, but from one school to another. "The transition from elementary to middle school may be especially challenging because it often involves significant school and personal change"

(Akos, p. 1). Elias (2002) warns, "It tends to destabilize many students, requiring they re-establish a sense of their identity in a more mature and demanding environment" (p. 41).

Students in Transition

One of the major struggles facing schools today is maintaining a positive, productive, and purposeful environment for students, at all grade levels throughout their school years. School climate and culture play a crucial role in the development of well-rounded students, and research suggests that students who feel they are valued and cared for are more successful than those who do not. In a study of 10,000 students conducted by Aspy and Roebuck cited in Rogers and Freiberg (1994), teachers who were trained to offer high levels of facilitative conditions including empathy, congruence, and positive regard with students reported the following: students missed fewer days of school; had increased scores on self-concept measures indicating positive, self-regard; greater gains on academic achievement measures; fewer disciplinary problems; and were more spontaneous and used higher level thinking. Maslow (1962) stated that the need of belonging has to be satisfied before other needs can be fulfilled (as cited by Ma, 2003). Elias (2002) warns that challenges for students occur as soon as they step into a new school. Children feel anxiety related to bullying or harassing behaviors by older students, stolen items, conflict, and discipline with teachers. Elias (2002) believes

> "school educators must take time to understand and
>
> help students find those answers while guiding them
>
> toward opportunities, relationships, and skills that allow
>
> them to develop a strong sense of self" (p. 41).

While transition affects most students at some time or another, at risk students suffer "challenges that may derail their school careers" (Cauley & Jovanovich, 2006, p. 15). According to Cauley & Jovanovich (2006), effective transition programs improve student attendance, retention, and achievement. In addition, they are comprehensive and target activities to students as early as the spring and summer prior to transition. Teachers and administrators must continuously plan and implement strategies to support incoming students, and monitor their progress. Some indicators mentioned included grades, appropriateness of classroom behavior, hostile or inappropriate relationships with peers, and engagement in work. If implemented effectively, transition programs can "be a catalyst for positive growth, starting students on a journey that will see their teen aspirations soar into adult accomplishments" (Elias, 2002, p.43).

Student Schedules

In most elementary schools, even though students have the opportunity to interact with many different teachers throughout their day, they have one or two primary teachers for the majority of their day. In addition to building a strong relationship with their teacher, they also form bonds with the other students in their class as their class schedule keeps them together throughout the entire day. Since most elementary schools house kindergarten through at least fifth grade, it seems understandable that during these six years of school, students would form strong bonds and relationships with teachers and peers. In contrast to elementary schools, middle or junior and high schools have a structure that reflects the content delivery with teachers being specialists rather than generalists.

"This move to a new school involves disrupting relationships

with teachers and peers at a time when teenagers are becoming

more independent from their families and experiencing less

parental involvement in their schooling" (Schiller, p. 216).

Students go from a minimal number of teachers in elementary to a different one for each

subject area in middle school.

In comparison, both schedules look completely different:

Table 1

	Sample Fifth Grade Schedule								
	Block 1			Block 2			Block 3		
	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6	Teacher 7	Teacher 8	Teacher 9
8:45-9:35	Large Group – PE, Art, Music or Technology								
9:35-11:15	Reading/ Language	Science/ Social Studies	Math/ Supplemental	Reading/ Language	Science / Social Studies	Math/ Supplemental	Reading/ Language	Science/ Social Studies	Math/ Supplemental
11:15-12:05	Reading/ Language	Science/ Social Studies	Math/ Supplemental	Reading/ Language	Science / Social Studies	Math/ Supplemental	Reading/ Language	Science/ Social Studies	Math/ Supplemental
12:05-12:35	Lunch								
12:35-1:05	Recess								
1:05-2:05	Reading/ Language (cont)	Science/ Social Studies (cont)	Math/ Supplemental (cont)	Reading/ Language (cont)	Science/ Social Studies (cont)	Math/ Supplemental (cont)	Reading/ Language (cont)	Science / Social Studies (cont)	Math/ Supplemental (cont)
2:05-3:45	Reading/ Language	Science/ Social Studies	Math/ Supplemental	Reading/ Language	Science/ Social Studies	Math/ Supplemental	Reading/ Language	Science / Social Studies	Math/ Supplemental

Table 2

Sample Sixth Grade Schedule					
		Period 1	8:15 – 9:21		
		Period 2	9:26 – 10:15		
		Period 3	10:20 – 11:09		
"A" Lunch Group		"B" Lunch Group		"C" Lunch Group	
Lunch A	11:09 – 11:39	Period 4	11:14 – 12:03	Period 4	11:14 – 12:03
Period 4	11:44 – 12:33	Lunch B	12:03 – 12:33	Period 5	12:08 – 12:57
Period 5	12:38 – 1:27	Period 5	12:38 – 1:27	Lunch C	12:57 – 1:27
		Period 6	1:32 – 2:21		
		Period 7	2:26 – 3:15		

Whereas elementary students are clustered or 'blocked' together for the majority of their day, middle school students have a more individualized schedule in which their day is divided in to class periods.

> "Block schedules can ease the transition from the
>
> homelike atmosphere of the elementary school to the
>
> departmentalized environment of the high school by
>
> reducing the need for constant class changes and the
>
> number of classes students have on any given day, while
>
> providing increased content emphasis and time on task"
>
> (Mowen & Mowen, 2004, p. 50).

Research in the area of block scheduling for the secondary level has yielded the following (Rettig & Canady, 2001):

- There is evidence that the number of discipline referrals to the office is reduced by 25% to 35%. Evidence also exists that in-school suspensions also decline

- There is evidence that both student and teacher attendance improves, although the gains are small

- For obvious reasons, student tardiness is also reduced

- There is consistent evidence that students' grades, as reported by grade point averages, increase and the number of students on the A-B Honor Roll increases (p. 79)

Movement from class to class may also prove to have significant barriers to learning. Compared to elementary schedules, secondary class periods are shorter and student travel time between classes varies between five and seven minutes.

In addition, they are submerged with students from several surrounding 'feeder' schools and therefore interact with many new faces and cultural perspectives. Because of the nominal amount of time spent in each class, students' opportunity to build relationships with their teacher greatly diminishes. Hamburg (1974) as cited by Hirsch & Rapkin, suggests that the "departmentalized structure of the JHS in which students rotate from teacher to teacher without an intact peer group has been the target of criticism" (p.1236). Furthermore, the "diminished opportunity to establish stable relationships with either teachers or peers has been thought particularly detrimental, since this may also be the time of peak conflict with parents" (p. 1236).

In addition to the differences in interpersonal environment between elementary and secondary, there are significant differences in instruction and curriculum. According to Rounds and Osaki (1982), "whole group instruction was the norm in seventh grade junior high classrooms, small group instruction was rare, and individualized was not observed at all. In contrast, they found that sixth grade elementary teachers mixed whole group, small group, and individualized instruction within and across subject areas, sometimes combining students of similar ability and students of heterogeneous ability"(as cited by Feldhaufer, Midgley and Eccles, 1988, p. 135). Unfortunately, the lack of support and encouragement may cause students grades to drop and in turn affect self-esteem. In a study conducted by Feldlaufer, Midgley, and Eccles (1988), student and

teacher perceptions of classroom environment were assessed in 117 sixth grade

elementary classrooms and 138 seventh grade classrooms the following year. Their

findings indicated that "post-transition teachers were perceived as less friendly,

supportive, and caring than pre-transition teachers" (p. 149). Students also reported that

"the teacher they have for mathematics after the transition to junior high care less about

them, are less friendly, and grade them less fairly than the teacher they have the last year

of elementary school" (p. 149 -150). Finally, this study provides evidence to support a

change in the student/teacher relationship after transition to middle school.

Discipline

Another area of concern regarding transitioning involves changes in early

adolescents. "Physical, emotional and social changes that occur in puberty have been

associated with heightened emotionality, conflict and defiance of adults" (Berk, 1993 as

cited by Akos, 2002, p. 1). Research by Greer-Chase, et al., indicates that "high levels of

aggression in first grade classrooms proved to be an extreme risk factor for later

aggression (Greer-Chase, Rhodes, & Kellam, 2002, p. 243). In order to help facilitate

successful transition, Akos (2002) suggests that "helping professionals such as school

counselors should consider the developmental tasks of various stages, the coping abilities

and flexibility of individuals, and the potent systemic and contextual factors of influence"

(p. 1). This information is crucial when developing an implementation plan for transition

since there is evidence to suggest (Akos, 2002) that students worry about a multitude of

things including lockers, schedules, grades, older students and acceptance. Akos (2002)

determined that "it is important to address a variety of worries involved in transition"

(p. 8). Bauman (1983) compares Maslow's first level of hierarchy (survival) to an anxious student who moves from the self-contained elementary classroom to the "the middle school setting" (p. 283). This anxiety, fear of the unknown and unfamiliar world affects their self-esteem; however, with proper interventions such as daily interactions with the team, the house, and the school, she goes on to explain that "self-esteem seems to stimulate related self-actualizing behaviors: volunteering, risking, appreciating, applauding, and accepting applause as a genuine expression of another's acknowledgement of personal worth." Kellam et al. (1983)' as cited by Chase, Rhodes & Kellam (2002), states that "the lack of effective disciplinary procedures in the elementary school classroom may have important developmental consequences for future maladaptive behaviors" (p. 242). Teachers play a crucial role in the development of students especially because they are "spending several hours a day away from home, subject to a discipline and reward system which are essentially independent of that administered by the parents" (Ballantine & Spade, 2004, p. 37). It is imperative that administrators provide staff development training in classroom management for teachers and staff, especially at the elementary level. According to Jones (1996), as cited by Greer-Chase, Rhodes, & Kellam (2002), classroom management has been identified as a major influence on teacher performance, teachers' job-related stress, and a prerequisite for student learning. As student pressure continues to rise, disciplinary plans and programs are essential at every school level.

Chapter 2

Literature Review

The following is a selected literature review that focuses on the transitional

concerns and effects on student discipline and self-esteem of fifth to sixth grade students

from one school to another. The first section, "Transition" serves to provide valuable

information on the importance of transition programs and strategies to assist schools,

administrators, and teachers. In a study conducted by Kingery & Erdley (2007),

> "children with low peer acceptance are more likely to
>
> experience behavioral, emotional, academic, and peer
>
> difficulties during the elementary school years, and these
>
> students are at a higher risk for having adjustment difficulties
>
> across the middle school transition" (p. 84).

The next section, "Class Schedules" focuses on the difference between

elementary and middle school schedules. Evidence regarding the physical classroom

environment and class schedule will provide crucial data suggesting that school leaders

look at "block scheduling" for the middle school level. In order to achieve a successful

change to "block scheduling", Mowen & Mowen (2004) suggest that administrators

consider different schedules, determine school need, draft schedules, pilot program prior

to implementation, provide staff training, communicate with all stake holders, and

provide feedback.

The final section, "Discipline" is an examination of the literature that is concerned

with student perceptions about the transition to another school and the effects on their

discipline. According to Greer-Chase et al. (2002), their review suggests "there is a large

literature base in developmental psychopathology that is informative in regard to classroom disciplinary problems" (p. 242).

The selected literature review represents the research that has been influential in my understanding of the topics surrounding students transitioning from one school to another. In addition, this literature review has assisted in the development of my proposed thesis.

Literature Review: Transition

Table 3

Reference	Study/Purpose	Findings
Akos, P., & Galassi, J. P. (2004). Gender and race as variables in psychosocial adjustment to middle and high school. *Journal of Education Research,* 98(2), 102-108.	This study investigated gender and race as variables in 6th and 9th grade students' perceptions of transition difficulty and school connectedness.	Gender was not a considerable variable in students' overall perception of transition; however, gender was a significant variable in students' feelings of connectedness to school in both transitions and in determining who was most helpful during the transition to high school.
Bauman, D.J. (1983). *A response: "Reflections on Maslow, Deibert, and Walsh". The Clearing House,* 56(6), 283-284 Retrieved from http://www.jstor.org/stable/30180956	This article is a response from a language arts teacher regarding students transitioning from elementary to middle school. She reflects on Maslow's pyramid and discusses the levels of hierarchy.	Bauman implies that middle school students are more complex than the "pyramid", and offers a short story describing one of her students' successes in transitioning to middle school. She believes that positive contributions by all (teachers, staff, administrators, etc.) create a successful, safe learning environment.

Reference	Study/Purpose	Findings
Cauley, K.M., & Jovanovich, D. (2006). Developing an effective transition program for students entering middle or high school. *The Clearing House*, 80(1), 15-25.	This article discusses the need for developing transition programs for students entering middle or high school. The authors state concerns of students and parents and offer suggestions to assist them. They share elements of effective transition programs including activities for students, teachers and parents; continuous planning among teams of teachers; attend to those students who have the greatest difficulty.	Transition programs are effective if they prevent students from less anxiety, and improve academic success. In addition, they improve attendance, achievement, and retention.

Reference	Study/Purpose	Findings
Elias, M.J. (2002). Transitioning to middle school. *Educational Digest,* 67(8) 41. Retrieved from www.eddigest.com	This article discusses the trauma associated with students transitioning to middle school. Students report their feelings of anxiety due to bullying or harassment by older students, having things stolen, conflicts with teachers, and discipline. In addition, students also have difficulty finding and connecting with a peer group and making new friends.	Elias suggests that students are taught coping skills to meet these social needs. He goes on to state that students need explicit instruction, coaching, and support on organizing time and resources for homework. He suggests the following activities to help: assign students an older buddy, send information to parents on opportunities for involvement, provide a forum for teaching survival skills including organization, studying, and communication, and schedule early and periodic individual/group counseling visits.
Kingery, J.N., & Erdley, C.A. (2007). Peer experiences as predictors of adjustment across the middle school transition. *Education and Treatment of Children*, 30(2), 73-88.	This study conducted a comprehensive assessment of early adolescents' involvement with peers. The authors look at the role of peer acceptance and dimensions of friendship in predicting adjustment across the transition to middle school. Participants were 146 students (68 boys, 78 girls) who participated in the spring of fifth grade and fall of sixth grade. Students were administered a survey in which feelings of loneliness, extent of involvement in school, and quality of relationships were measured.	Using MANOVAs, results revealed a significant decrease in the average number of mutual friendships across time. Regression analyses indicated that peer acceptance and friendship quality and quantity play significant yet somewhat different roles in predicting loneliness and school involvement across the middle school transition.

Reference	Study/Purpose	Findings
Ma, X. (2003). Sense of belonging to school: Can schools make a difference? *The Journal of Educational Research,* 96(6), 340-349.	This study applied student and school characteristics to explain differences among students and schools regarding students' sense of belonging to school (the extent to which they feel personally accepted, respected, included, and supported in the school social environment).	Results suggest that students' sense of belonging to school is influenced more by their mental and physical conditions and school climate characteristics. Findings indicate that teachers and administrators are in a powerful position to influence students' sense of belonging to the school. School climate that makes students feel that they are cared for, safe, and treated fairly is conducive to their developing a positive sense of belonging to school.
Rogers, C., & Freiberg, J. H. (1983). *Freedom to Learn*. Don Mills, Ontario: Macmillan College Publishing Company.	This text provides educators with resources to create the most conducive learning environment for our most 'precious natural resource: the minds and hearts of our children and young people.'	The conclusion provides reports on research findings and provides a foundation for the philosophy behind person-centered learning.
Schiller, K. S. (1999). Effects of feeder patterns on students' transition to high school. *Sociology of Education,* 72, 216-233.	This article explores the transition from middle to high school as a process during which institutional and social factors influence whether students' careers are positively or negatively affected by this movement between organizations. Schiller looks at how feeder patterns may affect the stratification systems in schools.	Findings suggest that when large groups of students move between schools together, the stratification system (class rank) tends to remain fairly undisturbed. The author suggests that by offering students the option to transfer or select their school rather than follow feeder patterns brings opportunities for new friendships, better grades and the possibility to raise their class rank.

Literature Review: Class Schedules

Table 4

Reference	Study/Purpose	Findings
Feldlaufer, H., Midgley, C., & Eccles, J. S. (1988). Student, teacher, and observer perceptions of the classroom environment before and after the transition to junior high school. *Journal of Early Adolescence*, 8(2), 133-156.	This article examines the differences between math instruction at the elementary and middle school levels and the impact this has on students.	Through a questionnaire, the researchers noted that after transitioning to middle school, students feel they are given fewer opportunities to make suggestions regarding what they will learn and how they will learn it. In addition, there is evidence of a change in the student/teacher relationship after the transition to middle school.
Freiberg, J. H. (1988). Carl Rogers's philosophy and current educational research findings. *Person-Centered Review,* 3(1), 30-40.	This article examines Carl Rogers's thinking and philosophy on educational issues. Freiberg discusses several educational learning styles including 'open education,' 'experiential learning,' and 'cooperative learning.' He goes on to discuss teacher affect stating that teachers have the capacity of creating a learning environment that is empathetic, positive, and congruent; however, this is best achieved if the teacher's environment is the same.	Freiberg concludes his article by supporting Carl Rogers's philosophy of freedom in the classroom to support teacher ideas and creativity. In addition, he states the importance of educators enlisting the support at the local, state and federal levels in order to move education toward the 21st century.

Reference	Study/Purpose	Findings
Mowen, G.G. & Mowen, C. (2004). To block-schedule or not? *Educational Digest.* 69(8), 50-53.	This informative article shares the thoughts of a principal and teacher on the effects of block scheduling. They argue that block schedules can ease the transition from the homelike atmosphere of the elementary school to the departmentalized environment of the high school.	In order to successfully implement block scheduling administrators must consider the following: different schedules, school need, drafts of several different schedules, conduct a pilot, make the decision, provide training, inform all stakeholders, gather feedback, and make necessary modifications.
Rettig, M.D., & Canady, R.L. (2001). Block scheduling: more benefits than challenges. Response to Thomas (2001). *NASSP Bulletin.* 85(628), 78-86.	This article reviews research on scheduling effects and discusses how instructional leaders have approached the issue to analyze the benefits and problems of the various scheduling formats.	The research findings indicate considerable evidence in its support of block scheduling including: positive feelings from administrators, teachers, parents and students, decreased discipline referrals and tardies, and improvement in student and teacher attendance.
Waggoner, J. E. (1994). The relationship between instructional teaming and self-esteem of sixth graders transitioning to a traditional junior high (Speech/Conference No. 150). Lisle, IL: Illinois Association of Teacher Educators.	This study investigated factors related to the classroom structure of elementary (teamed teaching) versus middle school (nonteamed teaching) and the effects of students transitioning from one grade to the next.	Results indicated that students from teamed settings demonstrated a stronger affiliation in school activities, fewer concerns about the transition to junior high, and anticipation of being involved in fewer activities in junior high.

Literature Review: Discipline

Table 5

Reference	Study/Purpose	Findings
Akos, P. (2002). Student perceptions of the transition from elementary to middle school. *Professional School Counseling,* 5(5), 339 Retrieved from http://findarticles.com/p/articles/mi_m0KOC/is_5_/ai_88579043/	The purpose of this investigation was to learn more about student perceptions during the transition from elementary to middle school.	A questionnaire was utilized to collect data from students prior to their transition to middle school. The data suggest that students are keenly aware of the contextual change in transition; however, worries about middle school included a wide variety of topics. The author elicits support from helping professionals such as counselors, to provide strategies designed minimize these concerns.
Ballantine, J. H., & Spade, J. Z. (2004). Schools and society A sociological approach to education (2nd ed.). Belmont, California: Wadsworth.	This text provides articles pertaining to educational systems. The authors hope to provide understanding of the fields of sociology and education, what both fields contribute to the study of educational systems, and some specific issues of concern to sociologists and education professionals.	The authors provide readers with an overview of the theories, methods, and issues in sociology of education today.
Greer-Chase, M., Thodes, W. A., & Sheppard, K.G. (2002). Why the prevention of aggressive disruptive behaviors in middle school must begin in elementary school. *The Clearing House,* 75(5), 242-245. Retrieved from http://www.jstor.org/stable/30189752	These authors share that there are clear indications that school discipline problems extend far beyond the classroom, affecting individual students, teachers, and society at large. Research indicates breaking rules, and fighting are occurring as early as first grade.	The findings suggest that it is critical for educators to understand the developmental course of aggressive behaviors occurring in the early classroom environment. In addition, prevention tools for teachers are essential in preventing more aggressive behaviors.

Reference	Study/Purpose	Findings
Hirsch, B.J., & Rapkin, B. D. (1987). The transition to junior high school: A longitudinal study of self-esteem, psychology symptomatology, school life, and social support. *Child Development*, 58(5), 1235-1243. Retrieved from http://www.jstor.org /stable/1130617	This research examined the psychological well-being of white and black students during the transition to junior high school.	Self-report questionnaires in group settings were used to collect data. Findings indicated the complex nature of adjustment during early adolescence. In addition, the authors note that findings from this and related studies suggest that adjustment varies considerably depending on the specific domain in question.
Schumacher, D. (1998). The transition to middle school. ERIC Digest, (EDO-PS-98-6)	This Digest presents a brief overview of some of the issues involved in the transition from elementary to middle school and provides suggestions for transition programs and activities.	Guidelines suggested include: activities that involve students, establishing a transition protocol, timeline for process, meetings between collaborative groups, assessing of human and financial resources available, and feedback from students, teachers, counselors, and parents evaluating the transition process.
Wigfield, A., Eccles, J. S., Mac Iver, D., Reuman, D. A., & Midgley, C. (1991). Transitions during early adolescence: Changes in children's domain-specific self-perceptions and general self-esteem across the transition to junior high school. *Developmental Psychology*, 27(4), 552-565. doi:0012-1649/91	This research article examined change across the junior high school transition in young adolescents' general self-esteem as well as changes in their self-concepts of academic ability.	Two main conclusions drawn from this study included adolescents' self-perceptions and self-esteem changed over time, and these changes were systematically related to changes in their social lives.

Summary

There is significant discussion surrounding students in transition; however, research in this area is limited. According to Feldlaufer, Midgley, and Eccles (1988), few studies have focused on the differences in the classroom environment across school levels (p. 134). They also pose a series of questions pertaining to this topic including: "Are elementary and junior high school teachers inherently different? Are there differences in training that would account for the classroom difference? Does the departmentalized organization at the junior high school make these differences inevitable? Does the teacher socialization process differ in the two institutions?" (p. 153). In addition, Kingery & Erdley (2007) argue that the majority of research "has been conducted *after* students have made the transition to junior high or middle school" (p. 74). This study will take into account these questions in addition to examining educator's perspectives on improving the current process of transition from one school to another.

Primary Research Questions

With the goal of more fully understanding the factors that contribute to transitioning from one school to another, this study will focus on the following questions:

1. Do student office discipline referrals significantly change from students transitioning from fifth to sixth grade?

2. Do student course schedules differ from fifth to sixth grade and if so, how?

For the proposed research, archival discipline data will be used from fifth graders during the 2008/2009 school year and the same cohort during their sixth grade year. In addition,

class schedules of fifth grade elementary students will be compared to middle school

sixth graders.

Chapter Three

Methodology

Purpose of the Study

The primary purpose of this study was to examine the effectiveness of a district's

elementary to middle school transition program by comparing the discipline data from a

group of fifth graders in the 2008/2009 school year to the discipline data of sixth grade

the following year. In addition, class schedules of fifth and sixth graders were evaluated.

This study took into account these concerns in addition to examining educators'

perspectives on improving the current preparation for transitioning students from

elementary to middle school. Finally, the goal of this study was to (a) identify the effects

of students transitioning from elementary to middle school, and how it impacts their

discipline data, and (b) make recommendations on whether the district's transition

interventions and programs are adequate.

Chapter three is divided into the following subsections: (1) sample; (2) data

collection procedures; (3) instrumentation; (4) research design; (5) data analysis; and (6)

limitations.

Sample

The sample for this study was drawn from the population of two school campuses

within a large suburban school district in the state of Texas. The school district comprises

186 square miles of land making it the second-largest school system in land area out of

the 22 districts in the surrounding geographic area. It is also the second-largest district in

terms of student enrollment with more than 106,000 students enrolled for the 2010/2011 school year and more than 850 subdivisions and apartment complexes within its borders. There are a number of industries within district borders, including international corporations and a number of small factories and plants.

The total sample consisted of 153 students during their fifth grade year in an elementary school and the same group of students during their sixth grade year in a middle school. The demographics of the two schools were as follows:

Fifth Grade Elementary School

- White – 42%
- Hispanic – 26.8%
- African American – 21%
- Asian, Pacific Islander – 9.9%
- Native American – 0.2%
- Economically Disadvantaged (based on free and reduced lunch) – 40.1%

Sixth Grade Middle School

- White – 43.3%
- Hispanic – 29.5%
- African American – 15.6%
- Asian, Pacific Islander – 11.5%
- Native American – 0.1%
- Economically Disadvantaged (based on free and reduced lunch) – 38%

Data Collection Procedures

Archival discipline data was used to test the hypothesis of the proposed study. Data elements collected from the elementary students from the 2008/2009 school year and who attended the feeder middle school for the 2009/2010 year included:

- Building

- Grade level

- Infraction Code

- Infraction Description

- Infraction Location Code

- Infraction Location Description

- Discipline Action Code

- Discipline Action Description

- Course Period

- Course Description

Methodology Instrumentation

In the proposed study, the independent variable consisted of the group of students transitioning from elementary to middle school. The dependent variable included discipline data from the same group of students within a two-year time frame moving from elementary to middle school. Discipline data analyzed included the following infraction codes as listed in the district's code of conduct:

Inappropriate Peer Interaction

- Fighting

- Language/gestures (cursing, shouting, taunting)

- Inappropriate physical contact

Inappropriate Adult Interaction

- Language (arguing, cursing, refusing, etc.)

- Physical contact (hit, kick, push, etc.)

- Other (gestures, body language, run away, etc.)

Breaking Class or School Rules

- Tardy (class or campus)

- Skipping/truancy (class or campus)

- Excessive talking, acting out, disrupting class

- Refusal to do class work or participate

- Bringing inappropriate items to school

- Dress code violation

- Smoking/tobacco violations

- Theft

- Vandalism/criminal mischief (student, staff or school property)

- Nuisance behavior (running, throwing items, loud)

- Dishonesty (cheating, forgery, perjury)

- Not attending discipline assignment

- Misuse of district technology

- Other misconduct

In addition, comparisons of the class schedules (see Table 1 and Table 2) provided additional information to support the second research question.

Research Design

This research was designed to identify correlations between students' transition from fifth to sixth grade and the effects on discipline. Correlational studies are used to look for relationships between variables. There are three possible results of a correlational study: a positive correlation, a negative correlation, and no correlation. The correlation coefficient is a measure of correlation strength and can range from –1.00 to +1.00.

The goal of correlational research is to identify predictive relationships by using correlations. The results of correlational research also have implications for decision making; however, the greatest limitation of correlational research is the problem of interpreting causal relationships (Shaughnessy. et al, 2002). As with any research design, there are advantages and disadvantages of using archival data. Advantages include: (1) Larger sample sizes provide a better view of trends, relationships, and outcomes; (2) The

experimenter cannot introduce changes in participant behavior; (3) Often less expensive

than other study methods; and (4) Researchers can often access data through free archives

or record databases. Disadvantages include: (1) Important date may be missing from the

records; (2) The researchers have no control over how data was collected; and (3)

Previous research may be unreliable.

In this study, comparisons were made to determine if the effects of elementary

students transitioning to middle school affect their discipline data. If so, certain measures

or interventions can be taken to decrease the anxiety, stress, and worry for elementary

students entering middle school. In addition, the contrast in class schedules provides

additional evidence for district personnel to re-evaluate when providing support for these

students.

Data Analysis

The statistical analysis of the data included descriptive statistics regarding the

student discipline data by frequency, location, description, and action. Descriptive

statistics are used to describe the basic features of the data in a study. They provide

simple summaries about the sample and the measures. Together with simple graphics

analysis, they form the basis of virtually every quantitative analysis of data. The data

presented was reported using cross tabulation and frequency. Cross tabulation is the

process of creating a contingency table from the multivariate frequency distribution of

statistical variables. Heavily used in survey research, cross tabulations (or crosstabs for

short) can be produced by a range of statistical packages, including some that are

specialized for the task (Wikepedia.com).

Limitations

 While correlational studies can suggest there is a relationship between two variables, they cannot prove that one variable causes a change in another variable – correlation does not equal causation. In this study, there may be evidence to suggest there is a relationship between transition and discipline data; however, it may not indicate that discipline referrals increase or decrease concerns about transitioning to middle school. Other variables including social relationships, personality, socio-economic status, and family stability, may play a role. Finally, while this study will look at the same student group moving from one school to another, there is no control over students moving or being retained.

Chapter Four

Results of the Study

The primary purpose of this study was to examine the effectiveness a district's elementary to middle school transition program by comparing the discipline data from a group of fifth graders in the 2008/2009 school year to their sixth grade discipline data the following year. In addition, class schedules of fifth and sixth graders were evaluated. This study took into account these concerns in addition to examining educator's perspectives on improving the current preparation for transitioning students from elementary to middle school. The sample for this study was drawn from the population of two school campuses within a large suburban school district in the state of Texas. The school district comprises 186 square miles of land within their boundaries that makes it the second-largest school system in land area out of the 22 districts in the surrounding geographic area. It is also the second-largest district in terms of student enrollment with more than 106,000 students enrolled for the 2010/2011 school year and more than 850 subdivisions and apartment complexes within its borders. There are a number of industries within district borders, including international corporations and a number of small factories and plants.

The total sample consisted of 153 students during their fifth grade year in an elementary school and the same group of students during their sixth grade year in a middle school. The demographics of the two schools were as follows:

Fifth Grade Elementary School

- White – 42%

- Hispanic – 26.8%

- African American – 21%

- Asian, Pacific Islander – 9.9%

- Native American – 0.2%

- Economically Disadvantaged (based on free and reduced lunch) – 40.1%

Sixth Grade Middle School

- White – 43.3%

- Hispanic – 29.5%

- African American – 15.6%

- Asian, Pacific Islander – 11.5%

- Native American – 0.1%

- Economically Disadvantaged (based on free and reduced lunch) – 38%

The statistical analysis of the data included descriptive statistics regarding the student discipline data by frequency (Table 6), location (Table 7), description (Table 8), and action (Table 9). Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data. The data presented was reported using cross tabulation and frequency. Cross tabulation is the process of creating a contingency table from the multivariate frequency distribution of statistical variables. Heavily used in survey research, cross tabulations (or crosstabs for short) can be produced by a range of statistical packages, including some that are specialized for the task (Wikepedia.com).

The results of the individual discipline infraction by frequency (Table 6) indicated that 15 students received some sort of disciplinary action during their fifth grade year and

23 students during their sixth grade year; five of which received one or more in both years. While the number of students receiving discipline referrals only increased by 8, the number of infractions increased from 30 in fifth grade to 76 in sixth grade (Table 6).

Table 6

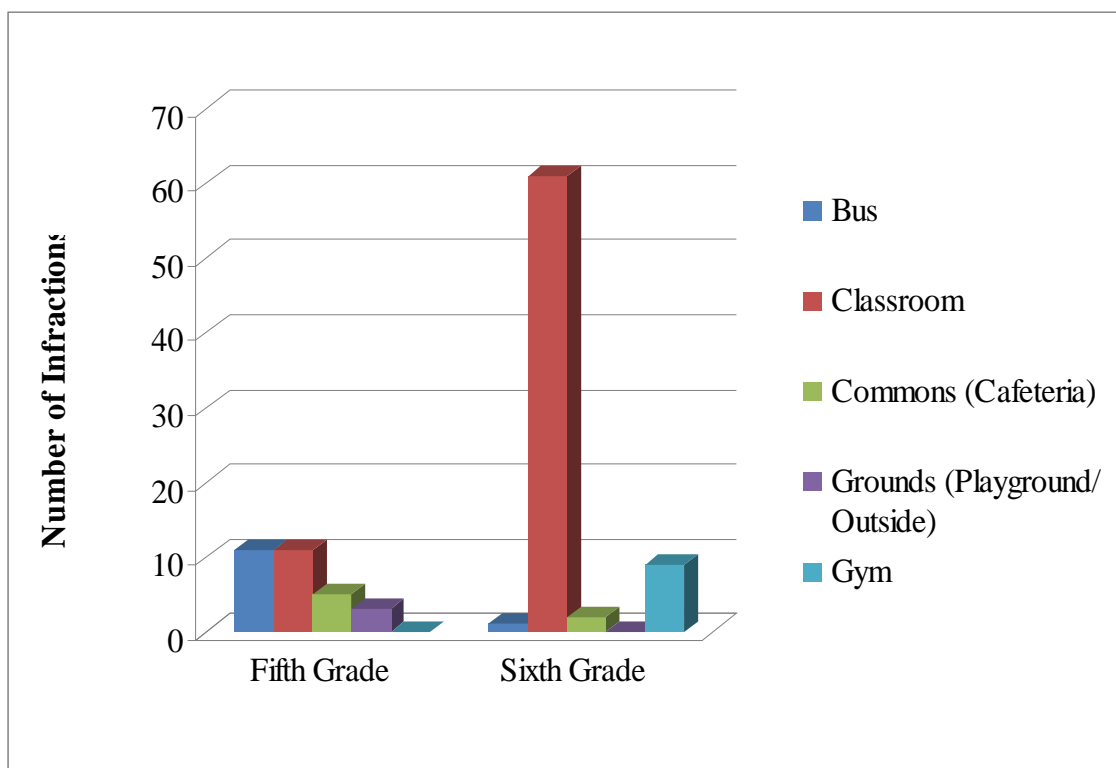Descriptive Analysis of Individual Discipline Infractions by Frequency

Individual Student Identification	Fifth Grade # of Infractions	Percent	Sixth Grade # of Infractions	Percent
150	0	0	4	5.3
177	0	0	1	1.3
231	1	3.3	0	0
334	0	0	3	3.9
335	2	6.7	2	2.6
403	1	3.3	0	0
661	3	10.	0	0
697	2	6.7	16	21.1
740	0	0	1	1.3
773	0	0	1	1.3
775	0	0	1	1.3
853	0	0	3	3.9
857	0	0	1	1.3
015	0	0	1	1.3
459	0	0	1	1.3
465	5	16.7	1	1.3
789	3	10.0	0	0
011	1	3.3	0	0
103	0	0	1	1.3
128	1	3.3	3	3.9
353	0	0	1	1.3
374	0	0	3	3.9
404	0	0	10	13.2
520	1	3.3	0	0
533	1	3.3	0	0
754	1	3.3	15	19.7
797	0	0	4	5.3
314	1	3.3	0	0
343	1	3.3	0	0
640	0	0	1	1.3
827	0	0	1	1.3
056	6	20.0	0	0
844	0	0	1	1.3
Total	**30**	**100**	**76**	**100**

The results of the individual discipline infraction by building location (Table 7), indicated that most infractions in both fifth and sixth grade occurred in the classroom (Figure 1). Violations on the bus were less prominent in sixth grade while cafeteria remained somewhat similar in both grade levels. Significant differences between fifth and sixth grade included both 'Grounds' and 'Gym' (Figure 1).

Table 7

Descriptive Analysis of Individual Discipline Infractions by Building Location

Location of Incident	Fifth Grade	Percent	Sixth Grade	Percent
Bus	11	36.7	1	1.3
Classroom	11	36.7	61	80.3
Commons (Cafeteria)	5	16.7	2	2.6
Grounds (Playground/Outside)	3	10.0	0	0
Gym	0	0	9	11.8
Hallway	0	0	2	2.6
Restroom	0	0	1	1.3
Total	**30**	**100**	**76**	**100**

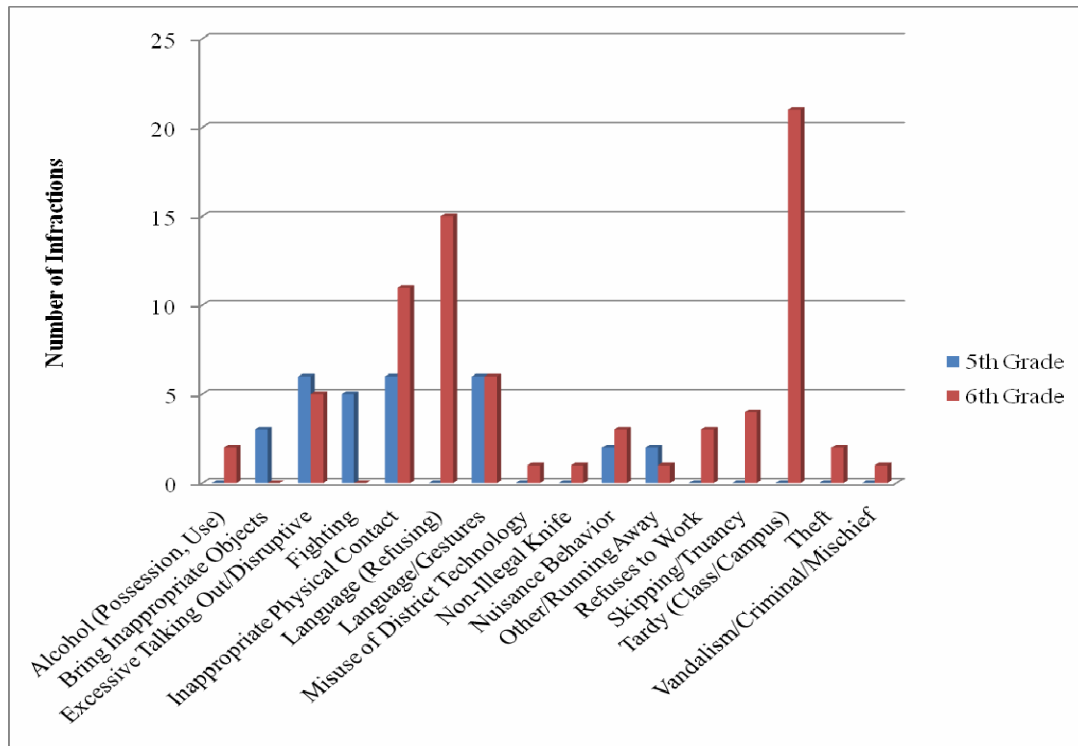*Figure 1*. Descriptive Analysis of Number of Infractions by Location for Fifth and Sixth Grade Cohort Students

The results of the individual discipline infraction by description (Table 8, Figure 2) showed the greatest increase of infractions occurring in sixth grade resulted in tardies, followed by language (refusing), and lastly inappropriate physical contact.

Table 8

Descriptive Analysis of Individual Discipline Infractions by Description

Description		Grade		
		5	6	Total
Alcohol (Possession/Use)	Count	0	2	2
	% within description	.0%	100.0%	100.0%
Bring Inappropriate Objects	Count	3	0	3
	% within description	100.0%	.0%	100.0%
Excessive Talking Out/Disruptive	Count	6	5	11
	% within description	54.5%	45.5%	100.0%
Fighting	Count	5	0	5
	% within description	100.0%	.0%	100.0%
Inappropriate Physical Contact	Count	6	11	17
	% within description	35.3%	64.7%	100.0%
Language (Refusing)	Count	0	15	15
	% within description	.0%	100.0%	100.0%
Language/Gestures	Count	6	6	12
	% within description	50.0%	50.0%	100.0%
Misuse of District Technology	Count	0	1	1
	% within description	.0%	100.0%	100.0%
Non-Illegal Knife	Count	0	1	1
	% within description	.0%	100.0%	100.0%
Nuisance Behavior	Count	2	3	5
	% within description	40.0%	60.0%	100.0%

Other/Running Away	Count	2	1	3
	% within description	66.7%	33.3%	100.0%
Refuses to Work	Count	0	3	3
	% within description	.0%	100.0%	100.0%
Skipping/Truancy	Count	0	4	4
	% within description	.0%	100.0%	100.0%
Tardy (Class/Campus)	Count	0	21	21
	% within description	.0%	100.0%	100.0%
Theft	Count	0	2	2
	% within description	.0%	100.0%	100.0%
Vandalism/Criminal Mischief	Count	0	1	1
	% within description	.0%	100.0%	100.0%
Total	**Count**	**30**	**76**	**106**
	% within description	**28.3%**	**71.7%**	**100.0%**

Figure 2. Descriptive Analysis of Number of Discipline Infractions by Type of Infraction

for Fifth and Sixth Grade Students

The results of the individual discipline infraction by building location (Table 9) indicated that administrators assigned Discipline Management Class (DMC) the most often in sixth grade (59.2%) versus fifth grade administrators who gave warnings most of the time (40%). It is important to note that Saturday D-Hall (SDH) is not applicable for elementary students and Recess Detention (RDT) is not applicable for middle school students.

Descriptive Analysis of Individual Discipline Infractions by Action of Administration

Table 9

Disciplinary Action		grade		
		5	6	Total
A.M. Partial day DMC (Discipline Management Class)	Count	2	1	3
	% within action code	66.7%	33.3%	100.0%
Bus Removal	Count	1	0	1
	% within action code	100.0%	.0%	100.0%
DMC (Discipline Management Class)	Count	3	45	48
	% within action code	6.3%	93.8%	100.0%
Lunch Detention	Count	4	0	4
	% within action code	100.0%	.0%	100.0%
AEP (Alternative Education Placement)	Count	0	1	1
	% within action code	.0%	100.0%	100.0%
Partial Day DMC (Discipline Management Class)	Count	3	1	4
	% within action code	75.0%	25.0%	100.0%
Recess Detention	Count	5	0	5
	% within action code	100.0%	.0%	100.0%
Saturday D-Hall	Count	0	17	17
	% within action code	.0%	100.0%	100.0%
Out of School Suspension	Count	0	8	8
	% within action code	.0%	100.0%	100.0%
Warning	Count	12	3	15
	% within action code	80.0%	20.0%	100.0%
Total	**Count**	**30**	**76**	**106**
	% within action code	**28.3%**	**71.7%**	**100.0%**
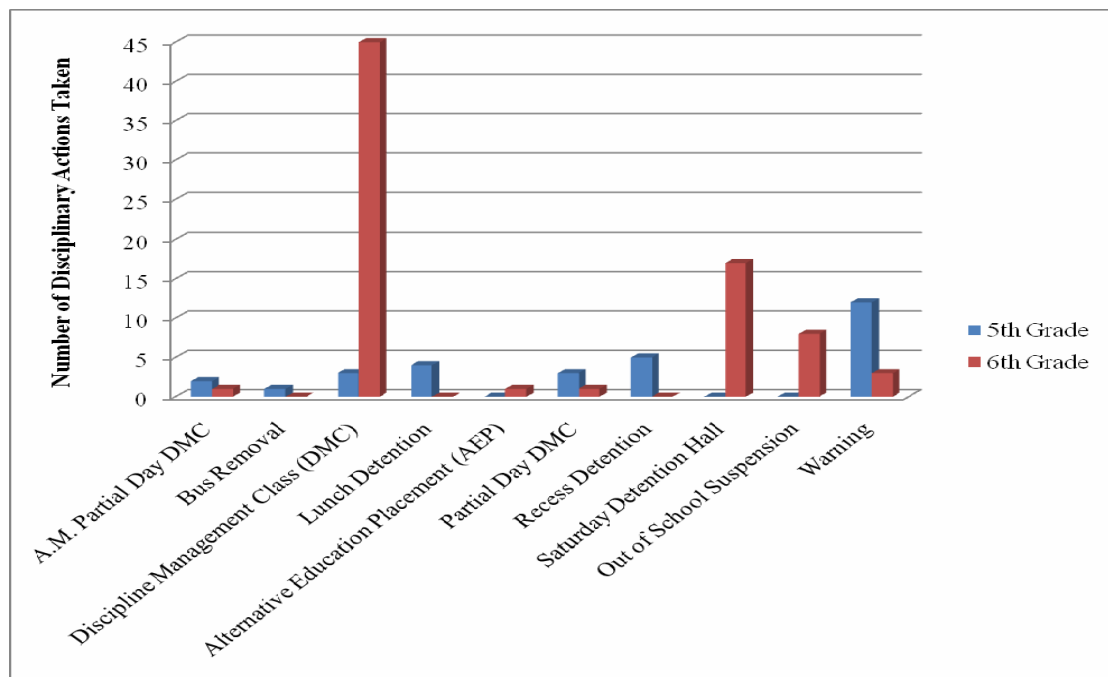
Figure 3. Descriptive Analysis of Number of Disciplinary Actions taken for Fifth and Sixth Grade Students

A comparison of class schedules revealed that student in fifth grade versus sixth grade have fewer teachers, longer class periods, less transition and stayed with the same group of peers all day (see Tables 1 and 2). In addition, middle school students are allotted five minutes between classed for transition which results in 30 minutes each day. In comparison, while elementary students do not have transition times scheduled within their school day, they are given 30 minutes of recess time every day.

Summary of Findings

The research question of the proposed study asked: Do student office discipline referrals significantly change from students transitioning from fifth to sixth grade? Descriptive data was analyzed and determined that discipline referrals increased from 28.3% in elementary school to 71.7%. Thirty referrals were documented in elementary versus 76 in middle school. Within the same cohort of students, five students received infractions in both elementary and middle school. Most disciplinary actions at the middle school level resulted in in-school suspension followed by Saturday D-Hall, and finally out of school suspension. At the elementary level, warnings were issued most of the time followed by recess detention.

Within the total number of incidents reported at the middle school level, 21 accounted for tardies, 15 were refusal in the classroom, and 11 for inappropriate physical contact. Of the 30 elementary incident reports, six accounted for inappropriate physical contact, six for excessive talking, and six for language/gestures in the classroom.

After evaluation and comparison, response to the question 'do student course schedules differ from 5th to 6th grade and if so, how', the following conclusions were made:

- Elementary students have fewer teachers throughout their day
- Elementary students stay with the same group of peers throughout their day
- Elementary students transition fewer times and with more supervision of adults
- Elementary students have a 30-minute recess every day
- Elementary class periods are significantly longer

- Middle school students may have up to seven different teachers throughout their day

- Middle school students may have a different group of peers every class period

- Middle school transition times account for 30 minutes of every school day

- Middle school class periods are 49 minutes each

Chapter Five

Summary, Conclusions, and Recommendations

Summary

The purpose of this study was to examine the effectiveness a district's elementary to middle school transition program by comparing the discipline data from a group of fifth graders in the 2008/2009 school year to their sixth grade discipline data the following year. In addition, class schedules of fifth and sixth graders were evaluated. This study took into account these concerns in addition to examining educators' perspectives on improving the current preparation for transitioning students from elementary to middle school. The statistical analysis of the data included descriptive statistics regarding the student discipline data by frequency, location of incident, description of incident, and action taken by administration. Descriptive statistics are used to describe the basic features of the data in a study and they provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data. The small sample size prevented any other differentiated analysis of information.

The sample for this study was drawn from the population of two school campuses within a large suburban school district in the state of Texas. The school district comprises 186 square miles of land making it the second-largest school system in land area out of the 22 districts in the surrounding geographic area. It is also the second-largest district in terms of student enrollment with more than 106,000 students enrolled for the 2010-2011 school year and more than 850 subdivisions and apartment complexes within its borders.

There are a number of industries within district borders, including international corporations and a number of small factories and plants.

The total sample consisted of 153 students during their fifth grade year in an elementary school and the same group of students during their sixth grade year in a middle school. The results of the descriptive analysis revealed that discipline referrals significantly increased from 28.3% at the elementary level to 71.7% at the middle school level. The top three infractions included (1) Tardies, (2) Language/Refusal, and (3) Inappropriate Physical Contact (see Figure 2).

In addition, actions by administrators yielded higher assignments to Discipline Management Class (DMC), and suspension (SUS) at the middle school level, and more warnings (WRN) at the elementary level (see Figure 3). It is important to note that Saturday D-Hall (SDH) is not an option at the elementary level, and because middle school students do not have recess blocked in their day, recess detention (RDT) is not an option as a consequence.

Conclusions

The overwhelming majority of studies on students in transition focus on the physical, intellectual, emotional, and social development associated with children during their adolescent years (ages 10 – 15). School climate and culture play a crucial role in the development of well-rounded students, and research suggests that students who feel they are valued and cared for are more successful than those who do not. This is particularly important during adolescence. Anderman (2003) suggests that "a student's sense of school membership undoubtedly is influenced by several aspects of the schooling experience, including both academic and social factors" (p. 6).

As students move from one grade to another, it is imperative they are prepared to face challenges including discipline, class schedules, and relationships. This is especially important when transitioning from not only one grade to the other, but from one school to another. "The transition from elementary to middle school may be especially challenging because it often involves significant school and personal change" (Akos, p. 1). School climate and culture play a crucial role in the development of well-rounded students, and research suggests that students who feel they are valued and cared for are more successful than those who do not. In a more recent study conducted by Balfanz from John Hopkins University, Wormeli (2011) reports there is a direct correlation between children's middle school experience and graduation rates. He suggests the following key points for educators to ensure a successful transition: (1) Understand students' concerns about belonging, (2) Empathize with students, (3) Understand characteristics of the age group, (4) Focus on the positive, and (5) Build hope.

Recommendations

Based on the findings of this study, there is a need to further explore the aspects

of transitioning students from elementary to middle school. If implemented effectively,

transition programs can be catalysts for positive growth starting students on a journey

that will see their teen aspirations soar into adult accomplishments (Elias, 2002, p. 43). In

addition, in a recent study conducted by Robert Balfanz from John Hopkins University,

Wormelli (2011) reports that there is a direct correlation between children's middle

school experience and graduation rates. He goes on to say that it is during the formative

years (ages 10-15); we learn to handle issues constructively.

In addition, there is a need to further explore the following:

- Administrative policies for behavior consequences of transitioning students
  from elementary to 6th grade middle school.

- As discipline referrals increase at the middle school level, alternative
  consequences for 6th graders should be studied.

- The association between elementary and middle school schedules.

Further study is also recommended to examine student/teacher relationships at the

elementary versus middle school level. Findings support a significant difference between

the numbers of warnings administered at the elementary level (40%) versus the middle

school (3.9%). In addition, DMC (Discipline Management Class) only accounted for 10%

at the elementary level compared to 59% at the middle school level. This may indicate

closer interpersonal relationships between students and staff at the elementary level.

Middle school climate surveys, entrance and exit interviews, and ambient-noise

checklists can be used to measure school climate and identify areas needing improvement. In addition, conducting student concerns surveys at the conclusion of 5th grade, and provide the data to 6th grade teachers (Freiberg, 1998). The aforementioned survey was administered to a group of 5th grade students by their elementary school counselor. The results from this survey revealed that students' greatest concerns included: opening their locker, finding their classes, making new friends, and making it to class on time. From the results of the data, the counselor created classroom guidance lessons addressing their areas of concern. Wormelli (2011) recommends that the year before elementary students enter middle school, allow them the opportunity to "shadow" a middle school student for half a day. This may give them an idea of what the halls, classes, transition and cafeteria may look like.

Providing Professional Development for teachers and administrators on the adolescent student behaviors will give them the opportunity to understand what may be occurring during brain development. Steinberg (2011) states that current study on the adolescent brain reports that it has reached its adult size by age 10, "making it impossible that changes in thinking during adolescence are the result of increases in the brain's size or volume" (p. 42). He also implies that, as educators we provide adolescents with opportunities to practice things like "planning, anticipating the consequence of a decision, and regulating their own behavior" (p. 46). By implementing these recommendations, the district may improve transition of students from fifth grade elementary school, to sixth grade middle school.

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    Developmental Psychology, 27(4), 552-565. doi:0012-1649/91

Wormeli, R. (2011). Movin' up to the middle. *Educational Leadership*, 68(7), 48-53.

APPENDIX A

ISD APPROVAL

Department of Campus Improvement and Research ISD

To: Karen Stockton

From: Senior Director of Campus Improvement and Research and Coordinator of Campus Improvement and Research

Date: December 6, 2010

Re: Approval of Application to Conduct Research in ISD

Your request to conduct the following research project has been approved:

'Transition from Fifth Grade to Sixth Grade and its Impact on Discipline Referrals'

As you pursue this project, please refer to the conditions listed below:

- Principal of Middle School will serve as your research sponsor.

- Principal will request 2008-09 and 2009-10 data from the district's Information Services Department using the attached Request for Programming Form.

  o Data to be requested is limited to the following: only students who were fifth graders at an elementary during 2008-09 and who attended the feeder middle School as sixth graders during 2009-10. For each year, the data elements approved are:

    - Building
    - Grade level
    - Infraction Code
    - Infraction Description
    - Infraction Location Code
    - Infraction Location Description
    - Discipline Action Code
    - Discipline Action Description
    - Course Period
    - Course Description

- No additional data may be collected.
- Practice confidentiality while conducting the various steps necessary to complete the project.
- Use a random code system to record student data collected.

APPENDIX B

CPHS APPROVAL

UNIVERSITY of HOUSTON

COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS

February 24, 2011

Ms. Karen Stockton
c/o Dr. H. Jerome Freiberg
Educational Leadership & Cultural Studies

Dear Ms. Stockton:

Based upon your request for exempt status, an administrative review of your research proposal entitled "Learners in Transition: Moving from One School Level to Another" was conducted on February 17, 2011.

At that time, your request for exemption under **category 4** was approved pending modification of your proposed procedures/documents.

The changes you have made adequately respond to the identified contingencies. As long as you continue using procedures described in this project, you do not have to reapply for review.* Any modification of this approved protocol will require review and further approval. Please contact me to ascertain the appropriate mechanism.

If you have any questions, please contact Alicia Vargas at (713) 743-9215.

Sincerely yours,

Enrique Valdez, Jr.
Director, Research Compliance

*Approvals for exempt protocols will be valid for 5 years beyond the approval date. Approval for this project will expire **February 1, 2016**. If the project is completed prior to this date, a final report should be filed to close the protocol. If the project will continue after this date, you will need to reapply for approval if you wish to avoid an interruption of your data collection.

Protocol Number: 11263-EX

APPENDIX C

CMCD SURVEY

Transition Surveys
(Versions used for all sites except for Knoxville)

- Elementary
  - English/Spanish

- Middle
  - English/Spanish

SCHOOL TRANSITION CONCERNS SURVEY
FOR ELEMENTARY SCHOOL STUDENTS

	Not worried about this	A little worried about this	Worried about this	Very worried about this
1. Being different from others	○	○	○	○
2. Drugs	○	○	○	○
3. Failure	○	○	○	○
4. Giving a presentation in front of others	○	○	○	○
5. Being picked on	○	○	○	○
6. Being made fun of	○	○	○	○
7. Being sent to the principal	○	○	○	○
8. Getting lost	○	○	○	○
9. Hard class work	○	○	○	○
10. Getting along with other students	○	○	○	○
11. Homework assignments	○	○	○	○
12. Unkind people	○	○	○	○
13. Lockers	○	○	○	○
14. Getting on the wrong bus	○	○	○	○
15. Lunchroom	○	○	○	○
16. Getting to class on time	○	○	○	○
17. Keeping up with assignments	○	○	○	○
18. Making friends	○	○	○	○
19. Not having an adult who listens	○	○	○	○
20. Moving from classroom to classroom	○	○	○	○
21. Length of class periods	○	○	○	○
22. Not knowing what is expected of me	○	○	○	○
23. New rules and routines	○	○	○	○
24. Textbooks	○	○	○	○
25. New teachers	○	○	○	○
26. Size of the building	○	○	○	○
27. Taking tests	○	○	○	○
28. Club activities	○	○	○	○
29. Opportunities for after-school social activities	○	○	○	○
30. Physical education program	○	○	○	○

	YES	NO	Don't know
31. Will you be going to middle school in the fall?	○	○	○

SECTION B

Please use this space to write the three concerns that worry you the most:
(You may write concerns that were not listed on page 2)

1. _____

2. _____

3. _____

SECTION C

Please complete the following information by shading in the appropriate ovals:

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Today's Month	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯

Today's Year   ◯ 2006   ◯ 2007   ◯ 2008   ◯ 2009

Your Gender   ◯ Female   ◯ Male

Your Grade   ◯ 5

Survey Version   ● English   ◯ Spanish   ◯ Dutch   ◯ French   ◯ Other

Schools
◯ Benteen   ◯ Cleveland   ◯ Dobbs
◯ D.H. Stanton   ◯ Gideons   ◯ Heritage Academy
◯ Humphries   ◯ Hutchinson   ◯ T.H. Slater

Thank You Very Much for Responding to This Survey!