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Perceptions of Corporal Punishment in Missouri Public Schools

by

Daniel K. Humble

October 30, 2013

A Dissertation submitted to the Education Faculty of Lindenwood University in

partial fulfillment of the requirements for the degree of

Doctor of Education

School of Education

Perceptions of Corporal Punishment in Missouri Public Schools

by

Daniel K. Humble

This Dissertation has been approved as partial fulfillment

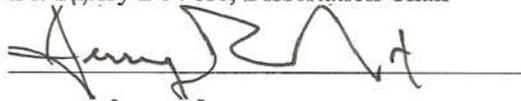
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Lindenwood University, School of Education



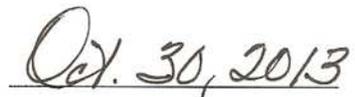
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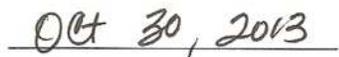
Dr. Kim Fitzpatrick, Committee Member



Date



Date



Date

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree.

Full Legal Name: Daniel K. Humble

Signature: Daniel K. Humble Date: Oct 31, 2017

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Abstract

The use of corporal punishment as a form of student discipline has long been a controversial form of student discipline used in schools throughout the world. Research gathered showed that the use of corporal punishment has supporters and opponents. The supporters usually reference the Bible or corporal punishment as a traditional form of punishment. Opponents fear that physical punishment is a thing of the past and a form of physical abuse. Qualitative data were gathered from 12 superintendents in Missouri, one communications director from a Missouri professional teacher organization, and two attorneys who specialize in school law and policy to gain their perceptions of corporal punishment. The perceptions of superintendents regarding corporal punishment ranged from strongly disagreeing with the use to strongly believing it is an effective form of discipline. A few superintendents were hesitant to explain its practical use. The comments from the attorneys who were interviewed centered on legal and policy issues, while the communications director from the teacher organization expressed support of the teacher based on the school district's policy of allowing or not allowing corporal punishment. Results and conclusions from this study may assist local school boards in deciding if corporal punishment should be used within their school districts.

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Chapter One: Introduction

Background of the Study

Corporal punishment is a form of discipline in which a supervising adult deliberately inflicts physical punishment upon a child in response to a child's unacceptable behavior (Greydanus, 2003). The immediate aims of such punishment are usually to stop the offense, prevent recurrence, and set an example for others. The long-term goal of corporal punishment is to alter the child's behavior and to make it more consistent with the adult's expectations. In corporal punishment, the adult usually hits the child's buttocks with a hand, paddles, yardsticks, belts, or other objects expected to cause pain or fear (Andero, 2002).

Under common law, teachers and other school personnel have the right to utilize corporal punishment. State statutes deal with corporal punishment in different ways (Andero, 2002). Missouri is a state that allows local school districts to use corporal punishment as a form of discipline. The Missouri Department of Elementary and Secondary Education (MODESE, 2012) requires each school board take a position, for or against, on the practice (Vaughan, 2005).

In the United States, corporal punishment has been a method of disciplining children since the colonial times (Hyman, 2002). Within the Western world, corporal punishment by parents and others responsible for children has clearly decreased since the seventeenth century. The major decrease has been in the most extreme types of violence—physical abuse—but for the less extreme violence known as corporal punishment, the pace of change has been glacial (Andero, 2002).

Corporal punishment is a subject that can elicit strong individual opinions. Research can be found to support both sides of the controversial issue. The topic becomes more controversial when it involves utilizing corporal punishment in public schools.

In a *New York Times* piece, Eckholm (2011) referenced Pastor Michael Pearl, who authored the book, *To Train Up a Child*. According to Eckholm (2011), Pastor Pearl provided instructions on how to properly use a switch on a child as young as six months to discourage misbehavior. In his book, Pearl described the proper use of paddles for striking the child in an effective manner (Eckholm, 2011).

Socially acceptable discipline continues to be a controversial topic in society, with corporal punishment at the center of the controversy. The root of the controversy is whether corporal punishment is abuse or an acceptable form of punishment. According to Andero (2002):

Corporal punishment refers to intentional application of physical pain as a method of changing behavior. It includes a wide variety of methods such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, and the use of various objects. Corporal punishment in schools does not refer to the occasional need of a school official to restrain a dangerous student or use physical force as a means of protecting members of the school community subject to imminent danger. (p. 93)

Some states and school districts are no longer including corporal punishment in their district policy books (Greydanus, 2003). However, despite the controversy, 20 out of 50 states allow corporal punishment as a form of discipline in their public schools (Gonzalez, 2012). Of the 20 states that allow corporal punishment, almost 40% of the

incidents of corporal punishment in the United States occur in two states: Texas and Mississippi (Lukacsko, 2012).

According to Lukacsko (2012), students of ethnic backgrounds are more likely than White students to receive corporal punishment. Studies have found differences in the use and endorsement of corporal punishment according to ethnic group membership, with Black Americans being the most frequent users of corporal discipline, Whites the least, and Hispanics in-between (Deater-Deckard, Lansford, Dodge, Pettit, & Bates, 2003). Asian and Caribbean parents have also been found to be more authoritarian and more favorable toward corporal punishment than White non-Hispanic parents (Smith & Mosby, 2003).

Corporal punishment should not be confused with physically restraining a student who is out of control and in danger of harming him/herself or others. Teachers, principals, and staff members often decide how to best handle a discipline situation with little time to make those decisions. School officials are allowed to use reasonable force if needed to restrain a student (Gershoff, 2002).

Many Christian fundamentalist believe that hitting a child is sanctioned by the Bible (Swan, 2012). Proverbs 23:13 was referenced by Swan (2012), “if you beat a child with a rod, he will not die, but instead his soul will be saved.” Hyman (2002) explained, in the United States, corporal punishment has been a conventional method of disciplining children since the colonial times. Nevertheless, concern has emerged about such practices with school-aged children (Swan, 2012).

In 1972, the American Civil Liberties Union and the American Orthopsychiatry Association sponsored a formal conference on corporal punishment. At that time, only two states, Massachusetts and New Jersey, legally banned corporal punishment in schools

and established the Taskforce on Children's Right (Greysdanus, 2003). A National Education Association report published in the 1970s denounced corporal punishment in schools and officially recommended that corporal punishment be abolished (Farrell, 2008). According to Greysdanus (2003):

In 1987, a formal organization named the National Coalition to Abolish Corporal Punishment in Schools was developed to ban the practice of physically punishing children and youth in school. This coalition has continued an active movement with national and local meetings, newsletters, articles in various publications, and other means designed to cultivate public awareness regarding corporal punishment. (p. 385)

As of 1999, studies revealed by the time American children reach the age of four, 94% have been spanked, and more than half of American parents still used corporal punishment at age 12 (Straus & Stewart, 1999). More recent studies show 94% of parents use corporal punishment on their four-year old children (Maldonado, 2012). However, a growing body of research has found that corporal punishment, while potentially effective in stopping immediate behavioral transgressions, may have a range of unintended negative effects on children (Maldonado, 2012).

Conceptual Framework

The framework of human rights was used to guide this study. Human rights are those rights essential to live as human beings, the basic standards without which people cannot survive and develop with dignity (United Nations International Children's Emergency Fund [UNICEF], 2010). Human rights are inherent to the person, inalienable, and universal (UNICEF, 2010). The United Nations set a common standard on human rights with the adoption of the Universal Declaration of Human Rights in 1948 (Gleeson,

2012). Although this declaration is not part of binding international law, its acceptance by all countries around the world gives great moral weight to the fundamental principle that all human beings—rich and poor, strong and weak, male and female, of all races and religions—are to be treated equally and with respect for their natural worth as human beings (UNICEF, 2010). Opponents of corporal punishment strongly argue that using any form of corporal punishment on children infringes on their basic human rights (Membis, 2010).

Statement of the Problem

Corporal punishment is a controversial topic among parents, educators, lawmakers, religious groups, and various civil rights groups. Currently in Missouri, 85 of 523 school districts allow corporal punishment as a form of discipline (MODESE, 2012). Nationwide, 20 states still allow corporal punishment in their public schools (Randall, 2012); however, opponents of corporal punishment liken this form of discipline to physical abuse (Gershoff, 2002). Proponents argue that corporal punishment is a very clear, specific, and obvious consequence (Vockell, 2011). With these perceptions of corporal punishment, are school districts given enough facts on the varying viewpoints to make an informed decision whether to allow corporal punishment within their districts?

Purpose of the Study

The purpose of this study was to examine the perceptions of school superintendents on corporal punishment in Missouri public schools. The topic of corporal punishment is controversial and stems from laws that contradict the use and the practices within public schools. This study provides a record on how the practice of corporal punishment is perceived from a variety of viewpoints. The perceptions of 12 superintendents in Missouri were collected through interviews. Additionally, interviews

were conducted with two attorneys who specialize in school law and policy and a director from one of Missouri's professional teacher organization.

Research Questions

While the prevalence of corporal punishment in Missouri public schools is minimal, the issue remains relevant. Missouri public law still allows the local school district the right to administer corporal punishment. Obtaining information based on the interview responses allowed conclusions to be drawn concerning the research questions.

The research questions guiding this study were:

1. What are the perceptions of school superintendents regarding the use of corporal punishment in Missouri public schools?
2. In what ways do superintendents' perceptions vary regarding corporal punishment based on the school enrollment of their respective school district?
3. What are the legal implications, according to attorneys who specialize in school law and policy, for public schools in Missouri that allow corporal punishment?
4. What are the viewpoints and perceptions of professional Missouri teacher organizations regarding the use of corporal punishment?

Significance of Study

Corporal punishment has long been one of the most controversial methods of child discipline in America's public schools (Weston, 2009). In Missouri public schools, the decision to utilize corporal punishment is a local decision. All local school boards are required to address the use of corporal punishment in their board policy manual (MODESE, 2012). Published research on corporal punishment contains support for both sides of the topic. The results of this study may be used at the local school board level, as well as the state level, for consideration of retention or abolishment of corporal

punishment. Furthermore, this study may also help establish a sense of responsibility for school officials and boards of education to develop an alternative to corporal punishment. The results of this study will add to the existing literature concerning corporal punishment and may serve to change the way school officials view behavior and increase their understanding of how a student's behavior is affected by corporal punishment.

Limitations of the Study

When conducting a study, the possible limitations should be considered.

Limitations of a study are an aspect of a study that the researcher knows may influence the results, but over which he or she has no control (Fraenkel & Wallen, 2003). The following limitations were identified:

1. The interview portion of this study was voluntary; therefore, the level and amount of participation was unpredictable.
2. The participants' responses during the interview sessions were self-perceptions of corporal punishment, which may or may not reflect the policy of the school district in which they are employed or the organization they represent.

Delimitations of Study

Delimitations are factors that affect the study over which the researcher generally does have some degree of control and describe the scope of the study or establish parameters or limits for the study (Baron, 2012). Setting limits on the sample size, extent of the geographic region from which data are collected, are commonly noted as potential delimitations (Baron, 2012).

Following are the delimitations of the study:

1. All the participants identified in this study (school superintendents, the director from a Missouri professional teacher organization, and attorneys) were employed in the state of Missouri.

Definition of Terms

The following terms are defined:

Amendment 8. Amendment 8 precludes the requirement of excessive bail, the obligation of excessive fines, and the infliction of cruel and unusual punishment (U.S. Constitution, 2010).

Amendment 14. Amendment 14 provides for guaranteed privileges as well as the immunities of citizenship, due process, and equal protection (U.S. Constitution, 2010).

American Civil Liberties Union (ACLU). The ACLU is a New York City-based nonpartisan, nonprofit corporation dedicated to the preservation and extension of constitutional liberties (ACLU, 2010).

Christian fundamentalist. A conservative movement in theology among nineteenth- and twentieth-century Christians. Fundamentalists believe that the statements in the Bible are literally true (Christian Fundamentalist, 2012).

Convention against Torture. The United Nations Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment is an international human rights instrument, under the review of the United Nations, which aims to prevent torture around the world (Garcia, 2009).

Convention on the Rights of the Child (CRC). The Convention on the Rights of the Child is a document that calls for multiple protections of the human rights of children, including the right to be protected from acts of violence (UNICEF, 2011).

Corporal punishment. The intentional infliction of physical pain as a method of changing behavior. It may include such methods as hitting, slapping, pinching, and shaking. Corporal punishment may also include the use of various objects and painful body postures (National Association of School Nurses [NASN], 2009).

Discipline. To punish or penalize for the sake of enforcing obedience and perfecting moral character (“Discipline,” 2012).

International Covenant on Civil and Political Rights (ICCPR). A multilateral treaty adopted by the United Nations General Assembly on 16 December 1966, and in force from 23 March 1976. It commits its parties to respect the civil and political rights of individuals, including the right to life, freedom of religion, freedom of speech, freedom of assembly, electoral rights, and rights to due process and a fair trial (ICCPR, 2013).

International Convention on the Elimination of All Forms of Racial Discrimination (ICERD). The ICERD is a United Nations convention. A third-generation human rights instrument, the Convention commits its members to the elimination of racial discrimination and the promotion of understanding among all races (ICERD, 2013).

Paddling. Paddling is issuing corporal punishment with a wooden paddle (“Paddling,” 2010).

Physical abuse. Physical abuse is the physical injury or maltreatment of an individual in which the individual’s health or welfare is harmed or threatened (Afifi, 2006).

Positive Behavior Intervention Support System (PBIS). The development of behavioral teams that include administrators, students, and staff who commit to a holistic approach to behavior management. The PBIS attempts to study behaviors and to stop bad

behaviors at the primary intervention level by improving the educational environment as a whole (Safran & Oswald, 2003).

School-wide model of discipline. Developing a discipline model in a school by forming a leadership team of teachers whose responsibilities include being committed to better behavior as a school, identifying at-risk students in relation to behavior, weekly meetings, staff development concerning behavior, and monitoring after-school programs (Colvin & Fernandez, 2000).

Spanking. Spanking is issuing corporal punishment with a wooden paddle (“Spanking,” 2010).

Summary

This study examined Missouri school superintendents’ perceptions of corporal punishment within Missouri school districts. By using the framework of human rights, data and insights on corporal punishment were gathered through an interview process. Interviews were also conducted with attorneys who specialize in school law and policy to gain a legal perspective of the use of corporal punishment in Missouri public schools. A communication director from a Missouri professional teacher organization was interviewed to gain a perspective from the professional teacher organization. The information gathered will be available to assist local school boards in developing or revising policies and procedures concerning corporal punishment that would be appropriate for their school district and the community in which the district resides.

In Chapter Two, a review of literature was presented on the different perspectives of corporal punishment. The main topics of discussion were the various viewpoints about corporal punishment and pertinent court cases. Chapter Three contained a detailed description of the methodology used throughout this study. An analysis of data was

included in Chapter Four. A summary of findings, implications for practice, and conclusions regarding the perceptions of corporal punishment were reported in Chapter Five.

Chapter Two: Literature Review

This chapter contains a review of the relevant literature surrounding corporal punishment as a means of school discipline. Both viewpoints, supporting and opposing corporal punishment were presented. The physical, psychological, and legal issues associated with corporal punishment were discussed. Throughout the world, cultural and religious beliefs of the use of corporal punishment vary; therefore, an examination of the practices in other countries was warranted.

Background

School discipline has always been one of the main concerns of American citizens. Discipline in schools is threatened by various forms of student misconducts, disruptive behaviors, or any kind of disobedience. School districts adopt various methods to supervise children in preventing them from being disruptive (Zolotor, Theodore, Runyan, Chang, & Laskey, 2011). Greydanus (2003) explained:

Corporal punishment constitutes a method of inducing discipline in which a child experiences deliberate infliction of pain from an adult supervisor. The adult utilizes this kind of force for the purposes of imposing desired morals and disciplinary behaviors or in response to stop reinforcing the undesirable behavior of misconduct of a child. Corporal punishment is carried out by the superior person for impeding the conducts of offense, preventing its recurrence or setting up a model for other people. (p. 386)

According to Andero (2002), corporal punishments on children is administered by an adult; these forms of harsh punishments are carried out to provide long term results for the child and to have the child's behavior in alignment with the expectations of adults.

Dupper and Dingus (2008) explained differentiating from any other form of reprimand, in corporal punishment the child is hit by the adult on various parts of body with hand, belts, paddles, sticks, canes, or any other article for the purposes of causing discomfort.

Under the law of United States of America, the teachers, school employees, and other supervisory authority possess the right to utilize corporal punishment if their state permits its use. However, state laws regard this statute differently (Alexander & Alexander, 2011). Missouri allows the school districts to utilize corporal punishments as a form of discipline. The MODESE has a requirement that only the local board of education can take any stance on this practice, whether it is for or against (Vaughan, 2005).

Corporal punishment has been a part of the discipline on children since colonial times (Hyman, 2002). After the seventeenth century, the use of corporal punishments had decreased in the Western world (Zolotor, 2011). Although the decrease has just been in the most extreme form of punishment, which comes under physical abuse, the decrease in corporal punishment has not been easy and accepted without resistance (Andero, 2002). Researchers reveal that a great majority of children in United States have experienced corporal punishments by the time they become adolescents (Gershoff & Bitensky, 2007). Although corporal punishments include the use of extreme force to induce discipline, it does not include the occasional requirement of controlling a physically threatening or dangerous student to protect others in the school vicinity.

Corporal punishment also compels the arguments of human rights and freedom (Gershoff & Bitensky, 2007). The complexity of the matter is increased with the involvement of human rights issues. Under laws of human rights, corporal punishment accounts for use of any physical force which causes some level of pain or distress

(Alexander, 2011) Because of the relative and subjective term of corporal punishment, one single definition of corporal punishment does not exist (Ember & Ember, 2005). The American Civil Liberties Union (ACLU) (2010) has identified certain types of corporal punishment, namely, hitting children with rulers, belts, or toy hammers; pinching, slapping, grabbing the child's arm, knocking the child against a wall, dragging the child across the floor; or any other way of causing the child bruises or injuries.

Childhood is regarded as the most important phase of one's life. The early years of a child's life are immensely vital in the way he or she is affected in later years of life (Min, Farkas, Minnes, & Singer, 2007). This controversial issue has points for both sides and becomes extremely controversial if any legal case receives the limelight. There are 20 states in the United States which have domestic laws legally allowing corporal punishments (Randall, 2012). Increasingly, research is being conducted for investigating relationships of various factors with childhood experiences of corporal punishments (Eckholm, 2011).

Support for Corporal Punishment

Even in the contemporary times, there are a number of states which support corporal punishment legally and permit its use in the schools (Melton, 2011). The use of physical punishment as a form of discipline on school-aged children is a focus of controversy. Arguments for corporal punishment are among the many educational discussions for inducing disciplinary measures. The use of corporal punishment has long been a focus of the academic arguments and controversies surrounding the in public schools (Ellison & Bradshaw, 2009).

The proponents have asserted that corporal punishment serves the best educational interest of children (Romeo, 1996). Adults affiliated with Christian fundamentalist denominations express strong support for corporal punishment (Andero, 2002). Religious conservatives consider the Bible to be without error, providing reliable and sufficient insights to guide the conduct of all human affairs, including child rearing (Bartowski, 2007).

Those in favor of corporal punishment have argued that corporal punishment is a very clear, specific, and obvious consequence (Vockell, 2011). The proponents feel the most effective method of making amendments in a child's behavioral misconduct is with the use of corporal punishment (Farrell, 2008) since it can be administered quickly (Vockell, 2011). According to surveys conducted to explore the opinions of people about the use of corporal punishment, adults associated with the Christian fundamentalist denominations hold views in support of corporal punishment in comparison to other adults (Andero, 2002). The Christian fundamentalists hold those opinions due to conservative religious interpretations of the Bible on child rearing. Fundamentalists believe the Bible has provided sufficient views for rearing children with strict guidance for their behaviors and conduct (Bartowski, 2007).

Similarly, people who are believers of early values and old viewpoints consider strict rearing of children as a divine act (Ellison, 2009). They are extremely supportive of such acts and adopt an attitude for permitting such beliefs by teachers, as well. Due to the support of such parental attitude, teachers and other school professionals may also consider corporal punishment as acceptable (Unnever, Cullen, & Bartkowski, 2006).

Schools are considered to be the most influential place of learning for a child; hence, many parents support the use of corporal punishment and do not discourage its use., according to Conte (2000). The relationship of parents and teachers supporting the use of corporal punishment is reciprocal. If this act is supported by parents, then the school district might also be encouraged to administer corporal punishment; and vice versa (Melton, 2011).

Religious Viewpoints on Corporal Punishment

In the scriptures of the Old Testament (Hebrew version), corporal punishment is found to be recommended for bringing up an obedient and dutiful child (Airasian & Gay, 2000). Christian fundamentalist often stress that all human relationships and institutions, including the family, are shaped by specific patterns of divinely ordained authority relations that should remain unchallenged (Andero, 2002). Pastors believing in this tradition tend to emphasize biblical passages as extolling the child's obedience to parental authority, as well as the imperative of parental guidance and leadership (Andero, 2002).

The people belonging to the fundamentalist school of thought in Christianity assert that order in the society at all levels can be maintained by some authority. Accordingly, human relationships and associations are maintained by an authority whose power and influence is not challenged (Andero, 2002). The fundamentalists are advocates of corporal punishment as a method of inducing disciplinary morals because they fear the consequences of not disciplining their children (Unnever et al., 2006). Greven (2010) explained:

They [the fundamentalists] have inherent fear of the fact that because of the religious consent of rearing children with strictness for disciplinary growth, children growing up without them would be unable to command and obey the

authority which in its highest sense is the authority of God. This delirious situation will then lead to failure of such disobedient children enjoying the salvation in return of submitting to the will of God. (p.48)

The support for religious arguments of corporal punishment comes from the ancient notion of “original sin” held by the religious conservatives who believed that children are born with the inherent tendency of committing sin, practicing transgression, committing wrongdoings, and other misconducts (Swan, 2012). Due to the fact that committing misconduct is considered an inherent capability in children, the fundamentalists claim that children should be taught to submit to the will of authority at early ages (Ellison & Bradshaw, 2009). Children should have their actions and behaviors molded to make them submissive and obedient in front of authority. In combination with this attitude is the belief that religious issues and biblical matters cannot be challenged. Therefore, the use of corporal punishment as a best practice for raising children is allowed and accepted (Farrell, Meyer, & White, 2001).

Trumbull (2008) observed that religious conservatives fear that children reared without proper discipline will be unable and unwilling to submit themselves to the will of God and, hence, will fail to enjoy the fruits of spiritual salvation. Influential Christian fundamentalist pastors and authors cite the numerous scriptural passages to support their claim that corporal punishment is necessary (Andero, 2002).

Taking into account the religious stance on corporal punishments, the parents and teachers in such instances also support these acts due to the belief that children need to be taught morality and strict discipline (Mahoney & Tarakeshwar, 2005). This teaching, according to the religious viewpoints, can be more effective if harsh punishments are adopted. Any support needed to endorse this belief of parents is further legitimized by the

religious views. The religious supporters for corporal punishment advocate such acts due to its relation with the concept of salvation (Ellison & Bradshaw, 2009).

Spare the Rod, Spoil the Child

The phrase, spare the rod and spoil the child, is regarded as one of the most effective arguments of corporal punishment and is considered to be attributed to a religious interpretation of the Bible. However, the origin of the phrase is wrongly accredited to the Bible (Peterson, 2008). It was first introduced in a poem written by Samuel Butler in the year 1664 (Peterson, 2008). An excerpt from Butler's poem reads:

Now if you'll venture, for my sake,
 To try the toughness of your back,
 And suffer (as the rest have done)
 The laying of a whipping on,
 (And may you prosper in your suit,
 As you with equal vigour do't,)
 I here engage myself to loose ye,
 And free your heels from Caperdewsie.
 But since our sex's modesty
 Will not allow I should be by,
 Bring me, on oath, a fair account,
 And honour too, when you have done't,
 And I'll admit you to the place
 You claim as due in my good grace.
 If matrimony and hanging go
 By dest'ny, why not whipping too?
 What med'cine else can cure the fits
 Of lovers when they lose their wits?
 Love is a boy by poets stil'd;
 Then spare the rod and spoil the child

The spare the rod and spoil the child phrase reflects support of corporal punishment. The phrase communicates a way of thinking which reflects that harsh punishments prove to be effective for the children. The most widely recognized interpretation of this phrase is that for successful development of the child's personality, physical punishment cannot be ignored (Murray-Swank, Mahoney, & Pargament, 2006). Children are inherently built or programmed for committing offenses or transgressing in terms of misbehavior, as the religious view holds; in order to make them acceptable to divine Authority, as well as to the society, harsh physical punishments are deemed important (Ellison & Bradshaw, 2009).

Spare the rod and spoil the child has been passed on from traditional folklore; however, people might be unaware of its true implication or meaning. Interpretation of the implied meaning of "rod" is associated with believing in this phrase (Peterson, 2008). People who are supporters and advocates of corporal punishment assert that the word "rod" in the passages is clear indication of a physical item which should be utilized for punishing a child. This interpretation of the phrase is more inclined toward the authoritarian style of disciplining the children (Murray-Swank et al., 2006).

An authoritarian style of discipline over children depicts the phenomenon in which the child's behavior does not include any objection for the punishments (McClure & May, 2008). The authoritarian is demanding of a behavior that prohibits the right of child to protest unquestionable obedience or subordination (McClure & May, 2008). The phrase spare the rod and spoil the child relates its roots to the religious notions of people believing children as inherently built for committing sinful acts (Andero, 2002). The religious beliefs ascertain that children need to be taught discipline for the fact that it is related to the divine concept of earning God's approval, which is directly related to

ultimate success for mankind (Abdul, Ahad, Samoon, Hassanzai, Aqdas, & Hakamy, 2011).

Negative Viewpoints toward Corporal Punishment

Opponents of corporal punishment argue against perceived advantages of corporal punishment. The initial claim is that the use of corporal punishment is usually not related to the misbehavior (Vockell, 2011). The research on the negative views of corporal punishment has revealed that corporal punishment teaches the child only *what not to do*. Romeo (1996) explained:

The use of corporal punishment, as it is procedurally administered, is not supported by the principles of education psychology with regards to the effective use of punishment and a conducive educational environment. (p. 1)

Can corporal punishment be teamed with negative reinforcement to teach desirable behaviors at its termination? The punishment ceases when the pain stops hurting. There is no guarantee the child will perform a desirable behavior when the punishment ceases (Trumbull, 2008). Parents who use frequent corporal punishment have more behavior problems with their children, whereas using less corporal punishment as discipline is related to having fewer behavior problems (Trumbull, 2008).

Twenty states in the United States still legally allow the use of corporal punishment in schools (Hyman, 2002). The abandonment of utilization of corporal punishment in a number of states is due to the fact that these states feel there are long term consequences of corporal punishment. These consequences of corporal punishments are repeatedly and effectively incorporated for making the arguments against the use of harsh punishments in schools (Gershoff & Bitensky, 2007).

Concept of Abuse in Children

Research has suggested that a child's behavior influences parenting behaviors, and specifically the notion that unpleasant child behaviors coerce parents to discontinue engaging in appropriate discipline (Burke, 2010). As noted by Burke (2010), the relationship between parenting behaviors and the reaction of the child are strong. An emotional reaction toward corporal punishment is a desire the child will have when avoiding punishment.

Adults are said to be the most exemplary role models for children. Children try to copy the adults and imitate the actions of the adult. Children who are exposed to any sort of violence in the early stages of their lives usually respond to adverse situations with violent or physical acts, consequently, they learn to use force in response to force or coercion (Gershoff & Bitensky, 2007).

Corporal punishment in schools is also a threatening potential discipline for children. Schools serve as the basic and most effective source of education children will receive (Victoria, Stephanie, Carlson, & Lee, 2011). Children learn and experience things that are profoundly effective in later years of their lives. In school, the child may try to escape a discipline issue by not attending school. Children in these situations will engage in such behaviors as tardiness and truancy, and they may eventually drop out of school (Andero, 2002). These behaviors, on the part of the child, undermine the basic principle of education: one cannot educate an absent child (Andero, 2002).

Due to the lengthy chain of arguments on the topic of corporal punishment, the negative points made in such arguments also include delirious consequences of corporal punishments in the form of teaching abuse to children. Rates of utilization of corporal punishment have not decreased in many states (Dussich & Maekoya, 2007). Texas and

Mississippi still report to be two of the states where corporal punishments are not condemned legally, and hence, no action can be taken by the authorities in this regard even if any case is reported (Randall, 2012). In severe instances where children go through such harsh or corporal punishment at school regularly, their learning is reinforced by their teachers' aggressive and physical behaviors. The negative impacts of this kind of perception are much profound and holistic on adult life of the child (Courtour, 2005).

Physical Consequences

The researchers and debaters of the argument against corporal punishment also note another negative impact on children, which is the physical trauma. Corporal punishment includes the use of physical punishment to change the behavior of a child to appropriate standards (Romeo, 1996). The use of spanking, paddling, and hitting children with a belt all constitute types of corporal punishment which have been observed in the schools. The opponents of corporal punishment point out the harmful consequences of corporal punishment and ascertain that the physical trauma a child will incur due to corporal punishment is overwhelming for the child (Greydanus, 2003).

Vockel (2011) explained, "In some cases, it may become necessary to hit a child extremely hard in order to inflict enough pain to make the punishment proportionate to the misbehavior" (p. 278). Injuries and harm can be very serious in numerous cases and might cause the child severe depression due to the resulting pain (Tang, 2006). Children getting bruised as a result of experiencing corporal punishment might also go through severe trauma, and physical injuries and bruises might lead to serious health issues (Tang, 2006). As in severe cases that have been reported, children have also experienced fractures or bone damage due to spanking or paddling (Gershoff, 2010). In cases where

beating or spanking becomes extreme and treatment of bruises or injuries is delayed, children might also suffer painful deaths (Gershoff, 2010). Therefore, the negative consequences of corporal punishment might have serious implications, thus making strong viewpoints in the argument against corporal punishment.

Psychological Impacts

According to a study conducted by Afifi, Mota, Dasiewicz, MacMillan, and Sareen (2012), severe forms of physical punishment coupled with extremely degrading treatment of children at school results in numerous psychological problems or issues. These issues and problems are ingrained in future disorders of mental health. The purpose of their study was to correlate the prevalence of mental problems with the history of a population of students (Afifi et al., 2012). The effects of corporal punishment were entrenched in personality disorders in general and anxiety disorders in particular (Afifi et al., 2012).

In a previous study (Afifi, Brownridge, Cox, & Sareen, 2006), mental problems or issues faced by students who had received corporal punishment were accompanied by substance abuse. The emotions during corporal punishment may cause the child to have self-esteem problems and exhibit feelings of helplessness. The child may return to the classroom humiliated, and instead of concentrating on instruction, the child may imagine acts of aggression on the teacher (Romeo, 1996). A child who is a victim of corporal punishment is more likely to have sexual problems later in life (Jayson, 2008) and be more sexually aggressive, verbally and physically, with their future partners (Straus, 1999).

Hinchey (2008) pointed out that some research examines the effectiveness of spanking. While spanking may relieve a parent's frustration and stop misbehavior briefly, according to the American Academy of Pediatrics (as cited in Hinchey, 2008), spanking may be the least effective discipline method. The American Academy of Pediatrics believes that corporal punishment can actually have a negative influence on a child's self-image and thus interfere with his/her academic achievement (Parker, 2012). Moreover, as determined by Parker (2012), "Corporal punishment does not teach more appropriate behavior or self-discipline and may cause a child to behave more violently" (p. 2).

Spanking communicates that hitting is an acceptable way to solve problems and makes it seem reasonable for an adult person to strike a child. In addition, when children are spanked, they may know they have done something wrong, but in many cases, they are too young to understand the lesson (Kazdin, 2008). This is a difficult message for any adult or child to understand: "I hurt you because I don't want to hurt you." When spanking is the primary discipline method used, it may have some potentially harmful long-term effects, such as increasing the chances of misbehavior, aggression, violent or criminal behavior, impaired learning, and depression as the child continues from adolescents to adulthood (Hinchey, 2008).

Discrimination in Classroom

Corporal punishment can become more serious when the students are discriminated against because of race. Numerous school districts and even main areas in the cities of United States are still faced with prejudiced and biased attitudes of people toward minorities (Goldstein, 2007). African Americans are historically reported to experience prejudiced behavior and conducts as minorities (Barak, Leighton, & Flavin 2010). Even schools in various areas of the United States are not free from this attitude,

and children suffer a lack of equal opportunities. In such cases of discriminatory episodes and behavior, the teacher or responsible professionals inherently become more inclined to use corporal punishment with students belonging to minority (Barak, Leighton, & Flavin, 2010).

United States Compared To Others Countries around the World

Discipline is a necessary factor not only in the United States, but also in other parts of the world. Religious views on raising children are similar from Christianity to other religions (Kazdin, 2008). Islamic fundamentalists are also found to be staunch believers of life hereafter, thereby earning the salvation of God in return to unquestioning obedience of authority (End All Corporal Punishment of Children, 2012). Schools in communities believing in certain disciplinary measures, consequently, also work on the same principle and are thus supporters of the use of corporal punishment.

The United States is one of two countries worldwide that has not yet ratified the Convention on the Rights of the Child, adopted by the United Nations General Assembly in November of 1989 (Courtine, 2005). The other country is Somalia. The document calls for multiple protections of the human rights of children, including the right to be protected from violence (Hinchey, 2008). Other countries have taken great strides toward increasing the protection of children.

In 2001, Northern Ireland and Scotland strengthened laws against corporal punishment, while the United States remains one of few developed countries whose national policy still allows corporal punishment (Rock, 2008). Over 100 organizations joined forces to call this fact to national attention in a widely publicized letter to President George W. Bush, "Throughout the developed, industrial world, and many

developing nations, the use of corporal punishment against a school child is forbidden. No European country permits the practice” (Hinchey, 2008, p. 98).

Corporal Punishment in Taiwanese Schools

Taiwan is included in the countries which have practices of corporal punishment commonly used in schools, even though, legally, corporal punishment is banned (Wei, 2010). According to the judgment passed in Taiwanese law regarding use of corporal punishment in schools, school professionals or any school authority exercising corporal punishment in school were subjected to legal charges. Even after the commencement of legal ban on corporal punishment in Taiwan, school authorities still utilized corporal punishment as a means of creating disciplinary standards (Yunji, 2012).

The initial legal stance on prohibiting corporal punishment in Taiwan is noted to be in 1997, when the Ministry of Education passed a set of guidelines for counseling and disciplining school-aged children (Yungi, 2012). This legislation encouraged practices of inducing discipline in students, but not with use of force or harsh practices, such as corporal punishment (Wei, Williams, Chen, & Chang, 2010). The Ministry of Education further instated the legislation and guidelines in the year 2000, dispatching formal memos to various cities and districts to impede practices of corporal punishment in schools and to bring any such case to the attention of authorities so that legal actions could be taken against them (Safran & Oswwald, 2003).

Corporal Punishment in China

Corporal punishments in Chinese schools date back to the ancient history of Chinese tradition and civilization. Traditionally Chinese teachers and school authorities conceived it as a right to punish students corporally with intentions of inflicting pain in the disciplinary standards (Douglas, 2006). In the early years of Chinese history, every

adult from the native population could relate and report incidents of being corporally beaten in schools (Tang, 2006). Chinese tradition and history also reveals home environments of Chinese people as strict and harsh (Tang, 2006). From very early ages of their lives, Chinese children are subjected to a harsh atmosphere in home and the fear of corporal punishment at schools (Gershoff & Bitensky, 2007).

Trends in the Chinese population and their ways of thinking are changing. Children are beginning to challenge the right of authority to use corporal punishment (Tang, 2006). As discussed earlier, the changes occurring in the collectivist cultures are due to globalization and the joining of different cultures (Gershoff & Bitensky, 2007). The individualistic societies provide more rights to the students for raising their voices against such brutal acts of authorities, as compared to the collectivist societies where corporal punishment is still utilized (Lansford, Chang, Dodge, Malone, Oburu, Palméus, & Quinn, 2005).

Corporal Punishment in Afghanistan

The state of corporal punishment in public schools of Afghanistan is worse than any other country. The surveys conducted by Learning without Fear: A Violence Free School Project (2011) revealed that almost all of the classes observed for research purposes were found to account for instances of corporal punishment. The Violence Free School Project (2011) also suggested that punishing boys at schools was found to be much worse than the rates of girls receiving corporal punishment. Humiliating children openly in classrooms and schools was also found to be a common practice at Afghani schools (Shaheeb, 2008). The survey also revealed that over 50 % of the population considered it as a right of teacher or school authority to corporally punish the students (Shaheeb, 2008). Even with the reforms and alteration in the guidelines for schools, the

rates of corporal punishment were not observed to decrease (Abdul Ahad Samoon, Hassanzai, Aqdas, & Hakamy, 2011)

Corporal Punishment in Rwanda

In Rwanda, acts of correcting pupils and children are legally permitted at home under the Civil Code of 1998 (Contreras, 2012). Various laws in Rwanda's legal system provide sanctions on the use of harsh and physical punishments in schools (Mitchell, 2006). Children are given legal protection from severe and harsh punishment, according to the Penal Code 2012 (UNICEF, 2011). Even with the updated legislations and legal statutes, research on corporal punishment reveals that the most commonly practiced punishment in schools and homes consisted of corporal punishment (UNICEF, 2011). Surveys and polls also revealed that in numerous homes and schools, children were also denied meals as a way of punishment (Convention on the Rights of the Child, 2013).

The practice of corporal punishment at schools and homes also included extreme humiliation and embarrassment. The authorities at schools and at home were found insulting children publicly by utilizing corporal punishment (Contreras, 2012). Violence in the schools and use of corporal punishment as a common practice also related to the children acquiring concepts of abuse and harsh reactions in response to violence (Mitchell & Kanyangara, 2006).

Corporal Punishment in South Asia

South Asia consists of numerous cities and countries which vary in diverse demographic characteristics. This continent has countries which are developed and thriving, as well as the countries which are striving and making their way to the first world country status (UNICEF, 2010). Due to large diversification in the demographics of various places in South Asia, the UNCRC is still repeatedly denied and overridden in

many places (South Asia Initiative to End Violence Against Children [SAIEVAC], 2010).

Due to the fact that a large number of South Asian states are in developing mode, more evidence of episodes of corporal punishments occur in rural areas (UNICEF, 2010). There have been a number of reforms and alterations in the legislative statutes for the purposes of curbing corporal punishment in schools (Randall, 2012). Forums are also developed for ending violence against the children as negative consequences of such acts are proving to be more dangerous than ever (Randall, 2012).

Initiatives, such as the SAIEVAC and South Asia Forum for Ending Violence against Children (SAF) are in alliance with the United Nations to curb physical punishments among children (UNICEF, 2010). For the betterment of future generations and to avoid negative implications on their personalities corporal punishment has to be controlled, and the practices of punishing children have to be humanized (Save the Children of Sweden, 2011)

Corporal Punishment in Southeast Asia and the Pacific

Similar to the cases and instances of corporal punishment across globe, Southeast Asia has also emerged as one of the regions filled with such incidents. In Southeast Asia, there are legal sanctions and legislations which prohibit the utilization of corporal punishments in schools, as well as homes (Owen, 2009). The legalities, however, are not observed to be implemented frequently as depicted by the rates of corporal punishment which are still high in schools and at homes (Yunji, 2012).

Corporal punishment in Southeast Asian countries exists, and only a minimal number of children in the region are protected from physical punishments from authorities (SAIEVAC, 2010). The other greater and larger portion of the child

population is left helpless in instances of exposure to physical violence at schools or at home in the form of corporal punishments (Owen, 2009).

Corporal Punishment in European Union Member States

The European Union (EU) is representative of the second largest portion of the world population after the Asian continent. Under the umbrella of the EU are a large number of states and countries (Bussmann, 2009). Maldona (2012) explained:

Corporal punishment is universally accepted as a detested and negative behavior on part of the authorities. Currently, 16 of the European Union Countries (see Figure 1) members have accepted and enacted legislations prohibiting the usage of corporal punishment in schools. These countries also prohibit such acts at home and several other settings. In the case of Italy, legislation has not been officially stated but the state condemns such practices in common. (para. 2)

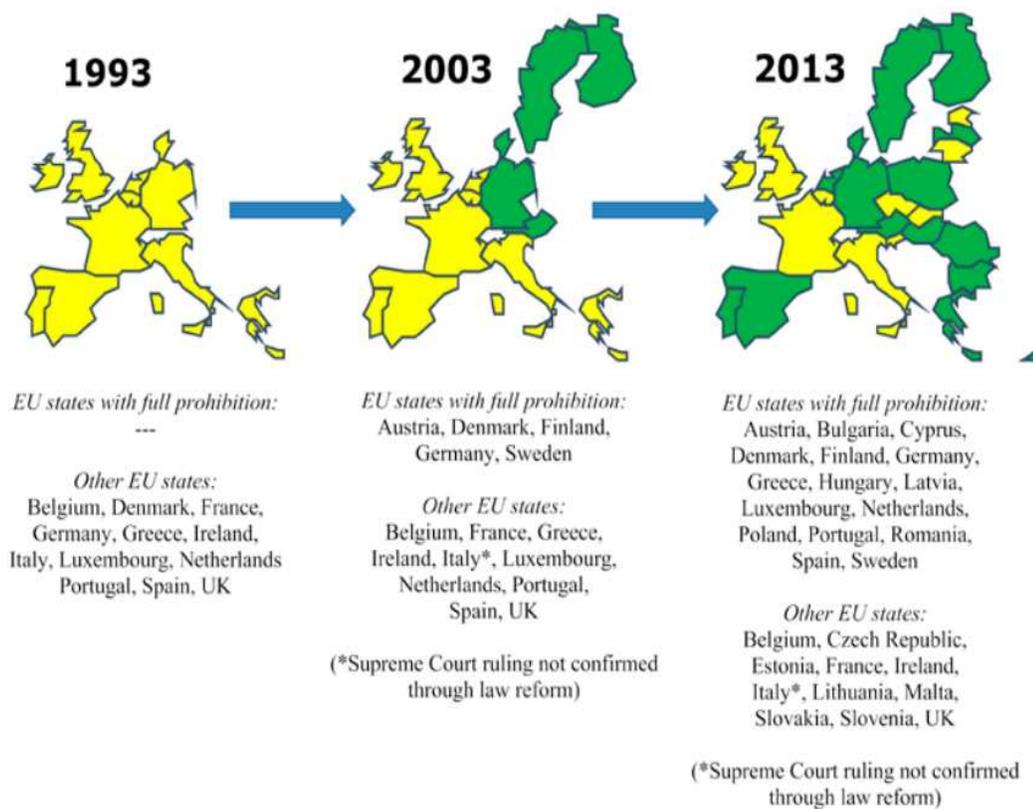


Figure 1. Progress towards the prohibition of corporal punishment in the EU.

Plats, B. (2009, August 28). Retrieved from <http://www.dailykos.com/story/2009/08/28/771643/-Child-abuse-and-New-Zealand>.

In the European countries which have achieved success in implementing the laws of corporal punishments, rules and regulations have been employed in schools and penal institutions. The Save the Children Program has been initiated with the help of financial support from the EU council in eradicating the society from negative consequences of corporal punishments (Bussmann, 2009). There are numerous reforms and modification announced for the purposes of removing practices of corporal punishment from European Union countries (Bussmann, 2009). Legal sanctions and regulations have been enacted for purposes of reprimanding people who commit such acts (Kazdin, 2008).

Corporal Punishment in United States of America

The practice of corporal punishment in United States is not legally banned at homes; laws developed by the states allow practice of carrying out physical punishment on the children (Courtney, 2005). The physical punishment, however, does not include practices of abuse with children (Global Initiative to End All Corporal Punishment of Children, 2012). The state laws of the United States recognize the rights of people with the concepts of cruelty, inhumane treatment, and other punishing acts which are brutal or cause any injury to the people (Gershoff, 2007). Apart from the rights of people, children also possess rights to their freedom and privileges (Bartlett, 2008). The main freedom and privilege, which according to the state laws of United States should be granted to children, is their right to the best education and standards (Farrell, 2008). Claims are made that corporal punishment is against the basic human rights of keeping dignity and respect (Gershoff, 2007). It violates the dignity of a person; and if it is the case with a child, it severely hampers the smooth process of rightful and best education (McCarthy, 2005).

The concepts of abuse and physical punishments differ to an extent, but people still confuse the terms and thus misuse the legislation (Min, 2007). Clarity has to be made with regard to the legality of physical punishments or abuse (Gershoff, 2002).

International Documentation on Corporal Punishment

The Convention on the Rights of the Child (CRC) is the most widely accepted human rights treaty of all the United Nation member states (Amnesty, 2013). This convention provides protection for the child from any physical harm and instructs authorities to be attentive in drawing line between the physical disciplinary methods and

use of physical abuse (Amnesty, 2013). UNICEF (2013) explained the Convention on the Rights of the Child as:

A set of 54 articles and two Optional Protocols make up the Convention on the Rights of Child. The Convention spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services. (para. 4)

The United States is one of only two U.N. member countries not to have ratified the original Convention; the other country is Somalia, which does not have a functioning government (Cohen, 2012). American conservatives have long opposed ratification out of fear that it will impinge on their right to raise their children as they see fit (Montopoli, 2010). The fear is that the treaty will undermine parental rights even though the Convention explicitly grants responsibilities and protections to parents and guardians (Cohen, 2012).

The Convention against Torture is an international agreement prohibiting the use of torture in the United Nations Convention against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment (Garcia, 2009). The Convention against Torture was signed by the United States on October 21, 1994 (Garcia, 2009) to assure that children

have a right to have protection from cruelty or inhumane treatment (Hague, 2006).

Corporal punishment not only hurts children physically, but also degrades them. Some forms of corporal punishments are so cruel and brutal that it leaves a negative and everlasting impact on the child's personality (Garcia, 2009). In article 16 of the Convention against Torture, protection is provided to the children in instances of harsh and extreme physical punishment. Children in the United States are provided with the rights of voicing their concerns regarding cases of corporal punishment (Hague, 2006).

Other international covenants designed to protect the rights of children are the International Covenant on Civil and Political Rights (ICCPR) and the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD). The ICCPR is a multilateral treaty adopted by the United Nations General Assembly on 16 December 1966, and in force from 23 March 1976. It commits its parties to respect the civil and political rights of individuals, including the right to life, freedom of religion, freedom of speech, freedom of assembly, electoral rights, and rights to due process and a fair trial (ICCPR, 2013). Article 9 of the ICCPR clarifies about the freedom of individual rights and privilege of personal security. The personal security of the people is directly related to the corporal punishment at schools. Children who are subjected to harsh punishment and physical abuse are threatened of their freedom and liberty (Alexander & Alexander, 2011).

The ICERD is a United Nations convention. A third-generation human rights instrument, the Convention commits its members to the elimination of racial discrimination and the promotion of understanding among all races (ICERD, 2013). Article 5 of the International Convention on the Elimination of All Forms of Racial

Discrimination provides protection to the minorities and other diversified population against prejudiced attitude of the authorities at school or in foster homes (Hague, 2006).

States and Their Viewpoints on Corporal Punishment

Incidences of corporal punishment have declined sharply in recent years, and in fact, 30 states having abolished the use of corporal punishment (Kazdin, 2008). Corporal punishment is still lawful in 20 states (see Figure2), remaining a common practice in most Southern states (Hughes, 2010). Often, corporal punishment is a common form of discipline in more rural school districts (Rock, 2008).



Figure 2. States that allow corporal punishment. Adapted from Benton (2010).

Farrell (2008) provided a comprehensive but succinct explanation of the evolution of legislation and changes in practice regarding corporal punishment in several states.

Specifically, Farrell (2008) explained:

States that have abolished corporal punishment were Delaware in 2003, after an eight year gap in which no abolitions took place at state level, and Pennsylvania, in 2005. Levels of corporal punishment had already fallen to a very low level in both states, so this was mainly a move of symbolic significance. On the other hand, attempts to ban corporal punishment by legislation have failed in Wyoming (2003) and repeatedly in Missouri and North Carolina. Legislative attempts to reintroduce corporal punishment in California (1996), Montana (1997), Iowa (1998) and Oregon (1999) were fairly easily defeated. So too was a 2007 bill to make it easier to spank students in Kansas. (p. 3)

The data on rates of corporal punishments and use of physical violence against children indicate that Texas is one of the states that have yet to sanction practices of corporal punishments in schools (Farrell, 2008). Other states have legal allowance to carry out corporal punishments on school children (Wasserman, 2011). There have been numerous studies and research which directs at collecting rates of corporal punishments in the state of Texas. These surveys and studies depict that even though Texas qualifies as a state which allows practice of corporal punishments, yet more than half of school children in Texas attend educational institutions which have placed a ban on the corporal punishment (Vaughan, 2005).

Texas has rather been slow in adapting changes in the policies and statutes and has developed laws and regulations with a much slower pace than the other states (Parker, 2012). According to the statistics obtained for various states and their rates of

prevalence of corporal punishments, Mississippi is counted as the second state with high rates of corporal punishments carried out in schools (Hughes, 2010).

According to the U.S. Department of Education (2008), about 272,000 student paddlings took place in the 2004–2005 school year. This number is down from 457,754 only eight years earlier (Farrell, 2008). These data show that the rapid decline of paddlings seen in the 1980s through 2000s has occurred. The total number of paddlings was equivalent to only 0.6% of the total U.S. school population (Farrell, 2008).

Corporal punishment is legal in most southern states, including Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Texas (Parker, 2012). While the practice of corporal punishment is more prevalent in the southern states, some Midwestern states still allow for the use of corporal punishment (Parker, 2012). In terms of the latest data available, the number of recorded swats in each state is as follows: Texas reported 49,197 students hit as a result of corporal punishment, and Colorado reported eight students hit as a result of corporal punishment (Peterson, 2008).

State	Number of Students Paddled During the 2006-2007 School Year	State	Percentage of Students Paddled During the 2006-2007 School Year
Texas	49,197	Mississippi	7.5%
Mississippi	38,131	Arkansas	4.7%
Alabama	33,716	Alabama	4.5%
Arkansas	22,314	Oklahoma	2.3%
Georgia	18,249	Louisiana	1.7%
Tennessee	14,868	Tennessee	1.5%
Oklahoma	14,828	Georgia	1.1%
Louisiana	11,080	Texas	1.1%
Florida	7,185	Missouri	0.6%
Missouri	5,129	Florida	0.3%

Figure 3: Nationwide prevalence of corporal punishment in public schools

Adapted from U.S. Department of Education (“Civil rights data collection,” 2006)

<http://www.hrw.org/reports/2008/us0808/5.htm>

Corporal Punishment in Missouri Schools

In the state of Missouri, local school districts are required to take an official stand on the use of corporal punishment within their school districts (Vaughan, 2005). The school districts are required to have a policy condemning the use of corporal punishment or a policy that allows the use of corporal punishment, as described in Mo. Rev. Stat. § 160.261:

State statute requires all public school boards, as part of the district's written discipline policy, to include a statement on the use of corporal punishment within the district. If the district uses corporal punishment as a form a discipline, the local board of education must adopt a policy regarding the use and administration of corporal punishment. This policy may also address the question of whether a

parent will be notified prior to the use of corporal punishment or whether the parent may elect an alternative form of student discipline (usually out-of-school suspension). (MODESE, 2012, para. 1)

According to the Missouri School Boards' Association (2013) and the Missouri United School Insurance Council (2013), one-third of the school districts in Missouri still allow the use of corporal punishment in their local school board policies.

Court Cases Involving Corporal Punishment

Historically, public schools in the United States have been fraught with court cases regarding corporal punishment and have stolen the limelight and garnered attention. One of the biggest hallmark cases in the American justice system was *Murphy v. Kerrigan* (1969) which was recorded in the federal court of Boston:

... injunctive relief [was sought] against the use of corporal punishment in the public schools. This case was prompted by the following incidents: For alleged misconduct, Jeannette Watts, a 14-year-old student at a school in Boston, was struck by her teacher on the cheek and fell as a result of the blow. Another teacher grabbed her by the hair, forced her to the floor, and slapped her in the face. In a similar incident, for disciplinary reasons, a teacher took hold of a ninth grader, a girl of 14, punched her in the face, and ripped a pierced earring off her ear. A 13-year-old boy received two blows on the palm of each hand with a bamboo rattan, causing sharp twinges, a welt, and broken blood vessels under the skin. Other instances of corporal punishment were also charged. (Arbuckle, 1974. p. 458)

This particular case was based on a chain of events in which teachers had [allegedly]

beaten up a number of students in a classroom; however, “both parties agreed that corporal punishment would be banned in the Boston Public Schools so long as the current Boston School Committee was in office” (Arbuckle, 1974, p. 464). The case held arguments and opinions and hence became a landmark case in the federal case (Randall, 2012).

Another case reaching the federal court was *Ware v. Estes* (1971). This case had resulted in success of the use of restraints during corporal punishment, but to some extent. This case had been representative of the whole community of Dallas School Districts. The extent of success of plaintiffs was the fact that teachers were limited to restrict use of corporal punishment with parental consent (Human Rights Watch, 2008). Following this case, the viewpoints regarding a limiting restriction on use of corporal punishment was debated in the courts, and the legislators and lawmakers increasingly moved on to formulation of rules which provided teachers with restricted permission for utilizing corporal punishment (Stephey, 2008).

Supreme Court Case *Ingraham V Wright*

The Supreme Court case that provides a foundation for corporal punishment policies is *Ingraham v. Wright* (1977). Hinchey (2008) explained:

Two students received severe paddlings in their Florida junior high school. The paddling of the students resulted in severe pain and bruising. The case argued that the paddling were unconstitutional, in violation of the Eight Amendment’s prohibition of cruel and unusual punishment and also of the Fourteenth Amendment’s guarantee of due process. The Court dismissed both claims in the suit. The Court said, “cruel and unusual” was intended to protect criminals not school children. (p.127)

The decision of the *Ingraham v. Wright* case consisted of opinions of two judges who presented two diverse points of views. Justice Powell recorded his judgment consisting of the ruling that students should not have the rights of voicing their side of story before punishment (Yaworski, 2012). Justice Powell asserted that according to the various statutes and legislations, teachers possess rights to paddle children without any chance of voicing their opinions or objections to the punishment (Yaworski, 2012). In comparison to this opinion, Judge Byron White opposed this idea and presented his opinions on how imperative it is for the individual rights and legal privileges of the child that he or she must be given a chance before spanking or paddling (Yaworski, 2012). There were several more arguments made in light of the various legal statutes and previous ruled cases which made this case a hallmark one in the Supreme Court (Hinchey, 2008).

The arguments presented in the case are reflective of an apparent basis of decision regarding the eighth amendment. The Court held that the punishments administered to these and other students at Drew Junior High School did not violate the cruel and unusual punishment clause of the Eighth Amendment to the United States Constitution (Lee, 1979). The eighth amendment provides protection to pupils and children at home against excessive corporal punishment. This case makes points for the decision of eighth amendment because of the fact that severe punishment had taken place in this case and the children were beaten up numerous times without remorse or guilt (Gorlin, 2009). The amendments deal with the issue that individual rights of children permit them to have option of having their voices heard before the punishment. The Court also held that the due process clause of the Fourteenth Amendment to the United States Constitution does

not require notification of charges and an informal hearing prior to the infliction of corporal punishment (Lee, 1979).

Summary

In this chapter, the issues surrounding corporal punishment in schools were reviewed and presented. Various religious beliefs, cultural traditions, and worldly viewpoints on the use of corporal punishment, as well as the United States were presented. In the United States, individual states have their own laws and legislation for carrying out practices of corporal punishment in schools. In those states, it is the decision of the local board of education to determine if corporal punishment is suitable and appropriate their local community and school district. Local schools must make the decision if corporal punishment is appropriate for their school district.

Paddling in school may seem like a relic of the past, but every day hundreds of students are still being paddled (Gonzalez, 2012). Corporal punishment is banned in juvenile correction facilities in the United States, and yet it continues in public schools (Stephey, 2012). In parts of America, getting paddled at school with a wooden board is just part of being a misbehaving student (Gonzalez, 2012).

The use of corporal punishment is the most prevalent in midwestern and southern schools (DeNeis, 2012). The debate continues: Is spanking a student for breaking school rules a useful or destructive practice? Parents and educators continue to be sharply divided on the topic of corporal punishment (Randall, 2012).

In Chapter Three, the methodology and research design were detailed. The population, sample, and process of the collection and analysis of data regarding the study

were presented. An analysis of data with details from the interviews conducted was contained in Chapter Four. A summary of findings , conclusions, and recommendations for potential future research were presented in Chapter Five.

Chapter Three: Method

Research Perspective

Qualitative methods were used in this study to analyze the perceptions of corporal punishment through a phenomenological approach. Fraenkel and Wallen (2009) stated, “The phenomenology approach attempts to identify similarities in the perception of individuals regarding a particular phenomenon” (p. 428). Interviews were conducted with 12 school superintendents in different public school districts in Missouri to gain insight on local school district’s policies and procedures regarding corporal punishment. The superintendents had an opportunity to give their personal opinion regarding corporal punishment as it pertains to its overall effectiveness. A communications director from one Missouri professional teacher organization was interviewed to gain insight on the organization’s philosophy and stance on corporal punishment. Finally, two attorneys who specialize in school law and policy were interviewed to gain a legal perspective on the use of corporal punishment and potential legal implications for school districts that choose to utilize corporal punishment.

The purpose of this study was to investigate the perceptions of corporal punishment in Missouri public schools. In this chapter the research questions, population and sample, instruments used during research, data collection procedures, and data analysis methods were described, Ethical considerations and a chapter summary followed.

Research Questions

The following research questions guided this study:

1. What are the perceptions of school superintendents regarding the use of corporal punishment in Missouri public schools?

2. In what ways do superintendents' perceptions vary regarding corporal punishment based on the school enrollment of their respective school district?
3. What are the legal implications, according to attorneys who specialize in school law and policy, for public schools in Missouri that allow corporal punishment?
4. What are the viewpoints and perceptions a Missouri professional teacher organization regarding the use of corporal punishment?

Population and Sample

The populations for this study were public school superintendents, attorneys who specialize in school law and policy, and a communications director from one Missouri professional teacher organization. For the superintendent sample, the 523 public school districts in Missouri were divided into two groups: schools that allow corporal punishment and schools that adopt a policy stating corporal punishment will not be administered. Then, each group was divided into three categories based on student enrollment numbers for each individual school district (0-799; 800-1,999; and above 2,000).

From each of the six enrollment categories, two superintendents (a total of 12) were selected through purposive sampling methods; six superintendents from districts allowing corporal punishment and six superintendents from districts not allowing corporal punishment. Purposive sampling is appropriate when prior knowledge suggests those selected have the needed information (Fraenkel & Wallen, 2009). As reported by Fraenkel and Wallen (2009), "Researchers do not simply study who is available but rather use their judgment to select a sample they believe will provide the data they need" (p. 99). To gain a legal perspective, two attorneys who specialize in school law and policy were interviewed. Attorneys discussed the legalities schools face when using

corporal punishment, as well as, court cases involving corporal punishment they have been involved with. Then, to gather the perceptions from a Missouri professional teachers' organization, one communications director was interviewed.

Instrument

Interview questions (see Appendices A, B, C) were created by the researcher to gain perceptions of school superintendents, one communications director from a Missouri professional teacher organization, and two attorneys who specialize in school law and policy on the subject of corporal punishment. The interview questions were field-tested by superintendents not involved in the study who were members of the Southwest Central League Conference. Comments were considered and questions were amended to assure clarity and understanding.

Data Collection

All participants were contacted by telephone (see Appendix D) and informed of the research (Appendix E). After expressing interest in participating in the study, each participant was presented, via electronic communication, with an informed consent form (see Appendix F) and a copy of the interview questions. Interview schedules were established and confirmed. Interviews were conducted face-to-face or over the telephone. The interviews were audio recorded, with the permission of each participant, for the purpose of transcribing the responses accurately. Each participant was referred to by a code throughout the study to respect confidentiality and anonymity of everyone involved in the study.

Data Analysis

At the conclusion of the interviews, the transcripts were reviewed, interpreted, and organized. Responses were analyzed using open and axial coding methods to identify

key words, phrases, and emerging trends (Airasian & Gay, 2000). For example, the first superintendent from the set of superintendents from school districts that do not allow corporal punishment was coded Superintendent A, and the first superintendent from the school districts that do not allow corporal punishment was coded Superintendent 1. The representative from one Missouri professional teacher organization was coded as Communications director, and the first attorney who specializes in school law and policy interviewed was coded Attorney A.

Ethical Considerations

Once the study was approved by the Lindenwood University Institutional Review Board (see Appendix G), ethical considerations were made to protect the identity of the interview participants. Any personal information concerning the interview participants remained anonymous and confidential throughout the interview process and the collection of data. Data codes were assigned to each participant to further assure confidentiality and anonymity. All documents were kept in a secure location under the supervision of the researcher. Participants were asked interview questions in a positive manner, and in no way posed a threat to the participants.

Summary

This qualitative study involved school superintendents, a communications director from a Missouri professional teacher organization, and attorneys who specialize in the area of school law and policy. Qualitative data were collected through interviews with the participants, and questions revolved around perceptions of corporal punishment. The responses to the interview questions were transcribed and coded to reveal categories and themes.

An analysis of data with details from the interviews involving the participants was contained in Chapter Four. A summary of findings, conclusions, and recommendations for potential future research were presented in Chapter Five.

Chapter Four: Analysis of Data

Qualitative data were gathered through face-to-face interviews and phone interviews with a variety of professionals associated with Missouri public schools. Those individuals included school superintendents, attorneys who specialize in school law and policy, and a communications director from a Missouri professional teacher organization. The school superintendents addressed their school districts' policies regarding corporal punishment, as well as personal feelings on the use of corporal punishment in their school district. Superintendents were divided into two categories: school districts that allowed corporal punishment and school districts that did not allow corporal punishment.

The superintendents were further divided into three categories based on student enrollment. Schools enrollment categories were as follows: 0-800 students, 801-1999 students, and schools with enrollments greater than 2000 students. The school attorneys interviewed focused on a legal perspective of corporal punishment and any past experiences they might have in dealing with corporal punishment.

Numerous attempts were made to gather perceptions from two of Missouri's professional teacher organizations. However, only one organization communication director responded to the interview request. The director was interviewed to gain a better understanding of the organization's stance on corporal punishment. All interviews were structured to allow the participants to discuss current school policies, personal feelings toward corporal punishment, and past experiences with corporal punishment.

Interviews

School superintendents from school districts allowing corporal punishment.

To assure anonymity, each superintendent was assigned a data code. For example, the first superintendent interviewed was referred to as Superintendent A, and the second

superintendent interviewed was referred to as Superintendent B throughout the interview portion.

Interview Question 1. How long have you been a school administrator in Missouri?

All six participants were practicing school superintendents in Missouri.

Superintendent A has been in school administration for nine years in the state of Missouri. His first five years in administration were as a high school principal, and the last four years have been as a superintendent. Superintendent B has worked the last 16 years as a school administrator, two years as an assistant high school principal, four years as a high school principal, and the last 10 years as a school superintendent.

Superintendent C has worked his entire career in the same southwest Missouri school district. He has spent 17 years in school administration, 10 years as a middle school principal, six years as an assistant superintendent, and one year as superintendent.

Superintendent D has worked the last 24 years as a school administrator. He spent one year as an assistant high school principal, three years as a high school principal, and the last 20 years as a school superintendent. Superintendent E has been in school administration for 16 years. She spent nine years as an elementary principal, six years as an assistant superintendent in charge of curriculum and instruction, and one year as a superintendent. Superintendent F has worked the last 19 years in school administration. Of those 19 years, one year was as a middle school principal, nine years as an elementary principal, and the last 8 years, he has served as a school superintendent.

Interview question 2. Which of the following would best describe your school district (rural, urban, suburban)?

The superintendents interviewed for this portion of the study represented a variety of school districts from the St. Louis area, central Missouri, southeast Missouri, and southwest Missouri. The classifications of their respective school districts are represented in Table 1.

Table 1.

Superintendents from Schools Allowing Corporal Punishment

Superintendent	District	Enrollment
A	Rural	735
B	Rural	1,050
C	Suburban	5,384
D	Rural	664
E	Rural	4,635
F	Rural	1,448

Interview question 3. How would you define corporal punishment?

The six superintendents interviewed for this portion of the study were consistent with their definitions of corporal punishment. Although, due to the relative and subjective term of corporal punishment, one single definition of corporal punishment does not exist

(Ember & Ember, 2005). However, according to Andero (2002), corporal punishment is defined as the intentional application of physical pain as a method of changing behavior and includes a wide variety of methods, such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, and the use of various objects.

Superintendent A began by stating, “Corporal punishment is swatting the buttocks of a student with a paddle.” Four of the superintendents (A, B, C, and D) interviewed had similar definitions of corporal punishment. All four mentioned using a paddle to swat the buttocks for disciplinary reasons. Superintendent E had a similar definition as the previous four superintendents but added a little more insight. Superintendent E stated, “I basically think of a swat with a paddle. I think it is mainly used to get a child's attention. The intent is not to beat them or anything like that, but just a way to make them more accountable for their actions.”

Superintendent F was the first participant to mention the Bible. Superintendent F began his definition by saying, “Corporal punishment is a biblical punishment.” He went on to add, “The goal is to provide physical discomfort to a student to make them think twice about their actions.”

Interview question 4. Does your school district currently have corporal punishment in its policy book as a form of student discipline? If so, is corporal punishment administered? What grade level is corporal punishment administered?

All six of the superintendents interviewed for this portion of the study have a corporal punishment policy in place. Missouri allows school districts to utilize corporal punishments as a form of control. The MODESE has a requirement that only the board of education at the school district can take any stance on this practice, whether it is for or against (Vaughan, 2005). However, only three superintendents (B, D, and F) allow

corporal punishment in their school district. Even though Superintendent B and D would still allow the use of corporal punishment in their school districts, they were hesitant to utilize it. Superintendent B explained, “If I have a principal who would like to use corporal punishment as a punishment, and if they had tried a variety of discipline strategies, I would be okay with them using it as long as they had written consent from the student’s parents.” Superintendent D added that the district uses corporal punishment in the elementary, but the use is very sparingly.

Corporal punishment has been considered as the most effective form of correcting or amending the behavior of children. Advocates of corporal punishment ascertain that the most effective method of making amendments in a child’s behavioral misconducts is to utilize corporal punishment (Farrell, 2008). Superintendent F did not hesitate to explain his feelings on the use of corporal punishment. When asked the question, “Does your district use corporal punishment?” he was quick to answer, “Yes, absolutely.” He went on to discuss the process of how corporal punishment is used in his school district:

Corporal punishment is allowed and it has been utilized for the seven years I’ve been in the district. It has to be administered by a building level administrative or central office administrator. We only utilize it from grades kindergarten through eighth grade. We do not use corporal punishment at the high school.

Superintendents A, C, and E gave similar responses to the use of corporal punishment in their school districts. All three stated, even though corporal punishment is allowable per their board policy, they would not feel comfortable with its use in their districts.

Superintendent A related, “We really do not use it. With concerns over liability and lawsuits, I prefer that we do not use it in our district.” Superintendent C added, “At this point, if somebody still wanted to use it, we would probably try to talk them out of it.”

Superintendent E summed up her thoughts with, “It is not worth the hassle.”

Interview question 5. Do you believe corporal punishment is effective in maintaining the general level of discipline in school? Why? Why not?

All six superintendents agreed that corporal punishment could be effective in maintaining the general level of discipline in their schools. The use of extreme force in the milieu of corporal punishment has long been a vital focus of the academic arguments and controversies surrounding them (Ellison & Bradshaw, 2009).

Only two of the superintendents (D and F) were absolute in their response. Superintendent D stated, “I think it is effective. However, I do not think it is as effective as it used to be.” Superintendent F was the most absolute with an answer. He explained very convincingly, “Absolutely, we believe it truly works. That would be the short answer. Based on my experience growing up, kids do not want to be paddled. With that being said, I would not use it for some circumstances. But with some kids it is very effective.”

The remaining superintendents (A, B, C, and E) all felt corporal punishment could be effective in maintaining a general level of discipline, but they were all hesitant to have it used in their school districts. Superintendent A felt if corporal punishment were to be successful, you need to have the support of the parents. He went on to say, “Even with parent support I am still concerned with the risk and legal ramifications of corporal punishment.” Superintendent B was the first to use the notion of corporal punishment being scary for the students. He stated, “I do think it can be effective. I think it is probably the only form of school discipline that is scary to a child.” Superintendent B went on to say “With that being said, I am still very hesitant in using corporal punishment.”

Superintendent C was very thoughtful in his response. He explained, “I think there are parts of corporal punishment that at times would it make it effective.... in this day and age, it would be a huge headache to fight the liability and controversy corporal punishment would bring to the school district.” Superintendent E was at one time a proponent of corporal punishment, but has changed her viewpoints in recent years. She explained with the following response:

I think communities have changed in the last several years. We really want to make sure that none of our students are suffering from the discipline that they receive at school. We really have to consider that sometimes the ones that may get paddled at school are also the ones that may get excessively beat at home. To me that makes it counterproductive.

Interview question 6. Do you believe corporal punishment is effective for certain behavior problems and/or certain students in school? Why? Why not?

All of the superintendents were in agreement on a portion of this question. All made reference to students who were in abusive environments. None of them would utilize corporal punishment on a student who was potentially living in an environment where physical abuse was prevalent. Another factor all agreed on was parent support. None of the superintendents would authorize the use of corporal punishment without the consent of the student’s parents.

Superintendent A would like to see an emphasis on alternative discipline strategies other than the use of corporal punishment. Once again, the threat of legal action from the use of corporal punishment was enough of a deterrent for him to advise his administrators from using corporal punishment. Superintendent B had specific concerns about unknowingly using corporal punishment on students who may be undiagnosed

Attention Deficit Hyperactivity Disorder (ADHD) or other behavior issues. He stated, “I think in today’s time you have to take into account what the kids are diagnosed with, and the punishment needs fit the crime.”

Superintendent C felt that discipline should be individualized to the specific student. He felt that some strategies that work for some students may not work for other students. Superintendent D felt corporal punishment would be more effective if schools did it on a more regular basis. He stated, “Ten or fifteen years ago corporal punishment was a regular part of most school’s discipline plans.” Superintendent E mentioned that her viewpoints on corporal punishment have changed during the past five years. She explained her thoughts:

I think communities have changed in the last several years. We really want to make sure that none of our students are suffering from the discipline that they receive at school. We really have to consider that sometimes the ones that may get paddled at school are also the ones that make it excessively beat at home. To me that makes it counterproductive.

Superintendent F would not use corporal punishment repeatedly. He said, “Corporal punishment is not going to work is like any other discipline technique. You need to find something that will be effective for that student. If it's not working you don't try it over and over again hoping that the outcome will be different.” Superintendent F felt if you used corporal punishment more than two or three times it would not be an effective form of discipline.

Interview question 7. What are some alternative discipline strategies that can be used in the place of corporal punishment?

Discipline in schools is threatened by various forms of student misconducts, disruptive behaviors, or any kind of disobedience. Educators or teachers adopt various methods to supervise children in preventing them from going toward misconducts or being reinforced for it in any way (Zolotor, Theodore, Runyan, Chang, & Laskey, 2011). All six superintendents interviewed mentioned their character education program as the first deterrent to potential discipline problems. Each superintendent participates in Positive Behavioral Intervention and Supports (PBIS). When the superintendents were discussing alternative discipline strategies they may use in place of corporal punishment, similar strategies were voiced. Superintendent A discussed using in-school suspension (ISS), out of school suspension (OSS), and lunch detention.

Superintendent B discussed similar strategies as Superintendent A, such as ISS and OSS. He also discussed an alternative placement program they use called Base Camp. Base Camp is an alternative placement for students having behavior issues or academic issues. Students may be placed in this setting for three or four days or small amount of times as little as one hour.

Superintendent C was consistent in his school's alternative discipline strategies. He mentioned ISS, OSS, lunch detention, missed recess time, and after school detention. He discussed the district's emphasis on the PBIS program as a preventative strategy for potential discipline problems.

Superintendent D did not believe corporal punishment is as effective as it was 15-20 years ago, "I think if corporal punishment was used more it would be more effective. We just choose not to use it as much as we used to." He went on to mention factors, such

as legal issues and parent support as reasons they try to avoid the use of corporal punishment.

Superintendent E discussed her district's alternatives to corporal punishment. She mentioned a program at the elementary called the "Think Track." This is a lap walking program during recess for students having discipline issues. She also discussed ISS, OSS, and after school detention while emphasizing constant parent contact as a preventative strategy.

Superintendent F discussed many of the same strategies as the other superintendents. His school utilizes ISS, OSS, detention, and a safe room. The safe room is used as a reflection room that gives the students an opportunity to reflect on the reasons they are in trouble. Superintendent F went on to say:

The previous strategies are fine, but I believe corporal punishment gets their attention better. I actually wished we used it more because it is effective, but some principles are just apprehensive about using it. They are afraid of hurting a kid or getting involved in a lawsuit, and really I don't blame them. You would really have to get very inappropriate in the punishment to get yourself in trouble.

Interview question 8. Do you think there is a difference between corporal punishment and child abuse?

All six superintendents agreed there is a difference between corporal punishment and child abuse. Each superintendent offered an opinion that child abuse is done with anger and excessiveness. Moreover, children getting bruised as a result of experiencing corporal punishment might also go through severe trauma. This opinion was also expressed by Tang (2006) who believed physical injuries and bruises might lead to serious health issues. Superintendent A said, "Child abuse often is mental and physical

abuse that causes harm to a child. Corporal punishment isn't meant to harm a child. The desired outcome of corporal punishment would be to change the behavior of the child for the better."

Superintendent B explained child abuse as being physical with a child, out of anger, then the child usually ends up injured. He went on to explain the difference between child abuse and corporal punishment in the following way, "I think corporal punishment is being more physical out of concern and discipline."

Superintendent C agreed that child abuse and corporal punishment are different. He also mentioned that it depends on who is evaluating the difference. He stated, "I think the difference depends on the evaluator. Some people would be able to find a closer relationship between child abuse and corporal punishment." He went on to explain how corporal punishment could turn in to child abuse. Superintendent C explained, "I think if you're using corporal punishment out of anger or mental anguish then it could become child abuse."

Superintendent D thought there is a difference between child abuse and corporal punishment as well. The difference is probably in the eyes of the beholder, because everyone's interpretation is probably different. He stated, "Even during corporal punishment, you can hit a kid too hard, which could be deemed as child abuse." He finished with, "Overall, I think child abuse is done out of anger or for the purpose of intimidation."

Superintendent E was also in agreement with the other superintendents interviewed. Her explanation was as follows:

I definitely think there's a difference between corporal punishment and child abuse. I feel like corporal punishment and child abuse have different purposes. I

think child abuse occurs when people are not thinking and excessive force comes in to play. If corporal punishment is done correctly it is administered with thought and with purpose.

Superintendent F had a thoughtful explanation of the difference between corporal punishment and child abuse. He said, “I think to deliver corporal punishment you have to do it more out of love and care for the child. You are not angry, and there is no intent to hurt.” Superintendent F expressed there is no enjoyment in issuing corporal punishment. It is important to stay in control when issuing corporal punishment. He explained, “During child abuse you really want to hurt the child, which is not the case with corporal punishment.”

Interview question 9. Do you think Missouri’s stance on corporal punishment will change in the future? Why? Why not?

According to MSBA (2013) and MUSIC (2013), one-third of the school districts in Missouri still allow for the use of corporal punishment in their local school board policies. When asked if they thought Missouri would change its stance on corporal punishment and ban its use in public schools, four of the superintendents (B, D, E, and F) felt that Missouri would eventually ban the use of corporal punishment in public schools. Superintendent B believed the view points on corporal punishment are already changing rapidly, and that Missouri will be one of the states where corporal punishment will be banned because of the perceived close relationship between child abuse and corporal punishment.

Superintendent D discussed the political aspect of corporal punishment. He believed corporal punishment is a subject that most legislatures are not ready to address, and corporal punishment will be banned, “but we are a few years away from that happening”.

Superintendent E took a different approach to discuss an opinion on the future of corporal punishment. She focused on the overall safety of the students by stating the following:

I think eventually the state of Missouri will ban corporal punishment, for the overall safety of the students, in case something was to go awry and a child was to get seriously injured. You can take a well-intended situation involving corporal punishment, and it could turn out bad with a student getting injured during the process.

Superintendent F felt, “we are becoming a more liberal society, “ and with a more liberal outlook there will be an eventual ban on the use of corporal punishment. He stated very strongly that the use of corporal punishment will not be a controversial topic in his school district:

For us, the use of corporal punishment is not and will not be controversial, because the parent has to be on board. If the principal decides it is an option, they sit down as a team and discuss it and talk about it. If both the parents and the administrator feel like it will work, we will give it a shot. If the parent does not want it or if they are apprehensive, we just won't do it.

Superintendent A and C were more apprehensive about Missouri banning corporal punishment. Superintendent A believed that as long as public schools are acting as a dual role of educators and parents, it will be difficult to remove corporal punishment from

public schools. He also thought it is a practice that a majority of rural legislatures will not address due to the fear of political fallout among the constituents in their voting districts.

Superintendent C believed for a change to occur in corporal punishment laws in Missouri, there will have to be changes in federal laws. He explained:

I think Missouri's stance is going to be based on a federal stance. If the federal government makes a big push on getting corporal punishment out of schools then Missouri will be forced to follow suit. However, if the decision on corporal punishment is left for the state to decide, I believe Missouri would keep it.

Interviews

School superintendents from schools that do not allow corporal punishment.

To assure anonymity, each superintendent was assigned a data code. For example, the first superintendent interviewed was referred to as Superintendent 1, and the second superintendent interviewed was referred to as Superintendent 2.

Interview question 1. How long have you been a school administrator in Missouri?

All six interviewees are practicing school superintendents in Missouri. Superintendent 1 has practiced administration for the past 13 years in Missouri. He has spent the last eight years as a superintendent and previously, five years as a high school principal. Superintendent 2 has been in school administration since 1984. He began his career as a K-8 principal for four years then moved to the position of high school principal until 1996. He has been a superintendent since 1996 until present day.

Superintendent 3 has been a school administrator for 12 years, with the last two years as superintendent. Superintendent 4 has spent 15 years in school administration. The last nine years has been as a school superintendent. Superintendent 5 has spent 17

years in school administration with the last three years as a superintendent. The last superintendent participating in the interviews was Superintendent 6. She has been in school administration for eight years with the past five years as a superintendent.

Interview question 2. Which of the following would best describe your school district (rural, urban, suburban)?

The superintendents interviewed for this portion of the study represented a variety of school districts from the St. Louis area, central Missouri, and southwest Missouri. The classifications of their school districts are represented in Table 2.

Table 2.

Superintendents from Schools Not Allowing Corporal Punishment

Superintendent	District	Enrollment
1	Suburban	1,373
2	Suburban	5,916
3	Rural	287
4	Urban	7,659
5	Suburban	1,572
6	Rural	133

Interview question 3. How would you define corporal punishment?

All six superintendents were consistent in their definition of corporal punishment. Superintendent 1 simply stated, “Corporal punishment is the swatting or spanking of a student.” Superintendent 2 had a similar definition of corporal punishment, explaining it as swatting students for misbehaving. He went on to explain with great passion:

Corporal punishment is the swatting of kids for misbehaving. Corporal punishment is a historic mistake. It is not good for children and not good for society. It is a counterproductive form of discipline. Can we really rationalize the logic behind hitting kids for doing bad deeds? I think it is always a mistake to hit kids.

Superintendent 3 described corporal punishment by saying, “Corporal punishment is the paddling of a student. I think it is a form of discipline that schools use as a last resort before a kid is possibly kicked out of school.” Superintendent 4 was at first hesitant when explaining the definition of corporal punishment. After carefully thinking about a response, he simply explained it as using a paddle on a student’s backside.

Superintendent 5 has had 17 years of administration experience in an urban area. He has been in school districts that have used corporal punishment and currently in a school district that does not use corporal punishment. He described corporal punishment as a form of applying discipline in a physical manner.

Superintendent 6 was very direct with her definition of corporal punishment. She stated, “Corporal punishment is swats with a paddle on a student’s backside. It is a tactic that is usually the last resort when a student is misbehaving.”

Interview question 4. Does your school district currently have corporal punishment in its policy book as a form of student discipline? If so, is corporal punishment administered? What grade level is corporal punishment administered?

All six of the superintendents interviewed are leading school districts that do not allow the use of corporal punishment as a form of student discipline. Superintendent 1 said, “We do not utilize corporal punishment as a discipline. I have been in the district for four years, and we have not had it in our policy book during my time here.”

Superintendent 2 was the most vocal about the use of corporal punishment. He explained the process and the work it took to remove corporal punishment from his current school district. He explained:

We had corporal punishment when I arrived in the district 12 years ago. I was against it from the beginning. It took me about 4-5 years to get the use of corporal punishment removed from the board policy manual. At first, the board was very resistant, but I kept hammering away with the research and evidence. I explained to the board, “when you know better, you do better.” Through the research and some good common sense, we decided “we know better” than to continue something that is a bad practice and something that is counter-productive to the human spirit. So we did something about it and changed policy to make it illegal in our schools.

Superintendent 3 was brief in a response explaining that according to their MSBA policies, corporal punishment is not allowed. She stated, “We, as a district, do not feel that corporal punishment is an appropriate or suitable form of discipline for our students.” Superintendent 4 said that it is not allowed in the district’s policy manual. He candidly explained, “It is definitely a unique discipline because of its controversy. It seems that

the more conservative sector of our community would be supportive if it were allowable in our board policy manual.”

Superintendents 5 and 6 gave similar answers to this question. Superintendent 5 explained that corporal punishment has not been allowed in the district for about 20 years. Superintendent 6 said, “Corporal punishment does not work, so we took it out of our policies two years ago.” She then went on to say, “It was my recommendation to the board to have it removed.”

Interview question 5. Do you believe corporal punishment is effective in maintaining the general level of discipline in school? Why? Why not?

In response to this question, three of the superintendents (1, 3, and 4) felt that corporal punishment could be effective in maintaining a general level of school discipline. They were not very assertive in their responses, though. Superintendent 1 thought corporal punishment could be effective in maintaining a general level of discipline in a school. Even though he thought it could be effective, he expressed apprehension regarding its use by stating, “You do anything you can do to get their attention. Some students respond better to corporal punishment than other forms of punishment.” He then concluded with, “However, I do not believe corporal punishment is effective on every type of student and really does not have a place in schools this day and age.”

Superintendent 3 thought about this question for a few minutes before carefully saying corporal punishment could be effective. The only reason she felt it could be effective is simply from the “fear factor,” and ultimately, its effectiveness depends on the student and the situation.

Superintendent 4 answered “yes” and “no” to corporal punishment’s effectiveness in maintaining a general level of discipline. He could see where corporal punishment could be effective for some students, simply from a student being “scared” to receive that form of discipline. He went on to explain that it is counterproductive to have students scared at school. Ultimately he felt the best discipline practice should be geared toward positive behaviors. He said, “I truly believe that the best deterrent for negative behavior is using positive behavior sources. I believe intervening negative behaviors with the positive behavior expectations is more effective than using corporal punishment.”

Three superintendents (2, 5, and 6) were definite in their thoughts on corporal punishment in their schools. They felt corporal punishment has no place in their schools. Superintendent 2 was the most vocal in his dislike of corporal punishment. He said, “I not only think it is not helpful, I think it is hurtful and promotes future discipline problems.” He explained the main challenge he received in removing corporal punishment was the location of his school district. He explained, “We are in the Bible belt. As a matter of fact, we are probably the buckle of the Bible belt. In the Bible belt, there is the notion ‘spare the rod, spoil the child’, but I don’t think that was meant for public schools to use.” As discussed in the review of literature, the Bible has provided sufficient views for rearing children with strict guidance for their behaviors and conduct (Bartowski, 2007).

Superintendent 5 does not feel corporal punishment is effective in maintaining order in a school building. He stated, “I do not believe it is the role of educator to engage in physical acts with students.” Superintendent 5 did leave one loophole. He thought it would be okay to intervene physically between two students to keep them safe, if they were fighting or doing something unsafe. He explained again, “From a disciplinary approach, I don’t think corporal punishment is a good philosophy.”

Superintendent 6 was short in her response, but did not think it is effective in maintaining a general level of discipline. She said, “I think there might be one in 100 kids that it may be effective with, but overall, I think it does more damage than good and does not belong in our schools.”

Interview question 6. Do you believe corporal punishment is effective for certain behavior problems and/or certain students in school? Why? Why not?

Three of the superintendents (1, 3, and 4) interviewed thought corporal punishment could be effective for certain behaviors or certain students. Superintendent 1 believed it could be effective for certain types of behaviors. Advocates of the corporal punishments have ascertained that probably the most effective method of making amendments in a child’s behavioral misconducts is to utilize corporal punishments (Farrell, 2008).

Reflecting on previous experiences, Superintendent 1 related, “If you had parents that utilized corporal punishment at home and they were supportive of its use at school... I could see where it would be effective.” He discussed having the same behavior expectations and discipline consequences at home and school would be more effective.

Superintendent 3 perceived that corporal punishment is more effective for certain students rather than certain behaviors. She said, “It is like any other discipline tactic. Some discipline strategies work for some kids, and some discipline strategies do not work for others.” She went on to say, “I do not think it is effective on your repeat offenders.” She felt that corporal punishment would only be effective if parents at home are supportive of the school system.

Superintendent 4 is currently employed by a district that does not have corporal punishment. However, he was previously an administrator in districts that allowed the use of corporal punishment. He talked about his thoughts on the subject:

I have used it maybe three times in my career. I could see where there would be instances or even certain students where corporal punishment could be effective.

I could see students that lack discipline at home, or single parent household, living with grandparents, or single mom could be instances where corporal punishment could be effective.

Superintendent 5 and 6 thought there would be very few instances where corporal punishment could be effective. They both mentioned a scenario where it would be effective on one out of one hundred students. Both reiterated that corporal punishment has no place in schools as a form of student discipline. Superintendent 5 said, "Corporal punishment may be appropriate in a few instances, but even then I do not believe it is the educator's responsibility to administer corporal punishment. I think that's a parental decision for the home." Superintendent 6 mentioned a swat might be effective for a very few kids. She stated, "With poor odds like that, why even bother to utilize it?" She explained, "We have more suitable and more appropriate way to discipline our students at school. We have a discipline strategy that emphasizes positive behaviors are more effective."

Superintendent 2 was, again, vocal in his belief of not using corporal punishment. He expressed that it is not right for anybody:

We just do not swat or use any form of corporal punishment with kids. There are just better ways of connecting to the human spirit than putting pain in their britches. I find it ironic that if a kid gets in trouble for hitting someone in a fight,

you are going correct it through the same type of violent act as what initiated it.

Proper discipline needs to be good use of interpretation and application.

Interview question 7. What are some alternative discipline strategies that can be used in the place of corporal punishment?

All six superintendents interviewed mentioned their character education programs as the first deterrent to potential discipline problems. Of the six superintendents interviewed, five (1, 3, 4, 5 and 6) utilize Positive Behavioral Intervention and Supports (PBIS), with Superintendent 2 the only one not using PBIS, but rather using, *Love and Logic*. When each superintendent discussed alternative discipline strategies used in place of corporal punishment, similar strategies were mentioned.

Superintendent 1 discussed a variety of discipline strategies his district uses other than corporal punishment. He discussed the use of ISS, OSS, and after school detention. Another strategy discussed was what he called a “Down Room”, which acts as an ISS room. He explained, “We have adults in place in the Down Room. Our purpose is to use the room as an opportunity give kids some alternative strategies before they get themselves in trouble.” He went on to discuss the Down Room is used for students who are in trouble and for students who are on the verge of being in trouble.

Superintendent 2 discussed the use of ISS, OSS, detentions, and the loss of privileges. He specifically said, “There is an endless array of options to use rather than corporal punishment.” He discussed corporal punishment is used because people think it is a quick fix. A quick fix, according to him, is a counterproductive way to approach discipline. He went into detail with an analogy to explain his thoughts on an effective discipline plan:

It is like making a good stew. It has to brew awhile, it has to take time. The same thing can be said about turning a child's behavior around. It takes time. If you take the microwave approach with your stew, you get a microwave stew. If you spend time brewing a good relationship, you get yourself a more substantive result.

Superintendent 3 believed discipline depends on the age of the student. The younger students typically have loss of privileges. Those loss of privileges may include loss of recess time or having to miss part of a fun activity. She discussed the use of PBIS in the elementary building, putting a focus on the positive approach to discipline. She discussed the older students would receive typical discipline, such as ISS and OSS.

Superintendent 4 focused on the district's PBIS program. He felt the positive approach is the most proactive approach to take. He explained, "There has been a drop in student discipline since we started using positive behavior approaches, and rewarding positive behavior instead of severely punishing negative behavior. Enrollment has gone up, discipline problems have gone down."

Superintendent 5 just implemented PBIS in their district. He does not feel he has a large enough sample to determine how the program is working. As far as current discipline practices, ISS, OSS, and after school detention are options. He also discussed the use of community service for repeat offenders.

Superintendent 6 identified several discipline strategies in her school district. She said, "We prefer ISS over OSS simply because we would rather have them at school in a learning environment as opposed to being home where they may not have any supervision." Superintendent 6 explained the elementary students may have to walk laps at recess, and the number of laps they are required to walk depends on the severity of

their actions. Also, there is an emphasis on parent contact, “We always call parents, either the teacher that witnessed the infraction or myself, depending on the offense.”

Interview question 8. Do you think there is difference between corporal punishment and child abuse? If so, what is the difference? If not, why?

Only Superintendent 2 felt corporal punishment is a form of child abuse. When asked if there is a difference, he said, “Not a whole hell of a lot. Personally, I think it is a form of child abuse. I do not think it is intended to be child abuse. It usually comes from people that have good intentions.” He believed some administrators enjoy using corporal punishment on their students, and to him, if they enjoy it, it is abuse.

The remaining superintendents (1, 3, 4, 5, and 6) explained the difference between child abuse and corporal punishment. Superintendent 1 discussed the main difference is excessiveness and intent. He believed educators would never want to hurt a child. He stated the difference, “People that abuse children have the intent to do bodily harm on the child. The use of corporal punishment, in my opinion, is to get the attention of the child.”

Superintendent 3 thought child abuse is more excessive than corporal punishment. She discussed her thoughts on corporal punishment and child abuse:

If corporal punishment is done with all of the safeguards in mind; making sure you have the witness, making sure kids have nothing in their pockets... [and] if you take the proper safety precautions and do not do it excessively, I don't think corporal punishment is the same as child abuse. In the case of child abuse, there are no safety precautions for the child.

Superintendent 4 contributed anger with child abuse with intent to do physical harm. He explained his thoughts, “Child abuse is administered in anger and meant to do physical harm or intimidation to the recipient. Corporal punishment, though

controversial, is not meant to harm.” He determined that one could argue corporal punishment is more thought out than child abuse.

Superintendent 5 discussed corporal punishment as being more “controlled with a specific purpose.” He explained his thoughts, “The purpose for corporal punishment is intervening of behavior that is unacceptable. I think child abuse is the repetitive ongoing act of humiliating a child with no specific reason.”

Superintendent 6 felt child abuse is done completely out of anger. Her thoughts were explained further, “When child abuse is performed, there is usually mental and physical harm done to a child,” and during corporal punishment, there is no anger involved. She discussed people issuing corporal punishment need be void of anger with no intention of harming the child.

Interview question 9. Do you think Missouri’s stance on corporal punishment will change in the future? Why? Why not?

Local school districts have to take an official stand on the use of corporal punishment within their school districts. The school districts are required to have a policy condemning the use of corporal punishment or a policy that allows the use of corporal punishment (MODESE, 2012).

When asked if they thought Missouri would change its stance on corporal punishment and ban its use in public schools, three of the superintendents (2, 4, and 6) felt that Missouri would eventually ban the use of corporal punishment in public schools.

Superintendent 1 expressed hope that Missouri will not change, mainly for the sake of local control, to stay relevant. Even though his district does not allow corporal punishment, he feels that it is important for schools to be able to keep their local control over the policies they adopt. He said the removal of corporal punishment will be most

difficult in the conservative states, in that “it will be a battle in conservative states when they still have the strong influence of ‘spare the rod, spoil the child’ in a biblical stance.”

Superintendent 3 would like to see Missouri continue allowing local districts to have the decision made at the local level. She explained her reasoning:

I think it is important for each district to have the local control to decide whether or not they would like to use corporal punishment. When you are in a small district, certain things become habit or even an expectation or even a tradition. I believe corporal punishment is an example of that. Corporal punishment may be something that is important in a smaller community, and I'd hate to see the state dictate that.

Superintendent 5 did not think the legislature or the Department of Elementary and Secondary Education will push for the ban of corporal punishment, and that both entities place a lot of value on local control. He discussed his reasoning, “I do not think that decision, philosophically, is based on corporal punishment being appropriate, but more so for individual communities to make decisions and school districts to make decisions that are reflective of their community’s values and ethics.”

Superintendent 2 leaned on the side of optimism. He said, “I think as a society we will evolve to a point where there is some courage at the state level to tackle an issue on behalf of kids.” He believed Missouri’s stance will eventually change, but it is going to take the right people in the right places for the change to occur. His biggest concerns are the politicians involved. Since corporal punishment is such a controversial topic, Superintendent 2 perceived it will be a touchy issue for them to tackle.

Superintendent 4 felt Missouri will eventually change its stance on corporal punishment and no longer allow its use in Missouri schools. He does not believe the

change will occur in the near future. He explained, “Missouri is a very conservative state from a religious standpoint and believes in the philosophy of ‘spare the rod.’ People think that viewpoint still has merit.”

Superintendent 6 asserted that Missouri will one day ban corporal punishment. She felt there are certain areas in rural Missouri that will have a hard time not using corporal punishment. In the rural areas of the state, parents are used to corporal punishment as a discipline, and, she expressed, “A lot of our parents were recipients of corporal punishment when they were in schools, so that is what they expect for their children.” Also, Superintendent 6 argued the only way corporal punishment will change in Missouri is if it is a state law. She said, “The only way that is going to happen is if the larger cities have enough legislative power to pull it off. The larger cities have more representation.” She finished her thought with, “If you continue to leave it up to the local districts, there will continue to be corporal punishment in Missouri.”

Interview

Missouri professional teacher organization. To assure anonymity, the representative from the Missouri professional teacher organization was assigned the code, Communications director.

Interview question 1. How long have you been in education in Missouri?

The communication director began a career in education by teaching on the college level. After teaching for eight years, he had an opportunity to join the staff of a professional teacher organization. He has been on that staff for the past 13 years.

Interview question 2. Which of the following would best describe the school districts you work with (rural, urban, suburban)?

Working with a teacher organization, the communication director has the opportunity to work with a variety of school districts. The districts range from the largest school districts in the St. Louis and Kansas City area to the smallest districts in the rural areas of Missouri.

Interview question 3. How would you define corporal punishment?

Expressing the organization's view, the communication director defined corporal punishment in much the same way as the superintendents who were interviewed. He said, "I am sure we view corporal punishment the same as everyone else in terms of the obvious antidote in terms of spanking or paddling." He discussed that the organization does not define corporal punishment in the organization's resolutions, but it is assumed that is what everyone is talking about when they mention the term, corporal punishment.

Interview question 4. Do you believe corporal punishment is effective in maintaining the general level of discipline in school? Why? Why not?

The communications director was hesitant to speak on the effectiveness of corporal punishment. He discussed that the association supports the policies the school district has adopted, and then stated, "What the association has always said, and it is actually what our resolutions say, is we really believe that it is best to leave it up to the district and let them make the decision for the district." Moreover, he explained the association recommends if the school district has a policy that allows corporal punishment and a parent or guardian determines it is not the best for the child, and then the parent or guardian should be allowed to make a written request that identifies a discipline alternative. The written response should follow the district's discipline policy. Specifically, he said, "We as an association feel it should be left up to the district to

determine what is best for them. At the same time there should be some alternative options for parents that do not feel that it is in the best interest of their particular child.”

Interview question 5. Do you believe corporal punishment is effective for certain behavior problems and/or certain students in school? Why? Why not?

The communications director was careful to explain that the association does not take a stand on the effectiveness of corporal punishment. He stated, “As far as corporal punishment being more appropriate for certain behaviors or certain students, our association does not have an opinion one way or another.”

Interview question 6. Does your organization support the use of corporal punishment? Why? Why not?

When discussing whether or not the organization supported the use of corporal punishment, the communications director 1 related:

We don’t necessarily support it one way or another. We support the decision of the district as to how their policy reads. We respect local control on their policies, and we definitely support their right to decide those policies at the local level.

Interview question 7. What are some alternative discipline strategies that your organization supports in the place of corporal punishment?

The teacher organization’s resolutions are not specific in terms of alternative discipline strategies. The communications director said, “Whenever we have talked with districts about options, the obvious options come up, whether it may be time separated from the other students, ISS, and OSS.” The organization tries to be broad in the resolutions in terms of discipline strategies, so the organization can give support to all school districts.

Interview question 8. Do you think there is a difference between corporal punishment and child abuse? If so, what is the difference? If not, why?

The communications director discussed the difference in child abuse and corporal punishment was based strictly on the definitions. He explained, “If you were to look at a strict definition of child abuse and definition of corporal punishment, I think you could find differences and discrepancies in both.” He went on to discuss the two issues:

To the point where you would not be able to define corporal punishment as child abuse; we have not dealt with cases where parents have either brought charges against a district or questioned a district on that issue, and the district has lost if they had policy in place, especially if the school is willing to be flexible with the parents for other discipline options. I think if it were considered child abuse, it would not exist in the state anymore, and it would be completely illegal.

Interview question 9. Do you think Missouri’s stance on corporal punishment will change in the future? Why? Why not?

The Department of Education in the Missouri has a requirement that only the board of the school district can take any stance on this practice, whether it is for or against (Vaughan, 2005). The communications director did not believe corporal punishment will be banned in Missouri. He explained, “Mainly because I believe if it were a legislative decision, the make up or the body of our legislature right now lean toward local control. I think this will continue to be a local control issue.”

Interviews

Attorneys who specialize in school law and policy. To assure anonymity, each attorney was assigned a data code. For example, the first attorney interviewed was referred to as Attorney A, and the second attorney interviewed was referred to as Attorney B.

Interview question 1. How long have you been practicing school law in the state of Missouri?

Attorney A has practice school law in Missouri for 12 years. Before she was an attorney, she worked in public education for 16 years. In those 16 years, she spent 13 years in the classroom and three years as an assistant high school principal. Attorney B has practiced school law since 1979. Prior to becoming an attorney, he spent eight years in public education, with three of those years in administration.

Interview question 2. How would you define corporal punishment?

Corporal punishment constitutes a method of inducing discipline in which a child experiences deliberate infliction of pain from an adult supervisor (Greydanus, 2003). With this in mind, Attorney A defined corporal punishment as follows, “In a broad sense corporal punishment is using any physical punishment against a student. That would include but not limited to grabbing, shaking, and slapping.” She discussed that most people think in terms of just spanking, but she emphasized, “Corporal punishment literally means laying hands on the body in any fashion.”

Attorney B defined corporal punishment according to statute. He said, “Corporal punishment is the lawful administration of swats with a paddle to the buttocks of a student.” He wanted to point out the word “lawful” as part of the definition. Moreover, it is important to remember that corporal punishment is a legal form of discipline.

Interview question 3. Have you been involved with any cases that involve corporal punishment? If so, what were the allegations, and how did the ruling turn out?

Attorney A acts as an advisor to school administrators. She explained, “I have talked to and advised school administrators because of the result of administering corporal punishment.” Usually these were instances where the parents deemed that the paddling was too excessive and turned into an allegation of child abuse. She also mentioned, “I have dealt with situations where staff members have inappropriately touched students in a punitive way.” She explained what she meant by punitive, “I have had situations where teachers have grabbed students by the arm hard enough to hurt them or they have hurt them while dragging the student out of the classroom.” She described those kinds of instances as “touching in anger.” She went on to say, “I don’t think the adult meant to inflict a type of behavior-changing punishment, but they have inflicted corporal punishment on the child during the course of discipline.”

Her role is a policy attorney, which means she does not litigate. She explained further, “Once I give my opinion, if indeed it goes to court, unless I get a call later and they tell me how it turned out, I never know how they turn out.”

Attorney B has worked several cases in which parents have sued principals for administering corporal punishment. The allegations are always that excessive force was used. He said in cases where parents are suing school districts, “The plaintiffs have to say that excessive force was used because the statute authorizes the use of corporal punishment, so the claims are always that it was excessive.” He discussed the problem with claiming excessive force... people tend to make that judgment based on whether or not there was bruising. He explained further:

Every person, man, woman, or child because of their skin color or make up may bruise differently. If that is the basis of the judgment, then you are putting the principal at risk because when they administer the swat they do not know if there is going to be bruising or not. The swat, to serve a purpose, has to have enough force to leave an impression.

He discussed a case that stuck out in his mind involving an assistant principal at a high school near an urban area. The school had a discipline program in which, if the student had a certain number of discipline violations, such as absents or tardies, the student could choose between in- school suspension or swats. There was a 16 year old girl who received too many tardies. As her discipline, she chose to receive swats instead of going to after school detention.

The assistant principal tried to talk her out of her decision to receive swats, but she was insistent on receiving swats rather than going to after school detention. The assistant principal administered the swats to the student. Afterward, the girl had bruising on her backside. As Tang (2006) reported, children getting bruised as a result of experiencing corporal punishment might also go through severe trauma, and the physical injuries and bruises might lead to serious health issues. The mother took pictures of her daughter's back side and filed suit on the school and assistant principal for using excessive force. During the depiction phase of the trial, the attorney requested a copy of the picture as part of the evidence. At first, the mother was hesitant to turn the picture over, but finally relented. However, the lawsuit was later dropped because the mother did not want pictures of her daughter's bare bottom shown to a courtroom jury.

Attorney B determined, “Every couple of years, a law suit will pop up involving corporal punishment, but it is less and less as time goes on because less schools are administering swats.”

Interview question 4. What is the difference between corporal punishment and child abuse?

Attorney A argued there is a difference between corporal punishment and child abuse. She said, “Corporal punishment is legal.” Conversely, she said, by its own definition, “child abuse is a form of physical and physiological punishment that is beyond what is considered normal, and it not legal.” The opponents of corporal punishment point to the harmful consequences of corporal punishment and ascertain that the physical trauma resulting due to corporal punishment is overwhelming for the child (Greydanus, 2003)

Attorney A felt that corporal punishment could lead to child abuse if administered beyond what was considered “normal discipline.” As she discussed the definition of normal, she said the courts ultimately make that decision:

The courts determine what is normal and what is not normal. They may look at the age of the child and circumstances of each unique instance to make the determination. It can be hard to define. It is a “you know it when you see it.”

Attorney B emphasized corporal punishment administered according to the statute and consistent with the policy is not child abuse and is legal. He explained child abuse by saying, “Child abuse is nonconsensual....making physical contact with a student with the intent to harm.” The physical contact could include slapping, kicking, excessively grabbing, or tackling. He concluded with, “It is important to remember that corporal punishment administered by policy, and not excessive, is legal by law.”

Interview question 5. What are the legal implications of corporal punishment in Missouri Public Schools?

Those who argue for the use of corporal punishment assert the teachers and professionals are at great risks of legal reprimands in cases of severe physical abuse (Knox, 2010). Attorney A is confident that any school district that uses corporal punishment is going, at some point, face an allegation of child abuse. She said, "I just believe that. You don't have to spank that many kids before somebody is going to file a suit." She felt in the cases where corporal punishment is brought into the court systems, there is always going to be an allegation of child abuse, which is the most common reason these cases are tried. She said, "You may be found completely innocent, maybe a finding of no evidence, it may all be found completely legal, but it does not mean that you won't have the allegation."

Attorney B believed anyone could be sued for about anything. When it comes to corporal punishment, he said, "Yes, of course you can be sued for using corporal punishment." He determined if the school board policy manual is followed, chances of losing a potential lawsuit are diminished. He said corporal punishment should be administered with a witness present, and the person administering the corporal punishment must be someone not involved in the confrontation with the student. Finally, corporal punishment should always be administered by an administrator.

Interview question 6. Do you think Missouri's stance on corporal punishment will change in the future? Why? Why not?

Attorney A was very direct when discussing Missouri's future with corporal punishment. She said, "I do not think our legislators have the guts to ban it." She went on to say that it is a 50/50 issue with her school districts. She reference one school district

where the policy was removed, “We actually received hate mail from the school district [because they] were irritated about the corporal punishment policy being pulled.” That was one extreme case, because she said, “Some districts were happy that we pulled the policy.” Once again, Attorney A discussed the role of legislatures, “As far as the legislators; there is no way they would risk the political fallout from getting rid of corporal punishment.”

Attorney B was clear in his thoughts for the future of corporal punishment in Missouri public schools. He said, “I do not think it will change. I think the frequency of its use will diminish” and corporal punishment will continue to be used outside of the metropolitan areas in the more rural areas of the state.

Summary

The concept of corporal punishment brings many varying viewpoints among educators and various other stakeholders in Missouri public schools. In this study, the viewpoints ranged from being fully supportive of corporal punishment to being greatly opposed to its use. Some of the individual viewpoints contradicted the school adopted policies the superintendents represented.

In this chapter, the viewpoints of various stakeholders involved with educating public school children in Missouri were analyzed. A summary of the findings was discussed in Chapter Five. Conclusions were discussed. Implications were addressed, and recommendations were suggested concerning the use of corporal punishment in Missouri public schools.

Chapter Five: Summary of Findings, Conclusions, and Recommendations

The use of corporal punishment in Missouri public schools is still a local decision. Schools can elect to allow corporal punishment or disallow corporal punishment as a form of student discipline. Corporal punishment continues to be a topic that is argued for and against, with the proponents and opponents being equally passionate about their point of view. In this final chapter, the research questions that guided the study were answered and data were presented to support the findings. The results were summarized and implications for practice were discussed. Recommendations were given regarding the use of corporal punishment as a form of discipline in Missouri public schools.

Summary of Findings

For the purpose of this study, four research questions were posed to obtain qualitative data about perceptions of corporal punishment in Missouri public schools. Following an examination of the responses of the superintendents, communications director, and attorneys who specialize in school law and policy, findings were summarized and applied to the corresponding research question. Relevant literature from Chapter Two was discussed to compare and/or contrast with the findings.

Research question 1. What are the perceptions of school superintendents regarding the use of corporal punishment in Missouri public schools?

When asked to give their perceptions on a variety of topics regarding the use of corporal punishment, the superintendents responded in a variety of ways. When asked to define corporal punishment, all 12 interviewed were consistent with their definitions. Corporal punishment, according to Andero (2002), is defined as the intentional application of physical pain as a method of changing behavior. It includes a wide variety

of methods, such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, and the use of various objects.

All of the superintendents gave a definition consistent with Andero (2002). Superintendent A began by saying, “Corporal punishment is swatting the buttocks of a student with a paddle.” Superintendent E had a similar definition, “I basically think of a swat with a paddle. I think it is mainly used to get a child's attention. The intent is not to beat them, or anything like that, but just a way to make them more accountable for their actions.” Superintendent F was the first to mention corporal punishment in a biblical sense; he explained, “Corporal punishment is a biblical punishment.” Superintendent 2 expressed the most passion in his response. He was consistent with the other definitions, mentioning swatting with a paddle; however he went on to describe corporal punishment as a historical mistake that is counterproductive.

The superintendents were asked if corporal punishment was effective in maintaining a level of discipline. Nine of the twelve superintendents felt corporal punishment could be effective in maintaining a general level of discipline in a school.

Superintendent F was the most absolute in his feeling toward corporal punishment. He said, “Absolutely, we believe it truly works. Based on my experience growing up, kids do not want to be paddled.”

Superintendent 3 thought corporal punishment could be effective. The only reason it could be effective is simply from the “fear factor.” She ultimately determined its effectiveness depends on the student and the situation. Superintendent 4 could see that corporal punishment could be effective for some students, simply from a student being “scared” to receive that form of discipline. He also expressed concern over students being scared at school.

Superintendent 2 beliefs were directly opposite of Superintendent F's perceptions. He said, "I not only think it is not helpful. I think it is hurtful and promotes future discipline problems." Superintendent 2 discussed the issue of living in the Bible belt and the positive viewpoint many people in the area have because of their Bible belt beliefs. Superintendent 5 did not feel corporal punishment is effective in maintaining order in a school building. He stated, "I do not believe it is the role of educator to engage in physical acts with students."

When it comes to determining if corporal punishment is effective for certain behavior problems, the superintendents, once again, had mixed emotions. Six of the twelve superintendents did not feel it is effective for certain behaviors. Superintendent A wanted an emphasis on alternative discipline strategies other than the use of corporal punishment. Superintendent B had specific concerns about unknowingly using corporal punishment on students who may be undiagnosed Attention Deficit Hyperactivity Disorder (ADHD) or other behavior issues.

Superintendent 3 believed corporal punishment is more effective for certain students rather than certain behaviors. She said, "It is like any other discipline tactic. Some discipline strategies works for some kids, and some discipline strategies do not work for others." Superintendent 5 and 6 thought there would be very few instances where corporal punishment would be effective. They both mentioned a scenario where it would be effective on one out of one hundred students. Both reiterated that corporal punishment has no place in schools as a form of student discipline.

When comparing corporal punishment to child abuse, 11 out of 12 superintendents felt there is a difference between corporal punishment and child abuse. The main difference between corporal punishment and child abuse is the excessiveness of

the punishment. Superintendent 1 discussed the main difference is excessiveness and intent. He believed that educators would never want to hurt a child. Superintendent 4 contributed anger with child abuse with intent to do physical harm. Superintendent 6 felt child abuse is done completely out of anger. Her thoughts explained further, “When child abuse is performed, there is usually mental and physical harm done to a child.” While Superintendent B explained child abuse as being physical with a child, out of anger, with the child usually ending up injured. He went on to explain the difference between child abuse and corporal punishment the following way, “I think corporal punishment is being more physical out of concern and discipline.”

Only Superintendent 2 believed corporal punishment is a form of child abuse. When asked if there is a difference, he said, “Not a whole hell of a lot. Personally, I think it is a form of child abuse. I do not think it is intended to be child abuse. It usually comes from people that have good intentions.”

All superintendents interviewed had alternative discipline strategies adopted in their school districts. Each utilizes ISS and OSS as disciplinary measures. The superintendents expressed they were involved in a character education program within their respective districts: Positive Behavior Intervention and Supports (PBIS) and *Love and Logic*.

Superintendent E highlighted one discipline option at the elementary called the “Think Track.” This is a lap walking program during recess for students having discipline issues. She also discussed ISS, OSS, and after school detention, with constant parent contact as a preventative strategy. Superintendent focused on the district’s PBIS program. He believed the positive approach is the most proactive approach to take. He said, “There has been a drop in student discipline since we started using positive behavior approaches

and rewarding positive behavior instead of severely punishing negative behavior. Enrollment has gone up, discipline problems have gone down.”

When asked if Missouri’s stance on corporal punishment will change in the future, only five of the twelve superintendents interviewed felt Missouri would one day ban corporal punishment. Superintendent A discussed his feeling regarding the future of corporal punishment by sharing that as long as public schools are acting as a dual role of educators and parents, it will be difficult to remove corporal punishment from public schools.

Superintendent 1 hoped Missouri will not change for the sake of continued local control, and that it is important for school districts to continue to have local authority in adopting school policies. Superintendent B felt the viewpoints on corporal punishment are already changing rapidly, and Missouri will be one of the states where corporal punishment will be banned because of the perceived close relationship between child abuse and corporal punishment. Superintendent 4 believed Missouri will eventually change its stance on corporal punishment and no longer allow its use in Missouri schools. He does not believe the change will occur in the near future. He explained, “Missouri is a very conservative state from a religious standpoint and believes in the philosophy of ‘spare the rod.’ People think that viewpoint still has merit.”

Research question 2. In what ways do superintendents’ perceptions vary regarding corporal punishment based on the school enrollment of their respective school district?

According to the response given from the twelve superintendents, it was not conclusive that perceptions of corporal punishment were reflective of the enrollment of the school district. Although answers and perceptions varied among superintendents,

student enrollment (or the size of the district) played no part in their opinions of corporal punishment. Two superintendents (from districts not allowing corporal punishment) who seemed the most outspoken against the use of corporal punishment were Superintendent 2 from a district with a student enrollment of 5,916 and Superintendent 6 from a district with a student enrollment of 133. Superintendent 2 expressed strong opposition to corporal punishment by stating, “Corporal punishment is a historic mistake. It is not good for children and not good for society. It is a counterproductive form of discipline. Can we really rationalize the logic behind hitting kids for doing bad deeds? I think it is always a mistake to hit kids.” Superintendent 6 said, “I think there might be one in 100 kids that it may be effective with, but overall, I think it does more damage than good and does not belong in our schools.”

Research question 3. What are the legal implications, according to attorneys who specialize in school law and policy, for public schools in Missouri that allow corporal punishment?

Attorney A and B gave similar definitions of corporal punishment. Both described it as a form of physical punishment. Attorney B pointed out the word “lawful” in his definition because corporal punishment is legal. Attorney A was confident about the legal implications involved with districts that use corporal punishment. She said, “You don’t have to spank that many kids before somebody is going to file a suit.” Attorney B believed if the school board policy was followed, the district would lessen the chances of being in a potential lawsuit. He also mentioned that an administrator should be the one administering corporal punishment.

The attorneys interviewed have different roles in the education process. Attorney A is a policy attorney who acts in an advisory role when it comes to school districts and their policies. Her direct dealings with corporal punishment are limited, “I have talked to and advised schools administrators because of the result of administering corporal punishment.”

Attorney B actually represents school districts and has worked several cases in which parents sued school districts as a result of corporal punishment. Both attorneys said there are definitely legal implications for schools that utilize corporal punishment. Attorney A is confident that any school district that uses corporal punishment is, at some point, face an allegation of child abuse. Attorney B determined, when it comes to corporal punishment, “Yes, of course you can be sued for using corporal punishment.”

Attorney A and Attorney B discussed the future of corporal punishment in Missouri public schools. Attorney A was very direct when discussing Missouri’s future with corporal punishment. She said, “I do not think our legislators have the guts to ban it.” Attorney B related, “I do not think it will change. I think the frequency of its use will diminish.”

Research question 4. What are the viewpoints and perceptions of a professional Missouri teacher organization regarding the use of corporal punishment?

The communications director from the Missouri professional teacher shared his organization does not take a stand on the use of corporal punishment. Their primary purpose is to give support to the local districts and the policies adopted to govern their school district. When the communications director was asked whether or not corporal punishment was effective in maintaining a general level of discipline, he carefully answered, “What the association has always said, and it is actually what our resolutions

say, is we really believe that it is best to leave it up to the district and let them make the decision for the district.”

The communications director reiterated that his organization does not take a stance on whether corporal punishment is appropriate for certain behaviors or certain students. The main point he wanted to make was the organization supports whatever policy a school district adopts. The organization adopts resolutions in a manner that allows them to give support to all the school districts in Missouri.

When discussing the difference between corporal punishment and child abuse, the communications director felt if corporal punishment were considered child abuse, it would be illegal. He felt corporal punishment will continue to be allowed in Missouri public schools since the legislature leans towards local control. Because of this, Missouri will leave the decision of corporal punishment to the local districts.

The communications director felt there is a difference between child abuse and corporal punishment. He stated, “If you were to look at a strict definition of child abuse and definition of corporal punishment, I think you could find differences and discrepancies in both.”

Conclusions

School superintendent perspectives. The superintendents interviewed had mixed emotions regarding the use and the effectiveness of corporal punishment. All twelve superintendents gave similar definitions for corporal punishment and mentioned key words, such as paddling, swatting, and physical punishment as part of their definitions. Nine of the twelve superintendents could rationalize to a certain degree that corporal punishment could be effective with certain students or in certain situations. Three superintendents were outspoken against the use of corporal punishment in public schools.

There were very little to no circumstances where they thought corporal punishment should be used as a form of discipline. The one thing all twelve superintendents agreed on was the use of corporal punishment on students who are in a potentially abusive home environment. All of the superintendents felt that corporal punishment should not be used on students in those particular situations.

Teacher organization perspective. The Missouri professional teacher organization communications director who was interviewed shared his organization does not officially take a stand on the use of corporal punishment. The organization is represented by school districts that allow the use of corporal punishment and school districts that do not allow corporal punishment. The organization is supportive of the school district regardless of how its policy reads. The organization does not take a stance on whether corporal punishment is appropriate for certain behaviors or certain students. The organization adopts resolutions in a manner that allows them to give support to all the school districts in Missouri.

Perceptions of attorneys who specialize in school law and policy. The two attorneys who were interviewed agreed on the definition of corporal punishment. Both described corporal punishment as a form of physical punishment. The attorneys also agreed if a school district allows corporal punishment as a form of discipline, the district will, at some point, face litigation. If corporal punishment is issued within the confines of board policy, the likelihood of successful litigation will diminish.

Implications for Practice

The twelve superintendents had varied opinions on the effectiveness of corporal punishment. The findings of this study suggest that the use of corporal punishment in a public school is a big decision that all school board must address. With the data presented

in support and opposition, the board must review both sides of the issue to determine if corporal punishment has a place in their school district and within the local community. Parents and stakeholders must be informed of the school board's yearly policy update on the use of corporal punishment. If corporal punishment is permitted, school districts must have a detailed, step-by-step plan on the process of how corporal punishment will be administered, including proper protocol on student safety and how parents will be notified.

Support for teachers, administrators, and school boards in gaining the skills necessary for working with challenging behaviors is essential. Teachers need high quality learning opportunities about positive behavior supports, stress management, and teaching at-risk and difficult students. Alternative discipline strategies should be available for school officials and parents who are opposed to the use of corporal punishment.

Attorneys, policy makers, and school boards must stay in close communication on a variety of topics, including the discipline strategies school districts allow. Corporal punishment is a topic that is bright before the legislature from time to time. If the day comes when legislation changes, all parties must be in communication with each other to make sure the best interest and safety of students is always the top priority.

Recommendations

Literature and research on the use of corporal punishment can be located from varying perceptions. The use of corporal punishment continues to be a topic that garners support and opposition. Research is convincing on both sides of the argument. The local school board of education needs to continually be educated on the discipline strategies, especially corporal punishment, being utilized in the local school district. Current

literature involving the effects of corporal punishment should be submitted to the board during the yearly policy review.

A close examination of policies and procedures regarding corporal punishment as a form of discipline needs to be considered on a yearly basis for schools that allow its use. Attorneys need to be constantly involved with school districts that continue to utilize corporal punishment. With ever-changing legislation, attorneys who represent school districts need to remain in close contact with school districts and policy makers when, and if, the laws change on corporal punishment.

Community focus groups should be formed for school districts. The focus groups can investigate a variety of school related topics, such as school discipline. For schools that still allow the use of corporal punishment, the group can focus on the effectiveness of corporal punishment. Such groups can also investigate the community perception of utilizing corporal punishment. This would give school districts an opportunity to garner public perception and increase understanding as to what place corporal punishment has in their local school district.

Summary

The use of corporal punishment in public schools is a controversial form of student discipline. In this study, the perceptions of superintendents about the use of corporal punishment varied from effective to not effective. Whether or not corporal punishment is effective, school boards still have the option to adopt its use in their respective policy manuals. School districts need to revisit their district policies on a yearly basis to determine if the use of corporal punishment still fits into the districts philosophy.

Attorneys who specialize in school law admit using corporal punishment can definitely lead to potential litigation. The case for litigation is only as strong as the policies the school district has in place. Attorneys need to keep the school districts they represent apprised of any potential liability the district may face if they chose to utilize corporal punishment. Corporal punishment is a topic school districts cannot take lightly. School boards must examine the available research and determine what is best for their school district.

Appendix A

School Superintendent

1. How long have you been a school administrator in Missouri?
2. Which of the following would best describe your school district?
 - a. rural
 - b. urban
 - c. suburban
3. How would you define corporal punishment?
4. Does your school district currently have corporal punishment in its policy book as a form of student discipline? If so, is corporal punishment administered? What grade level is corporal punishment administered?
5. Do you believe corporal punishment is effective in maintaining the general level of discipline in school? Why? Why not?
6. Do you believe corporal punishment is effective for certain behavior problems and/or certain students in school? Why? Why not?
7. What are some alternative discipline strategies that can be used in the place of corporal punishment?
8. Do you think there is difference between corporal punishment and child abuse? If so, what is the difference? If not, why?
9. Do you think Missouri's stance on corporal punishment will change in the future? Why? Why not?

Appendix B

Communications director

1. How long have you been in education in Missouri?
2. Which of the following would best describe your school district?
 - a. rural
 - b. urban
 - c. suburban
3. How would you define corporal punishment?
5. Do you believe corporal punishment is effective in maintaining the general level of discipline in school? Why? Why not?
6. Do you believe corporal punishment is effective for certain behavior problems and/or certain students in school? Why? Why not?
7. Does your organization support the use of corporal punishment? Why? Why not?
8. What are some alternative discipline strategies that your organization supports in the place of corporal punishment?
9. Do you think there is a difference between corporal punishment and child abuse? If so, what is the difference? If not, why?
10. Do you think Missouri's stance on corporal punishment will change in the future? Why? Why not?

Appendix C

Attorney

1. How long have you been practicing school law in the state of Missouri?
2. How would you define corporal punishment?
3. Have you been involved with any cases that involve corporal punishment? If so, what were the allegations, and how did the ruling turn out?
4. What is the difference between corporal punishment and child abuse?
5. What are the legal implications of corporal punishment in Missouri Public Schools?
6. Do you think Missouri's stance on corporal punishment will change in the future?
Why? Why not?

Appendix D

Phone Script for Contacting Interview Participants

Hello, this Danny Humble. I am contacting you regarding the research I am conducting as part of the doctoral requirement for Lindenwood University. My study will examine the perceptions of corporal punishment in Missouri public schools. As the primary investigator, I am requesting your participation, in the form of a personal interview, to garner perceptions about corporal punishment. Thank you for your time and support.

Appendix E

Letter of Participation

<Interview>

<Date>

<Title> < First Name> < Last Name>

<Position>

<School District>

<Address>

Dear <Title> <First Name> < Last Name>,

Thank you for participating in my research study, *Perceptions of Corporal Punishment in Missouri Public Schools*. I look forward to talking with you on <date> <time> to gather your perceptions on corporal punishment in Missouri public schools. I have allotted one hour to conduct our interview.

Enclosed are the interview questions to allow time for reflection before our interview. I have also enclosed the Informed Consent Form for your review and signature. If you agree to participate in the study, please sign the consent form.

Your participation in this research study is voluntary and you may withdraw at any time. Confidentiality is assured. If you have any questions, please call (417-818-7098) or e-mail (dkh677@lionmail.lindenwood.edu). Once the study has been completed, the results will be available to your by request.

Sincerely,

Danny Humble

Doctoral Candidate

Lindenwood University

Appendix F

Lindenwood University

School of Education
209 S. Kingshighway
St. Charles, Missouri 63301

Informed Consent for Participation in Research Activities

“Perceptions of Corporal Punishment in Missouri Public Schools”

Principal Investigator: Danny Humble
Telephone: 417-818-7098 E-mail: dkh677@lindenwood.edu

Participant _____ Contact info _____

1. You are invited to participate in a research study conducted by Danny Humble under the guidance of Dr. Sherry DeVore. The purpose of this research is to examine the perception of corporal punishment in Missouri Public Schools.
2. a) Your participation will involve
 - Verbally answering open-ended questions in a face-to-face interview or phone interview to obtain your perception on the use of corporal punishment in Missouri public schools.

I give permission for the interview to be audio-taped (participant’s initials ____).

b) The amount of time involved in your participation will be approximately 60 minutes. The face-to-face interview will be audio-taped.

Approximately 16 subjects will be involved in this research.

- Twelve school superintendents or designee
- Two attorneys that specialize in school law
- Two teacher organization communications directors

3. There are no anticipated risks associated with this research.
4. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about the use of corporal punishment in Missouri public schools.

5. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.
6. We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study and the information collected will remain in the possession of the investigator in a safe location.
7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Danny Humble (417-818-7098) or the Supervising Faculty, (Dr. Sherry DeVore 417-881-0009). You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Dr. Jann Weitzel, Vice President for Academic Affairs at 636-949-4846.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

Participant's Signature

Date

Participant's Printed Name

Primary Investigator's Signature

Date

Primary Investigator's Printed Name

Appendix G

LINDE [REDACTED] ID

Lindenwood University St. Charles, Missouri

Date: November 2, 2012
To: Danny Humble
From: Lindenwood University Institutional Review Board
Study Title: [391642-1] Perceptions of Corporal Punishment in Missouri Public Schools
IRB Reference #:
Submission Type: New Project
Action: APPROVED
Approval Date: November 2, 2012
Expiration Date: November 3, 2013
Review Type: Expedited Review

Thank you for your submission of New Project materials for this research project. Lindenwood University Institutional Review Board has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the study and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to the IRB.

This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the completion/amendment form for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of November 2, 2013.

Please note that all research records must be retained for a minimum of three years.

If you have any questions, please contact Beth Kania-Gosche at (636) 949-4576 or bkania-gosche@lindenwood.edu. Please include your study title and reference number in all correspondence with this office.

If you have any questions, please ~~send them to~~ IRB@lindenwood.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Lindenwood University Institutional Review Board's records.

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Vita

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Danny began teaching at Logan-Rogersville R-VIII School District in 2001 where he taught third and fourth grade, as well as coached middle school football and freshman basketball. In 2006, he accepted the position of elementary principal at Galena-Abesville Elementary School in the Galena R-II School District. Danny held that position for three years until 2009 when the Galena Board of Education promoted him to the position of assistant superintendent for the Galena R-II School District. During that time, Danny completed his Educational Specialist Degree and enrolled in the Educational Administration program at Lindenwood University to pursue an Education Doctorate Degree. After serving two years as assistant superintendent of the Galena R-II School district, he was promoted to superintendent of schools at Galena R-II in 2011.

Currently, Danny has professional affiliations with the Missouri Association of School Administrators, Missouri Association of Rural Education, and the American Association of School Superintendents.