

SELF-REPORTED EXPERIENCES WITH DISCIPLINE STRATEGIES:
ETHNICITY AND AGE DIFFERENCES

by

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Abstract

This study examined retrospective self-reports of the discipline strategies college students experienced while growing up. Specifically, this study assessed whether or not the participant's ethnicity and the participant's age (childhood vs. adolescence) had an effect on the discipline technique experienced. The discipline strategies were divided into three different scales: (a) positive punishment; (b) negative punishment and (c) verbal redirection/explaining. Caucasian participants reported higher rates of experiencing negative punishment strategies than African American participants as hypothesized, but only during childhood and not during adolescence. There were no other significant differences found. This may primarily have been due to the limited sample size in the current study.

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CHAPTER I

Introduction

Overview

Researchers have examined the different types of disciplinary techniques parents have used on their children. Time-out, spanking, taking away toys, and verbal punishment were common disciplinary techniques parents reported using as discipline strategies (e.g. Barkin, Scheindlin, Edward, Richardson, and Finch 2007; Gershoff, Lansford, Sexton, Davis-Kean, Sameroff, & Arnold, 2012; Regalado, Sareen, Inkelas, Wissow & Halfon, 2004; Wissow, 2001). Researchers have found a relation between the reported use of various discipline strategies, and ethnicity (e.g. Barkin et al. 2007; Gershoff, et al., 2012; Regalado, et al., 2004), as well as age of the child (e.g., Gershoff et al., 2012; Vissing, Straus, Gelles, & Harrop, 1991; Wissow, 2001) as well as socioeconomic status (e.g., Pinderhughes, Dodge, Zelli, Bates & Petiti, 2000).

Definitions

Reinforcement. Reinforcement can be broadly defined as a way of increasing a desired behavior after the presentation or removal of an event (Kazdin, 2001). Kazdin (2001) further notes that a reinforcer should only be given once the desired response occurs. Kazdin also pointed out that a reinforcer becomes purposeless if the individual is always given a reinforcer regardless of their behavior. There are two forms of reinforcement: (a) positive reinforcement; and (b) negative reinforcement. Positive reinforcement occurs when an individual is given something of perceived value as a consequence for their behavior and the behavior goes up in the future (Corey, 2009).

Behavior is more likely to change when an individual is given a highly preferred item versus a less preferred item (Kazdin, 2001). If a child values parental praise for earning good grades, they may be encouraged to engage in studying in the future. This exemplifies positive reinforcement (Corey, 2009). Negative reinforcement occurs when an aversive stimuli is removed following a behavior and the behavior increases in the future (Corey, 2009; Kazdin, 2001). Kazdin explained that behavior can increase through negative reinforcement when an individual tries to escape or avoid an aversive event. An example of a negative reinforcement would be escape. For example, an individual may have learned from experience that by leaving, they can escape/avoid an argument with their roommate. Essentially, the rate of leaving will increase (Kazdin, 2001).

Punishment. Punishment can be broadly defined as a way of decreasing a behavior after the presentation or removal of an event (Kazdin, 2001). Punishment has been found to be effective in decreasing problematic behaviors in children (Lerman & Vondran, 2002; Shaw & Simms, 2009). Punishment does not always involve physical pain (Kazdin, 2001). There are two forms of punishment: (a) positive punishment; and (b) negative punishment. The goal of positive punishment is to decrease problematic behavior through the addition of an aversive stimulus (Corey, 2009). For example, disapproving statements used by a teacher in a classroom settings to reduce disruptive behavior among children is an example of a positive punishment (Kazdin, 2001). Another example of positive punishment would be explaining to a child why their behavior is considered inappropriate. Negative punishment occurs when something desirable is removed after a problematic behavior occurs in order to decrease the problematic behavior (Corey, 2009). An example of negative punishment would be

taking television time away from a child for misbehavior (Corey, 2009). Another example of negative punishment would be taking away a toy or treat (Regalado, et al., 2004). The behavior is less likely to occur in the future. Some authors note that a reinforcer should be given for appropriate behavior once punishment has occurred to reduce inappropriate behaviors in the future (Shaws & Sims, 2009).

Other Terms for Discipline.

Spanking. Spanking can be broadly defined as using physical force on a child in order to inflict some type of pain but not injury in order to decrease or eliminate bad behaviors (e.g., Berlin et al. 2009; Gershoff, 2002; Hicks-Pass, 2009). Similarly, Kazdin and Benjet (2003) defined spanking as hitting the child with an open hand as mean of discipline. McLoyd, Kaplan, Hardaway, and Wood (2007) distinguished spanking from physical abuse in that bodily harm was not the intention when the child was being spanked. Spanking can be considered a form of positive punishment since something aversive is added in order to reduce the problem behavior occurring in the future. Parents use spanking to immediately stop their children from misbehaving (Gershoff, 2002). Further, spanking is effective in short term compliance (Gershoff, 2002). The issue with spanking is that it is often linked with abusive behaviors and this prevents inferences about everyday spanking (Gershoff, 2002).

Studies. Studies have found mixed results related to the effects of spanking (e.g., Gershoff, 2002; Han, 2011; Morawska & Sanders, 2010). Spanking, also referred to as corporal punishment, has been shown to be effective in reducing problematic behaviors in children (Han, 2011). Researchers have found that it produced an immediate effect of compliance (Gershoff, 2002). In a literature review, Larzelere (2000) noted that spanking

can have positive outcomes, such as reduced noncompliance when used in conjunction with other minor punishment techniques. Opponents of spanking, however, caution that studies have found that spanking can produce detrimental side effects, such as depression and low self-esteem (Gershoff, 2002; Morawska & Sanders, 2010). Spanking also increases the chance of becoming an abuse victim (Kazdin & Benjet, 2003). In addition to internalizing side effects, spanking has been linked to increases in delinquent behaviors and aggression (e.g., Bryan & Freed, 1982; Gershoff, et al., 2012; Human Rights Watch, 2008). Also continued use of spanking can result in detrimental effects, such as an increase in hostility (Larzelere, 2000).

Time-out. Time-out can be defined as placing a child in a less reinforcing setting for a period of time due to behavioral problems (e.g., Everett, Hupp, & Olmi 2010; Kazdin, 2001; Morawska & Sanders, 2011). Generally, the time varies between 1-5 minutes depending on the age of the child (Morawska & Sanders, 2001). Time out is considered negative punishment because something desirable is withdrawn (Kazdin, 2001). Some authors caution that using time-out procedures alone do not allow the child the opportunity to learn appropriate alternative behaviors (e.g., Everett et al., 2010).

Studies. Studies have shown that time out has been an effective strategy for many children (e.g., Ford, Olmi, Edwards & Tingstrom 2001; Morawska & Sanders, 2011). Parents also have been found to view time-out to be acceptable and effective (e.g., Morawska & Sanders, 2011). Time out is also the preferred method over social rewards and other behavior strategies (Ford et al., 2011). Time out has been proven to be effective towards toddlers and school aged children (Morawska & Sanders, 2011; Webster-Stratton, 1993).

Verbal punishment. Verbal punishment can be broadly defined as scolding or yelling at a child as a form of punishment (Berline et al., 2009). Korbin, Coulton, Lindstrom-Ufuti, and Spilsbury (2000) note that verbal punishment can include insensitive statements, cursing at the child, or calling the child hurtful names. Verbal punishment is a form of a positive punishment because an aversive stimuli (verbal statements) is added with the intention of decreasing problematic behaviors. Kazdin (2001) notes, however, that the person delivering the verbal punishment may be negatively reinforced if the child stops engaging in the aversive behavior and therefore, increases the use of verbal reprimands in the future.

Studies. In reviewing the literature, Kazdin (2001) noted that in general verbal punishment is not consistently effective and may lose its effectiveness overtime. He also pointed out that verbal punishment tends to only produce temporary effects. Further, studies have shown that verbal punishment may increase problematic behavior in children (Berlin et al. 2009). Studies have shown that reprimands are more effective in suppressing child behavior when they are accompanied by looking directly at and grasping the child as well as when they are delivered in close proximity to the child (e.g., Kazdin, 2001).

Prevalence by Type of Discipline

Spanking among infant and toddlers. While spanking is reported in the research as a common form of punishment used by parents (e.g., Gershoff, et al., 2012; Straus & Stewart, 1999; Wissow, 2001), prevalence rates vary by gender and age. Regalado and colleagues (2004) conducted a study to examine the use and predictors of a variety of discipline strategies used on young children and found that 29% of parents with

infants between the ages of 10 and 18 months reported spanking. Wissow (2001) also found similar reports of spanking among children between the ages of 12-17 months (e.g. 36%). Further, research has found that more than 50% of parents reported spanking their children between the ages of 19-36 months (Regalado et al., 2004; Wissow, 2001). Also both studies found less than 8% of parents reported spanking their children between the ages of 4-9 months. Both studies suggest that spanking increases with age. Straus and Stewart (1999) conducted a study examining corporal punishment used by parents and found that over 70% of parents reported spanking their child between the ages of 2-4; Wissow also found similar rates (e.g. 67%) of spanking reported by parents of children between the ages of 2-3. Studies also have found that boys were more likely to be spanked than girls (Regalado et al., 2004; Wissow, 2001).

Spanking among school aged children. In a telephone survey, Straus and Stewart (1999) found that 71.2% of parents reported that they spanked their child between the ages of 5-8. However, Gershoff and colleagues (2012) found that only 15% of parents reported spanking their third grade children. These authors also found that 43.1% of parents reported spanking their child ages 9-12 years old. Similar to these findings, Vittrup and Holden (2010) found that 53% of parents reported spanking their child aged 6 while 33% of parents reported spanking their child aged 10. Gershoff and colleagues found that only 14% of parents reported spanking their teenagers (13-17 years-old).

Research suggests that spanking as a form of discipline varies by age of the child. Highest rates for the reported use of spanking to discipline children appear to be in the toddler through early elementary school years (e.g., Straus & Stewart, 1999; Vittrup &

Holden 2012; Wissow, 2001). Spanking appears to be reported to be used less often among infants (e.g. Straus & Stewart, 2009; Wissow, 2001) and teenagers (e.g. Gershoff et al., 2012). Other differences in reported prevalence rates may be due to the method of data collection used by the researchers. For example, both Gershoff et al. (2012), and Wissow (2001) conducted telephone surveys while Vittrup and Holden (2010) conducted face to face interviews.

Time-out. Time-out has been reported as one of the most common form of punishment. It has been reported to be used by parents with children at a variety of ages. For example, Wissow (2001) found 62% of parents reported using time out with their children that were 18 to 23 months-old, while 73% of parents reported using time out with their child that were 24 to 36 months-old. Barkin and colleagues (2007) found that 42% of parents in their study reported using time out with their child age 2 to 11 year-olds. Interestingly, in a review of the literature, Everett and colleagues (2010) found that only 23.1% of parents reported using only time out to discipline their young children. Most parents (76.9%) reported also using spanking as a discipline strategy among children between the ages of 3-7 years-old.

Verbal punishment with infants and toddlers. Verbal punishment is another common form of punishment noted in the research literature. Several researchers have noted its use by parents with infants. For example, Regalado and colleagues (2004) found that 32% of parents reported using verbal punishment with their infants (4-9 months-old) while Wissow (2001) found that 16% of parents reported using verbal punishment with their infants (6-11 months-old). Researchers have found that parents report increased use of verbal punishment as children get older. For example, Wissow

found that 40% of parents used verbal punishment with their children who were between the ages of 12-17 months-old , 51% of parents reported yelling as a form of discipline with their children ages 18-23 months-old and this increased to 63% among of child ages 24-36 months-old. Similarly, Regalado and colleagues found that 67% of parents reported yelling at their children ages 19-35 months-old while less than half (47%) of parents reported using verbal punishment with their children who were 10-18 months-old. Berlin and colleagues (2009) found smaller rates of verbal punishment. These researchers found that 17% of parents reported using verbal punishment with their 1-year-old children, 24% of parents used verbal punishment with their 2-year-old children, and only 16% of parents reported using verbal punishment on their 3-year-old children.

Verbal punishment among children and adolescents. In a national sample, Vissing and colleagues (1991) found that 63% of parents reported verbal punishment with children under the age of 18-year-old. Furthermore, they found that verbal punishment increased after the age of 6-years-old. Strauss and Field (2003) found even higher rates with 90% of parents reporting that they used verbal punishment with their 6 to 17 year-old children.

Cultural and Discipline Practices

Ethnicity. Ethnic differences have been found in research examining disciplinary strategies. For example, in a study examining the prevalence of spanking among toddlers aged 4 to 35 months-old (Wissow, 2001), researchers found that African American (67%) parents reported higher rates of spanking compared to White (57%), Hispanic (47%), and Asian (41%) parents. Similarly, Barkin, and colleagues (2007) found that African American parents were more likely to use spanking than Caucasians and Hispanics

parents were. In a study conducted to explore the impact of ethnicity on the relation between spanking and externalizing behavior among kindergartens to third grade children, Gershoff, and colleagues (2012) found that Black mothers reported spanking more than the White, Asian, and Hispanic mothers. Furthermore, this study also found that Hispanic mothers reported spanking their child at the kindergarten grade level more frequently than White or Asian mothers. In Berlin and colleagues (2009) study examining the prevalence of spanking as a form of discipline among children ages 1 to 3 years-old, they found that African American parents spanked their children significantly more often across all three ages compared to White and Mexican American parents. Researchers also have found that African American parents reported using harsher discipline strategies when compared to White parents (Pinderhughes et al., 2000).

Socioeconomic status. Some research has found significant socioeconomic status differences among the use of child discipline strategies (e.g., Pinderhughes et al., 2000). The prevalence of the use of physical forms of discipline has been reported to be higher among lower socioeconomic families than among higher socioeconomic families (Ruiz Roosa, & Gonzales, 2002). For example, one study found that families whose income was in the \$20,000-30,000 range reported more frequent use of spanking compared to families in higher income levels. Pinderhughes and colleagues (2000) noted that parents with low income may use harsher discipline strategies due to stress at home. They point out that one must recognize that economic hardships create additional and different types of stressors for parents than the stressors found among parents with higher SES levels. Similarly, Juby, (2009) found that low income parents were more likely to engage in corporal punishment than parents from higher SES levels.

Perceptions of punishment. Several studies have examined the relation between attitudes towards punishment and cultural variables. For example, a study conducted by Caughey and Franzini, (2005) explored variations in attitudes towards discipline by ethnicity. These researchers found that African Americans viewed spanking as more effective than European Americans. European Americans reported spanking as more effective than did Latin Americans. Furthermore this study found that Latin American participants considered explaining to a child about their punishment more effective than did African American and European American participants in their study.

Purpose of the Current Study

The purpose of this study was to examine the discipline strategies college students experienced during their childhood. This study explored the relation between the participants' ethnicity (i.e., African American and Caucasian) and the types of discipline strategies used at two different age ranges (i.e., 6-12 years-old and 13-17 years-old). Previous research has found that African Americans viewed spanking as more effective discipline techniques (e.g., Caughey & Franzini, 2005) than Caucasians.

Hypothesis 1. It was predicted that African American participants would report higher rates of experiencing physical and verbally aggressive disciplinary strategies than participants from Caucasian ethnicities.

Hypothesis 2. It was predicted that Caucasian participants would report higher rates of experiencing verbal redirection and negative punishment disciplinary strategies than participants from African American ethnicities.

CHAPTER II

Method

Participants

Participants were undergraduate students at a midsized university in the southeast. While 70 sessions with a total of 700 slots were made available to the students over a 5 week period, only 31 participants completed the survey. The majority of the sample were women (58%, $n = 18$); 42% ($n = 13$) were men. The majority of the sample reported being 18-19 years-old (55%); 36% reported they were between the ages of 20-22, and 10% indicated that they were over 22 years-old. Most reported that they were freshman (55%); 26% were sophomores; 13% were seniors, and 7% were juniors. Approximately half of the sample reported that they were Caucasian (52%) with 36% of the sample indicating that they were African American. Additionally, 12% of the sample identified themselves as another ethnicity; these 4 students were excluded from the analyses for Hypothesis 1 and 2. The majority (61%) of participants indicated that their parents were married while they were growing up; 23% reported that their parents were divorced, and 13% reported that their parents were single. Just over half (54.8%) of participants reported living with both of their parents while growing up; approximately one quarter (26%) reported primarily living with their mother while growing up. Further, 10% reported primarily living with their father, and another 10% indicated that they primarily lived with someone else while growing up.

A series of questions were used to gauge participants' socioeconomic status. Approximately half (49%) of the participants reported their family income while growing up was between 20,000-50,000; 29% reported their family income was > 50,000, and

23% of participants reported their family income was < 20,000. Regarding their mother's level of education, most reported that their mothers had some college experience.

Specifically, 26% reported their mother had a bachelor's degree, 42% indicated that their mother had at least some college, and 3% reported their mother had a post graduate degree. Fewer participants (16%) reported that their mother had only a high school diploma, while 13% of the participants noted that their mother had a 12th grade education or less. Regarding their fathers' level of educational attainment, 29% reported that their fathers had taken some of college courses; 23% indicated that their fathers had a bachelor's degree and 10% reported their fathers had a post graduate degree. Another 23% indicated that their fathers had a high school diploma; while 16% reported that their fathers had a 12th grade education or less.

Measure

Participants completed a brief survey based on selected items from studies reported in the literature review (e.g., Barkin et al., 2007; Caughy & Franzini, 2005; Juby, 2009, Pinderhughes et al., 2000; Straus & Field, 2003). The survey was divided into two sections: (a) demographic questions; and (b) questions addressing participants' experiences with various discipline techniques while growing up.

Demographic questions. There were 9 items addressing demographic characteristic of the participants. Specifically, the demographic questions addressed the participants age, gender, year in college, ethnicity. Additionally, 2 questions addressed the marital status of the participants' parents while they were growing up as well as who they primarily lived with while growing up. There were 3 questions addressing aspects

related to socioeconomic status including (a) family income level, (b) mother's education level and (c) father's education level.

Discipline experience. There were 14 items addressing discipline experiences the participants may have had while growing up. Participants were asked to rate items separately for their experiences between 5- to 12 – years old and 13 - to 17 – years old. All items were rated on a 5 point Likert scale from *never* to *very often*. These items were divided into three primary scales: (a) 8 items reflecting activities that were examples of positive punishment where something aversive has been added; and (b) 3 items reflecting activities that were examples of negative punishment where something desirable was removed; and (c) 3 items reflecting activities that involved verbal redirection/explaining.

Positive punishment scales. The 8 items on the positive punishment scale were divided into 3 subscales. One of these subscales represents 3 items that addressed verbally aggressive disciplinary strategies. These items were adapted from Straus and Field (2003). The second subscale contained 2 items that addressed physical disciplinary strategies. The third subscale contained 2 items that reflected non-aggressive examples of positive punishment.

Procedure

After IRB approval was obtained (see Appendix A), the study was submitted to the Psychology department's research pool through the SONA system. Once approved, participants were able to register to participate in the study through the SONA system. Participants completed the surveys in small groups of 10 people.

CHAPTER III

Results

Hypothesis 1

The predicted hypothesis that African American participants would report higher rates of experiencing physical and verbally aggressive disciplinary strategies than participants from Caucasian ethnicities was evaluated using ANOVAs. Hypothesis 1 was not supported. There were no significant difference found between African Americans and Caucasians regarding the use of physical aggressive discipline strategies as children, $F(1, 25) = 0.75, p = .77$, nor when they were in their teens, $F(1, 25) = 0.69, p = .43$. Additionally, there were no significant differences reported between African Americans and Caucasians regarding the use of verbally aggressive disciplinary strategies when they were children, $F(1, 25) = 0.46, p = .50$, nor when they were teenagers, $F(1, 25) = 0.02, p = .90$.

Hypothesis 2

The predicted hypothesis that Caucasian participants would report higher rates of experiencing verbal redirection and negative punishment disciplinary strategies than participants from African American ethnicities was evaluated using ANOVAs. As can be seen in Table 1, partial support was found for hypothesis 2. Specifically, Caucasian participants reported more frequently experiencing negative punishment strategies when they were children compared to African American participants, $F(1, 24) = 6.04, p = .02$. Unlike what had been hypothesized there were no significant difference found between Caucasians and African Americans regarding experiencing negative punishment strategies as a form of discipline when they were teenagers, $F(1, 24) = 4.2, p = .06$.

Additionally, no significant difference were found between Caucasians and African Americans regarding the reported experiences verbal redirection discipline strategies when they were children, $F(1, 24) = 0.34, p = .57$, nor when they were in their teens, $F(1, 24) = 0.09, p = .77$.

Table 1.

Descriptive Statistics for Type of Discipline Strategy Used by Ethnicity and Age.

Variable	<u>African American</u>		<u>Caucasian</u>	
	Child	Teen	Child	Teen
	<u><i>M (SD)</i></u>	<u><i>M (SD)</i></u>	<u><i>M (SD)</i></u>	<u><i>M (SD)</i></u>
Verbally Aggressive	2.88 (1.06)	2.48 (1.13)	2.65 (0.82)	2.44 (0.74)
Physically Aggressive	2.59 (0.97)	1.59 (0.54)	2.50 (0.75)	1.41 (0.58)
Negative Punishment	1.70 (0.46)	2.20 (0.76)	2.38 (0.74)	2.83 (0.77)
Verbal Redirection	3.58 (0.56)	3.48 (0.96)	3.36 (1.15)	3.35 (1.40)

CHAPTER IV

Discussion

Hypothesis 1, which predicted that African Americans would report higher rates of experiencing physical and verbally aggressive disciplinary strategies than participants from Caucasian ethnicities, was rejected. Although previous research have found that African American parents spanked their children more often than Caucasians (Barkin et al., 2007; Wissow, 2001), the current study findings indicate that African Americans reported spanking no more often than Caucasians.

Partial support was found for Hypothesis 2. Specifically, Caucasians reported experiencing higher rates of negative punishment strategies during childhood than African Americans. No significant differences, however, were reported regarding their experiences with negative punishment when they were teenagers. Additionally, the current study found no significant differences between Caucasian and African American participants' reports of experiencing verbal redirection as children or as adolescents.

Limitations

There were several limitations in this current study. First, the sample size for the current study was very small and, therefore, had a negative impact on the power of the analyses. With a larger sample it would be expected that the results might be different. Second, the participants in this study were undergraduate college students attending a midsized southeast university which limits the generalizability of the results of the current study. The participants also were asked to retrospectively report their experiences with various disciplinary strategies. Since some these experiences may have occurred more than a decade ago, their perceptions may lead to different findings than studies that

ask parents report the current disciplinary strategies they are using. Additionally, similar to previous research limitations (e.g., Gershoff, et al., 2012), this study did not assess the cultural norms in regard to discipline strategies. This may be important because research has shown that socioeconomic status does impact parental choice of the disciplinary strategies they use (e.g., Judy, 2009; Pinderhughes et al., 2000). The current study did not control for SES; it is anticipated that this would impact the findings.

Future Directions

Future studies should include a larger sample size with a wider range of ethnicities and participants from a variety of regions in the United States. Future studies also might consider gathering data from the general population and not just college students. Additionally, while some research has explored what disciplinary strategies parents perceive as being effective, it would be interesting to investigate the perceptions of children and adolescents regarding their perceptions of the effectiveness of various forms of discipline.

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Appendix

Appendix A

IRB Approval



2/10/2014

Investigator(s): Aimee Holt

Department: Psychology

Investigator(s) Email: Aimee.Holt@mtsu.edu

Protocol Title: "Self-Reported Experiences with Discipline Strategies: Ethnic and Socioeconomic Differences "

Protocol Number: 14-210

Dear Investigator(s),

The MTSU Institutional Review Board, or a representative of the IRB, has reviewed the research proposal identified above. The MTSU IRB or its representative has determined that the study poses minimal risk to participants and qualifies for an expedited review under 45 CFR 46.110 and 21 CFR 56.110, and you have satisfactorily addressed all of the points brought up during the review.

Approval is granted for one (1) year from the date of this letter for 300 participants.

Please note that any unanticipated harms to participants or adverse events must be reported to the Office of Compliance at (615) 494-8918. Any change to the protocol must be submitted to the IRB before implementing this change.

You will need to submit an end-of-project form to the Office of Compliance upon completion of your research located on the IRB website. Complete research means that you have finished collecting and analyzing data. **Should you not finish your research within the one (1) year period, you must submit a Progress Report and request a continuation prior to the expiration date.** Please allow time for review and requested revisions. Failure to submit a Progress Report and request for continuation will automatically result in cancellation of your research study. Therefore, you will not be able to use any data and/or collect any data. Your study expires **2/10/2015**.

According to MTSU Policy, a researcher is defined as anyone who works with data or has contact with participants. Anyone meeting this definition needs to be listed on the protocol and needs to complete the required training. **If you add researchers to an approved project, please forward an updated list of researchers to the Office of Compliance before they begin to work on the project.**

All research materials must be retained by the PI or faculty advisor (if the PI is a student) for at least three (3) years after study completion and then destroyed in a manner that maintains confidentiality and anonymity.

Sincerely,

Kellie Hilker

Compliance Officer/ MTSU Institutional Review Board Member