

EFFECTS OF THE S.T.E.T. PROGRAM ON
TEACHERS' SELF-EFFICACY, LOCUS OF
CONTROL, AND STRATEGIES FOR
CLASSROOM MANAGEMENT

CENTRE FOR NEWFOUNDLAND STUDIES

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Effects of the S.T.E.T. Program
On Teachers' Self-Efficacy, Locus of Control, and
Strategies for Classroom Management

BY

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A thesis submitted to the School of Graduate
Studies in partial fulfillment of the
requirements for the Degree of
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Abstract

The purpose of this study was to determine the degree to which teachers' participation in the Systematic Training for Effective Teaching Program (STET) affected changes in: 1) their sense of self-efficacy, 2) their locus of control, and 3) the strategies they use for classroom management.

Teachers volunteered to take the STET course which was offered through their school board by an Educational Psychologist and Guidance Counsellor. Seven teachers were tested before the program on their reactions to Vignettes depicting students with chronic behavior problems. They were asked to indicate their self-efficacy judgements toward each Vignette and state how they would handle each situation. They were also tested for their locus of control. These procedures were repeated after the STET program was concluded. In addition, teachers recorded their reactions to each session on a weekly basis.

Both an individual and group analysis of the results was conducted. The results indicated that the STET program did appear to influence positive changes in some teachers' reported sense of self-efficacy and influenced teachers' to react in a more supportive, less punitive, way toward students depicted in the Vignettes. The program did not seem to affect movement toward an internal locus of control in teachers.

The lack of time allowed for the teachers to fully discuss the strategies presented in the STET program appeared to play a factor in the results. Also, the unique attitudes and abilities that the teachers possessed before enrolling in the program tended to result in a diversity of outcomes on the test measures after the program.

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Chapter 1

OVERVIEW

1.1. Introduction

Teachers have long been the subject of research in the field of education mainly because of the importance they play in the lives of the students they teach. Teaching is a demanding profession and the literature indicates that teachers are not without concerns. Cruickshank (1981) completed a statistical analysis of teachers' reported difficulties and found that their problems fell into five broad areas of concern representing unfulfilled goals:

1. Affiliation- need to establish and maintain good relationships with others in the school, staff, and pupils.
2. Control- need for pupils to behave appropriately, to be relatively quiet and orderly, and courteous.
3. Parent relationships and home conditions- need to work well with parents and understand home conditions.
4. Student success- need for students to possess the knowledge, skills, and attitudes necessary for success.
5. Time- need for more time to plan, evaluate, etc. and less time for interruptions, unproductive faculty meetings, etc.

The task of maintaining order and discipline in the classroom appears to be foremost among teachers' concerns. Indeed, a 1982 Gallup survey identified discipline as the number one problem confronting America's public schools. Similar local research by Baksh (1980) provided indications that teachers in Newfoundland also have difficulty in this area of teaching.

There are arguments that changes in society have made the task of disciplining students more difficult for teachers (Dinkmeyer and Dinkmeyer, 1976). Today, students are recognized as having certain legal rights and privileges within the confines of the school. Parents have become more aware of their rights and are becoming more critical of teachers' actions. Advocacy groups also have developed which help ensure students' rights are respected. Consequently, teachers have lost many of their tools of control and many educators feel vulnerable dealing with the increase in discipline problems (Ciminello, 1980).

In response to the concerns expressed by teachers, the area of inservice education has received more emphasis in recent years. Edelfelt (1981) cites the substantial increase in the number of articles written on the subject from 1974-1979. Various programs have been developed to meet the needs of teachers in their demanding profession. One such group of programs fall under the general category often described as "teaching effectiveness".

"Teaching, effectiveness" programs offer teachers training in various components of the teaching process. Skills to help teachers control disruptive behavior, to communicate more effectively, and to organize the classroom are examples of what most programs offer. Teacher Effectiveness Training by Gordon (1974) is one such program as is the program of Teacher Effectiveness and Classroom Handling (Project TEACH: 1977).

One of the more recent "teaching effectiveness" programs available is Systematic Training for Effective Teaching (STET) by Dinkmeyer, McKay, and Dinkmeyer (1980). The STET program was developed from the Systematic Training for Effective Parenting program (STEP; Dinkmeyer and McKay, 1976). STET utilizes the principles of Adlerian psychology formulated by Alfred Adler and expanded by Rudolf Dreikurs (1950).

According to the authors (Dinkmeyer et al., 1980) the STET program is intended to offer participants:

1. A practical theory of human behavior and misbehavior.
2. Procedures for basing education on systematic encouragement.
3. Skills for listening, responding, exploring alternatives, and resolving conflicts.
4. A workable system of discipline based on prevention and on natural and logical consequences.
5. An understanding of group dynamics, group leadership, and group procedures.
6. Helpful approaches to students with special needs.
7. Methods of involving parents in their children's education. (Dinkmeyer et. al., 1980)

Dinkmeyer and Dinkmeyer (1976) feel that research indicates schools are ineffective in controlling student misbehavior and providing a positive learning environment. In the development of STET, they acknowledged the importance of teachers' being able to accurately interpret student misbehavior, and to implement strategies to reduce the misbehavior.

A skill which some researchers regard as an initial step towards effective classroom management is that of identifying who "owns" the problem when a student misbehaves; or, whose needs and rights are being interfered with: the student, teacher, or both (Gordon, 1970). Subsequently, the need for specific strategies to reduce a student's misbehavior is identified. According to the authors, the STET program offers teachers skills in both these areas.

After undergoing training to effectively control student misbehavior, one would expect teachers to show an increase in self efficacy, or confidence in their ability to handle a variety of classroom situations and to respond appropriately to a range of student behaviors. Similarly, if such training were effective, teachers should be more willing to attribute success or failure to change behavior to their own ability, rather than to external reasons they have no control over.

4

To reiterate, the STET program focuses on the teacher as a change agent and the authors purport to provide teachers with skills and strategies to deal more effectively with the demands of teaching. Unfortunately, the STET program has not received much evaluation to determine if it is successful at achieving its goal and objectives.

1.2. Purpose of the Study

The purpose of this study was to determine the degree to which teachers' participation in a STET program affects changes in: 1) their sense of self-efficacy; 2) their locus of control; and 3) the strategies they use for classroom management.

1.3. Rationale

The extent of previous research examining "teaching effectiveness" programs has been limited. Gordon's (1974) Teacher Effectiveness Training (TET) program is one of the earliest programs developed, and thus has received the most study. The TET literature revealed that the program had previously achieved positive results in: (a) improving preservice and experienced teachers' communication skills (Aspy, 1977; Blume, 1977; Dillard, 1974; Fine, 1975), (b) classroom teachers' humanistic qualities (Duncan, 1975), and (c) student achievement in mathematics, reading, and verbal areas, as well as student attendance (Aspy, 1977). The TET programs were reported to have little or no effect in changing teachers' conceptual belief systems (Steck, 1975), self-reported behavioral changes or relationship skills (Cleveland, 1975), and teacher attitudes toward teaching (Aspy, 1977; Dillard, 1974).

Support for the assumption that structured programs like TET or STET are effective in providing teachers with increased skills in classroom management (e.g., identification of problem ownership, use of encouragement, application of logical consequences to misbehavior) has not been documented. The research also has not concentrated on whether such programs enhance teachers' confidence in being able to deal with student misbehavior, or whether they instill in teachers a

greater feeling of self-responsibility for their actions. Finally, tracing the development of groups as they undergo such programs has not been the common approach taken by researchers. Yet information gathered from such monitoring of the process has potential for providing valuable clues to explain the program outcomes.

1.3.1. Problem Ownership

The concept of "problem ownership" has received discussion by various writers concerned with psychotherapy and parenting. Gordon (1970) has suggested that conflicts between children and parents could be subdivided into categories reflecting the degree to which the children and parents were frustrating one another's needs. Research indicates that these categories or levels of problem ownership influence how parents respond toward Vignettes involving conflicts with children. For example, Stollak, Scholom, Kallman, and Saturansky (1973) found that parental responses on dimensions such as assuming a sympathetic, solution-oriented stance versus an unsympathetic, authoritarian stance varied depending on who "owned" the problem in the vignette.

Similarly, Gordon (1974) has suggested it is important to identify who owns the problem when examining classroom conflicts. Problems in teacher-student interaction can thus be divided into three types:

1. Teacher-owned problems, in which student behavior interferes with the teacher's meeting his/her needs, or causes the teacher to feel frustrated, upset, irritated, or angry.
2. Shared problems, in which a teacher and a student interfere with each other's need satisfaction.
3. Student-owned problems, in which students' need satisfaction is frustrated by people or events which do not include the teacher.

Indeed, Gordon (1974) suggests specific techniques for various types of problems. For dealing with student-owned problems he recommends active

listening, empathy, and other non-directive techniques. For dealing with teacher-owned problems he suggests communication through "I" messages followed by negotiation for commitments for change in behavior.

Brophy and Rohrkemper (1980) found in their study of teachers' responses to Vignettes that teachers did not respond in the ways Gordon recommends. They found that teachers did typically respond sympathetically to students with student-owned problems but this was usually with a combination of environmental manipulation, advice, and suggestions, rather than with active listening. When dealing with students presenting teacher-owned problems in the vignettes, teachers were more likely to respond punitively than to engage in the kind of problem solving negotiations that Gordon recommends.

As mentioned earlier, the concept of problem ownership was also introduced by Dinkmeyer et al. (1980) in their STET program. Identifying who owns the problem is seen as being important before the teacher actually decides to apply a logical consequence to the misbehavior of a student.

1.3.2. STET and Discipline

The identification of who owns the problem is only one strategy which the STET program advocates for teachers to use in dealing with classroom misbehavior.

The STET program adheres to the Adlerian philosophy that all behavior has purpose. Once the goal or purpose is determined, behavior can be understood. All behaviors, including misbehavior, are the result of choices made in striving toward selected goals.

Purposive behavior is best understood according to Dreikurs (1957) in terms of children's goals of misbehavior: 1) attention; 2) power; 3) revenge; and 4) display of inadequacy.

Children who attempt to attain attention will use attention-seeking behavior, sometimes seeking negative attention rather than being ignored.

Children whose goal is power, try to demonstrate they can do what they wish, and attempts to intervene will be thwarted.

Revengeful children are often disliked and attempt to hurt others because they have been hurt.

Children who display a sense of inadequacy have an extremely low self-esteem. They use inadequacy as protection from having to perform.

Teachers recognize a student's goal of misbehavior by becoming aware of their own spontaneous reactions to the behavior and by observing the students' reactions to corrective measures. For example, if the teacher feels annoyed and compelled to correct or coax, the student probably wants attention. If the teacher is angry and wants to show the child that the behavior will not be tolerated, the goal is probably power. The goal of revenge is evident when the teacher feels hurt and wishes to get even with the student. When a teacher has a feeling of helplessness and despair, coupled with a reaction to give up on the individual, the goal is perhaps a display of inadequacy.

Another clue to the purpose or goal of misbehavior is the student's reaction to correction. If attention is desired, the behavior will cease temporarily, but probably resume at a more persistent level. When the goal is power, the misbehavior is likely to become more intense when efforts are made to decrease it. The revengeful will become more violent and vindictive, while the individual who displays inadequacy will continue with passive, self-defeating behavior.

The authors feel that poor communication provokes many discipline problems. Since some students may feel they can only be noticed when they cause problems, teachers who practise reflective listening skills can convince them they

are being heard. Once heard, students may be more inclined to explore alternatives and resolve conflicts cooperatively.

Encouragement is another key to a successful classroom environment. When teachers constantly try to find something to value and encourage in each student, relationships begin to improve.

The application of natural and logical consequences (Dreikurs, 1968) when students misbehave is recommended rather than an autocratic, punitive approach to discipline. Such consequences, when devised by teachers and students together, encourage self-discipline and social interest.

Another component of the STET program are activities designed to help teachers understand their own behavior, and how the beliefs they hold may be hindering their relationships with students. As the teachers come to realize what an effective teacher is and does, these beliefs supposedly can change, according to Dinkmeyer et al. (1980).

Although the STET program is structured, the program leaders play a role in the change process. According to Dinkmeyer et al. (1980), STET group leaders are expected to help group members discuss, apply, and practise the concepts and skills presented. They have the important function of modelling the communication and motivation skills advocated in the program and presenting a democratic approach.

1.3.3. Self-efficacy

Research has established the importance of attitude change as a step towards changing behavior (Ajzen and Fishbein, 1977). Indeed, cognitive psychologists feel a person's actions are a result of his thoughts and beliefs on issues, events, and himself.

There is a body of research initiated by Bandura (1977) which demonstrates

the importance of a person's self-judgements of ability as a determinant of future success with achieving at a task. Bandura uses the term "self-efficacy" to refer to these self-judgements of how well one can organize and implement actions in specific situations that may contain ambiguous, unpredictable, and possibly stressful components. According to his theory, the individual's "efficacy expectations" - his confidence that he can successfully execute the behavior to produce certain outcomes - and the strength of belief in one's own effectiveness are primary cognitive mechanisms that initiate psychological change. Efficacy appraisal involves the process of weighting the relative contributions of many factors, such as self-perceptions of ability, task difficulty, effort expended, amount of external aid received, situational circumstances under which the performances occurred, and temporal pattern of successes and failures (Bandura, 1981).

When measuring an individual's expectations of being able to successfully accomplish certain tasks, Bandura (1977) discerns three salient factors; degree, magnitude, and generality. Further, he distinguishes between process expectations and outcome expectations. Such a distinction makes it possible to specify what a person thinks his/her chances are of succeeding at certain specific tasks, in relation to his/her overall chances for success.

According to Bandura (1980), "Perceived self-efficacy can have diverse effects on behavior, thought patterns, and affective arousal". Bandura (1977) has found that people tend to avoid tasks which they believe exceed their coping abilities, but they undertake and perform assuredly activities they judge themselves capable of handling. Evidence also supports the view that the stronger the perceived self-efficacy, the more persistent and vigorous are the individual's efforts; efforts which are likely, if the level of self-efficacy is high, to continue even in the face of initial difficulties (Brown and Inouye, 1978; Schunk, 1979).

People's perceptions of their own capabilities can also influence their thought processes and emotional reactions during anticipatory and actual transactions with the environment. People who judge themselves ineffectual in

coping with environmental demands tend to generate high emotional arousal, become excessively preoccupied with personal deficiencies, and recognize potential difficulties as more formidable than they really are (Beck, 1976; Lazarus & Launier, 1978; Meichenbaum, 1977; Miller, 1979; Sarason, 1975.) The greater the perceived inefficacy, the higher is the self-generated distress on any given task (Bandura, Adams, Hardy, & Howells, 1980).

Bandura (1977) identifies four factors which influence self-efficacy: previous performance at a task, seeing similar others' performance, verbal persuasion, and information from your own physiological state.

The specific importance of the construct of self-efficacy to teachers was reported in Ashton (1984). She defined teacher efficacy as the extent to which teachers believe they have the capacity to affect student performance. Studies by Armor, et al. (1976) and Berman, et al. (1977) found a significant relationship between teacher self-efficacy and student achievement. Ashton, Webb, and Doda (1983) supported these findings. Indeed, the importance of teacher self-efficacy to the survival of the teaching profession has been suggested by Glickman and Tamashiro (1982). They reported that teachers who left the profession were significantly lower in sense of self-efficacy than first or fifth year students. Finally, Berman and McLaughlin (1977), in their evaluation of 100 Title 111 projects involving elementary and secondary teachers, found that the most important characteristic determining the effectiveness of change-agent projects was teachers' sense of efficacy - a belief that teachers can help even the most difficult or unmotivated students.

When we consider the relationship between low self-efficacy and stress it seems to be of even greater importance for teachers to have an acceptable level of self-efficacy. In 1970, McGrath defined stress as "a perceived excess of environmental demands over an individual's perceived capability to meet them, and when failure to meet these demands has important consequences." The effects of stress in teachers have been found to be associated with increased student

anxiety and less effective teaching and discipline techniques (Coates and Thørensén, 1976). Fuller (1969) identified concerns with self and personal adequacy as a source of anxiety in teachers, while Reed (1979) provided support that inadequate training causes stress and burnout.

1.3.4. Locus of Control

Another construct, somewhat related to self-efficacy and of importance to some researchers in education is "locus of control." According to Rotter's (1954) social learning theory, persons holding an internal perception of control over rewarding events in their environment tend to believe that they have considerable control over what happens in their lives, while persons holding external perceptions of control tend to believe that events are essentially not in their control and simply happen due to chance or fate. Unlike Bandura's theory, Rotter perceived his construct of locus of control as a more generalized characteristic, sometimes alluded to as a personality construct.

A number of studies have been conducted on the influence locus of control has on behavior, attitudes, and emotional arousal. Teachers with an internal locus of control have been found to be more democratic toward students in both attitude and practice than are teachers with an external locus (Barfield and Burlingham, 1974; Rose and Medway, 1981; Sadowski, Taylor, Woodward, Peacher, & Martin, 1982; Taylor, 1980). Similarly teachers with an internal locus of control are more likely than those with an external locus to encourage self-directed behavior among students (Rose and Medway, 1981), maintain organized learning environments (Brophy and Evertson, 1976), and utilize new techniques demonstrated to affect student motivation (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977).

With regards to locus of control and stress, studies report that the negative effects of stress appear to be reduced if one perceives he has some degree of control over his environment (Hokansen, DeGood, Forrest, & Brittain, 1971; Lefcourt, 1976; Staub, Tursky, & Schwartz, 1971).

While there has been much research on the topic of locus of control, there is more needed in the area of identifying what factors influence people's orientation from external to internal (Phares, 1976). The theory proposes that as individuals become more skilled in controlling the outcome of situations and in eliciting desirable consequences, a resultant shift in the way they perceive responsibility for their actions should occur; a shift towards an internal locus of control thus seems likely.

In the preceding discussion a case has been presented as to why we would expect to find changes in teachers' classroom management strategies and attitudes as a result of the STET program. If individuals undergo a program where they are taught skills, have the opportunity to share experiences, and receive the support of professionals, after the program there should be evidence of skill acquisition and increased self-confidence and self-responsibility for their actions. Figure 1-1 depicts a conceptual model for this rationale.

The results of this research have both theoretical and practical significance :

- 1) it will provide further evaluation of STET, a program which is increasingly being used with teachers but which has received little study;
- 2) it will contribute further information in the area of the two "expectancy" theories, self-efficacy and locus of control; and
- 3) it will provide further information to the area of classroom management in education.

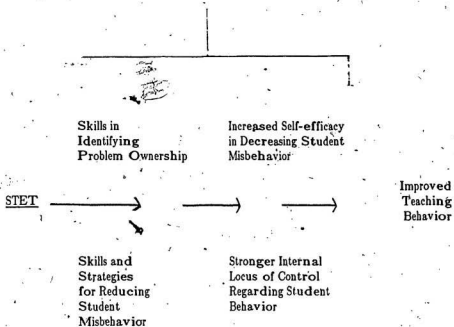
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Figure 1-1: Conceptual Model of the Study

1.4. Research Hypotheses

The following Research Hypotheses have been formulated:

HYPOTHESIS #1: Teachers who participate in the STET program will show a significant change in their reported sense of self-efficacy as measured by their ratings of confidence in being able to cope with situations described in Vignettes depicting students with chronic behavior problems.

HYPOTHESIS #2: Teachers who participate in the STET program will show a significant movement toward an internal locus of control as measured by the Responsibility for Student Achievement Questionnaire (RSAQ).

HYPOTHESIS #3: Teachers who participate in the STET program will use more STET-related strategies when teaching students as measured by their written responses to situations described in Vignettes depicting students with chronic behavior problems.

HYPOTHESIS #4: Teachers who participate in the STET program will show a significant change in their ability to identify problem ownership as measured by their written responses to situations described in Vignettes depicting students with chronic behavior problems.

HYPOTHESIS #5: Positive changes in teachers' locus of control and self-efficacy will be dependent on teachers' increased ability to identify problem ownership and use of more STET-related strategies.

HYPOTHESIS #6: There will be a significant relationship between teachers' ongoing attitudes toward themselves and the STET program during the program, as measured by the Teachers Weekly Questionnaire, and their subsequent reports of self-efficacy, locus of control, and classroom management strategies.

1.5. Limitations of the Study

The absence of a control group in this one-group, pretest-posttest design posed specific threats to internal and external validity (Campbell and Stanley, 1966). The investigator notes the following limitations of the study:

1. Reactive effects of the testing procedures may have hampered the results. The possibility that the participants answered in the expected way and not according to their true feelings exists. The investigator attempted to reduce this risk by emphasizing it was a study of the program and not the teachers, by omitting the title from the RSAQ, and by having teachers only initial their forms which were then placed in sealed envelopes to be seen by this investigator only.
2. The interaction of the pretest and the treatment may provide a competing hypothesis to explain the results. The pretest may have caused the participants to give more thought to their attitudes towards teaching.

3. All data was accumulated through teachers' self-report and not through classroom observation. The investigator assumes but cannot prove that such written responses reflect to some degree how teachers would respond in real life situations.
4. The Vignettes can only simulate real classroom events and lack the rich context that surrounds classroom interactions. It is possible that certain teachers might look more impressive in their classroom than they do in their responses to the Vignettes, and some might look less impressive.
5. It is possible that between the pretest and posttest a significant event may have occurred which would influence the responses on the posttest. However, the inclusion of weekly questionnaires as part of the program evaluation helps control for the effect of history.
6. All participants in the program volunteered and only a proportion of the group completed all of the test instruments. Thus the selection factor may be a limitation.
7. Statistical regression is a possible limitation of the study as well.

1.6. Summary

This chapter has presented the rationale for studying the Systematic Training for Effective Teaching (STET) program. STET is an inservice training program designed to assist teachers to become more effective. This study is designed to measure STET's effect on teachers' attitudes and their use of classroom management strategies. The following chapter will present a review of the related literature.

Chapter 2

REVIEW OF THE LITERATURE

In the review of literature for this study three major areas were investigated by the author: Classroom Management and Effective Teaching, Adlerian Teacher Training, and Attitude Change.

2.1. Classroom Management and Effective Teaching

Identifying the attributes of an effective teacher is a difficult task and dependent to a certain extent on the theoretical base from which a researcher operates. With the increase of research in the area, however, some consensus is being reached on the identification of such teacher characteristics.

It has been noted by Ornstein and Levine (1981) that much research related to the effectiveness of teachers has concerned itself with the various approaches to classroom management. Such approaches to classroom management and procedures for instruction implementation have important implications for student behavior, learning, and discipline. Of the studies, which have involved classroom management, there has been much emphasis on the investigation of teacher characteristics and behaviors that affect information processing, decision-making, and discipline (Crawford and Robinson, 1983).

Emmer and Evertson (1981) state that the "modern" era of research on classroom management began with Kounin's (1970) study of forty-nine first and second-grade classrooms. They videotaped each class for a day and coded the behavior of selected students. Teacher behavior was also scored, using the following variables:

1. With-it-ness : the degree to which the teacher communicated awareness of student behavior; measured by computing the ratio of the number of times the teacher stopped deviant behavior appropriately, to the total number of attempts to stop it.
2. Overlapping : the teacher's ability to attend to more than one event or issue at a time, without becoming totally diverted by deviant behavior.
3. Smoothness and momentum : aspects of the teacher's movement through different activities. Smoothness in moving through a lesson meant not interrupting seatwork or an instructional sequence with irrelevant information, and not becoming diverted by events that are not interfering in any noticeable manner. Momentum referred to avoiding behavior that slows down a lesson.
4. Group alerting : the teacher attempted to keep the students attentive.
5. Accountability : how well the teacher monitored and maintained student performance.
6. Valence and challenge arousal : the ratio of times the teacher used a motivational comment during a transition to the next lesson, compared to the total number of transitions.
7. Seatwork variety and challenge, and recitation variety and challenge : the degree to which the student was presented with varied activities or task demands during a given time unit.

Kounin (1970) found high to moderate correlations between students' behaviors of work involvement and freedom from deviancy, and with-it-ness, smoothness and momentum, and group alerting. Moderate correlations between such positive student behaviors and accountability, overlapping, and valence and challenge arousal were observed. Finally, there were no significant correlations for seatwork variety or recitation variety.

Further information on what attributes effective teachers have was provided in the Classroom Organization Study (COS). This was a longitudinal, descriptive study of classroom management conducted by the Research and Development Center for Teacher Education in 1977-1978.

Twenty-seven elementary school classes participating in the COS were observed intensively during the first two weeks of the school year, and at three or four-week intervals throughout the year. Data collected included detailed narrative records of classroom events, student behavior measures, ratings of specific teacher behaviors, and logs of how class time was used. At the end of the study, the data was compiled to identify a group of teachers who were successful in establishing and maintaining well-managed classes, and in whose classes students made good achievement gains.

The effective classroom managers established rules and procedures that guided student behaviors in a variety of activities in their classrooms. The better managers taught these procedures to students and utilized the first few weeks of school for socialization of children into the classroom setting. They consistently used their rules and procedures, and communicated them early to students. The better managers also monitored student behavior very carefully and provided feedback regarding the appropriateness of behavior. Finally, they were consistent in responding to student behavior and dealt with it quickly when it occurred.

Brophy and Putnam (1978) found that ability to establish rapport (friendliness and sincerity) and ego strength (self-confidence and ability to stay calm and solve problems in a crisis) were key characteristics that affect success in classroom management.

More recent research by Brophy and Rohrkemper (1980) indicated that teachers ranking high in management skills were more apt to:

1. Allow students to tell their side of the story prior to taking action.
2. Hold the students responsible for their own behavior.
3. Try to change the students through problem-solving and socialization methods, rather than punishment.

It would seem that the qualities of an effective teacher as defined through

research on classroom management appear to be similar to the qualities promoted in the STET program. A teacher who can communicate with his/her students, motivate them, and apply corrective measures to misbehavior within a democratic environment would appear to be more effective.

A comparison of the various theoretical approaches to the handling of student misbehavior has also been conducted (Weber and Roff, 1983). The researchers reviewed the research on classroom management and subsequently clustered classroom management strategies into the following categories: authoritarian, behavior modification, group process, instructional, intimidation, permissive, socio-emotional climate, and cookbook strategies.

In investigating the research by Weber and Roff (1983), Allen (1984) found the following strategies to be consistent with Adlerian Philosophy and Psychology: utilizing praise and encouragement, sharing leadership, developing cooperation, fostering group cohesiveness, involving students in decision making, employing classroom meetings, resolving conflicts through discussion and negotiation, providing interesting, relevant, and appropriate curriculum and instruction, and employing logical consequences. In addition to these strategies which are promoted in STET, the program also includes strategies advocated by Gordon (1974); utilizing effective communication, active listening, and the identification of problem ownership.

Of the strategies listed above, strong empirical evidence has been found to advocate the following: utilizing praise and encouragement, developing cooperation, fostering group cohesiveness, and employing classroom meetings. Intimidation strategies have not been found to be effective, with harsh reprimands and corporal punishment actually being condemned. However, Weber and Roff (1983) note that many of the classroom management techniques related to Adlerian Philosophy and Psychology still lack empirical support.

2.2. Adlerian Teacher Training

In a review of the literature there appeared to be supportive evidence for the strategies taught in Adlerian training programs.

With regards to determining the effectiveness of a C-Group, Hoffman (1978) found it to be beneficial in reducing attention-getting behaviors in students.¹ He assigned attention-seeking students to either of four conditions; a) ten weeks of Adlerian group counselling, b) a class with one of the teachers who participated in the C-Group, c) ten weeks of Adlerian group counselling and exposure to one of the C-group teachers, or d) no exposure to any of the above treatments. Three observers recorded in the classroom how many times attention-seeking behavior was exhibited by a student during a three minute time span. The results indicated that teachers appeared to benefit from attending such a group and, when this was combined with Adlerian group counselling for students, the prevalence of attention-getting behavior was reduced even more.

Main (1978) investigated the changes in teacher trainees as a function of their participation in either of two models of Adlerian child management training: traditional/open forum or C-Groups. He administered the Attitude Toward the Freedom of Children Scale-1, The Adlerian Behaviors Rating Scale, and the Inventory of Fulfillment of Client Expectancy to individuals randomly assigned to a C-Group, Open-Forum Group, and a Control Group. Significant increases were recorded on the scales after the treatment for both Adlerian groups but not the control group. This lead the author to conclude both treatment methods were effective at increasing the teachers' attitudes of freedom toward children and democratic behavior. For greater attitude and behavioral change the author recommended the C-Group over the traditional Open-Form Group:

¹ A C-Group is an Adlerian term used to describe a group of no more than ten-twelve individuals who share feelings, skills, and experiences. The C-Group is the basic process within the STEP and STET programs and the "C" stands for the forces which occur within the group: Consultation, Collaboration, Cooperation, Clarification, Confrontation, Confidentiality, Commitment, and Change. (Dinkmeyer, Pew. & Dinkmeyer, 1979)

Moroose (1972) found in his study that training student teachers in Adlerian counselling techniques relating to classroom behavior changed students' perceptions of classroom climate and sociometric choice. Compared to the control group, the Adlerian-trained students had fewer isolates and rejectees.

Widner (1980) looked at the effect of Adlerian teacher training on improved classroom interaction in social problem-solving class meetings. He had trained observers to rate teachers and students before and after treatment as being "democratic" or "autocratic" in four response categories: Informing, Questioning, Responding, and Encouraging. Teachers were also administered the Attitude Toward the Freedom of Children Scale-11. The results after the treatment indicated a significant increase in teachers' attitudes toward freedom in children for the experimental group. Also, the number of student responses increased significantly, and teacher responses decreased for the experimental group. The response categories were not examined for qualitative changes after the treatment, however. The author concluded a more democratic approach appeared to be evident as a result of training.

The effectiveness of Adlerian parent and teacher study groups to change maladaptive behavior was investigated by Nelson (1980). She had parents and teachers assigned to two groups. In the experimental group parents and teachers rated children before and after they participated in the Adlerian training. Another group of parents and teachers formed a control group and they rated children at the same times as the experimental group, but did not receive any intervention. The results of the study revealed that children's maladaptive behavior, as perceived by the parents and teacher, did change in a positive direction in the home and school for the experimental group.

Greer (1978) also conducted a study to determine if an Adlerian, psychology-based teacher-training model influenced teachers' perceptions of students' behavior. One group received such a model, the other did not. Both groups rated several "problem" students on a school behavior and attitude scale

before and after the treatment phase. On the posttest the experimental group rated the students significantly more positively. The conclusion drawn by Greer (1978) was that either behavior changed, or that only perception of behavior changed.

Finally, Allen (1984) conducted the first empirical evaluation of the STET program. He examined the effect of the STET program on teachers' attitudes and perceptions of their students' behavior. In his experiment he had two groups of teachers enroll in the STET program offered as a graduate course in university. A third group of volunteers who were interested in taking the course were assigned to the control group. At the beginning of the graduate course the three groups were given the Minnesota Teacher's Attitude Inventory (MTAI) and the Teacher's Attitude Toward Students' Behavior Scale (TASBS). The scales were then administered at the end of the course as a posttest. In addition, randomly selected subjects from both groups were observed in classroom instruction during the treatment and a behavior checklist was used to record the frequency of Adlerian strategies implemented by the teachers.

The findings from this study provided mixed results. One of the experimental groups showed a significant positive change in their attitudes as measured by the MTAI in comparison to the control group; the other experimental group did not. This same experimental group who showed positive attitude change also appeared to use more STET-related behaviors than the control group as indicated by the observational recordings on the behavior checklist. This difference was not observed in the other experimental group, however. There was no significant difference in either of the three groups on teachers' perceptions of their target students' behaviors, as measured by the TASBS. The author concluded that STET positively affected teachers' attitudes and increased their use of STET related behaviors, but significant effects were dependent on the similarity of the control group with the treatment group and time of treatment.

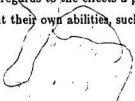
2.3. Attitude Change

Social psychologists place a heavy emphasis on the relationship between attitudes and behavior. Attitudes, as defined by Petty, Ostrom, and Brock (1981), are "general and enduring favorable or unfavorable feelings about an object or issue." There has been much research in the area, and a large amount of evidence indicating attitudes are not reliable predictors of behavior. Ajzen and Fishbein's (1977) review of the literature, however, revealed that in all twenty-six studies examined where appropriate measures were employed, significant correlations between attitudes and behaviors were evident,

The development of attitudes is considered by many to be a learned phenomena. Thus an individual's feelings about his own ability, and what he attributes success and failure to, may be largely dependent on his past experiences. The strength of a person's beliefs, and their duration, determine the chances of changing such beliefs. Cognitive psychologists such as Meichenbaum (1977) and Ellis (1961) take the approach that increased awareness of one's thoughts, beliefs, and attitudes are necessary components for change.

Adlerian parent training groups (STEP, etc.) have traditionally been successful in changing attitudes of parents. With the use of scales such as the Parental Attitude Research Instrument (Schaefer and Bell, 1969) researchers have found such programs to produce positive changes in parental attitudes toward child rearing (Kamali, 1969; Moore and Dean-Zubritsky, 1979). As mentioned previously, there is some support for Adlerian teacher training programs affecting attitude change (Allen, 1984 and Main, 1978).

However, the available research does not provide sufficient evidence to draw conclusions that Adlerian teacher programs are effective in causing attitude change. With regards to the effects a program like STET has on changing teacher attitudes about their own abilities, such evidence has not been provided.



2.3.1. Locus of Control

Since the Locus of Control construct is considered an "expectancy" theory, much of the research has been focused on correlations of the construct with behavior. As mentioned previously, there has been less emphasis on how one can cause movement toward an internal locus of control. Experiments with children and adolescents dominate the area, and show varying degrees of success.

For example, Nowicki and Barnes (1973) examined inner-city Black children who were attending a structured outdoor camp for a week. Counsellors taught the children the connection between their behaviors and the consequences of those behaviors. The results showed that the children showed a more internal locus of control after one week, as indicated on the children's locus of control scale. Those who returned for a second week scored significantly more internal on the scale.

Barry (1981) assigned a group of hyperactive children to a relaxation therapy program. The six week program was successful in producing higher internal locus of control scores, among other positive effects. Attempts by Liss (1974) and Morris (1977) to enhance movement toward an internal locus in children during a brief intervention program were less successful.

In working with adults, attempts to change locus of control orientations have not relied on behavioral interventions as much; those studies which have (Braton, 1981; Tait, 1976), resulted in little movement towards an internal locus of control.

An extensive intervention program by Roueche and Mink (1976) met with greater success. Using a system of individualized learner-oriented instruction that emphasized careful behavior sequencing, the investigators sought to develop a sense of personal worth and internal control in a sample of students attending community colleges in Texas. Counselling to increase "internality" was also utilized, and measures of student behavior in the large experimental group

(N=1300) were taken over three semesters and compared with a control group. Results clearly demonstrated such a planned intervention significantly changed the students' locus of control orientations in the internal direction.

One commonality amongst the studies is the recognition of the need for confrontation of one's beliefs to enhance movement toward an internal locus. The literature on self-confrontation for teachers is promising in this respect (Fuller & Manning, 1973).

Rather than design training programs to directly enhance teachers' internal beliefs, Guskey (1981) suggests designing programs that focus upon ways in which teachers can have a stronger influence upon the learning of their students and, as a result, gain a greater sense of self-responsibility. With the increased learning outcomes of their students, they should assume greater responsibility for the academic successes and failures of their students.

2.3.2. Self-efficacy

As mentioned earlier, judgements of self-efficacy are based on four principal sources of information. Subsequently, changes in an individual's judgements of their capability will be dependent on these four variables. Bandura (1982) states that performance attainments are the most influential in increasing perceived self-efficacy. Successes heighten perceived self-efficacy; failures lower it.

Bandura, Adams, Hardy, and Howells (1980) tested the strength of self-efficacy theory with a group of adults suffering from agoraphobia-fear of public places. The researchers treated the subjects in group sessions where they were taught how to identify situational and ideational elicitors of fear, how to manage fear arousal through self-relaxation, and how to deal assertively with social situations in which they are disregarded or exploited. Then each subject was accompanied out into community settings and provided physical assistance when needed to master tasks they previously would not do on their own. These assigned

tasks progressively became more challenging. Self-efficacy scales were administered to subjects before treatment and they rated their confidence in being able to achieve at tasks related to their fear of public places. Post-treatment measures indicated significant increases in the subjects' ratings of self-efficacy, actual observed coping behavior, and their performance of tasks.

Williams, Doseman, and Kliefield (1984) compared two treatment models with individuals suffering severe height and driving phobias. Individuals were randomly assigned to one of three treatment conditions; a) mastery-oriented treatment based on self-efficacy, b) exposure treatment, and c) no treatment. Subjects judged their ability to perform various approach tasks and then were given actual behavioral-approach tests before receiving treatment. Also, their anticipated level of anxiety before attempting the tasks was recorded in addition to actual performance-related anxiety upon completing the behavioral-approach tests. The results of the study revealed that subjects who were guided through mastery of the tasks and subjects who received exposure to gradually more challenging tasks without aid, both scored higher on posttests of approach behavior and self-efficacy, in comparison to the control group. However, the group who received guided mastery scored significantly higher than the exposure group.

Studies indicate that the use of peers modelling success at a task has potential for increasing an individual's self-efficacy judgements. According to Bandura (1977, 1982b) modelling is an observational source of information about a person's self-efficacy. Bandura (1977) first demonstrated the influence modelling has on increasing self-efficacy with adults fearful of snakes. Later, Brown and Inouye (1978) demonstrated the reverse to be true; observing similar others fail at a task may decrease an individual's self-efficacy towards that task. In their study they had college students observe a model similar to themselves in age and sex who repeatedly failed on an anagram task. Comparison of the pretest and posttest measures of their self-judgement ratings on being able to complete the task revealed a decreased score. Also, self-efficacy was found to be predictive of

persistence on the insoluble task; the greater the perceived self-efficacy of the student, the longer he or she persisted.

Verbal persuasion is another method of getting people to believe that they possess the capabilities that will enable them to achieve at a certain task. Chambliss and Muray (1979) administered the Rotter Locus of Control Scale to a group of overweight females and chose those who clearly had an internal or external locus of control as subjects. All subjects were placed on a weight reduction program for two weeks and given placebo pills which they were told would facilitate weight loss. The subjects were then randomly assigned to three conditions: a) one group received feedback of congratulations, encouraging them on their efforts to lose weight, and that the pills were placebos, b) others were encouraged to continue attributing the weight loss to the pills, and c) a control group were given no communications regarding their success. Subsequent recordings of weight revealed that individuals having an internal locus of control in the group who received encouragement for their efforts lost the most weight. Individuals having an external locus of control in the group who were told the drug was responsible for their initial weight loss also showed a significant weight loss. The authors concluded that social persuasion can be effective with individuals who already have some belief they can produce effects through their actions.

Thus the literature appears to demonstrate that certain factors play an important role in the enhancement of an individual's self-efficacy. However, research has concentrated on the study of self-efficacy theory with adults in controlled settings; its application to teachers though has received very little consideration. Yet it seems likely that participation in a group where teachers are taught skills, where discussions of their successes occur, and achievements are encouraged, should have positive effects on the participants' sense of self-efficacy.

2.4. Summary

This chapter has presented a review of the related literature concerning the independant variables of this study. The results of the studies indicate that Adlerian teacher training has positive results on behaviors and interpersonal relations. Changing attitudes of teachers as a result of such training has met with limited success. There is a definite lack of research examining the effects teacher inservice programs have on teachers' attitudes of self-confidence and self-responsibility for their actions. The following chapter will present the methodology and procedures for this study.

Chapter 3

METHODOLOGY

3.1. General Design

The Systematic Training for Effective Teaching (STET) program was administered to a group of teachers in St. John's over a four month period. The general design employed to study the effects of the program on teachers was a one-group pretest-posttest quasi-experimental design (Campbell and Stanley, 1966).

Eleven teachers voluntarily participated in the STET program (short version) as inservice education offered by their school board. They met once weekly for approximately one hour during a nine week period.

Questionnaires were administered to teachers at the beginning and end of the program, and after each weekly session for the duration of the program. Seven out of the eleven group participants completed the pre and post questionnaires and this seven constituted the sample. The independent variable in the study was the STET program, and the dependent variables were teachers' skills in identifying problem ownership, strategies for handling student misbehavior, self-efficacy for decreasing student misbehavior, and locus of control regarding student achievement.

3.2. Test Instruments

3.2.1. Responsibility for Student Achievement Questionnaire (RSAQ)

Since the development of the Rotter Internal-External (I-E) Scale (Rotter, 1966), there have been a substantial number of instruments developed to measure the construct of locus of control. The Responsibility for Student Achievement Questionnaire (RSAQ) is one of a few recently developed scales designed to measure the construct in teachers (Guskey, 1981).

The RSAQ is aimed at "assessing teachers' beliefs in responsibility, exclusively in academic achievement and school related situations" (Guskey, 1981). It is composed of thirty alternative-weighting items. Each item stem describes either a positive or negative student achievement experience which routinely occurs in classroom life (See Appendix B). The stem is followed by one alternative stating that the event was caused by the teacher and another stating that the event occurred because of factors outside of the teacher's immediate control.

Since most teachers view classroom events as being complex and stemming from more than a single cause, the either-or, forced choice format popular with most scales was not considered appropriate by the test's developer. Consequently, teachers are asked to divide one hundred points between the two alternatives, depending upon their beliefs. Thus the weight assigned a particular alternative may vary from zero to one hundred, but combined alternative weights for an item always total one hundred points or one hundred percent.

The positive-event items indicating "internal" alternatives (R+) were: 1b, 3b, 5a, 8a, 7a, 10b, 13a, 15a, 18a, 19a, 21a, 22a, 23a, 26b, 27b. The negative-event items indicating "internal" alternatives (R-) were: 2a, 4a, 8b, 9b, 11b, 12a, 14b, 15b, 17a, 20a, 24a, 25b, 28b, 29a, 30b. Scoring of the RSAQ was accomplished by averaging the weights assigned to the internal responsibility

alternatives across items. The R+ score was obtained by averaging across all positive items, the R- score by averaging across all negative items, and the total R score by averaging the R+ and R- subscores.

The RSAQ was developed on a sample of two hundred and fifteen elementary and secondary school teachers from a large metropolitan school system. Forty-four of the teachers were male; one hundred and seventy-one were female. All had volunteered to participate in an inservice education program for which they would receive both graduate education credit and salary-lane placement credit.

A factor analysis was completed on the items indicating a rather clear distinction between items from the R+ and R- subscales; two different factors thus appeared to be assessed on the RSAQ. Test-retest reliability of one hundred and two teachers given the scale a second time after a four-month interval revealed correlations of .739 for total R scores, .718 for R+, and .784 for R-. These correlations were all statistically significant ($p < .001$).

Calculations of internal consistency were computed separately for the R+ and R- subscales. Scores ranged from .754 to .791 on the R+ subscale and from .881 to .899 on the R- subscale, indicating the latter R- score to be somewhat more reliable. When intercorrelations were conducted between the R+ and R- subscales the score was quite low ($r = .203$) providing further evidence that the R+ and R- subscales are relatively independent. Therefore it would be possible for an individual to have a high or low score on the R+ subscale, but a different score on the R- subscale. For example, teachers may have felt they have some control toward, and were responsible for, students' success but at the same time not feel responsible when students fail to succeed. Rather, student failure may have been attributed to other factors besides the teachers' lack of ability.

The RSAQ thus appeared to be appropriate for this study, based on its development and intended use. A risk lies in the fact that the scale is new and has received little use.

3.2.2. Vignettes

The Vignettes used were originally developed by Rohrkemper and Brophy (1979) for use in their Classroom Strategy Study. They first compiled a list of approximately seventy-five troublesome behaviors from nominations by the Classroom Strategy Study staff consisting of professors and teachers. The list was then reduced to twelve syndromes or patterns of problem behavior (See Appendix C). The twelve patterns of behavior were defined to be mutually exclusive, although several could exist in the same student.

Next, twenty-four Vignettes depicting incidents involving (fictional) students were developed, based on the twelve identified patterns of problem behavior (Brophy & Rohrkemper, 1980). The Vignettes were then grouped into three levels of problem ownership: primarily teacher-owned problems, primarily student-owned problems, and more equally shared problems.

After a pilot study of the Vignette's questionnaire on a group of teachers this author decided to reduce the Vignettes to half the number (12) since teachers indicated it took too long to answer the questions adequately (See Appendix B).

Vignette's 2, 6, 9, and 10 depicted primarily teacher-owned problems and in each of these situations the student's actions threatened the teacher's needs for authority and control. Vignette's 4, 5, and 12 depicted primarily student-owned problems and their feelings of inadequacy or self-evaluation frustrated progress toward their own goals, but didn't threaten the need satisfaction of the teacher. Finally, Vignette's 1, 3, 7, 8, and 11 were considered shared problems and, while the students did not directly threaten the teacher's authority, they still created classroom management problems.

3.2.3. Problem Ownership and Strategies to Reduce Misbehavior

Participants were asked to identify "problem ownership" with regards to each Vignette by simply placing a check mark next to one of the three types provided on the Record Form (See Appendix B). Before being asked to do so, they were provided with a brief written introduction to the concept of "problem ownership" to ensure they would have enough background information to understand the question before doing the course. Space was also provided on the Record Form for the participants to briefly describe what they would do if this incident occurred in their class and why. Also, they were asked what they would say and why. These questions were provided for each of the twelve Vignettes.

3.2.4. Self-efficacy

The same Record Form was utilized for the self-efficacy measure. The participants were presented with a scale from 1 to 100 for each Vignette and asked to "Place an X along the line to indicate how confident you are in your ability to cope with this situation." A high score was indicative of a greater sense of self-confidence. This question was posed to determine one's efficacy expectation, and not outcome expectation. Such a method to acquire self-efficacy scores was typical of that used by other researchers.

It was felt that by having the participants judge their ability to deal with each of the twelve Vignettes, multiple measures of self-efficacy for specific situations would be provided.

3.2.5. Weekly Questionnaires

Immediately following each STET session, teachers individually completed a questionnaire (Appendix B) in which they indicated on a 5-point Likert scale how satisfied they felt about the meeting, how much they participated, how practical they felt the ideas were, and how confident they felt in their ability to implement the ideas.

3.3. Delivery of STET

3.3.1. Personnel Involved in the Study

There were two male STET leaders; both had previous experience with Adlerian Philosophy and Psychology, and each of them had a Master's Degree in Educational Psychology.

One of the leaders was a Guidance Counsellor employed in school settings and had led both STET and STEP groups previously. The other leader was employed as an Educational Psychologist with the R.C. School Board and also had experience leading a STET group.

3.3.2. Sample

The sample for this study consisted of seven individuals employed in various schools under a local School Board who volunteered to participate in the program. There were three males and four females who all served in various teaching positions within their schools, but three of the individuals also had administrative duties in a school.

3.3.3. Procedure

This researcher initially sent a letter to the STET leaders to present the proposed study of the STET group being formed (Appendix A).

An open invitation was sent to teachers in schools under the jurisdiction of the School Board to attend a meeting describing the STET program being offered by the Board (Appendix A). The individuals were provided with a brief introduction to the program at this meeting by the STET leaders. They were also asked to complete a form indicating their reasons for wanting to enroll in the program, their feelings toward participating in research, and other background information (Appendix D).

The author was present and briefly explained to the group that he was a full time graduate student in Educational Psychology at Memorial University and was conducting a study for his Master's thesis. Specifically they were told that this was a study of the STET program and how it affects teachers. Next they were informed of the questionnaires that required completion; one involving classroom situations to which they would be asked to respond, and the other contained questions about their feelings towards student performance. Brief weekly questionnaires would be administered after each session and discussion was presented on the application of this research for future use of the STET program.

It was emphasized that their identity would be respected and all that was needed on the forms were initials to differentiate one from the other. Next the group was told they were under no obligation to participate in the research, and that it was entirely their decision. Thirteen of the people who attended decided to participate in the group, and indicated they were agreeable to participating in the study.

The RSAQ and Vignettes accompanied by the Record Form were administered to the group at the beginning of the second meeting (first session). They were asked to briefly review the RSAQ and read Vignette #1 and respond on the Record Form. The group were then asked to complete the forms before the next week's session. Thus the pretest was actually administered after the first session, but this was unavoidable due to a delay in copying.

Nine of the completed pretest forms were returned.² Two of the participants stopped attending the sessions after the second week, one because of other commitments and the other did not provide a reason. Unfortunately, both these individuals had completed the pretest questionnaires. The result was a group of eleven, out of which a sample of seven had completed the pretest forms. Each group member completed a brief questionnaire after each session, which was placed in an envelope and sealed by a STET leader for this researcher.

²Some participants felt the questionnaires were too time consuming and did not complete them.

The group met each Monday at 3:30 for a period of approximately one hour over a duration of nine weeks. Each group member was supplied with a STET Teacher's Resource Book and were required to read a chapter before each session. Activities and readings were thus assigned in accordance with the STET program. Lesson #6 was omitted due to lack of time and the group was asked to read the chapter instead; a brief discussion was held on the chapter in the following weekly session. Also, STET tapes were not used in the last meeting to allow time for feedback from the group on the program. The other lessons which were not covered in the program were Numbers 9, 10, 11, and 13. Several sessions were postponed due to school holidays and poor weather. Table 3-1 presents the program schedule and attendance for the sessions.

Table 3-1: Schedule of STET Sessions.

Session	Date	Leaders	Attendance
Intro.	Feb. 2	B & L	13
1	Feb. 11	B & L	11
2	Feb. 25	B & L	10
3	Mar. 4	B & L	9
4	Mar. 25	L	10
5	Apr. 1	B & L	7
7(6)	Apr. 22	L	9
8	Apr. 29	B	6
12	May 6	B	8
14	May 13	B & L	11

During the program this researcher sent a letter to the group thanking them for their assistance with the study thus far, and as a token of appreciation offered to request funds from the university for the group to use as they wish. A social was held at the completion of the program.

All participants were given self-addressed envelopes containing the RSAQ and Vignettes after the last meeting, asked to complete them, and to then forward the envelope to this researcher. After three weeks a letter was written by this

researcher as a reminder to those who had still not returned the forms (Appendix A). This letter was placed in the envelope sent by the School Board which also contained certificates congratulating the participants on their successful completion of the course. The letter was followed up by a phone call and offer to pick up the completed forms (of those individuals who had previously completed the pretest as well). Four of the seven completed forms were collected in this manner.

3.3.4. Overview of the Sessions

The following is a brief description of the contents covered in the weekly sessions :

Session 1- Understanding Behavior and Misbehavior.

The initial chapter related the effect of social change upon the traditional teaching and discipline methods. A case was presented for the democratic classroom and equality between teacher and students. A review of Adlerian and Dreikurian theory of behavior (e.g., "Four Goals of Misbehavior") was supplied. A process for determining the goals of misbehavior and for providing more appropriate responses was emphasized.

Session 2- Understanding More About Students and Yourself.

The importance of family constellation and lifestyle were presented. As well, the session addressed beliefs teachers had toward students that interfere with relationships. Finally appropriate strategies to deal with misbehavior were covered in the lesson.

Session 3- Encouragement: The Prime Motivator.

The concept of encouragement was presented, and the distinction between encouragement and praise was made. Encouragement was indicated to be a more desirable response.

Session 4- Communication: Listening.

The use of reflective listening and open responses as a means of furthering communication was advocated as opposed to the traditional roles of listening to students. The importance of listening to enhance teacher-student relationships was stressed as well.

Session 5- Communication: Problem Solving Conferences.

Solving problems through the use of effective questioning was presented. Helping students learn to make decisions based on a systematic approach was focussed on through the strategy of Exploring Alternatives.

Session 7- Discipline as an Educational Process.

Discipline was introduced as a means of teaching responsibility and effective discipline measures were presented in two sections; preventive and corrective. The latter section included the use of Natural and Logical Consequences.

Session 8- Discipline: Selecting the Appropriate Approach.

A method of choosing the most effective disciplinary method based upon the goals of misbehavior and problem-ownership was provided. Examples of discipline situations were supplied for practice in choosing the various discipline approaches.

Session 12- The Class as a Group: Classroom Meetings.

The usefulness of conducting classroom meetings was presented and guidelines were provided.

Session 14- Working with Parents.

The need to improve parent-teacher relationships was emphasized. Subsequently, ways to involve parents in education were provided in addition to tips on holding successful parent conferences.

3.4. Evaluation

Due to the relatively small number of subjects and lack of a control group on which to make a comparison of results, the major focus of the analysis had to be placed on individual vs. group data. With a small sample there is a risk of committing a Type Two Error, accepting the Null Hypothesis that there is no change between the pretest and posttest when it should be rejected (Kerlinger, 1973). Therefore each participant's responses were profiled, and descriptive statistics were used to compare pretest and posttest results on the measures of self-efficacy, locus of control, and identification of problem ownership.

To determine if there was any change in the RSAQ scores, a comparison of the pretest and posttest R+ and R- scores for each individual was carried out. Similarly, differences between the individual's pretest and posttest scores on the Problem Ownership questions was determined through comparison of the total number of Vignettes correctly identified for problem ownership before and after the program. The difference between each group member's total self-efficacy score was analyzed by totalling each rating of self-confidence provided for each Vignette and obtaining the mean (Bandura, 1977).

The strategies suggested by teachers to handle the situation depicted in each Vignette were analyzed for differences between pretest and posttest results. Strategies and principles used were compared to listed STET principles and coded for their presence or absence by this researcher (Appendix E). Examination of the individual's responses using Brophy's behavioral analysis (Brophy and Rohrkemper, 1980) was also conducted.³ Brophy's method of behavioral analysis involved the use of four general categories of behaviors; rewarding, supportive, threatening/pressuring, and punishing. Under each of these headings he listed specific behavioral intervention strategies based on behavior modification theory (see Appendix 3).

³The presence of Encouragement was coded under both the STET and behavioral analyses. All of the other responses were coded under one category only.

To reduce the effects of experimenter bias this researcher assigned numbers to each of the Record Forms and grouped the pretest and posttest forms together. Also, multiple analyses of the Vignettes were conducted by this researcher on four different occasions until sufficient reliability was determined. Individual's scores on the pretest were then matched with their respective posttest scores for further analysis.

Data from the Teacher's Weekly Questionnaire containing the process information was profiled in raw form and discussed in relation to the other measures.

Analysis for the identification of subgroups of individuals who showed similar responses within the sample was conducted using a Q-Factor Analysis (See Kerlinger, 1973). This technique treated the subjects as variables and clustered individuals together based on the similarity of their responses.

3.5. Summary

This chapter presented the development of the study, the test instruments used, and the procedure followed in the administration of the STET course and collection of data. The next chapter will present the results of the study with discussion of the findings.

Chapter 4

RESULTS

This chapter will be divided into three components. First, the statistical analysis of the data will be presented. The scores from each of the seven Participants in the sample will then be profiled individually and discussed.

4.1. Statistical Analysis

A Q-Factor analysis combining the process data from the Teacher's Weekly Questionnaire and summary data from the self-efficacy and RSAQ scores was conducted. Each of the seven individuals was treated as a factor in this procedure. The analysis did not identify unique individuals or subgroups within the total group. Further attempts to identify unique groupings using this technique on the combined data proved fruitless. Thus there were no individuals among the group who stood out with regards to their scores on all the tests combined. Consequently further analysis was conducted on individual tests.

In Table 4-1 the means and standard deviations for each of the individuals' self-efficacy scores before and after attending the STET program are provided. Examination of the mean scores indicate movement in a positive direction for most Participants, with substantial increases being evident for Participants #2, #4, and #7. Interestingly, Participants #1, #2, #3, and #4 all appeared to have higher scores than the other three individuals. This finding was confirmed with a t-test of independent samples; as a subgroup these four individuals had a significantly higher score on self-efficacy before the program compared to the remaining three members ($t(5) = 5.646, p < .05$). This difference was maintained

**Table 4-1: Participants' Mean Self-efficacy Scores
Before and After Completing the STET Program.**

Participant	Before STET		After STET	
	Mean	S.D.	Mean	S.D.
1	71.36	11.88	66.66	8.79
2	62.50	9.46	75.41	10.49
3	71.36	7.41	75.54	6.90
4	70.80	15.90	77.08	7.55
5	46.60	12.47	49.58	14.49
6	55.02	15.54	53.95	11.52
7	49.75	18.83	60.04	15.41

on the posttest as well ($t(5) = 5.060$, $p < .05$). Included in this subgroup having higher scores were three males, and three of the four (one female) also were administrators in their schools. The second subgroup was comprised of three females who were not administrators. Thus significant individual differences were found on the self-efficacy scores that were not evident on the Q-Factor analysis of the combined data.

Examination of the standard deviations reveal differences in the variability of self-efficacy scores in the group, with a general trend toward less variability after program completion. As a group however, Participants 1-4 tended to show more consistency in their answers after the STET program than the remaining three Participants.

Examination of the pre and post trends for the Participants' responsibility for student achievement indicated the subgroups did not appear to differ. Table

4-2 reveals that for one Participant (#4), self-responsibility scores increased (indicating movement toward an internal locus of control), while for another (#7), there was a reduction in score (indicating movement toward an external locus of control). There was little change evident for the remaining five Participants. A similar trend appeared in the Participants' responsibility for student failure, with just one individual's scores increasing (#4), but for two individuals, major decreases were evident (#2, #7). There was little change for the remaining four Participants. Table 4-3 presents this data.

Table 4-2: Participants' Responsibility for Student Achievement Before and After the STET Program.

Participant	Pre R+		Post R+	
	MEAN	S.D.	MEAN	S.D.
1	59.00	15.07	53.33	13.98
2	52.60	27.31	45.66	14.00
3	50.66	17.59	48.00	17.39
4	46.66	28.08	60.00	19.57
5	49.53	21.03	54.00	13.56
6	49.33	2.49	53.33	12.47
7	61.00	26.40	31.00	26.19

Post-hoc intercorrelations of the total sample of self-efficacy and self-responsibility scores revealed interesting findings. Table 4-4 indicates that the Participants' Pre R+ scores were not correlated with the Pre R- score ($r=.072$). Similar to what Guskey (1981) discovered, teachers with high feelings of responsibility for student success may not necessarily have the same feelings toward student failure. A significant negative correlation was found between the

Table 4-3: Participants' Responsibility for Student Failure Before and After the STET Program.

Participant	Pre R-		Post R-	
	MEAN	S.D.	MEAN	S.D.
1	56.33	15.54	48.66	12.57
2	79.0	9.16	55.33	11.46
3	54.33	11.38	53.66	12.84
4	47.00	26.12	68.33	22.48
5	64.00	16.35	57.33	11.23
6	50.00	0.00	51.33	11.46
7	52.66	34.92	34.00	24.50

pretest R+ scores and subsequent posttest R- scores ($r = -.869$, $p < .05$). Thus it appeared that some Participants who scored fairly high in responsibility for student achievement before the STET program had low scores in responsibility for student failure after the program. Again, this negative correlation was not evident before Participants began the STET program ($r = .072$) but was obvious afterward ($r = -.869$, $p < .05$). Examination of the pretest and posttest trends in Tables 4-2 and 4-3 revealed this evident for Participant #1 (Pre R+ = 59.00, Post R- = 48.66), and Participant #7 (Pre R+ = 52.66, Post R- = 31.00).

For Participants #4 and #5 the reverse seemed evident; a lower R+ score on the pretest was followed by a higher posttest R- score (Pre R+ = 46.66, Post R- = 68.33; Pre R+ = 49.53, Post R- = 57.33). Therefore, even though a subgroup of individuals had higher self-efficacy scores than the others, changes in self-responsibility were observed in members of both groups. The correlation between the pretest and posttest self-efficacy scores indicated little change in the

Table 4-4: Intercorrelations of the Total Sample of Self-efficacy and RSAQ scores.

	Pre R-	Pre SE	Post R+	Post R-	Post SE
Pre R+	+.072	+.129	-.722	-.869 *	-.115
Pre R-		-.258	-.158	+.039	+.094
Pre SE			+.127	+.155	+.862 *
Post R+				+.872 *	+.113
Post R-					+.371

* .05 level of significance

relative positions of the Participants ($r = .862$, $p < .05$) while the correlation between the Post R+ and R- was unexpected ($r = .872$, $p < .05$).

A procedure of "pooling" the data was used next. This disregarded the differences of the individuals' scores on the pretest in examining trends. Table 4-5 illustrated that the significant correlation between the pretest and posttest self-efficacy scores observed in Table 4-4 were not evident when the data was pooled ($r = -.048$). Another finding was the high correlation between the pretest R- and pretest self-efficacy scores ($r = -.892$, $p < .05$).

The statistical analyses appear to indicate that change in self-responsibility did take place for some individuals. Two individuals showed movement toward increased self-responsibility for student failure, and two individuals showed movement toward a decrease in self-responsibility. Whether or not the individual had an initial high score in self-efficacy did not appear to influence the direction of change.

Table 4-5: Pooled Intercorrelations of Total Sample
of Self-efficacy and RSAQ Scores.

	Pre R-	Pre SE	Post R+	Post R-	Post SE
Pre R+	+ .093	-.080	-.734	-.929 *	-.043
Pre R-		-.892 *	-.237	-.049	-.174
Pre SE			+.289	-.028	-.048
Post R+				+.856 *	-.534
Post R-					-.143

* .05 level of significance

4.2. Individual Profiles

4.2.1. PARTICIPANT #1

Participant #1 entered the STET program with the following goals: to obtain better ways of dealing with discipline, motivate self-discipline in students, and to improve self-image as a teacher.

Strategies to Deal With Situations in Vignettes

The responses to the Vignettes were first coded following Brophy's (1981) system. Examination of Figure 4-1 reveals this Participant's responses towards the Vignettes appeared to mostly contain threatening/pressuring statements, four of which were coded under specific behavioral criticism ("What was your reason for being out of your seat? What was the result of your action?", "Can you please wait until recess to play with your airplanes. You won't be able to work and play at the same time.", "It's easy to walk out but not so easy to walk back in.", "Thankyou Betty but you should not come running to me every time that happens.") and one potentially embarrassing response, ("Would you like to tell us what you are thinking about George?"). There were four examples of supportive strategies employed, two each of providing comfort/reassurance, ("You're not doing your assignment? What seems to be the problem?", and, "You don't seem to be getting along with others?"), and two of providing encouragement, ("Compliment her efforts. Point out the good things on the picture. She needs encouragement.", and, "Compliment the work. 'You seem to have done a good job here Linda. Could you explain this part to me please?'"). Punitive strategies were evident once, in the form of restitution ("I would like you to give Sam back his money and apologize."). There was no evidence of rewards being advocated.

An analysis for the presence of STET techniques was conducted and revealed evidence of problem solving strategies in three of the Vignettes, ("Approach him quietly and talk with him. Try to help him see the parts that he can do.", "Talk to Mark privately. Try to uncover what it is about him that others dislike.", and, "Maybe, Jeff, we could get together a little more later. Try

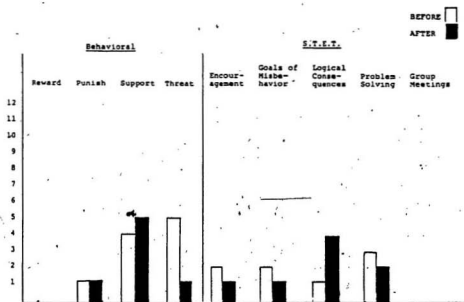


Figure 4-1: Frequency of Behavioral and STET Strategies Reported in Participant #1's Responses to 12 Vignettes Before and After the STET Program.

to find out where he is lost.")). Responses indicating the use of encouragement were evident in two instances which were coded under Brophy's supportive strategies as well. In two instances there was a possible goal of misbehavior identified (attention) and the response taken was to ignore the student ("Nothing. Wait it out. She's looking for attention." and, "Seeking attention-don't provide too much."). There was one example of the use of logical consequences, ("Remove his seat from the area and semi-isolate him."), but there was no evidence of utilizing group/classroom meetings.

After completing the STET program the Participant's responses were primarily supportive. Out of the five instances, four were coded under comfort/reassurance, ("What seems to be the cause of the problem?", "Try to

explain that perfection is not what we are looking for.", "Stop and wait for him to come back-then repeat the question.", and "Repeat the question quietly. If she still doesn't answer leave it for the time." and the other supportive strategy involved encouragement of behavior, ("Try to help him see he is not stupid by pointing out what parts of the lesson he does know."). Threatening/pressuring responses were much less evident compared to the pretest and found in only one instance, ("I would appreciate it if you didn't come and tell tales on other students."). The lone incident of punitive strategies remained the same and involved restitution, ("Make him repay the money."), while the lack of rewards remained unchanged.

The use of one STET-taught principle increased, with evidence of logical consequences being applied in four instances, ("Remove Bill to an isolated area of the class to prevent his interfering with the other members of the class.", "Have her complete what she has in the time remaining and use it to decorate the room.", "You have a choice-you can do your work now and make airplanes now or do the work after class if you want to make airplanes now.", and, "Remind him in private that he has work to finish and that he will have to do it on his own time either at lunch or after school."). Problem solving approaches were used in two of the Vignettes, one less than on the pretest ("...see her after class. At which time I could try to find out the reasons why she didn't respond.", and, "Try to help her see that this kind of activity is one of the causes of her inability to get along with other students."). In one situation the Participant identified a probable goal of misbehavior ("Ignore Audrey's attention seeking and return to giving out the test and giving instructions."). Encouragement was less evident (by one) and there was no increase in the utilization of group/classroom meetings.

Initially this individual tended to rely on the use of threatening and pressuring strategies to deal with the situations in the Vignettes but was also quite supportive. After completing the STET program supportive approaches were still evident, but the use of threatening statements was reduced and logical consequences were utilized more.

Identification of Problem Ownership

Of the group this Participant correctly identified the most number of Vignettes for problem ownership in the pretest (8) but identified two less (6) after completing the STET program. Figure 4-2 indicates the distribution of ownership identification changed little.

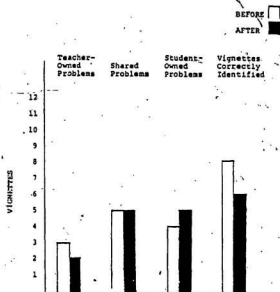


Figure 4-2: Frequency of Vignettes Assigned to Each Category of Problem Ownership and Correctly Identified for Problem Ownership By Participant #1, Before and After Receiving the STET Program.

Weekly Ratings

Based on a scale of 1-5, the Participants' feelings toward each of the nine (9) weekly sessions were recorded. Higher ratings indicated positive feelings toward the sessions.

Figure 4-3 reveals the Participant's self ratings towards the STET sessions.

Examination of the figure indicated a fairly stable profile with consistently high self-ratings on the variables of satisfaction with the program, participation in the program, and practicality of ideas. Confidence appeared to have increased somewhat for the last two sessions.

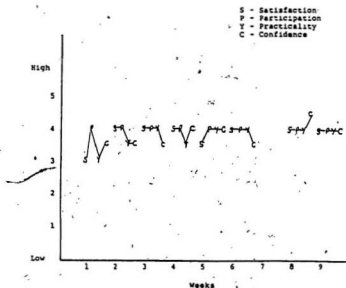


Figure 4-3: Participant #1's Evaluation of the Weekly STET Sessions on 4 Variables: Satisfaction With the Session, Degree of Own Participation, Practical Use of Information, and Confidence in Using the Skills, and Degree to Which the Session Objectives Were Met.

Self-Efficacy and Teacher's Responsibility

Adequate reliability of the self-efficacy measurement was expected as the procedure used was typical of that used by other researchers (eg. Bandura, 1980). Interpretations were made with this consideration. Figure 4-4 indicates there was not a substantial change in the Participant's self-efficacy scores but the posttest score was lower than the pretest score (Pre SE= 66.6; Post SE= 71.36). The initial score was quite high compared to the other members of the group and thus the small decrease was not significant.

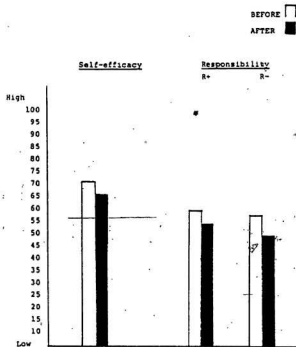


Figure 4-4: Participant #1's Scores on Self-Efficacy and Responsibility for Student Achievement Before and After Receiving the STET Program.

Similarly there was a slight decrease in the Participant's RSAQ scores after completing the program. The small decrease was evident on the responsibility for student achievement (R+) and student failure (R-) scores : (Pretest R+= 59.0, R-= 56.3; Posttest R+= 53.3, R-= 48.6). The significant finding from the intercorrelation analysis previously discussed however, indicated a decreased responsibility for student failure, compared with the higher responsibility for their achievement observed from the pretest.

Conclusion

Thus it appears that Participant #1 held positive feelings towards the STET program and there are indications of increased use of one STET principle, combined with a decrease in the use of threatening/pressuring strategies. The unpredicted significant decrease in responsibility for student failure may be related to the individual's initial goal of wanting to improve self-discipline in students. The pretest responses on the Vignettes showed evidence of this desire on two occasions (e.g., "...help him see his role in the problem"). It seems plausible that the Participant learned ways of increasing students' self-responsibility which resulted in a decrease in self feelings of responsibility.

4.2.2. PARTICIPANT #2

This person entered the program with the following goals; as a refresher to a course previously taken (TET), and to learn new techniques.

Strategies to Deal With Situations in Vignettes

Using Brophy's analysis, the responses of this Participant towards the situations in the Vignettes were primarily supportive (four instances). Included amongst the four supportive approaches was one example of instructional strategies being employed, (eg. "Joe needs to be given small projects to raise his self-esteem and personal worth."; one of support involving peers, ("Have him paired with a student who can make friends more easily."), one involving parents ("Speak to Linda's parents to see how she behaves at home."), and one categorized as comfort/reassurance, ("Rob you know the answer. Take your time to recall what you have learned."). There were two examples of punishment being advocated, one involving parents, ("Call Tom's parents.") and the other involved possibly the principal, ("Ensure he does not go outside. Contact administration if necessary."). Finally, under the coding of threatening/pressuring Behaviors there were two examples of specific behavioral criticism used, ("George, you must pay closer attention to a speaker." and "Betty, you should not tell on other boys and girls."). There was no evidence of rewards being used.

Examination of the responses for the presence of STET techniques revealed logical consequences were applied on four occasions, ("Set a course of action or procedure with Bill as to when he is allowed to move about., "Give it to her as a home assignment. Explain that although quality is important, time frames are too.", "Audrey you have the same amount of time to do your test as the others. Get ready to do it.", and, "Give him a set time to have the work completed."). Individual problem solving was used in two instances, ("Go through each part of the assignment to discover the part he can and will do independently and leave him to do them.", and, "Try to discover why Mark is not well accepted.").

A substantial increase in the number of supportive strategies being used

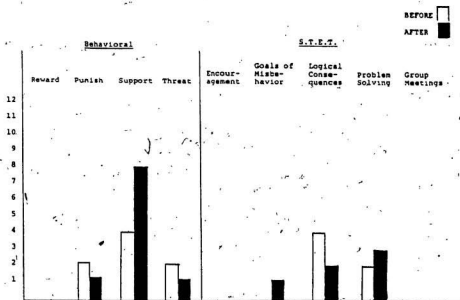


Figure 4-5: Frequency of Behavioral and STET Strategies Reported in Participant #2's Responses to 12 Vignettes Before and After the STET Program.

were observed in the Participant's responses after completing the program. Of the eight incidences of support being advocated, four involved instructional methods, ("Begin Joe on a task that you both believe he is capable of achieving.", "Give her less work to do so she can concentrate on quality.", "Activities can be assigned to improve attention span.", and, "Have Jeff tested to see where his ability level really is and try to work with him from there."). There were two examples of support involving the use of peers, ("Tomorrow have them work on a shared project.", and, "Have Linda participate in small group activities."). There was one incident each of utilizing parents for support, ("Discuss the problem with her parents as this would seem to be a problem that is coming from home."), and providing comfort/reassurance, ("It's not important that work be perfect. It is normal for people to make mistakes."). There was one example each

of a threatening/pressuring approach, ("Tell her that you do not want her to tell you what the other children do.") and a possible punitive response involving parents, ("Have the office contact her parents so you can talk to them as soon as possible."). Again, no rewards were used.

Analysis for the presence of STET-related responses indicated some increase. Use of individual problem solving techniques increased to three incidences, ("It would be better to meet him in a private setting to discuss with him adjusting the work to his needs.", "Talk to Tom after school...Have him think of ways to earn money to eliminate the need of having him take it from someone else.", "Mark there must be a problem here. Let's see what the reasons might be why the boys don't want you to play with them.", and "Discuss the problem with her parents as this would seem to be a problem that is coming from home."). A possible goal of misbehavior (attention) is alluded to with the appropriate strategy employed, ("Remind the class that the test is to begin. Ignore Audrey totally."). The use of logical consequences was less evident than on the pretest and found on two occasions, ("Put Bill in a space by himself." and "Roger, you do not have your work done. We need to work out a schedule of after-school times so that you can do it."). There was no evidence of utilizing the group/class for advice to solve a problem or of using encouragement.

Thus it appeared that this individual used mainly supportive strategies plus some STET-advocated approaches before completing the program. Afterwards he showed a large increase in the use of supportive strategies and a combination of an increase and reduction in STET-related approaches.

Identification of Problem Ownership

This Participant correctly identified four Vignettes for problem ownership on the pretest and six on the posttest. Figure 4-5 indicates there was little change in the distribution of the number of Vignettes which were assigned the various types of ownership. However it was evident this individual classified the majority of the Vignettes as student-owned problems.

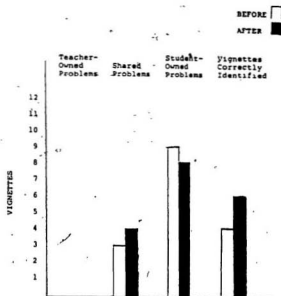


Figure 4-6: Frequency of Vignettes Assigned to Each Category of Problem Ownership By Participant #2, Before and After Receiving the STET Program.

Weekly Ratings

Figure 4-7 reveals this Participant's weekly ratings of the STET sessions were quite high; especially in the areas of satisfaction with the sessions and practicality of the ideas presented. Self-ratings of confidence in being able to implement the ideas were generally high, while scores on degree of participation were lower for the majority of the sessions. Attendance at the sessions was not regular.

Self-Efficacy and Teacher's Responsibility

There appeared to be a substantial increase in the Participant's self-efficacy scores (Pre SE= 65.8; Post SE= 75.4). This higher score contrasted with decreased scores in responsibility. Similar to Participant #1, this individual

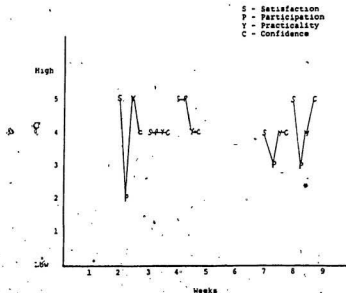


Figure 4-7: Participant #2's Evaluation of the Weekly STET Sessions on 4 Variables: Satisfaction With the Session, Degree of Own Participation, Practical Use of Information, and Confidence in Using the Skills Taught.

showed a lowered responsibility for student failure after the program. Unlike Participant #1 however, he did not have a higher score of responsibility for student achievement before beginning the STET program (Pretest $R+= 52.6$, $R= 79.0$; Post $R+= 45.6$, $R= 55.3$).

Conclusion

Participant #2 gave positive ratings toward the sessions attended, with the exception of self-ratings on participation. Responses toward the Vignettes were primarily supportive with evidence of STET-advocated techniques also present on the pretest. Positive increases were observed after the program in the use of behavioral strategies while there was a combination of an increase and decrease in the use of specific STET strategies. The Participant's low attendance of the sessions and low feelings of participation in the sessions may have been a factor in

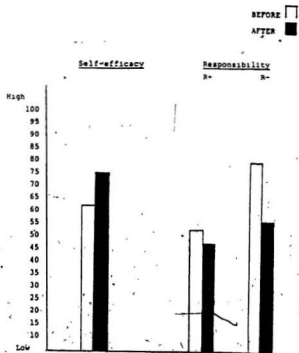


Figure 4-8: Participant #2's Scores on Self-Efficacy and Responsibility for Student Achievement Before and After Receiving the STET Program.

the outcome. Nevertheless, if this person's goal was to obtain a refresher to previous training in a TET course, his participation may have been sufficient for such a purpose. The increased score in self-efficacy would tend to support this notion. Perhaps there was some reaffirmation that strategies he was using were appropriate, in addition to new techniques being presented. The decrease in responsibility for student failure was not predicted however.

4.2.3. PARTICIPANT #3

This Participant did not state any goals before entering the program.

Strategies to Deal With Situations in Vignettes

Unlike the other Participants, this individual's responses towards the Vignettes were primarily threatening/pressuring approaches. Twelve were coded under this category, eight of which were examples of specific behavioral criticism, ("Do you think that's right, Tom? You have to make him virtuous for virtues sake, but if that doesn't work you take him where he is and threaten his.", "Now, Bill, do you see what you've done. You shouldn't have been up.", "You should not aim for perfection in these classes, Beth. We only have so much time.", "I'd tell the class to stop talking and listen.", "Pick up those papers fast, Audrey, and don't interfere like that again.", "You're interrupting the class. You have to do your work.", "This stuff is important to you. I'm working to teach you, you should work too.", and, "I'd tell her not to be such a tattler."). Two responses were categorized as threats involving others, ("Don't do it again or I'll phone your parents.", and, "If I couldn't make him do his work, I'd take him to the principal. I'll take you to the principal.") and the remaining two responses involved sarcasm/ridicule, ("This is ridiculous," in a tone meaning unacceptable.", and "Asking someone else would embarrass him a little, so he'll want to try not to get caught at it again."). There were four examples of supportive strategies, three involving the use of comfort/reassurance, ("I would probably go and tell him that I believe he can do this stuff.", "I'd get down low by her desk so I could catch her eye and ask how is it coming?", and, "I could see he can't concentrate and I could say, 'What's on your mind?'" and one involving the use of peers, ("I would tell the boys they should let Mark play."). On four occasions punishment was used; twice involving a physical approach, ("...get upset, and maybe shake him up, and tell him to sit in his desk and work." and, "Grab him and make him sit down."); once in the form of restitution ("Make Tom give back the money.") and the other example of punishment involved the parents, ("If it persisted, I would phone his parents."). There was no evidence of rewards being suggested.

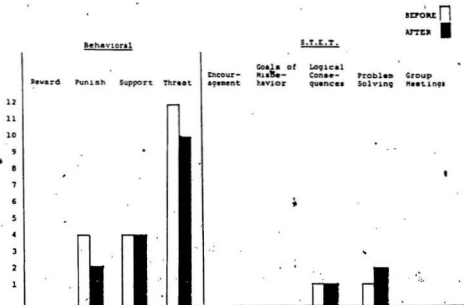


Figure 4-9: Frequency of Behavioral and STET Strategies Reported in Participant #3's Responses to 12 Vignettes Before and After the STET Program.

The presence of STET strategies was minimal, with one incidence each of the application of logical consequences, ("She just wouldn't get a picture put up unless she finished it on her own time.") and a problem solving approach, ("I'd see him after school. 'What's going on these days?'").

On the posttest there was evidence of ten threatening/pressuring responses, five of which were specific behavioral criticism, ("Work on that. What can you do? Maybe we need a rule for you.", "That's not very nice. Everyone plays together in this class or no one plays.", "Eyes up here everyone. I'm the teacher and I expect your attention.", "You have to pay attention. I'm here to teach you so you have to learn.", and, "Don't be a tattletale Betty."). Four of such

responses involved sarcasm/ridicule ("We're waiting for you Joe. Are you ready?", "Do you see the pain you've caused? Do you like to cause pain?", "Ask someone else. This would embarrass George.", and, "Now you have the class's attention Audrey. Are you glad?") and one response involved another adult, ("If this happens again you'll see the principal."). Supportive approaches were evident on five occasions, three of which were categorized under comfort/reassurance, ("Be gentle and accepting and not too demanding of the child.", "How are you getting along...", and, "Is there something on your mind? Can I help you?"). There was one example of support involving instruction ("He may need special ed."). Punitive strategies were evident twice in the form of restitution, ("Have him give the money back.") and once involving another adult, ("Go to the office. You won't listen to me so we'll see if you'll listen there."). Again, there was no evidence of rewards being used.

There appeared to be two situations where problem-solving strategies were employed, ("Try to get at the root of the problem. Have her recognize it and try to work on it.", and, "I might try to help him some more...probe to see where the problem is."). A logical consequence was applied once, ("Take in the picture and have her finish it on her own time...lunch, recess, home."). No further evidence of specific STET strategies was observed.

This Participant appeared to rely mainly on threatening/pressuring strategies to deal with the situations presented in the Vignettes before the program. The slight reductions in the use of punishment and threats were encouraging, but there were no increases in the use of more positive approaches. Overall there was little evidence of STET strategies being mentioned in the responses on the posttest.

Identification of Problem Ownership

The number of Vignettes correctly identified by this Participant remained the same on the posttest as the pretest (5). However the individual classified two more Vignettes as student-owned problems rather than shared problems.

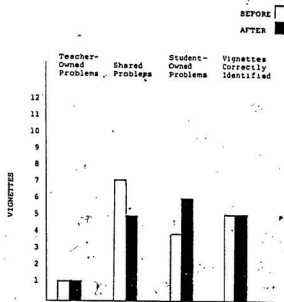


Figure 4-10: Frequency of Vignettes Assigned to Each Category of Problem Ownership and Correctly Identified for Problem Ownership. By Participant #3, Before and After Receiving the STET Program.

Weekly Ratings

Scores on the weekly variables for this individual were generally high overall, with confidence in being able to implement the ideas lowest for half of the sessions but higher for the last two sessions.

Self-Efficacy and Teacher's Responsibility

The Participant's self-efficacy score initially was quite high (Pre SE = 71.36) but showed little change on the posttest (Post SE = 75.50). Similarly there was basically little change in either of the RSAQ scores (Pre R+ = 50.8, R- = 54.3; Post R+ = 48.0, R- = 53.6).

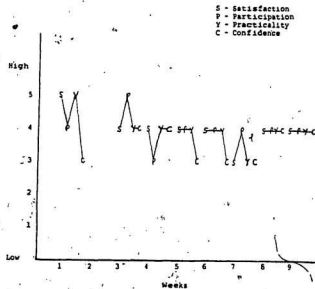


Figure 4-11: Participant #3's Evaluation of the Weekly STET Sessions on 4 Variables: Satisfaction With the Session, Degree of Own Participation, Practical Use of Information, and Confidence in Using the Skills Taught.

Conclusion

Thus it appeared Participant #3 relied primarily on the use of threatening/pressuring strategies in responding to the Vignettes both before the program and afterwards. Some positive movement was evident but not a substantial amount. Weekly ratings toward the program sessions were positive, with the exception of confidence in being able to implement the ideas being low on several sessions. A high degree of self-efficacy towards the situations in the Vignettes was maintained and there was little change in responsibility. Overall, there did not appear to be major changes for this individual as a result of the STET program. The decreases in use of punishment and threats was encouraging but more movement in these directions would have been desirable.

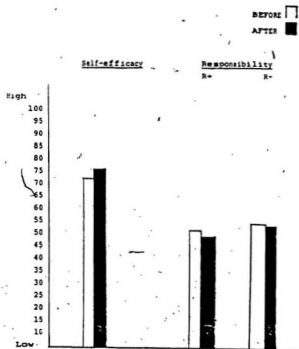


Figure 4-12: Participant #3's Scores on Self-Efficacy and Responsibility for Student Achievement Before and After Receiving the STET Program.

4.2.4. PARTICIPANT #4

The major goal for this individual was to obtain ideas for dealing with students who misbehave, for dealing with teachers and parents, and for more effective communication.

Strategies to Deal With Situations in Vignettes

This Participant used supportive strategies on eight occasions in the first completion of the questionnaire. Three of these involved the use of peers, ("Organize group games. Arbitrarily assign groups to ensure Mark is not excluded or the last one selected.", "...I would use small groups for discussion to make Linda more comfortable.", and, "Since Carl can do good work, but doesn't, I would use him to work with other students who may be having difficulties."). Three of the supportive approaches involved comfort/reassurance, ("I would tell Beth she is not an artist and therefore is expected to do only the best she can.", "Try to encourage him to participate and become more involved in class discussions, and praise him for his efforts.", and, "Let her know I am sensitive to her feelings but that I would like to have her share her ideas."). There was also one example of encouragement used, ("Have Beth show me the pictures she has done. Make light of the 'mistakes'. Discuss with Beth the good points of her picture.") and support was provided through instruction on one occasion as well, ("...make a list of his difficulties and try to get help for him in a remedial or special-ed class."). On five occasions there were threatening/pressuring responses, four of which were coded under specific behavioral criticism, ("I would tell Billy that although I realize he is enthusiastic and excited over his project, he cannot constantly disrupt the students and damage their property.", "I would talk to George about his inattentiveness and the effect this is having on his overall work...", "I would let him know that I do not like his behavior or his failing to complete his work.", and "I would tell her that I do not want her to tell on other students..."). There was one situation where a threat involving the students' parents was used, "I would tell Tom that since he is continuing to bully other students, I am going to contact his parents."). There was no evidence of arbitrary punishment or the use of rewards.

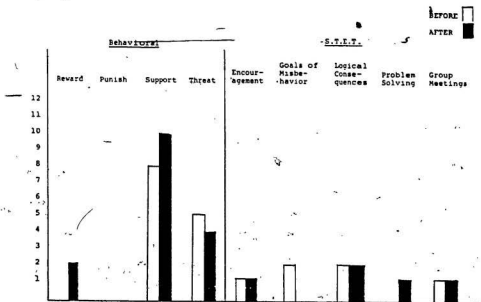


Figure 4-13: Frequency of Behavioral and STET Strategies Reported in Participant #4's Responses to 12 Vignettes Before and After the STET Program.

Analysis for the presence of specific STET strategies revealed two examples of the application of logical consequences, ("Inform Joe that you know he can do the assignment and if he does not want to do it now he can do it after school or recess, or lunch."), and, "Move Billy to a corner or an area where, if he gets out of his seat, he is away from the others and cannot disrupt their projects."). The identification of probable goals of misbehavior followed with the recommended strategy, was observed twice, ("I would not recognize Audrey or say anything to her at this time. She is seeking attention..."), and, "I would ignore what Betty told me because I do not want to reinforce her need to gain attention."). The strategy of asking the group/class for their input to help a situation was used once, ("I would use class discussions to talk about feelings and how they have felt when

they are left out.") as was the use of encouragement. There was no evidence of problem solving strategies.

After completion of the STET program this Participant showed an increase in the use of supportive strategies. Four of the ten supportive approaches involved the use of peers for support, ("Have Jeff act as a tutor for other students in the class who are less capable than he is.", "Use small group play in the class. Select Mark as the group leader.", "Use small group discussion.", and, "Use Carl as a tutor..."). Two of the supportive approaches were coded under comfort/reassurance, ("Jeff, I already know you-know the work." and, "Carl, you know the work."). The four remaining examples of support involved specific praise, ("Encourage Linda to speak up and praise the smallest effort."), the use of parents, ("He and his parents should be called in to a conference to discuss..."), the use of an instructional approach, ("Jeff has difficulty in coping and needs remedial help."), and the use of encouragement, ("Point out the positive aspects of Beth's picture. Let her know you appreciate her efforts."). There were four instances where threatening/pressuring strategies were used, three of which involved specific behavioral criticism, ("George, if you don't pay attention in class you will miss out on much of the information you will need to pass the course.", "Carl, I cannot tolerate your behavior.", and "I find it very annoying when you constantly tattle about the other students.") and one situation involving parents, ("Let him know his behavior is unacceptable and unless he refrains from bullying other children you will have to contact his parents."). The use of Rewarding approaches increased by two. In one case a special privilege was assigned, ("In order to give him positive means of gaining attention have him do jobs in the classroom or around school."), while in the other situation a contract was planned, ("Draw up a contract for Carl."). There was no evidence of the use of arbitrary punishment.

Analysis of the Vignettes for the presence of specific STET strategies revealed two examples of logical consequences being applied, ("Move Bill to a

section of the room where he can move around fully without disturbing others.* and, *If she continues to misbehave have her leave the group without further discussion.*). One example of the use of the group/class to provide input in solving a problem was observed, (*Have students discuss how they feel about tattling.*) and; as mentioned earlier, there was one instance of the use of encouragement. Individual problem solving was evident once in the form of the contract planned (already coded under rewards) but there was no evidence of goal identification.

On the initial responses toward the Vignettes there was evidence of a variety of strategies used by this Participant. After the program there were indications of increased positive behavioral strategies (e.g., support and rewards) but little change in the use of the STET principles coded. Overall, the responses on both tests were of high quality.

Identification of Problem Ownership

For this Participant there was basically little change in the number of Vignettes correctly identified for problem ownership. Fewer Vignettes were classified as teacher-owned problems on the posttest, however.

Weekly Ratings

This individual's ratings on the variables of satisfaction, participation, and practical use of the ideas were high for each of the sessions. Confidence was high during the first two sessions, lower in the next four, and then high for the last two sessions.

Self-Efficacy and Teacher's Responsibility

This individual appeared to have a positive increase in self-efficacy after completing the STET program. Considering the Participant's initial high score (Pre SE= 70.8), an increase of over six points on the posttest would seem substantial (Post SE= 77.1). Further, the reduced standard deviation score on the posttest indicated more consistency in self-efficacy judgements toward the Vignettes.

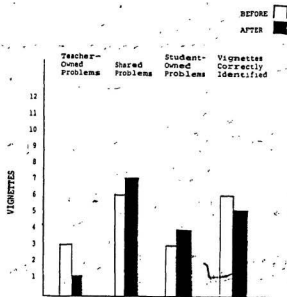


Figure 4-14: Frequency of Vignettes Assigned to Each Category of Problem Ownership and Correctly Identified for Problem Ownership By Participant #4, Before and After Receiving the STET Program.

The increases on the RSAQ were substantial (Pretest $R+ = 46.6$, $R- = 47.0$; Posttest $R+ = 60.0$, $R- = 68.3$) indicating substantial movement towards increased responsibility and an internal locus of control. The significant negative correlation between Pre $R+$ and Post $R-$ discussed previously (Table 4-5) has specific relevance here, as the difference between this Participant's scores are quite large.

Conclusion

It would seem that change has definitely occurred in Participant #4 after completing the STET program. Positive movement was evident in self-efficacy and self-responsibility for student achievement and failure. Scores were more consistent in self-efficacy as well. Written responses toward the Vignettes were of

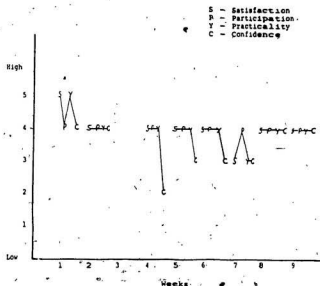


Figure 4-15: Participant #4's Evaluation of the Weekly STET Sessions on 4 Variables: Satisfaction With the Session, Degree of Own Participation, Practical Use of Information, and Confidence in Using the Skills Taught.

high quality before the STET program, and this was maintained with more evidence of support and rewards, and less use of threats. Positive movement was not evident with respect to identification of problem ownership. The individual's weekly ratings toward the sessions were high overall, but were lower on the confidence variable in four of the sessions. Both STET leaders were impressed with this person's participation in the sessions and proficiency in using the skills taught.

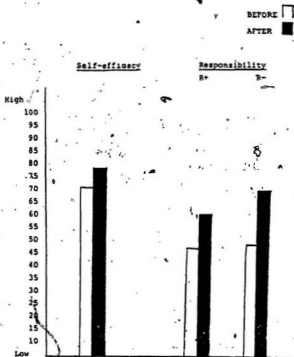


Figure 4-18: Participant #4's Scores on Self-Efficacy and Responsibility for Student Achievement Before and After Receiving the STET Program.

4.2.5. PARTICIPANT #5

The goals of Participant #5 were to improve relations with students, learn more about discipline, and decrease frustrations in dealing with students.

Strategies to Deal With Situations in Vignettes

The responses of this Participant toward the Vignettes contained five threatening/pressuring approaches all classified as specific behavioral criticism, ("Confront Tom and make him aware of his wrong behavior.", "I would speak harshly to Bill and make him aware of what he had done, probably more to satisfy my own frustration than to help him.", "I would point out to the other students that they were not acting in a proper way with Mark.", "Carl is lazy...Reasoning with him is not enough. I would be firmer with demands for work from him.", and, "I would go to some trouble to tell her that it was not appropriate for one student to tell on another though not at this exact time."). There was evidence of four supportive approaches used, two of which were instructional, ("Keep returning to him and asking more questions to ensure he is listening.", and, "Go over the material again. See if you can find another way to approach this that would make it clearer for him."); one involved comfort/reassurance, ("Communicating with Linda requires special patience and attention."), and one of encouragement, ("I would point out similar things he had done well in the past that indicate his ability to cope with this."). Punishment was evident on three occasions, and involved restitution, ("I would make him apologize and give the money back to Sam."); loss of privilege, ("...deprive him of something he likes-hockey, gym, etc."); and, another adult, ("I would report it to the office and not let the student back in class until he reported to the office."). The use of a reward in the form of a special privilege was observed, ("I would find something special for Mark to do that would distract him from the rejection of the other students.").

An analysis for STET techniques revealed the presence of one each of logical consequences, ("If this was a repeated problem I'd insist they pass in the first and

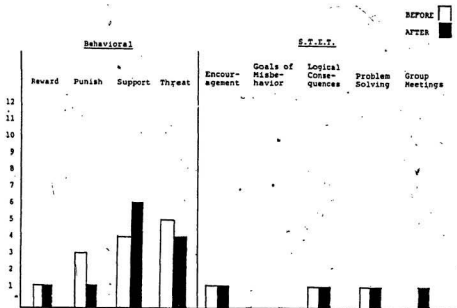


Figure 4-17: Frequency of Behavioral and STET Strategies Reported in Participant #5's Responses to 12 Vignettes Before and After the STET Program.

only copy."); problem solving, ("Perhaps she will respond better after school. Then you could draw her out more."); and encouragement, as mentioned previously.

After the completion of the STET program, supportive techniques were evident on six occasions, two of which involved instruction, ("You might have been well advised to move things around a bit so he would not have so much activity as the art class afforded.", and, "Go back over the learning steps-at some other time and try to find the point he goes astray."). The other supportive strategies included the use of peers, ("Point out some strengths to his classmates so they can see him differently."); the use of comfort/reassurance, ("Consistent but gentle attention might help Linda to open up a bit."); the use of encouragement,

(*Find concrete examples that illustrate his abilities and convince him that he is able to do these things well.*); and a 'kid gloves treatment', (*Your concern or at least your show of it and the patient attention of the class might show her that she is putting everyone out.*). Threatening/pressuring responses were observed on four occasions, (*Point out to Tom that this is not acceptable behavior in your classroom.*), (*Point out to Bill the result of his actions and elicit an apology from him.*), (*Firm but gentle pressure for better work and behavior...*), and, (*Point out to her that mature people don't do this.*). Punishment and rewards each were evident once, (*I would have to send him to the principal for attention in this case.*), and, (*Give him a more active role...Perhaps he could serve as a class notetaker or secretary.*).

There was evidence of each of the following; logical consequences, (*I would have her look over all her start-overs and have her select the one she thought was best even though unfinished.*); problem solving, (*Stay after school and check her seatwork when she is better able to talk to you.*); group/class meeting, (*Perhaps the class could help to explore the reasons for Tom's behavior.*); and encouragement.

Participant #5 used a combination of mainly threats, support, and punishment and some STET-advocated techniques in replying to the Vignettes initially. The posttest showed evidence of more support, and less punishment and threats. No changes in specific STET strategies were evident.

Identification of Problem Ownership

There was basically no change either in the number of Vignettes correctly identified for problem ownership, nor in the distribution for this Participant.

Weekly Ratings

Examination of Figure 4-10 revealed this individual's self-ratings on participation consistently received lower scores than on the other variables. Overall, scores were somewhat lower for this Participant compared to the other members of the group previously discussed.

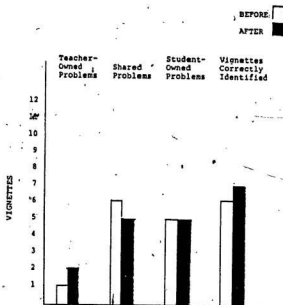


Figure 4-18: Frequency of Vignettes Assigned to Each Category of Problem Ownership and Correctly Identified for Problem Ownership By Participant #5, Before and After Receiving the STET Program.

Self-Efficacy and Teacher's Responsibility

There was basically no change in this Participant's self-efficacy on the posttest even though the individual's score was initially low on the pretest (Pre SE= 46.6; Post SE= 49.6).

Interestingly there appeared to be a slight increase in the responsibility for student achievement (Pre R+= 49.5, Post R+= 54.0), but a slight decrease in the responsibility for student failure (Pre R-= 64.0, Post R-= 57.3). With reference to Table 4-4 however, it appears that positive change has occurred considering the relation between the Pre R+ and Post R- scores.

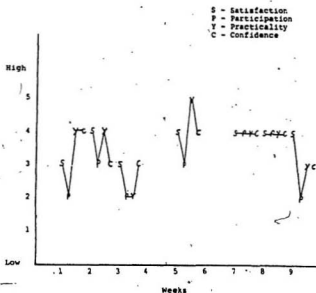


Figure 4-19: Participant #5's Evaluation of the Weekly STET Sessions on 4 Variables: Satisfaction With the Session, Degree of Own Participation, Practical Use of Information, and Confidence in Using the Skills Taught.

Conclusion

For this individual some positive change has occurred in the responses to the Vignettes but there was no evidence of increased use of specific STET techniques. Self-ratings on participation in the sessions were consistently lower than the other variables and self-efficacy did not change substantially. Possibly the individual's lack of participation in the sessions were indicative of a hesitance in practising the skills taught and related to little increase in self-efficacy even though initial scores were quite low.

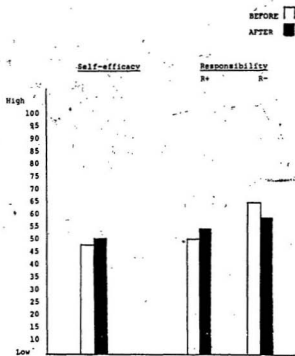


Figure 4-20: Participant #5's Scores on Self-Efficacy and Responsibility for Student Achievement Before and After Receiving the STET Program.

4.2.6. PARTICIPANT #8

This person's goals were to find a balance between authority and leniency, and to be able to handle severe discipline problems more effectively.

Strategies to Deal With Situations in Vignettes

Compared to the other Participants, this individual's responses to the Vignettes before attending the STET program were primarily supportive when analyzed using Brophy's coding. Of the seven examples of supportive strategies three involved instructional techniques, ("I'd try to spend more time with Joe.", "I'd put him in the front desk.", and "I'd go over the material again."); comfort/reassurance was evident twice, ("Joe I know you're having trouble right now but if you do a little at a time I'm sure it will get easier.", and, "I think you probably feel bad Mark but please give the other boys a chance."); encouragement was observed once ("Wow, that's a great picture Beth. I can't wait to see it finished."); and support involving peers was used once, ("I'd speak to the other boys and ask them to let Mark play."). Three examples of threatening/pressuring approaches were located, ("Audrey, please put these things back as quickly and quietly as you can.", "You're certainly able to do better work than this.", and "I don't listen to tales, Betty."). There was one instance of punishment being applied in the form of the loss of a privilege, ("I'd take away the paper airplanes."). No rewarding strategies were observed.

Evidence of problem-solving strategies were identified on three occasions, ("I'd speak to Tom privately...Tom, would you like to tell me about it.", "I'd speak to him privately in the corner. 'Is there something wrong?'", and, "I'd try to find out if there was anything bothering her. 'How are you doing?'"). As already mentioned, encouragement was used once while the application of a logical consequence was evident once as well, ("I'd set Bill up in a section of the room to quiet him down."). There was no evidence of the identification of the goals of misbehavior or of asking the group/class for help with a situation.

The Participant's responses after completing the STET program revealed

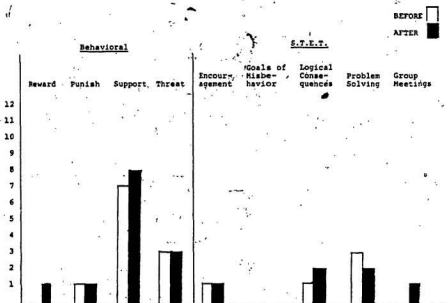


Figure 4-21: Frequency of Behavioral and STET Strategies Reported in Participant #6's Responses to 12 Vignettes Before and After the STET Program.

supportive strategies were used in eight situations. There were two occasions where instruction was employed, ("I'd move him to the front of the room to get his attention.", and "Spend more time reviewing with him."). However, peers were utilized in three situations this time, ("Call a class meeting.", "I'd organize some classroom games which would include Mark.", and "Organize small group discussions so she'd have to talk to her peers instead of me."). Comforting/reassuring responses were evident twice, ("Try to get him to attempt a little. 'I think you can do it'. Help build self-esteem.", and, "I'd ask him to stay so I could talk to him. Is there something you're upset about?"). There was evidence of one encouraging approach, ("I'd praise it's [picture] good points to build self-confidence."). There were three Vignettes where threatening/preponses were observed, ("I'd tell Audrey to leave the papers where they were and return

to her seat.", "Pay attention please George.", and "I don't listen to tales."). The use of punishment, ("Move Carl to an isolation spot.") and rewards, ("I'd try to make a contract with him for work done.") were each evident once.

Examination for the presence of STET strategies indicated logical consequences were used twice, ("Move Bill to a spot away from others.", and "I'd accept the picture as it is.") as were individual problem solving techniques, ("I'd try to make a contract with him...", and "I'd ask him to stay so I could talk with him. 'Is there anything you're upset about?'"). There was one example each of using the group/class for assistance, ("Call a class meeting.") and the use of encouragement, ("I accept the picture as it was. I'd praise its good points to build her self-confidence."). An increase in goal identification was not observed.

It would appear that this Participant relied mainly on supportive approaches to handle the situations in the Vignettes, on the pretest and posttest. The use of STET-advocated approaches were evident as well, but there did not seem to be any changes after completion of the STET program.

Identification of Problem Ownership

This Participant's ability to correctly identify problem ownership remained at the same level on the posttest as the pretest (5). Two more Vignettes were perceived as shared problems on the posttest (8).

Weekly Ratings

In the initial sessions, satisfaction received high ratings and confidence much lower scores. Confidence was higher in the later sessions, and overall, responses were quite varied and dependent on the particular session.

Self-Efficacy and Teacher's Responsibility

Very little change was observed in this Participant's responses on either tests. The pretest score on self-efficacy was Pre SE= 55.0, while on the posttest it was Post SE= 53.9. Similarly, the RSAQ scores showed no significant increase, (Pretest R+= 49.3, R-= 50.0; R+= 52.3, R-= 51.3).

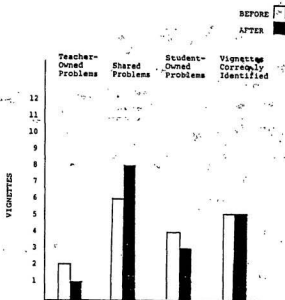


Figure 4-22: Frequency of Vignettes Assigned to Each Category of Problem Ownership and Correctly Identified for Problem Ownership By Participant #6, Before and After Receiving the STET Program

Conclusion

It would seem that little change has occurred for this Participant on either of the measures. The responses on the Teacher's Weekly Questionnaire indicate Participant #6 felt strongly positive toward some sessions, substantially less toward others, and had a combination of high satisfaction but lower confidence with others. This is a possible explanation for the outcome.

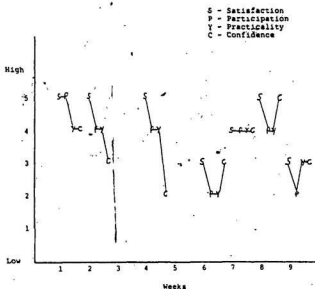


Figure 4-23: Participant #6's Evaluation of the Weekly STET Sessions on 4 Variables: Satisfaction with the Session, Degree of Own Participation, Practical Use of Information, and Confidence in Using the Skills Taught.

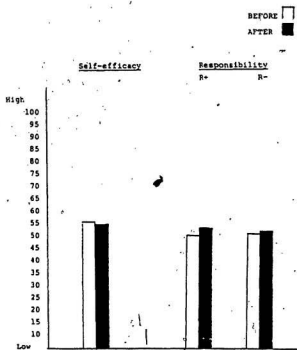


Figure 4-24: Participant #6's Scores on Self-Efficacy and Responsibility for Student Achievement Before and After Receiving the STET Program.

4.2.7. PARTICIPANT #7

This person's goals were to understand more of why a child behaves a particular way and what can be done to change this behavior, and to be more positive at all times.

Strategies to Deal With Situations in Vignettes

On the pretest this Participant gave five responses, two of which were global behavioral praise, ("Start by praising him in areas where he is successful.", and, "Maybe by giving her praise and encouragement she will gain a better image."). There was one example each of comfort/reassurance, ("Since he works hard and is still having difficulty, all one can do is offer help and encouragement."); 'kid gloves' treatment, ("Tom is being the class bully to seek attention. Ignore as much bad behavior as possible."); and one supportive approach recognizing the need to be motivated, ("He needs to be challenged."). There was one incident each of the use of threat/pressure, ("I would tell Betty to feel responsible for only her own behavior..."); punishment, ("Action should have been taken earlier. He could have stayed back from gym."); and rewards, ("Keep him busy by having him help you and other students.").

The only evidence of specific STET techniques was the lone example of goal identification, ("Audrey is seeking attention. It would be best to say nothing and begin the test.").

On the posttest there were six incidences of supportive strategies used. Two of these were involving comfort/reassurance, ("Give her plenty of positive reinforcement as she begins.", and, "I know you understand what we are talking about..."). There were also two situations involving the use of instruction, ("Give her small chunks of work to do.", and, "Maybe if Jeff were asked a question right at the onset he may remember better since one tends to remember the beginning better."). There was one involving global praise, ("Since she is bright there must be lots of chances to give Linda positive reinforcement and encouragement."), and one recognizing the need for motivation, ("Gordon needs to be motivated."). No threatening, punitive, nor rewarding strategies were evident.

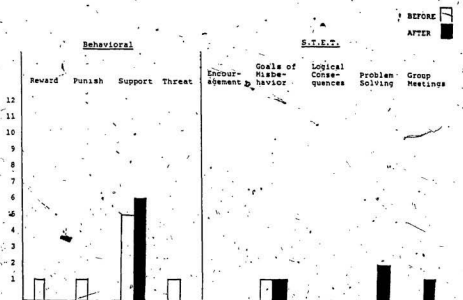


Figure 4-25: Frequency of Behavioral and STET Strategies reported in Participant #7's Responses to 12 Vignettes Before and After the STET Program.

There were two examples of possible problem-solving techniques used, ("Maybe if the teacher had discussed this with Roger she would have found out why he wasn't doing the seatwork.", and, "There is a reason for Betty being a tattler. Try to find out why she behaves as she does."). Finally there was one example each of the use of the group/class, ("Talk to the students and without being mean have them think how they would feel if they were excluded from the game."), and, of goal identification, ("Ignore as much of this behavior as is possible. Audrey is using this technique to seek attention.").

Participant #7 used predominantly supportive strategies on the pretest and just one specific STET-related technique. On the posttest there was evidence of

the use of additional STET-related techniques and positive behavioral-related strategies.

Identification of Problem Ownership

This individual correctly identified three Vignettes for problem-ownership on the pretest and five on the posttest. This increase was no doubt influenced by the Participant classifying all twelve Vignettes as describing situations with shared problems on the posttest.

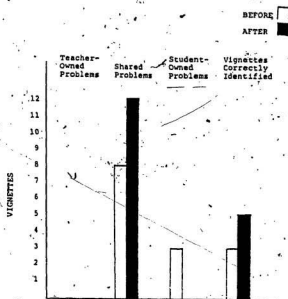


Figure 4-26: Frequency of Vignettes Assigned to Each Category of Problem Ownership and Correctly Identified for Problem Ownership By Participant #7, Before and After Receiving the STET Program.

Weekly Ratings

This individual, like most of the group, scored highest on the satisfaction variable. Self-ratings for participation and confidence were consistently lower throughout the program however.

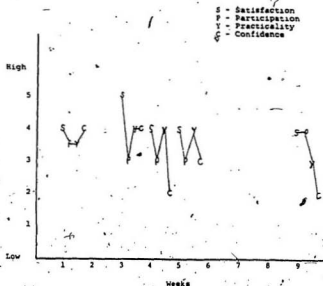


Figure 4-27: Participant #7's Evaluation of the Weekly STET Sessions on 4 Variables: Satisfaction With the Session, Degree of Own Participation, Practical Use of Information, and Confidence in Using the Skills Taught.

Self-Efficacy and Teacher's Responsibility

A substantial increase in this Participant's self-efficacy was observed, (Pre SE= 49.7, Post SE= 60.0). However a decrease in responsibility was very evident, (Pretest R+= 61.0, R= 52.6; Posttest R+= 31.0, R= 23.3). Again, the significant negative correlation found between Pre R+ and Post R- scores in Table 4-5 was partially due to this person's scores.

Conclusion

It would seem that some positive changes have occurred in Participant #7's responses to the Vignettes. Positive growth in self-efficacy has occurred as well. In contrast to the positive changes, a large reduction in responsibility for student success and failure was evident. According to the STET leaders, some resistance from this individual towards the program's ideas was evident.

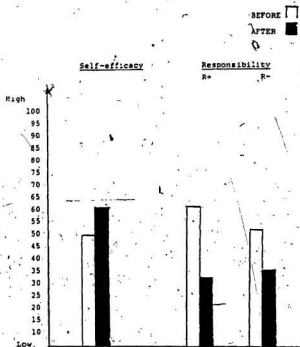


Figure 4-28: Participant #7's Scores on Self-Efficacy and Responsibility for Student Achievement Before and After Receiving the STET Program.

4.3. Summary

This chapter has presented the results of the study; first through a statistical group analysis and, then through individual profiles of the seven Participants. Further discussion of the results will occur in the following chapter, in addition to program recommendations and recommendations for further research.

Chapter 5

DISCUSSION

This chapter will address the hypotheses stated in Chapter 1 and analyze and draw conclusions from the research findings. Recommendations for future use of the STET program will be supplied as well as suggestions for further research.

5.1. Research Analysis

HYPOTHESIS #1

Teachers who participate in the STET program will show a significant change in their reported sense of self-efficacy as measured by their ratings of confidence in being able to cope with situations described in Vignettes depicting students with chronic behavior problems. Three of the Participants (#2, #4, #7) displayed major gains in their reported sense of self-efficacy, as determined by their responses to 12 Vignettes before and after completion of the STET program. One individual (#3) showed a small increase, one showed a small decrease (#1), and there was basically no change for the remaining two Participants (#5, #6).

It was interesting to observe a distinct grouping of four Participants (#'s 1 to 4) who had a significantly higher sense of self-efficacy before entering the STET program and after completion, in comparison to the remaining three members. A t-test of independent samples confirmed the significance. The same four individuals not only had higher scores of self-efficacy, but showed less variability in their self-efficacy judgements towards the Vignettes after the program.

Thus while the results were not the same for all seven individuals, there did appear to be evidence that the STET program had a positive effect on some Participants.

HYPOTHESIS #2

Teachers who participate in the STET program will show a significant movement toward an internal locus of control as measured by the Responsibility for Student Achievement Questionnaire (RSAQ). With the exception of one individual (#4) there was basically no increased movement observed toward an internal locus of control, as measured by the RSAQ. For two individuals (#2, #7) there were major decreases in post test scores, indicating movement towards an external locus of control. With respect to the total responses on the RSAQ, the distinct grouping of the four highly self-effacious Participants previously discussed was not evident.

Post-hoc intercorrelation analysis of the total sample of self-efficacy and self-responsibility scores revealed significant findings. For two Participants (#1, #7) there was a significant negative correlation between responsibility for student achievement before the STET program and responsibility for student failure after the program. For Participants #4 and #5 the reverse was true; a lower sense of responsibility for achievement on the pretest was followed by a higher sense of self-responsibility for student failure after completing the STET program.

The results indicate that the Participants in the STET program did not show a significant movement toward an internal locus of control as measured by the Responsibility for Student Achievement Questionnaire (RSAQ). It is plausible that the shorter version of the STET program did not provide sufficient time to change attitudes in the group.

HYPOTHESIS #3

Teachers who participate in the STET program will use more STET-related strategies when teaching students as measured by their written responses to situations described in Vignettes depicting students with chronic behavior problems. A review of the Participants' written responses to the Vignettes indicated little change in their use of the specific STET techniques such as identifying possible goals of misbehavior, providing encouragement, and applying logical consequences, problem solving, or group meetings to situations.

A behavior analysis of their responses did reveal interesting findings, however. As a group it appeared that the Participants did change. There was evidence of less threatening/punishing responses and more rewarding/supportive responses to the situations described in the Vignettes. For all Participants except one (#3), responses were predominantly more supportive than threatening or punishing after completion of the program.

Thus while actual use of specific STET techniques did not appear to have increased, movement towards STET-advocated strategies seems to have occurred. The use of support with less reliance on threats and arbitrary punishment are steps in the direction of a more democratic system of classroom management. The lack of more evidence for the Participants' use of specific STET techniques may be due to an insufficient amount of time available in the short version of the program. Indeed, after the program was completed the Participants commented that they felt more time was needed to discuss their own experiences and difficulties with problem students. There was support for the hypothesis.

HYPOTHESIS #4

Teachers who participate in the STET program will show a significant change in their ability to identify problem ownership as measured by their written responses to situations described in Vignettes depicting students with chronic behavior problems. The results indicated that the Participants did not show an increase in their ability to identify problem ownership for the situations described

in the Vignettes. The Participants had a tendency to view the Vignettes as depicting shared problems, with very few responses indicating solely teacher-owned or solely student-owned problems. This hypothesis is not supported and it would appear that more time was needed for the Participants to grasp this concept of identifying who owns the problem.

HYPOTHESIS #5

Positive changes in teachers' locus of control and self-efficacy will be dependent on teachers' increased ability to identify problem ownership and use of more STET-related strategies. This hypothesis was difficult to address since there was only one Participant who showed a positive change in locus of control after completion of the STET program (Participant #4). Also, there were no major increases in ability to identify problem ownership among the Participants.

Since three individuals did show increased scores in self-efficacy (#2, #4, and #7) it would appear that the acquisition of a different approach to classroom management in itself was sufficient to increase their sense of self-efficacy toward the Vignettes in itself. Increased ability to identify problem ownership did not seem to play an important role in changing their self-efficacy scores. Whether more positive changes in locus of control and self-efficacy would have been observed if Participants showed increased ability to correctly determine problem ownership cannot be determined by this study. The hypothesis is neither confirmed nor unconfirmed.

HYPOTHESIS #6

There will be a significant relationship between teachers' ongoing attitudes toward themselves and the STET program during the program, as measured by the Teachers Weekly Questionnaire, and their subsequent reports of self-efficacy, locus of control, and classroom management strategies. A significant relationship was not established between the Participants' ongoing attitudes during the program as measured by the Teacher's Weekly Questionnaire, and their subsequent reports on the tests administered after their completion of the STET program. Participants' responses throughout the program tended to be

favourable, however, with most scores near the 4 mark on a 5-point scale. There were no extremely negative reactions to a particular session. Discussions with the STET leaders after the program supported this finding as they received positive reactions from all Participants in the program. The responses to the program were favourable but the outcomes were too diversified to be able to establish a definite link between ongoing reactions and final results.

5.2. Interpretation of the Results and Conclusions

An analysis of the results led to the following conclusions and interpretations.

1. The Systematic Training for Effective Teaching Program(STET) appears to have potential to significantly change one's sense of self-efficacy as measured by the teachers' responses to written situations depicting students with chronic behavior problems. Change may be influenced by the particular characteristics and attributes an individual possesses before entering a program. The Participants' comments after the program indicated a need for more time to cover the material presented and allow for further discussion of individual cases. Had these been provided, perhaps all teachers' self-judgements of their ability to effectively handle classroom situations would have increased.

2. The Systematic Training for Effective Teaching Program(STET) did not appear to positively affect teachers' sense of locus of control as measured by the Responsibility for Student Achievement Questionnaire (RSAQ). The shorter version of the STET program does not seem to provide sufficient time to effect change toward an internal locus of control for most individuals.

3. The Systematic Training for Effective Teaching Program(STET) appears to have a positive influence toward encouraging a more supportive and less threatening/punitive approach to classroom management in teachers, as measured by their written responses to situations described in Vignettes depicting students

with chronic behavior problems. The shorter version of the program does not ensure that teachers will acquire and use specific STET strategies, but movement towards a more democratic and less autocratic approach to classroom management is attainable.

4. The Systematic Training for Effective Teaching Program (STET) does not seem to affect teachers' ability to identify problem ownership, as measured by their written responses to situations described in Vignettes depicting students with chronic behavior problems. It would appear that more time needs to be addressed on this topic in the STET program if teachers are expected to develop this skill.

5. The relationship between increased ability to identify problem ownership and use of more STET-related strategies, and positive changes in locus of control and self-efficacy has not been established in this study. The variety of responses recorded from the Participants prevents this researcher from arriving at a conclusion.

6. A significant relationship between teachers' ongoing attitudes toward themselves and the STET program during the program, and their subsequent reports of self-efficacy, locus of control, and classroom management strategies was not established. Although ongoing attitudes were generally positive amongst the group members, the outcome scores were diverse.

7. The teachers' attitudes and skills before they entered the STET program appear to have played a major role in the final results. Indeed changes can not be evaluated on the same basis for all individuals if the teachers are at different levels initially.

8. The Participants were generally positive toward the program (and the leaders). Some of their recommendations were:

1. The STET program should be offered to individuals in teacher training, perhaps as part of the Bachelor of Education program.

2. The STET program should be offered at individual schools, with the administration required to participate.
3. One meeting each week is too much; a meeting should be held every two weeks, preferably not on Mondays.
4. There should be more group building exercises at the beginning of the program, to make members more at ease.
5. More time should be made available to allow teachers to present individual cases and receive feedback on how to deal with situations.
6. More time should be spent on practising skills presented at the meetings (eg. communication skills).
7. More training would be necessary for the teachers to become STET leaders.

5.3. Recommendations

1. It is recommended that the study be replicated with the following changes. A larger group of subjects should be used. A control group of subjects should be included, who would be given both the pretests and posttests. The sessions should be extended to allow for sufficient discussion and practice of the skills taught. Indeed the validity of the study can be verified only with a much larger sample, a control group, and presentation of the complete STET program.

2. Additional studies should be conducted to study the effects of the STET program on students as well as their teachers.

3. Researchers should make an effort to determine the unique abilities and attitudes of their subjects before beginning teaching effectiveness programs, in order to ensure the individual's needs are addressed.

4. Future studies could examine the data to determine whether subjects have attained their previously stated goals. This may provide further insight into program effectiveness.

5.4. Conclusion

The problems inherent in educational research involving volunteer subjects and attitude change make it difficult to arrive at conclusive results which are generalizable. The sacrifice of some strict controls in order to provide research on relevant issues is sometimes necessary.

It would appear that the Systematic Training for Effective Teaching Program (STET) has potential for improving teachers' effectiveness in handling students. However, it is dependent to a degree, on the unique characteristics which an individual possesses before entering such a program. The result of taking such a program may be a diversity of outcomes in both skill acquisition and attitude. With this consideration in mind, this study may serve as a foundation for further research on the program and provide support for the possible introduction of such a program into teacher training institutions.

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Appendix A
Letters of Correspondence

Intentions of Study

February 4, 1985

Mr. Lawrence Ryan
Educational Psychologist
Roman Catholic School Board

Dear Mr. Ryan:

This refers to our recent discussion concerning my interest in evaluating the Systematic Training for Effective Teaching (STET) program as my thesis topic in partial fulfillment of the Master of Education program at Memorial University. —

I understand Mr. Benny Dalton, Guidance Counsellor at St. John Bosco, will be offering the STET program and there is a possibility you and Mr. Dalton may conjointly offer STET to another group of teachers. Should the teachers agree, I would like to study what effects the STET program has on their attitudes related to teaching.

Specifically, I intend to utilize questionnaires to measure teachers' sense of self-efficacy, locus of control, and strategies for classroom management once before the STET program is initiated, and once afterward. As well, I will be asking the teachers to complete brief questionnaires after each weekly session regarding their satisfaction with the program. The presenter will be asked to complete a similar form which should take only a few minutes.

As presenters you may find this ongoing information from the group useful feedback.

I would appreciate advance notification of your initial meeting with the teachers to enable me to visit and ask for their participation in this study. Naturally the confidentiality of everyone involved will be respected.

Thankyou for your initial support and I am looking forward to hearing from

you. You may reach me by calling either of the following: 737-8614 (M.U.N.) or 726-4866 (Res.).

Yours sincerely,
Anthony Alexander

cc. Dr. Glenn Sheppard
Department of Educational Psychology

Introductory Letter**S.T.E.T.****SHORT COURSE**

Dear Principal:

Beginning in February, a short course entitled "Systematic Training for Effective Teaching" will be offered to teachers from Kindergarten to Grade 8 in our system. The contents of the short course will include 14 topics, listed as follows:

1. Understanding Behavior and Misbehavior.
2. Understanding More About Students and Yourself.
3. Encouragement: The Prime Motivator.
4. Communication: Listening.
5. Communication: Expressing Ourselves to students.
6. Communication: Problem Solving Conferences.
7. Discipline as an Educational Process.
8. Discipline: Selecting the Appropriate Approach.
9. The Class as a group: Group Dynamics.
10. The Class as a Group: Group Leadership Skills.
11. The Class as a Group: Group Guidance.
12. The Class as a Group: Classroom Meetings.
13. Understanding Students with Special Needs.
14. Working with Parents.

Attached to this letter you will find copies of a brochure which gives more information about the S.T.E.T. program.

Please inform your teachers that there will be an introductory session held on Monday, Feb. 11th, 3:30 p.m. at the Catholic Information Centre. Teachers from St. John Boscoe, who have already taken the short course, will be present to talk about the value and limitations of the program. They will attempt to answer questions your teachers may wish to ask about the S.T.E.T. program.

Please discuss this letter at your next staff meeting and/or photocopy the information for your teachers.

Your teachers make no commitments by attending this initial session on Feb. 11th. Any teacher who decides to enroll in the Short Course can register at this time. (The sessions will be held on Monday afternoons from 3:30 - 4:30).

Thankyou for your cooperation.

S.T.E.T. Leaders

Ben Dalton - School Counsellor

Lawrence Ryan - Educational Psychologist

Letters of Appreciation

March 15, 1985

Mr. Benny Dalton & Larry Ryan
S.T.E.T. Leaders
c/o Roman Catholic School Board
Bonaventure Avenue, St. John's

Dear Benny and Larry:

Just a short note to express my appreciation for your assistance with my study of the Systematic Training for Effective Teaching program.

In recognition of the time your group members have contributed, I have attached a letter of gratitude. As well, I have requested some monies from the University for your group to use upon completion of the program. I would appreciate it if you would take a minute to read the attached letter to your group.

Once again, I thank you.

Yours sincerely,
Anthony Alexander
Graduate Student

Dear Group Members:

Thought I would take this opportunity to express my gratitude for your assistance thus far with my study of the Systematic Training for Effective Teaching program.

In talking to some of you I have become aware of your feelings with regards to the time required to complete the questionnaire given to you. This concern is perhaps heightened, considering the time you have already devoted to the weekly S.T.E.T. meetings. I fully appreciate your concern!

However, having already reduced the questionnaire to its present form I cannot perform further reduction for when you complete it a second time. I am under obligation to meet the research requirements for a master's thesis; standards of which are predetermined by the university. I hope you understand my position.

I can assure you that while you are being asked to initial the forms, your responses are being tabulated as a group. My interests are ultimately in how you feel as a group towards the S.T.E.T. program.

Once again, a sincere "thankyou" and I look forward to hearing from you in the future.

Yours sincerely,
Anthony Alexander
Graduate Student

Reminder to Complete Form

June 4, 1985

Dear S.T.E.T. Graduate:

Congratulations on your successful completion of the Systematic Training for Effective Teaching program (S.T.E.T.).

This is a final note of appreciation for your assistance in my evaluation of the S.T.E.T. program.

I am devoting all of my energies toward completing the project this summer which I hope will be of some benefit for Benny and Larry in their future use of the program. Unfortunately, the project can not be completed until I receive the final questionnaires.

I realize this is a hectic time of year for you as teachers. However, I am in "desperate" need of the completed questionnaires. If you have not already done so, I ask you to please forward the envelope as soon as possible (within a week?).

If you have any concerns or questions please call me at 726-4866 (Res.) or 737-8614 (M.U.N.).

Once again I thank you and good luck in your future endeavors.

Yours Sincerely,
Anthony Alexander
Graduate Student

Appendix B

Test Instruments

Responsibility for Student Achievement Questionnaire

DIRECTIONS

For each of the following questions, please give a weight or percent to EACH of the two choices according to your preferences. For example:

1. If most students complete a home assignment you make, is it usually:

a. _____ because of their personal motivation?

b. _____ because you were very clear in making the assignment understood?

You may feel that students complete assignments more because of personal motivation than because of your clarity in making the assignment. In that case, you might answer:

85%

a. _____

15%

b. _____

Or you may feel the opposite. The percentage will vary according to how strongly you feel about each alternative. You may see choice (b) almost totally responsible for students completing assignments and might give it 99%. Choice (a) would then get 1%. The two must always add to 100%.

1. If a student does well in your class, would it probably be:
 - a. _____ because that student had the natural ability to do well?
 - b. _____ because of the encouragement you offered?
2. When your class is having trouble understanding something you have taught, is it usually:
 - a. _____ because you did not explain it very clearly?
 - b. _____ because your students are just slow in understanding difficult concepts?
3. When most of your students do well on a test, is it more likely to be:
 - a. _____ because the test was very easy?
 - b. _____ because you let them know what you expect?
4. When a student in your class can't remember something you said just moments before, it is usually:
 - a. _____ because you didn't stress the point strong enough?
 - b. _____ because some students just don't pay attention?
5. Suppose your chairman or principal says you are doing a fine job. Is that likely to happen:
 - a. _____ because you've been successful with most of your students?
 - b. _____ because chairman and principals say that sort of thing to motivate teachers?
6. Suppose you are particularly successful in one class. Would it probably happen:
 - a. _____ because you helped them overcome their learning difficulties?
 - b. _____ because these students usually do well in school?
7. If your students learn an idea quickly, is it:

- a. _____ because you were successful in encouraging their learning efforts?
 - b. _____ because your students are basically intelligent?
8. If your chairman or principal suggests you change some of your class procedures, is it more likely:
- a. _____ because of his/her personal ideas about teaching methodology?
 - b. _____ because your students haven't been doing well?
9. When a large percent of the students in your class are doing poorly, does it usually happen:
- a. _____ because they have done poorly before and don't really try?
 - b. _____ because you haven't had the time to give them all the help they need?
10. When your students seem to learn something easily, is it usually:
- a. _____ because they were already interested in it?
 - b. _____ because you have helped them organize the concepts?
11. When students in your class forget something that you explained before, is it usually:
- a. _____ because most students forget new concepts quickly?
 - b. _____ because you didn't get them actively involved in learning?
12. When you find it hard to get a lesson across to particular students, is it:
- a. _____ because you haven't insisted on their learning earlier lessons?
 - b. _____ because they are just slow in understanding and learning?

13. Suppose you present a new idea to your students and most of them remember it, is it likely to be:

- a. _____ because you reviewed and re-explained the difficult parts?
- b. _____ because they were interested in it even before you explained it?

14. When your students do poorly on a test, is it:

- a. _____ because they didn't really expect to do well?
- b. _____ because you didn't insist they prepare adequately?

15. When parents commend you on your work as a teacher, is it usually:

- a. _____ because you have made a special effort with their child?
- b. _____ because their child is generally a good student?

16. If a child doesn't do well in your class, would it probably be:

- a. _____ because he/she did not work very hard?
- b. _____ because you didn't provide the proper motivation for him/her?

17. Suppose you don't have as much success as usual with a particular class. Would this happen:

- a. _____ because you didn't plan as carefully as usual?
- b. _____ because these students just had less ability than others?

18. If one of your students says, "Ya know, you're a pretty good teacher," is it probably:

- a. _____ because you make learning easy for that student?
- b. _____ because students generally try to get on a student's good side?

19. Suppose you find that many students are eager to be in your class. Do you think this would happen:

- a. _____ because most students feel you have a nice personality?
 - b. _____ because you encourage most of your students to learn well?
20. Suppose you are trying to help a student solve a particular problem but he/she is having great difficulty with it. Would this happen:
- a. _____ because you may not be explaining it at his/her level?
 - b. _____ because he/she is not used to being helped by adults?
21. When you find it easy to get a lesson across to a class, is it:
- a. _____ because you could get more students to participate in the lesson?
 - b. _____ because the lesson was an easy one to teach?
22. When a student in your class remembers something you talked about weeks before, is it usually:
- a. _____ because some students have that potential to remember things well?
 - b. _____ because you made the point interesting for that student?
23. If you are working with a student who can't remember a concept and he/she suddenly gets it, is it likely to happen:
- a. _____ because you gave him/her regular feedback on each learning step?
 - b. _____ because he/she usually works on something until he/she gets it?
24. When you are having a hard time getting your students interested in a lesson, is it usually:
- a. _____ because you didn't have time to plan the presentation well?

- b. _____ because your students are generally hard to motivate?

25. If one of your students says, "You're a rotten teacher!", is it probably:

- a. _____ because many of your students have learning problems?

- b. _____ because you haven't been able to give that student enough individual attention?

26. When your students seem interested in your lessons right from the beginning, is it:

- a. _____ because the topic is one which students generally find interesting?

- b. _____ because you were able to get most of the students involved?

27. If you were to discover most of the students in your class doing well, would it probably be:

- a. _____ because their parents were supporting the schools efforts?

- b. _____ because you had been able to motivate them to work hard?

28. When your students seem to have difficulty learning something, is it usually:

- a. _____ because you are not willing to really work at it?

- b. _____ because you weren't able to make it interesting for them?

29. If a parent is critical of you as a teacher, is it likely to be:

- a. _____ because you have difficulty getting that parents child to do the work you require?

- b. _____ because that parent's child is developmentally not ready to do well in your class?

2

30. On those days when you are depressed about teaching, is it:

- a. _____ because learning is a difficult activity for many of your students?
- b. _____ because you just weren't able to motivate students to work as hard as they should?

Vignettes

1. Joe could be a capable student, but his self-concept is so poor that he actually describes himself as stupid. He makes no serious effort to learn, shrugging off responsibility by saying that "that stuff" is too hard for him. Right now he is dawdling instead of getting started on an assignment that you know he can do. You know that if you approach him he will begin to complain that the assignment is too hard and that he can't do it.
2. This morning, several students excitedly tell you that on the way to school they saw Tom beating up Sam and taking his lunch money. Tom is the class bully and has done things like this many times.
3. Bill is an extremely active child. He seems to burst with energy, and today he is barely "keeping the lid on." This morning, the class is working on their arts projects and Bill has been in and out of his seat frequently. Suddenly, Roger lets out a yell and you look up to see that Bill has knocked Roger's sculpture off his desk. Bill says he didn't mean to do it, he was just returning to his seat.
4. Mark is not well accepted by his classmates. Today he has been trying to get some of the other boys to play a particular game with him. After much pleading the boys decide to play the game, but exclude Mark. Mark argues, saying that he should get to play because it was his idea in the first place, but the boys start without him. Finally, Mark gives up and slinks off, rejected again.
5. Beth has average ability for school work, but she is so anxious about the quality of her work, that she seldom finishes an assignment because of all her "start-overs." This morning you have asked the children to make pictures to decorate the room. The time allocated to art has almost run out and Beth is far from finished with her picture. You ask her about it and find out she has "made mistakes" on the other ones and this is her third attempt at a "good picture."
6. The class is about to begin a test. The room is quiet. Just as you are about to begin speaking, Audrey opens her desk. Her notebook slides off the desk, spilling loose papers on the floor. Audrey begins gathering up the papers, slowly and deliberately. All eyes are upon her. Audrey stops, grins, and then slowly resumes gathering papers. Someone laughs. Others start talking.
7. George's attention wanders easily. Today it has been divided between the discussion and various distractions. You ask him a question, but he is distracted and doesn't hear you.

8. Linda is bright enough, but she is shy and withdrawn. She doesn't volunteer to participate in class, and when you call on her directly, she often does not respond. When she does, she usually whispers. Today, you are checking seatwork progress. When you question her, Linda keeps her eyes lowered and says nothing.
9. Carl can do good work, but he seldom does. He will try to get out of work. When you speak to him about this, he makes a show of looking serious and pledging reform, but his behavior doesn't change. Just now, you see a typical scene: Carl is making paper airplanes when he is supposed to be working.
10. Roger has been fooling around instead of working on his seatwork for several days now. Finally, you tell him that he has to finish or stay in during recess and work on it then. He says, "I won't stay in!" and spends the rest of the period sulking. As the class begins to line up for recess, he quickly jumps up and heads for the door. You tell him that he has to stay inside and finish his assignment, but he just says "No, I don't!" and continues out the door to recess.
11. Betty seems younger than the other students in your class. She has difficulty getting along with them and is quick to tattle. She has just told you that she heard some of the boys use "bad words" during recess today.
12. Jeff tries hard but is the lowest achiever in the class. This week you taught an important sequence of lessons. You spent a lot of extra time with Jeff and thought he understood the material. Today you are reviewing. All the other students answer your questions with ease, but when you call on Jeff he is obviously lost.

Directions

Included with this form are 12 Vignettes depicting common classroom situations. Please read Vignette #1 and then turn to the Record Form #1 and answer the questions provided.

Then read Vignette #2 and answer the questions on the Record Form #2, and so on.

The first question for each of the Vignettes on the Record Form deals with the concept of "problem ownership". Since you may not be familiar with the concept, a brief description has been provided below.

Problem Ownership

Gordon (1974) has suggested that the identification of who owns a problem is important in examining classroom conflicts. He suggests that problems in teacher-student interaction can be divided into three (3) types:

1. Teacher owned problems- student behavior interferes with the teacher's meeting his/her own needs and causes the teacher to feel frustrated, upset, irritated, or angry.
2. Shared problems- teacher and student both own the problem, they both interfere with each other's need satisfaction.
3. Student owned problems- student's need satisfaction is frustrated by people or events which do not include the teacher.

Teachers are ultimately responsible for what occurs in their classrooms, and therefore have at least some degree of ownership in all problems that occur there. For the twelve (12) Vignettes attached to this Form, you are to indicate whether the student problem behavior depicts a primarily teacher owned problem, equally shared problem, or primarily student owned problem.

Try to respond as if the situation has just occurred in your class.

RECORD FORM

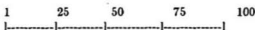
VIGNETTE #_ Indicate who is the primary owner of the problem (check one).

- PRIMARILY TEACHER OWNED PROBLEM
 SHARED PROBLEM
 PRIMARILY STUDENT OWNED PROBLEM)

Briefly describe what you would do if this occurred in your class. Why?

What would you say? Why?

Place an X along the line to indicate how confident you are in your ability to cope with this situation.



----->
 Confidence

1

INITIALS _____

Weekly Questionnaire

1. How did you feel about this meeting ?

1 2 3 4 5

Very
DissatisfiedVery
Satisfied

2. How much do you feel you participated in the session ?

1 2 3 4 5

Very
LittleVery
Much

3. How practical do you feel were the ideas presented in the session ?

1 2 3 4 5

Very
ImpracticalVery
Practical

4. How confident are you in your ability to implement the ideas presented in the session ?

1 2 3 4 5

Very
UnconfidentVery
Confident

5. How would you improve this session ?

Appendix C

Twelve Types of Problem Behavior

1. Failure syndrome- These children are convinced that they cannot do the work. They often avoid starting or give up easily. Signs: easily frustrated; gives up easily, says "I can't do it."
2. Perfectionist- These children are unduly anxious about making mistakes. Their self-imposed standards are unrealistically high, so that they are never satisfied with their work (when they should be). Signs: too much of a "perfectionist"; often anxious/fearful/frustrated about quality of work; holds back from class participation unless sure of self.
3. Underachiever- These children do a minimum to just "get by." They do not value school work. Signs: indifferent to school work; minimum work output; not challenged by school work; poorly motivated.
4. Low achiever- These children have difficulty, even though they may be willing to work. Their problem is low potential or lack of readiness rather than poor motivation. Signs: difficulty following directions; difficulty completing work; poor retention; progresses slowly.
5. Hostile aggressive- These children express hostility through direct, intense behaviors. They are not easily controlled. Signs: intimidates and threatens; hits and pushes; damages property; antagonizes; hostile; easily angered.
6. Passive aggressive- These children express opposition and resistance to the teacher, but indirectly. It often is hard to tell whether they are resisting deliberately or not. Signs: subtly oppositional and stubborn; tries to control; borderline compliance-with rules; mars property rather than damages; disrupts surreptitiously; drags feet.
7. Defiant- These children resist authority and carry on a power struggle with the teacher. They want to have their way and not be told what to do. Signs: 1) resists verbally (e.g., "You can't make me...", "You can't tell me what to do..."; makes derogatory statements about teacher to others); 2) resists non-verbally (e.g., frowns, grimaces, mimics teacher; arms folded, hands on hips, foot stomping; looks away when being spoken to; laughs at inappropriate times; may be physically violent toward teacher; deliberately does what teacher says not to do).
8. Hyperactive- These children show extensive and almost constant movement, even when sitting. Often their movements appear to be without purpose. Signs: squirms, wiggles, jiggles, scratches; easily excitable; blurts out answers and comments, often out of seat; bothers other children with noises, movements; energetic but poorly directed; excessively touches objects or people.

9. Short attention span/distractible- These children have short attention spans. They seem unable to sustain attention and concentration. Easily distracted by sounds, sights, or speech. Signs: has difficulty adjusting to changes; rarely completes tasks; easily distracted.
10. Immature- These children are immature. They have poorly developed emotional stability, self-control, self-care abilities, social skills, and/or responsibility. Signs: often exhibits behavior normal for younger children; may cry easily; loses belongings; frequently appears helpless, incompetent, and/or dependent.
11. Rejected by peers- These children seek peer interaction but are rejected, ignored, or excluded. Signs: forced to work and play alone; lacks social skills; often picked on or teased.
12. Shy/withdrawn- These children avoid personal interaction, are quiet and unobtrusive, and do not respond well to others. Signs: quiet and sober; does not initiate or volunteer; does not call attention to self.

Appendix D
STET Registration Form

Roman Catholic School Board for St. John's
S.T.E.T. Short Course
Feb. 11, 1985

REGISTRATION FORM

Name:

Position:

School:

Home Tel.No.:

Grade Level(s) You Are Teaching:

Have you taken previous training similar to the STET program?

Yes

No

(If yes, Please explain)

Please give your reason(s) for wanting to take the STET Program.

Do you object to completing research questionnaires while you are taking the Short Course?

Yes

No

(If yes, Please explain your reasons.)

What do you expect to gain from taking this short course?

Are you willing to make a commitment of approximately one hour per week
(Monday, after school) for 10-12 weeks?

Yes

No

Uncertain

(If you are uncertain, Please explain.)

Thank You,

S.T.E.T. Leaders
Ben Dalton
Lawrence Ryan

Appendix E

Response Coding of Vignettes

Table E-1: STET Analysis of Vignettes.

Encouragement

Statement which emphasizes support of the individual's behavior, effort, or work-not the person himself.

Goals of Misbehavior

Statement identifying a probable goal of misbehavior (e.g., Attention), followed by a reference to the recommended strategy (e.g., Ignore).

Logical Consequences

Statement indicating the application of a consequence that is directly related to the misbehavior-not arbitrary punishment.

Problem Solving

Individual meeting with the student to discuss, listen, and explore the problem-not to reprimand.

Group Meeting

Utilization of the class for their input, advice, and ideas on a situation-not just instructional grouping.

Table E-2: Brophy's Behavioral Analysis of Vignettes.**REWARDS**

Symbolic Reward
 Material Reward
 Special Privilege
 Teacher Reward
 Contracts
 Other

SUPPORTIVE

Specific Behavioral Praise
 Global Personal Praise
 Encouragement
 Comfort/Reassurance
 Defending the Student
 Kid Gloves Treatment
 Supportive Isolation
 Involves Peers
 Involves Parents
 Involves Other Adults
 Instruction
 Modelling Acceptance
 Other

THREATEN/PRESSURE

Specific Behavioral Criticism
 Global Personal Criticism
 Sarcasm/Ridicule
 Diagnosing
 Third Degree
 Involves Parents
 Involves Peers
 Involves Other Adults
 Other

PUNISHMENT

Loss of Privileges
 Punitive Isolation
 Extra Time
 Extra Requirements
 Restitution
 Physical Punishment
 Other Adult
 Other



