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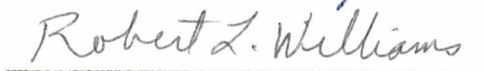
I am submitting herewith a dissertation written by Paul Sandman entitled "The Effects of Different Models of Classroom Management Training on Teachers' Cognitive and Applied Knowledge." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Psychology.

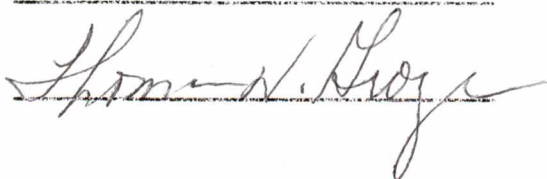


Lawrence M. de Ridder,
Major Professor

We have read this dissertation
and recommend its acceptance:







Accepted for the Council:



Vice Provost and
Dean of the Graduate School

THE EFFECTS OF SIMULATION FEEDBACK AND DIDACTIC DISCUSSION
CLASSROOM MANAGEMENT TRAINING ON TEACHERS'
COGNITIVE AND APPLIED KNOWLEDGE

A Dissertation
Presented for the
Doctor of Education
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Paul Sandman

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ABSTRACT

The study compared the effects of simulation feedback and didactic discussion classroom management training on teachers' differential attention to student behavior. The comparison between treatment conditions was carried across and within each group. The hypotheses were that both treatment groups would score similarly on the Cognitive test and on the use of negative consequences on the Simulation test; the simulation feedback group would have a significantly greater percentage of its students on-task on the Pla-Check and would have significantly greater gains on the following Simulation test subanalyses: overall use of teacher intervention techniques, utilization of positive consequences, use of setting events, and utilization of consequences.

For the experimental groups, didactic discussion, and simulation feedback, teacher behavior was analyzed on a cognitive knowledge test of classroom management principles, an applied skill test (Simulation test) prior to entering the field experience, and a Pla-Check analysis of the percentage of their students that were on-task and off-task during the Simulation test and in the field experience classrooms. Observers assessed teacher behavior on the Teacher Intervention Checklist during their student teaching. The Lindquist I mixed design was used in the data analysis.

The results indicated that the classroom experimental groups were comparable on the Cognitive knowledge test. The simulation

feedback group had significantly higher ratings than the didactic discussion group on the following dependent measures: Pla-Check, overall use of teacher intervention techniques on the Simulation test, employment of positive consequences on the Simulation test, use of setting events on the Simulation test, and employment of consequences on the Simulation test. The didactic discussion group used significantly more negative consequences on the Simulation test than the simulation feedback group. Criterion by inspection analysis of the field experience indicated that the SF group was noticeably more successful in maintaining their students' on-task behavior (Pla-Check) in the field classrooms than the DD group.

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CHAPTER I

INTRODUCTION

A major criticism of teacher training at the time of this research is that it is unsystematic, involving considerable trial and error learning on the teacher's part because the training has not been systematic enough (Carter, 1972; Rothman, 1977; Ruben, 1975). Research has indicated that teacher colleges need to place emphasis on discipline training for new teachers (Perry & Taylor, 1982; Lamb & Jacobi, 1981). As a result, one important trend in teacher training is increased emphasis on systematic training procedures (Curwin & Mendler, 1980; Kahn, 1975; Shipman, 1973).

One training technique stems from Kersh's investigation (1963) of teaching classroom management skills using simulation training. In simulation training, a person is taught a new behavior by practicing an intended act and later is given verbal feedback from others about his behavior. Many studies support the effectiveness of simulation training, especially in educational settings. Another training technique, didactic discussion, differs from lecture in that it gives the learner a greater opportunity to examine, question, and receive feedback in the learning process. However, little research exists which compares the two different types of teacher-training programs, didactic discussion, and simulation feedback, in the promotion of classroom management skills. This study investigates the effectiveness of these two teacher training models in improving teachers' specific classroom management skills.

The underlying model in this study is the common stimuli generalization base (Baer & Stokes, 1977). This model emphasizes common stimuli in both training and generalization settings. The implication is that a common stimulus in two or more settings will cause like responses in those environments. The two environments compared in this study are the classroom training setting and the student teaching field environment (generalization setting). Generalization will occur only if common stimulus components occur in the training and generalization settings. The literature of this field shows few studies that make use of a common stimulus model to promote generalization of responses.

The concept of response generalization also is related to this study by the possibility of transfer across response modalities. Specifically, the researcher was interested in determining if a skill taught only at the cognitive level will transfer to the applied level. Because of topographical similarities between many conceptual and applied skills, it is presumed that, if students can describe how to do something at the cognitive level, they are more likely to be able to perform that skill at the applied level than those who cannot describe how to execute the skill.

A Review of the Literature

Much research in behavior modification has been geared toward its application in the educational system (Kanfer, 1973; Skinner, 1968). Early studies generally focused on demonstrating

the effects of behavior modification principles and techniques on students' academic and social behaviors. Users of these behavior modification techniques were primarily professional psychologists, social workers, and guidance counselors. In recent years, however, teachers have increasingly dealt with a variety of behavioral problems in the classroom (Copeland & Hall, 1972; McDonald, 1973; Ross, 1967).

The literature pertaining to training teachers to use behavior modification principles in the classroom was reviewed. The review summarizes the usefulness of both didactic discussion and simulation feedback to train teachers in the acquisition of classroom management skills.

Didactic Discussion

Didactic discussion differs from lecture in that it gives teachers-in-training a greater opportunity to examine, question, and receive feedback in the learning process. Research in classroom management has indicated that teachers need to intervene early to best prevent classroom problems from occurring (Kavanagh, 1978). Successful classroom management training programs were those where a high percentage of the teacher's time was spent attending to appropriate and ignoring inappropriate behavior (Allen, 1979; Walter, 1972). The Positive Approach to Discipline

(PAD-Allen) was successful in reducing the number of students sent to the principal's office, and was effective in lowering the number of suspended students. The didactic discussion technique helped teachers acquire classroom management skills during an in-service course (Winett, 1976). Research has indicated that didactic training has been ineffective when used alone in the classroom (Allen & Forman, 1984). Other studies have indicated that a concentrated consumer's course in systematic behavior management with an emphasis on application can produce success for teachers currently enrolled in student teaching (Houck, Buskin & Sherman, 1977). Research has also indicated that teachers can be trained to use a token economy in the classroom to promote adaptive work and improve the social behavior of students in group and individual situations (Gropper, 1972). Research has demonstrated that teachers exhibit fewer authoritarian and more behavior modification techniques after didactic discussion training than after other forms of training (Peacock, 1979).

Simulation Feedback

The use of role playing in training teachers to use behavior modification methods in the classroom has not been widely explored. Simulation theory incorporates practical experience in which trainees try out various behaviors in a range of made-up situations. They then receive feedback concerning the appropriate and inappropriate elements of behavior they demonstrated. Role-play theorist

propose that role-playing situations can help teachers become better managers of behavior (Fink, 1973; Johnson, 1970; Twelker, 1972). Simulated situations can be computer based (Day & Parnes, 1975) and can help pre-service teachers to better anticipate discipline problems and explore alternative situations (Dommert & Griffin, 1975).

Research on classroom management indicates that the frequency of teacher approval can be increased by using verbal instructions and simulation feedback (Martin, 1973). Other studies demonstrate that teachers can be taught classroom management skills using role playing in a simulated classroom situation (Jones & Eimers, 1975). Research has indicated that simulation feedback can be useful to train teachers to manage classrooms (Allen & Forman, 1984). One researcher found that teachers who participated in simulated situations used more private, non-verbal and low-force desist strategies than a control group (Forgan, 1970). Intervention analysis of simulated situations has been found to increase the verbal teaching skills of pre-service teachers (Hough, 1966). Vlcek's study (1965) found that the ability to respond to classroom problems effectively can be developed through simulation experience prior to teaching assignments; however, the experience did not transfer to the teacher-trainee's student teaching experience because of the shortness of training. Another researcher found a transfer of learning from simulated situations to real experience, but instructor differences and length of training were other important related variables (Twelker, 1966).

Simulation feedback appears to have positive effects in the teaching of classroom management skills. Specific elements such as the personalities of individuals involved in the role playing and the situation chosen for role play, however, have not been studied. Many of the studies that have used role playing as a training technique have also used it in conjunction with other techniques such as lecture, didactic discussion, videotape feedback, and modeling. Thus, the effect of the role-playing feedback technique as a training model has not been isolated. The usefulness of simulation feedback is only speculative at this time and more research should be done. The transfer of training question must be thoroughly analyzed before any conclusions can be reached.

The unique contribution of this study is that it is the first research in the teacher training field involving an assessment of the degree to which role play-verbal feedback and didactic discussion promote generalization of classroom management skills to different times, situations, and behaviors. This study contributes to the generalization literature in that it analyzes the quantity and quality of teachers' attention to appropriate and inappropriate student behavior in relationship to common stimuli in the treatment and generalization environments. One study (Choy, 1977) measured cognitive knowledge at the start and finish of the course and had three treatment groups teach in a simulated classroom near the close of the course. The researcher did not follow the teacher trainees into a second environment, such as the student

teaching field experience, as the researcher has done in this study, Choy did measure the frequency of teacher trainees' attention to appropriate and inappropriate student behaviors but did not use the common stimuli generalization model. Another unique facet of this study is a simulated teaching analysis in which all subjects engaged at the beginning and end of their classroom management course. This is unique in that it permits a comparison between the teacher trainee's cognitive and overt behavioral progress before entering the generalization setting. Thus, the experimenter can determine the extent to which cognitive growth generalizes to overt behavior change.

Purpose of Study

The purpose of this study was to analyze the effects of two different models of classroom management (didactic discussion versus simulation feedback) on teachers' differential attention to student behavior.

The hypotheses were:

H₁: The absolute levels of the cognitive skills will be similar for the didactic discussion and simulation feedback groups in the treatment and field settings.

H₂: The rank ordering of the absolute levels of the applied skills in the treatment setting will be as follows:

A. The simulation feedback group will have a higher percentage of its students on-task than the didactic discussion group on the Pla-Check;

B. The simulation feedback group will demonstrate more overall teacher intervention techniques than the didactic discussion group on the Simulation test;

C. The simulation feedback group will use more positive consequence strategies than the didactic discussion group on the Simulation test;

D. The simulation feedback group will utilize more setting event strategies than the didactic discussion group on the Simulation test;

E. The simulation feedback group will use more consequence techniques than the didactic discussion group on the Simulation test; and

F. The treatment groups will demonstrate a similar amount of negative consequence strategies on the Simulation test.

H₃: The rank ordering of the applied skills in the field setting will be as follows:

A. The simulation feedback group will have a higher percentage of its students on-task than the didactic discussion group on the Pla-Check;

B. The simulation feedback group will demonstrate more overall teacher intervention strategies than the didactic discussion group in the field classrooms;

C. The simulation feedback group will use more positive consequence techniques than the didactic discussion group in the field;

D. The simulation feedback group will utilize more setting event strategies than the didactic discussion group in the field classrooms;

E. The simulation feedback group will use more consequence techniques than the didactic discussion group in the field; and

F. The treatment groups will demonstrate a similar amount of negative consequence strategies in the field classrooms.

The rationales for these hypotheses are:

H₁: The experimental groups will be similar on this measure because they will receive approximately the same exposure to classroom management principles.

H₂: The simulation feedback group should demonstrate better applied skills than the didactic discussion group in the treatment setting because its members have had more practice and specific feedback regarding this behavior.

H₃: This predicted relationship will occur because there will be more common elements in the treatment and field settings for the simulation feedback group than for the didactic discussion group. Responses made by teachers-in-training in one setting will be more likely to occur in a second environment if the two situations are characterized by common stimuli. The common stimuli were: disruptive students, off-task students, compliant students, and also verbal feedback.

CHAPTER II

ASSESSMENT PROCEDURES

Subjects

Students enrolled in undergraduate Classroom Behavior Management courses were contacted during Winter and Spring quarter 1982 and asked to participate in the study. At least thirty subjects were necessary in order to obtain a minimum of fifteen subjects for each treatment group. Group I received Didactic Discussion (DD) and Group II Simulation Feedback (SF). Groups I and II were students enrolled in Educational Psychology 3110 (Classroom Behavior Management) during Winter quarter 1982. Group III received DD training and consisted of twenty subjects. Group IV received SF training and consisted of twenty subjects. Groups III and IV were subjects enrolled in Educational Psychology 3110 during Spring quarter 1982. Group V, which received DD training during Winter quarter, was followed into student teaching during Spring quarter, and had three subjects. Group VI received SF training during Winter quarter, was followed into student teaching during Spring quarter and also had three subjects. Groups V and VI, which were sub-groups of Groups I and II, received classroom management training Winter quarter 1982, and did their student teaching during Spring quarter 1982. (See Table 2.1.)

The subjects gained experience from exposure to the DD treatment approach or the Simulation Feedback (SF) approach. The

TABLE 2.1

FLOW-CHART OF SUBJECTS' TRAINING

	Group I (DD) (n = 15)	Group II (SF) (n = 15)	Group III (DD) (n = 20)	Group IV (SF) (n = 20)	Group V (DD) (n = 3)	Group VI (SF) (n = 3)
Pre-Cognitive Training Setting	Winter 82	Winter 82	Spring 82	Spring 82	Winter 82	Winter 82
Post-Cognitive Training Setting	Winter 82	Winter 82	Spring 82	Spring 82	Winter 82	Winter 82
Pre-Pla-Check Training Setting	Winter 82	Winter 82	Spring 82	Spring 82	Winter 82	Winter 82
Post-Pla-Check Training Setting	Winter 82	Winter 82	Spring 82	Spring 82	Winter 82	Winter 82
Pre-Simulation Training Setting	Winter 82	Winter 82	Spring 82	Spring 82	Winter 82	Winter 82
Post-Simulation Training Setting	Winter 82	Winter 82	Spring 82	Spring 82	Winter 82	Winter 82
Post-Cognitive Field	Spring 82	Spring 82	None	None	Spring 82	Spring 82
Pla-Check Field	Spring 82	Spring 82	None	None	Spring 82	Spring 82
Teacher Intervention Checklist Field	Spring 82	Spring 82	None	None	Spring 82	Spring 82

two treatment approaches were randomly assigned to subjects in the two sections of the classroom behavior management course during each quarter.

All subjects (Groups I-IV) completed a pre- and post-test of their cognitive knowledge of material taught. Subjects (Groups I-IV) were also assessed on their applied teaching knowledge at the beginning and end of the course through the use of the Simulation test and Pla-Check test. Subjects in Groups V (DD) and VI (SF) completed another post-cognitive test during their student teaching field experience and also received evaluation of their applied teaching skills (a Checklist of Teacher Interventions, Pla-Check). Students in these two groups were observed and rated by undergraduate students whom the researcher had trained. The experimenter informed the students in these two groups that they would be taking part in a study to investigate methods of training teachers. The treatment conditions were not described to them in order to minimize extraneous variables such as the Hawthorne effect. However, the students were assured that at the completion of the study they could find out the treatment conditions and results.

Treatments

Didactic Discussion Group

Each subject in the Didactic Discussion group received DD three hours a week for the entire quarter (ten weeks) in which they were enrolled. A booklet related to categories of student behavior

was available to each student at the start of the course. The categories of behavior in the book were: (1) academic process (which consisted of on-task and off-task behaviors), (2) disruptive behaviors, (3) academic products, (4) appropriate social behaviors, and (5) creative behaviors. Each behavioral category was organized with the following focus: (1) behavioral specification, (2) monitoring the behavior, (3) setting events, and (4) consequences.

Each category of student behavior was addressed for a two-week period during the quarter. Students listened, asked and answered questions, took notes, and took part in discussing each behavioral category. Examples of various types of teacher interventions and child behaviors within each category were provided to the students.

Simulation Feedback Group

Subjects in these groups were placed in an instructional environment that was simulation-feedback oriented. They received the treatment approach three hours a week for the entire quarter (ten weeks) in which they were enrolled. They received the same book and same time allotment to address the categories of student behavior as did the Didactic Discussion treatment groups. The subjects in these groups were exposed to the same number of strategies as the Didactic Discussion groups, but the manner of learning was different. Specific role-play scripts (seventeen) were written to set the stage for various teacher intervention strategies (see Appendix B). The Simulation Feedback groups participated in role-

playing situations in which each person had two opportunities to teach a ten-minute lesson in an environment in which three members of the class were role-playing misbehavior, three members of the class were role-playing withdrawn behavior, and the remaining members of the class were role-playing compliant behavior. Subjects who taught in this environment were required to indicate to the class and researcher before they began their student teaching session the grade level at which they intended to teach so that the class members would know the appropriate age level to role-play. Students were told by the instructor to reduce their acting-out or withdrawn behaviors if they perceived the teacher using an appropriate classroom management technique with them. Students were told by the instructor that, if the teacher directed them to go to the time-out area, they were to follow the teacher's command. Upon completion of each teaching session, the students received verbal feedback from other students and from the instructor regarding effective and ineffective strategies they employed. Students also received feedback concerning the intervention opportunities that they failed to use. The researcher timed the teaching sessions and analyzed the role-play interactions.

Assessment Procedures

Cognitive Test

The Cognitive test was constructed by the researcher during the Fall quarter 1981, with the assistance of Dr. Robert Williams who overviewed its development. The content of the test assessed

the eighteen teacher intervention strategies addressed in the booklet on classroom management used by all members of the class. The test was composed of fifty multiple choice questions with our possible answers to each question. Cognitive skills were measured by each subject receiving a potential score from 0-100%. For example, if one answered forty-eight of the fifty questions correctly he received a score of 96%. The questions related to definitions and applied concepts. The test usually took an hour to complete.

Pla-Check Test

This test (Risley & Cataldo, 1974) was developed to assess the overall percentage of students in each teacher's class that were on-task (attending to the teacher) or off-task (not attending to the teacher). This test was included in this study to assess how effective each teacher was at getting the students to attend to the lesson being taught (see Appendix D). The rater coded all the students' behavior as either on-task or off-task. The raters watched only students' on-task or off-task behavior to determine if they were attending to the teacher. Each subject received a potential score from 0-100%. For example, if a teacher had twenty-five students in a class, and twenty of the students were on-task, the teacher received a score of 80%. Typically the test was done for ten minutes during the Simulation test with observers rating student behavior at thirty-second intervals. The internal scale assessed on-task behavior two times per minute for subjects. For example, if the exact time was 9:00.0 seconds, the rater watched

students to judge their behavior (on-task or off-task), which typically took approximately one second per person and lasted for a total of twenty-five seconds per observation (with a class of twenty-five students) depending on the number of students in the class. The next observation period occurred exactly thirty seconds after 9:00.0. The next observation began at the 9:01.0 second interval. The raters had been trained during the observer-training sessions to correctly identify on-task and off-task behavior.

Simulation Test

The contents of this ten-minute test asked the teacher trainees to demonstrate classroom management techniques (see Appendix C). Former students who had taken Classroom Behavior Management acted as role players and displayed appropriate behavior, inappropriate behavior, or withdrawn behavior. This test assessed the teacher trainees applied skills on the following parts of the Simulation test: overall number of teacher intervention techniques, use of positive consequences, employment of setting events, use of consequences, and employment of negative consequences. Each of the sixteen teacher intervention techniques (prompts, alternatives, varied environment, models, success feedback, teacher approval, high priority activities, group contingencies, token and points, rules paired with consequences, reinforcement of incompatible behavior, time-out, response cost, teacher-disapproval, overcorrection and DRL) demonstrated by the teacher trainees were evaluated

separately by the raters as appropriate or inappropriate (Checklist of Teacher Interventions, see Appendix D) in the training and field classrooms. The sixteen teacher intervention techniques were also assessed by the raters with the following subanalyses of the Simulation test: use of consequences, employment of setting events, use of negative consequences, employment of consequences, and overall number of teacher intervention techniques (the total number of the various sixteen techniques used). The teacher trainees had to teach an educational lesson and demonstrate the use of positive consequences (teacher approval, high priority activities, reinforcement of behavior incompatible with an undesired behavior, token and points and group contingencies); negative consequences (DRL, overcorrection, teacher disapproval, response cost, time-out, rules paired with consequences and group contingencies); and setting events (prompts, varied environment, use of alternatives, modeling, and success feedback). The total number of consequences demonstrated by teacher trainees was the accumulation of all positive and negative consequence techniques.

Assessments in the Field Experience

Subjects were assessed during the sixth through ninth weeks of their student teaching through the use of the Checklist of Teacher Interventions and Pla-Check. The raters assessed the effectiveness and appropriateness of all intervention techniques which the student teachers exhibited. Observations were recorded

for time intervals of thirty minutes for five sessions. The behavior of the children was also rated and coded to evaluate the category of each act (Pla-Check). This was necessary in order to determine whether or not the teacher was accurately using each intervention strategy. The observers evaluated the appropriateness and frequency of observable classroom management strategies (Checklist of Teacher Interventions) and the percentage of students in their classrooms that were on-task and off-task (Pla-Check). Subjects were administered another post-cognitive test during this time period.

Observer Training and Reliability

The observers consisted of five undergraduate students formerly enrolled in Educational Psychology 3110 at The University of Tennessee, Knoxville.

The pre-experimental training period consisted of two phases. First, the observers were given coded lists of the student and teacher behavior categories. They were required to study the lists until each observer became familiar with all the codes. An oral examination was employed to determine 100% retention of the codes and the various behaviors associated with them. The second phase consisted of three training sessions. During the first session, target student observers were trained (via a videotape) to record categories of student behavior which simulated classroom behaviors. Time observations were made at each ten-second interval of each three-minute segment of the tape. During the second and third

sessions, teacher observers were trained to record the frequency and adequacy of teacher behaviors. From viewing the video, observers made a frequency count of behaviors for each three-minute segment of the tape.

Inter-rater reliability was established by comparing the ratings the student observers recorded with those of the trainer. Agreement of the two records was checked interval by interval. The number of agreements divided by the number of agreements plus disagreements was used as the baseline of inter-rater reliability. Each observer was required to attain a minimum reliability score of 85% on four three-minute time segments.

Inter-rater reliability was also established in the classroom by having the experimenter periodically make simultaneous in-class reliability checks based on thirty minutes of observations. The inter-rater reliability ranged from .85 to .93 (Mean = .88). Table A-1, Appendix A, contains the behavior rating agreement for the target student observers for the training session and the classroom reliability checks.

Following the training session each target teacher observer was checked only one time in class for a reliability rating. Each check was based on thirty minutes of observation. Table A-2, Appendix A, provides the results of training and classroom reliability checks for the teacher observers. The results ranged from .85 to .91 (Mean = .88).

CHAPTER III

RESULTS

Overview

The results of the investigation into the effects of DD and SF on teachers' managerial skills ($n = 70$) are presented in this chapter. Specifically, the findings are discussed in terms of each research question--that is, (1) the effects of DD or SF on cognitive knowledge, (2) the effects of DD or SF on teacher maintenance of their students' attention in their classes, (3) the effects of DD or SF on teachers' overall use of teacher intervention strategies on the Simulation test, (4) the effects of DD or SF on teachers' use of positive consequences on the Simulation test, (5) the effects of DD or SF on teachers' use of setting events on the Simulation test, (6) the effects of DD or SF on teachers' use of negative consequences on the Simulation test, (7) the effects of DD or SF on teachers' use of consequences on the Simulation test, and (8) the effects of DD or SF on the Cognitive test, Pla-Check test, teachers' overall use of teacher intervention strategies, use of positive consequences, use of setting events, use of consequences, and use of negative consequences in the field experience. Averages of SF teacher trainees (n of 3) and DD teacher trainees (n of 3), demonstrating classroom management skills in the field, are presented. The statistical techniques used in this research will be briefly reviewed before the data are discussed.

Data Analysis

The independent variable was training in didactic discussion (DD) or simulation feedback (SF). The dependent variables were performances on the Cognitive test, the Pla-Check, and the Simulation test. The Simulation test was further broken down to include assessment on each teacher's overall use of teacher-intervention strategies, use of consequences, employment of positive-consequence techniques, use of negative-consequence strategies, and employment of setting-event techniques. The effects of DD or SF training in helping teacher trainees in problem-solving on (1) the Cognitive tests, (2) the Pla-Check tests, and (3) the Simulation test were each analyzed via a two-way Anova mixed design. The conventional .05 level of probability was used to determine significance for each test.

The Effects of DD and SF Training on Cognitive Knowledge

The focus of this investigation was to determine the effects of DD or SF training on the cognitive test of teacher trainees. Hypothesis one stated that the absolute levels of the cognitive skill in the treatment setting and field setting will be similar for the didactic discussion and simulation feedback groups. The analysis of variance (Anova) was selected to analyze the data related to this research question. It served to compare the two groups (DD and SF) to determine if there were significant differences between the groups' pre- and post-test scores.

The results of the two-way Anova are summarized in Figure 3.1 and Table 3.1. As can be seen, the findings indicated no significant differences between the DD and SF treatment groups on the Cognitive test. The pre-test averages on the Cognitive test were DD (50.97) and SF (51.02) while the post-test means were DD (92.0) and SF (91.42). The treatment group main effects and interaction were not significant; however, the pre-post main effects were significant, indicating a general gain in cognitive knowledge by both groups. The difference between groups was not significant.

Figure 3.1 reveals that the two groups started at the same level but group DD increased slightly more from pre- to post-test than SF. Both SF and DD groups showed significant gains from pre-test to post-test on the measure. Hypothesis one was supported.

The Effects of DD and SF Training on the Pla-Check

This investigation determined the effects of DD or SF training on the teacher trainees' ability to keep their students on-task or off-task. The two-way analysis of variance compared the two groups (DD and SF) to determine if there were significant differences between the groups' pre- and post-test scores. The pre-test averages on the Pla-Check were DD (61.71) and SF (61.42) while the post-test means were DD (82.28) and SF (89.42). Figure 3.2 and Table 3.2 indicate that both main effects were significant and that the interaction was also significant. The difference between groups was significant with the SF group having greater gains than the DD group. Table 3.2 indicates the two groups started at the same level

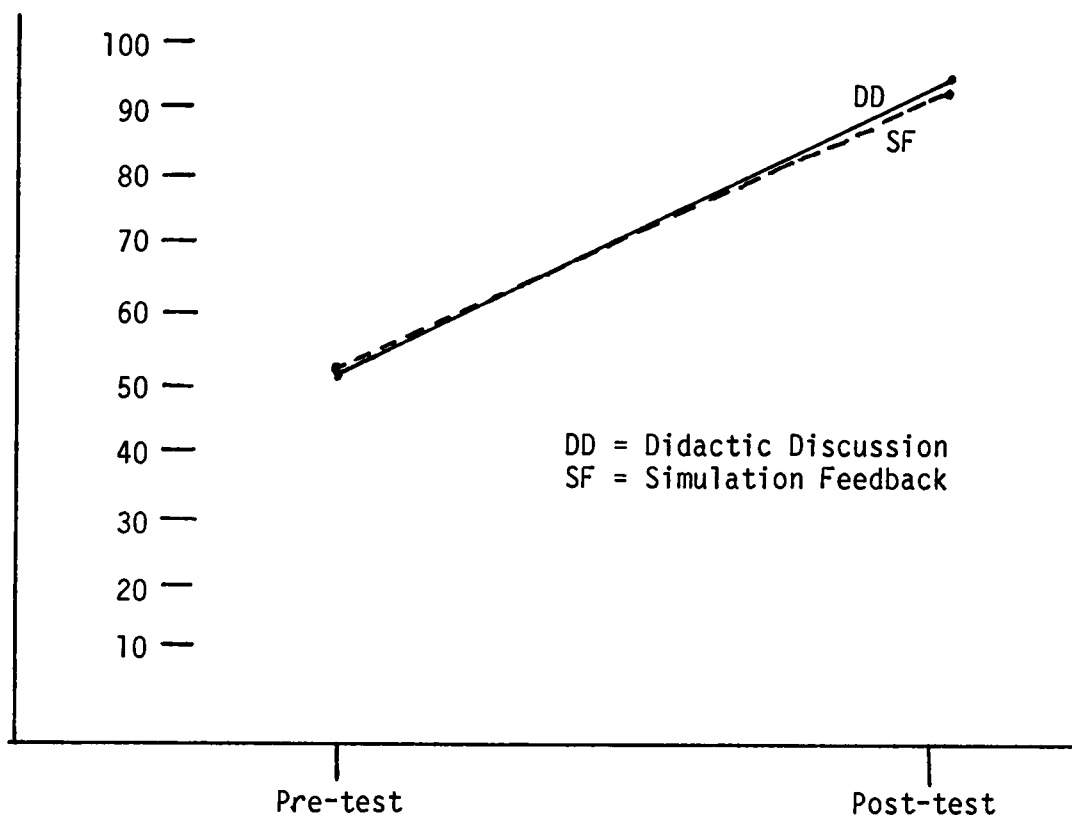


Figure 3.1. Graph of Didactic Discussion and Simulation Feedback Training on Cognitive Test (Dependent Variable) Results.

TABLE 3.1

TWO-WAY ANALYSIS OF VARIANCE OF DIDACTIC DISCUSSION AND
SIMULATION FEEDBACK TRAINING ON COGNITIVE PRE-POST
TEST RESULTS

Source	DF	F Value
<u>Main Effect</u>		
Treatment Group	1	0.23
Pre-test vs. Post-test	1	7462.31*
<u>Interaction</u>		
Treatment Group x Pre-Post	1	.44

.05 level of significance.

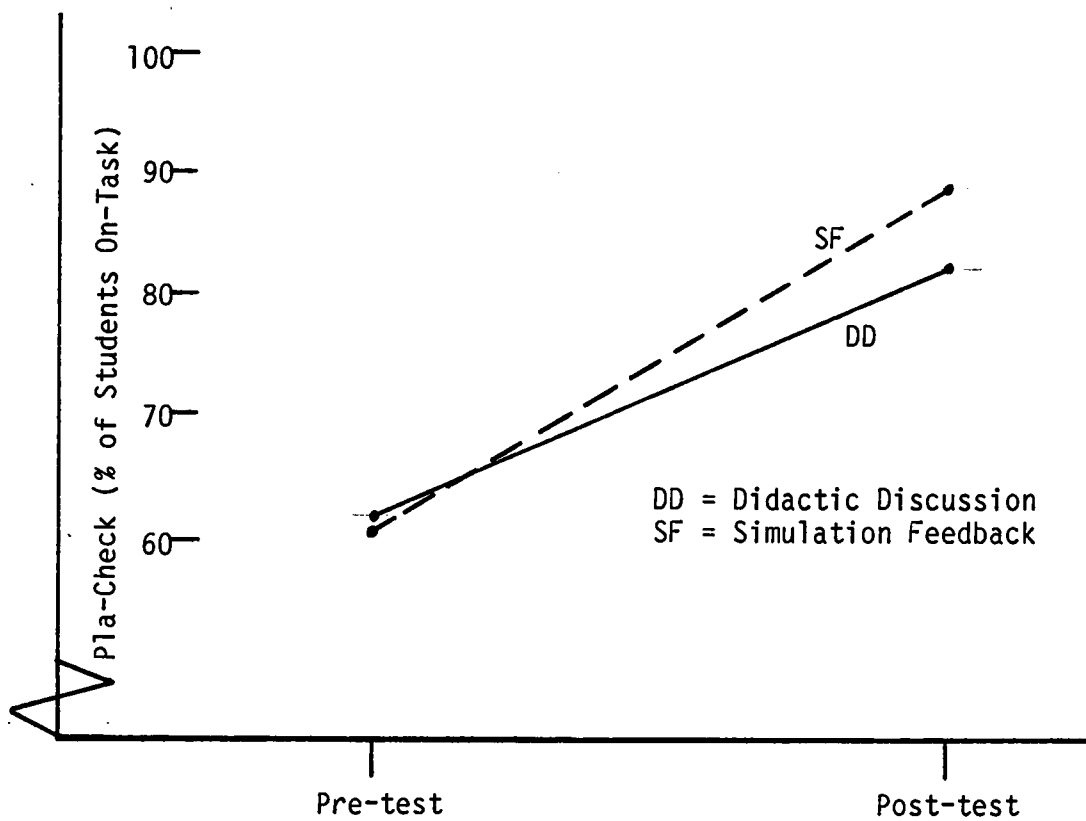


Figure 3.2. Graph of Didactic Discussion and Simulation Feedback Training on Pla-Check Test (Dependent Variable) Results.

TABLE 3.2

TWO-WAY ANALYSIS OF VARIANCE OF DIDACTIC DISCUSSION AND
SIMULATION FEEDBACK ON PLA-CHECK PRE-POST TEST RESULTS

Source	DF	F Value
<u>Main Effects</u>		
Treatment Group	1	7.25*
Pre-test vs. Post-test	1	617.21*
<u>Interaction</u>		
Treatment Group x Pre-Post	1	14.44*

.05 level of significance.

but group SF increased more than pre- to post-test than group DD. Hypothesis two-A was accepted.

The Effects of DD and SF Training on the Overall Use of Teacher Interventions on the Simulation Test

This investigation assessed the effects of DD and SF training on the overall use of teacher-intervention techniques on the Simulation test. The pre-test averages on this measure were DD (2.77) and SF (3.00) while the post-test means were DD (7.07) and SF (9.74). The two-way analysis of variance reveals in Figure 3.3 and Table 3.3 that the difference between groups was significant, with the SF group having greater gains. Both main effects were significant and the interaction was also significant. Figure 3.3 and Table 3.3 indicate the two groups began at the same level but group SF increased more from pre- to post-test than group DD. Hypothesis two-B was supported.

The Effects of DD and SF Training on the Use of Positive Consequences on the Simulation Test

The effects of DD or SF training on the use of positive consequences by teachers was looked at on the Simulation test. The pre-test averages on this measure were DD (.02) and SF (.22) while the post-test means were DD (1.51) and SF (4.45). The results of the two-way Anova in Figure 3.4 and Table 3.4 indicate the difference between groups was significant with the SF group having greater gains. Both main effects were significant and the interaction was

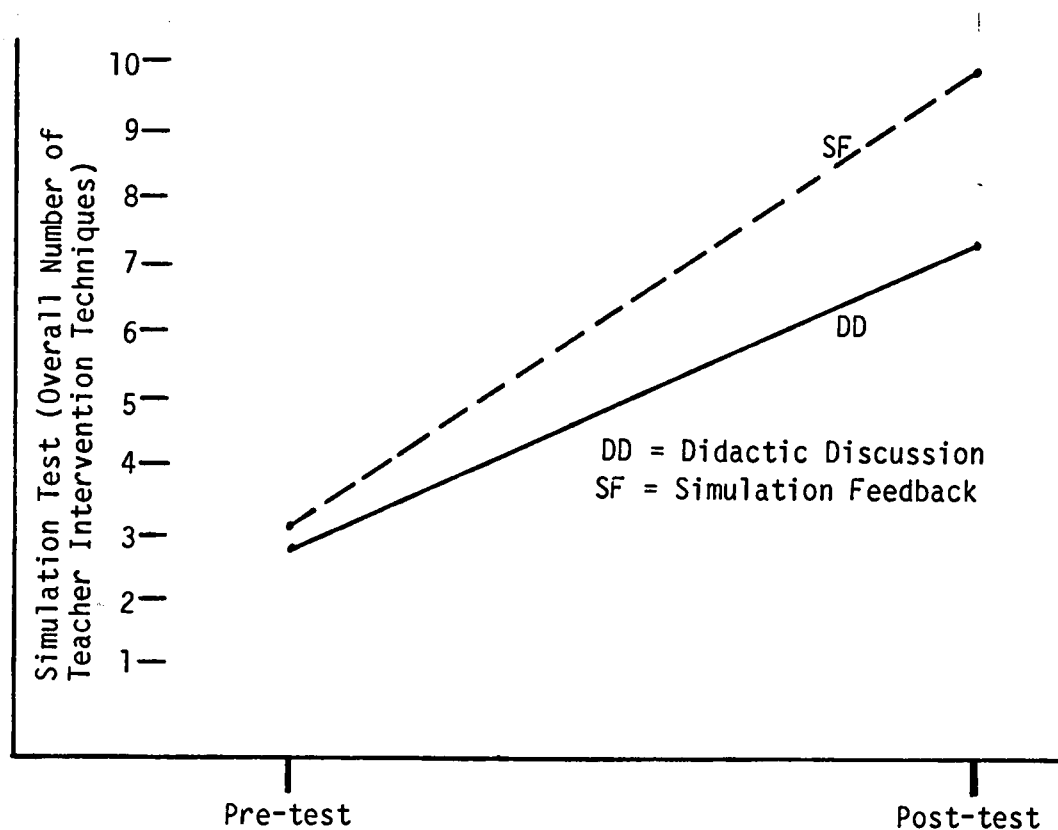


Figure 3.3. Graph of Didactic Discussion and Simulation Feedback Training on Overall Number of Teacher Intervention Techniques on the Simulation Test (Dependent Variable) Results.

TABLE 3.3

TWO-WAY ANALYSIS OF VARIANCE OF DIDACTIC DISCUSSION AND SIMULATION FEEDBACK ON OVERALL NUMBER OF TEACHER INTERVENTION TECHNIQUES ON THE SIMULATION TEST PRE-POST TEST RESULTS

Source	DF	F Value
<u>Main Effects</u>		
Treatment Group	1	56.54*
Pre-test vs. Post-test	1	744.63*
<u>Intervention</u>		
Treatment Group x Pre-Post	1	38.02*

.05 level of significance.

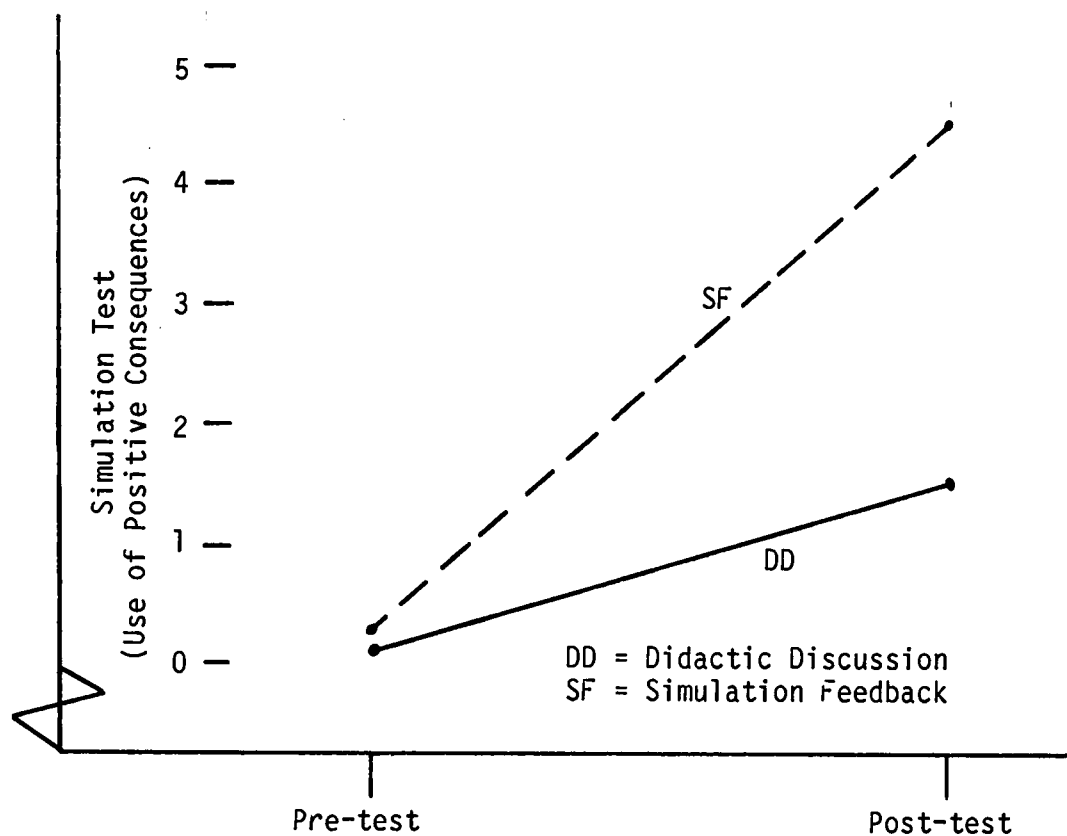


Figure 3.4. Graph of Didactic Discussion and Simulation Feedback Training on Use of Positive Consequences on the Simulation Test (Dependent Variable) Results.

TABLE 3.4

TWO-WAY ANALYSIS OF VARIANCE OF DIDACTIC DISCUSSION AND SIMULATION FEEDBACK TRAINING ON USE OF POSITIVE CONSEQUENCES ON THE SIMULATION TEST PRE-POST TEST RESULTS

Source	DF	F Value
<u>Main Effects</u>		
Treatment Group	1	62.45*
Pre-test vs. Post-test	1	193.40*
<u>Interaction</u>		
Treatment Group x Pre-Post	1	44.56*

.05 level of significance.

also significant. The two groups started at the same level but group SF increased more from pre- to post-test than group DD. Hypothesis two-C was accepted.

The Effects of DD and SF Training on the Use of Setting Events on the Simulation Test

The effects of DD or SF training on the use of setting events by teachers was looked at on the Simulation test. The pre-test averages on this measure were DD (.00) and SF (.01) while the post-test means were DD (.02) and SF (1.62). The results of the two-way analysis of variance are summarized in Figure 3.5 and Table 3.5 and reveal that both main effects were significant and that the interaction was also significant. The difference between groups was significant, with the SF group having greater gains from pre-test to post-test. Figure 3.5 and Table 3.5 indicate the two groups started at similar levels but group SF increased more from pre- to post-test than group DD. Hypothesis two-D was supported.

The Effects of DD and SF Training on the Use of Consequences on the Simulation Test

This investigation assessed the effects of DD and SF training on the use of consequences by teachers on the Simulation test. The pre-test averages on this dependent measure were DD (2.77) and SF (2.97) while the post-test means were DD (6.88) and SF (8.11). The two-way analysis of variance reveals in Figure 3.6 and Table 3.6 that the two groups began at the same level but that the SF

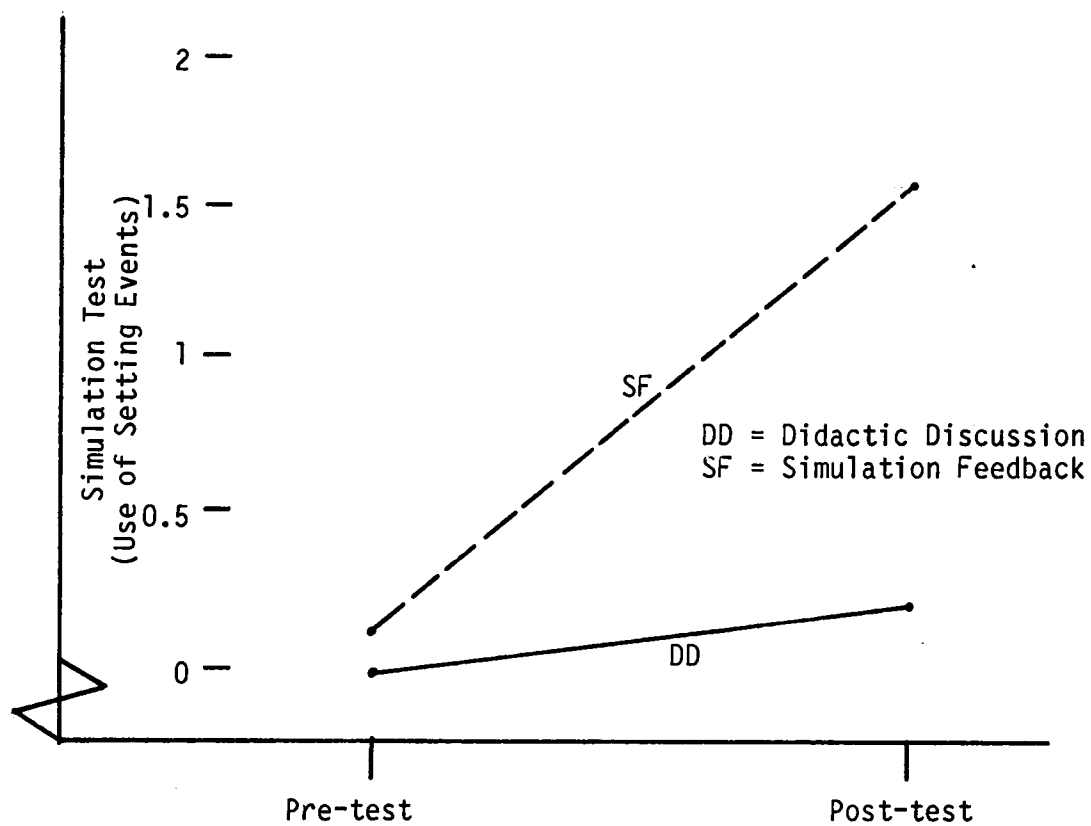


Figure 3.5. Graph of Didactic Discussion and Simulation Feedback Training on Use of Setting Events on the Simulation Test (Dependent Variable) Results.

TABLE 3.5
TWO-WAY ANALYSIS OF VARIANCE OF DIDACTIC DISCUSSION AND
SIMULATION FEEDBACK TRAINING ON SETTING EVENTS ON THE
SIMULATION TEST PRE-POST TEST RESULTS

Source	DF	F Value
<u>Main Effects</u>		
Treatment Group	1	71.49*
Pre-test vs. Post-test	1	88.84*
<u>Intervention</u>		
Treatment Group x Pre-Post	1	62.10*

.05 level of significance.

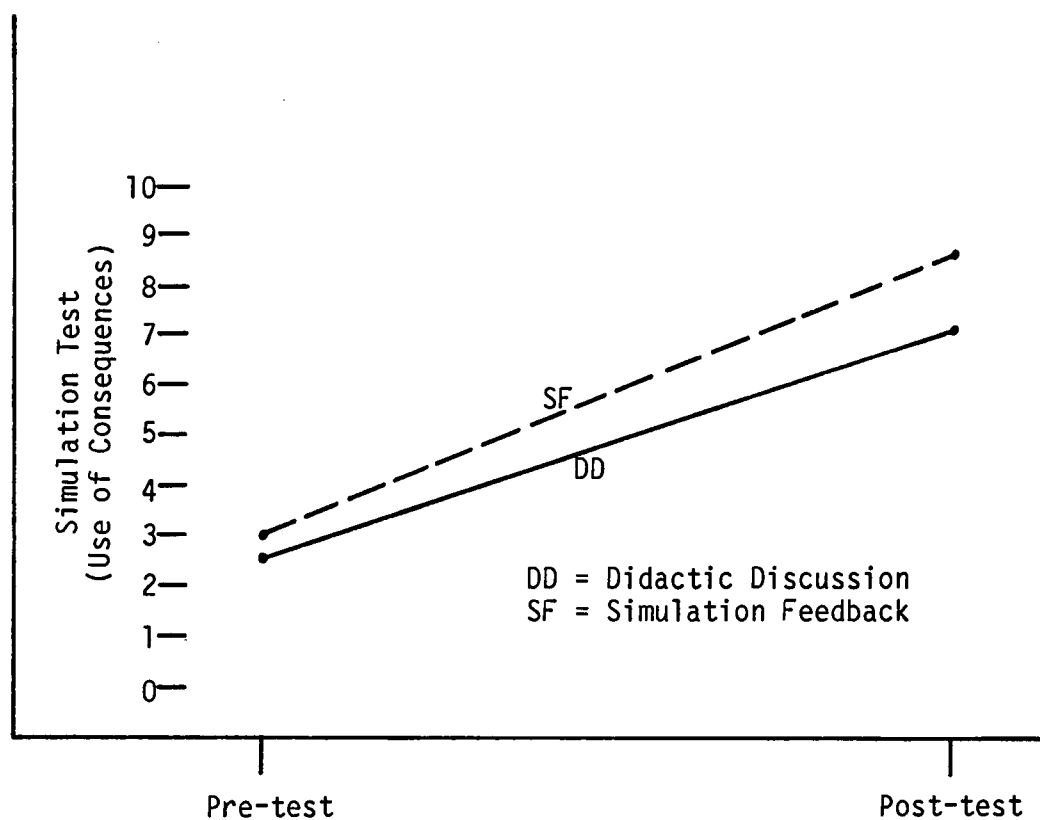


Figure 3.6. Graph of Didactic Discussion and Simulation Feedback Training on Use of Consequences on the Simulation Test (Dependent Variable) Results.

TABLE 3.6
TWO-WAY ANALYSIS OF VARIANCE OF DIDACTIC DISCUSSION AND
SIMULATION FEEDBACK TRAINING ON USE OF CONSEQUENCES
ON THE SIMULATION TEST PRE-POST TEST RESULTS

Source	DF	F Value
<u>Main Effects</u>		
Treatment Group	1	15.12*
Pre-test vs. Post-test	1	622.46*
<u>Interaction</u>		
Treatment Group x Pre-Post	1	7.68*

.05 level of significance.

group increased significantly more from pre- to post-test than the DD group. The results indicate both main effects were significant and the interaction was significant. The difference between groups was significant, with the SF group having significant gains from the pre-test to the post-test. Hypothesis two-E was accepted.

The Effects of DD and SF Training on the Use of Negative Consequences on the Simulation Test

This investigation looked at the similarity of the effects of DD or SF training on the use of negative consequences by teachers on the Simulation test. The pre-test averages on this measure were DD (2.72) and SF (2.77) while the post-test means were DD (5.37) and SF (3.65). The results of the two-way Anova are summarized in Figure 3.7 and Table 3.7 and indicate that the DD group had significantly greater gains from pre-test to post-test. Both main effects were significant and the interaction was significant. Figure 3.7 and Table 3.7 indicate that the two groups began at similar levels but group DD increased significantly more from pre- to post-test than group SF. Hypothesis two-F was not accepted.

Summary of Major Findings

The results of the analysis of variance indicated that the main effects of treatment were not significant on the Cognitive test. However, the main effects of treatment (SF group vs. DD group) were significant with respect to the Pla-Check test, overall use of teacher interventions on the Simulation test, use of positive

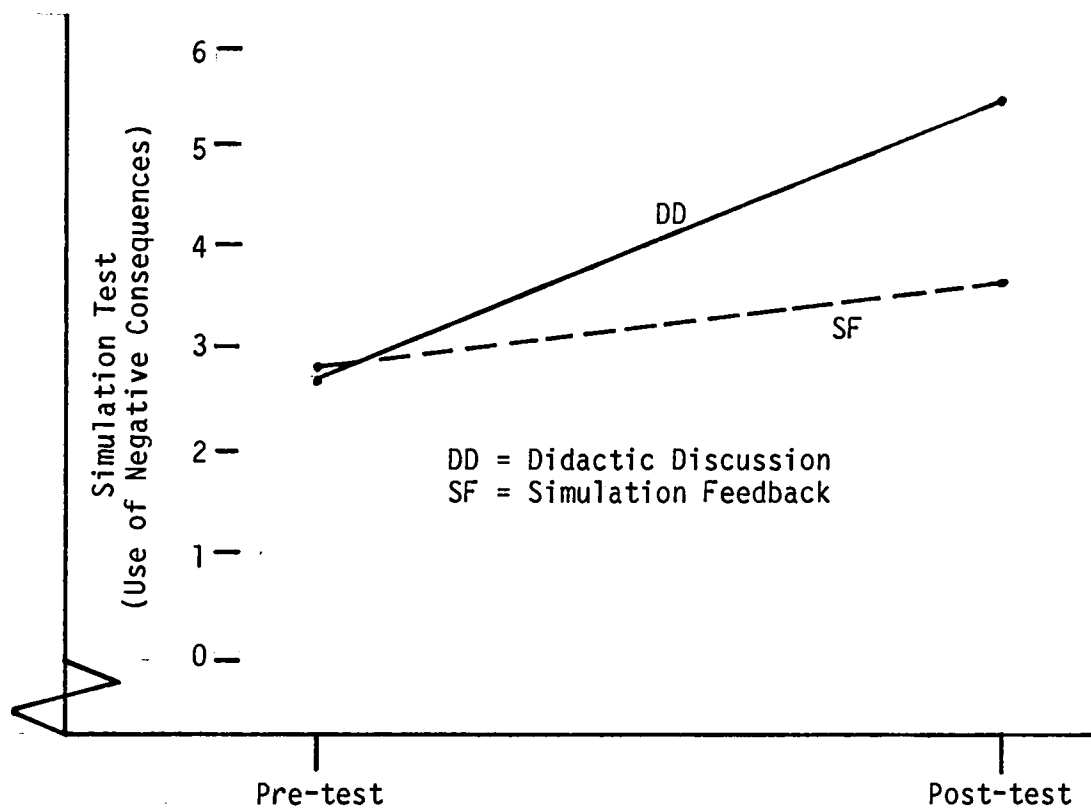


Figure 3.7. Graph of Didactic Discussion and Simulation Feedback Training on the Use of Negative Consequences on the Simulation Test (Dependent Variable) Results.

TABLE 3.7
TWO-WAY ANALYSIS OF VARIANCE OF DIDACTIC DISCUSSION AND
SIMULATION FEEDBACK TRAINING ON USE OF NEGATIVE
CONSEQUENCES ON THE SIMULATION TEST PRE-TEST
TEST RESULTS

Source	DF	F Value
<u>Main Effects</u>		
Treatment group	1	18.77*
Pre-test vs. Post-test	1	86.60*
<u>Interaction</u>		
Treatment Group x Pre-Post	1	21.30*

.05 level of significance.

consequences on the Simulation test, use of setting events on the Simulation test, and use of consequences on the Simulation test. The main effects of treatment (DD group over SF group) were significant with respect to the use of negative consequences on the Simulation test.

Patterns of Teacher Behavior in the Field Experience

Averages of follow-up Cognitive tests, Pla-Checks, overall number of teacher-intervention techniques, consequence strategies, positive-consequence techniques, negative-consequence strategies, and setting-event techniques are presented to examine field experience teaching patterns. Each treatment group had such a small number of subjects that traditional large group statistics were inappropriate to use. Averages of the small (DD, $n = 3$ and SF, $n = 3$) groups were then computed and presented. Criterion by inspection analysis of the field experience subjects indicated that the SF group was more successful than the DD group in the field setting on a few of the dependent measures. Pla-Check data were assessed by looking at subjects' median scores of their students' on-task behavior during each observation period in the field classrooms.

Both groups (DD and SF) maintained significant gains from pre- to post-tests on the Cognitive test in the field setting. The DD group averaged 90.6 while the SF group averaged 91.3. The results are consistent with the trend of the groups scoring similarly in the training setting.

Pla-Check data for each subject's observation period (there were five observation periods of thirty minutes each per subject) were looked at in Table 3.8. Table 3.8 reveals that the median scores for the DD teacher trainees for the five observational periods were each 70%. The median scores for the SF teacher trainees for the five observational periods were 90%, 93%, 95%, 90%, and 96%. The results are similar to the pattern which both groups evidenced in the training setting, with the SF group having a higher percentage of their students on-task than the DD group.

Five of the six teacher trainee subjects did their student teaching field experience in elementary classrooms. SF teacher trainees ($n = 3$) taught in one fourth-grade classroom and two fifth-grade classrooms. DD teacher trainees ($n = 3$) taught in one eleventh-grade classroom and two fifth-grade classrooms.

The groups scored similarly on the overall number of teacher-intervention techniques used. The averages for the DD and SF groups were 19.6 and 19.6. The results were not consistent with the findings in the training setting in which the SF group outperformed the DD group on this measure.

The DD groups used slightly more consequence techniques than the SF group in the field setting. The averages were 19.0 (DD) and 17.6 (SF). The results were not consistent with the findings in the training setting in which the SF group outperformed the DD group on this measure.

TABLE 3.8
TREATMENT GROUPS' PLA-CHECK PERCENTAGES AND THEIR MEDIAN SCORES BY OBSERVATION PERIOD

	(DD) Subject 1	(DD) Subject 2	(DD) Subject 3	(SF) Subject 4	(SF) Subject 5	(SF) Subject 6	Median Scores By Observation	
							DD	SF
Observation 1	70%	70%	70%	90%	100%	90%	70%	90%
Observation 2	70%	70%	80%	90%	95%	93%	70%	93%
Observation 3	70%	70%	70%	90%	95%	96%	70%	95%
Observation 4	70%	70%	70%	90%	95%	90%	70%	90%
Observation 5	70%	70%	60%	90%	96%	96%	70%	96%

The SF group used slightly more positive-consequence techniques than the DD group in the field setting. The averages were 3.3 (DD) and 4.6 (SF). The results were consistent with the findings in the training setting in which the SF group outperformed the DD group on this test.

The DD group used more negative-consequence strategies than the SF group. The averages were 15.6 (DD) and 13.0 (SF). The results were consistent with the pattern in the training setting, with the DD group outperforming the SF group on this measure.

The SF group used more setting-event techniques than the DD group. The averages were 0.6 (DD) and 2.0 (SF). The results were consistent with the trend in the training setting, with the SF group outperforming the DD group on this test.

CHAPTER IV

DISCUSSION

Introduction

Table 4.1 summarizes the treatment groups that had acceptance of hypotheses on the dependent measures. The direction of significant differences between the treatment groups was the SF groups' surpassing the DD group on the following dependent measures: Pla-Check, overall number of teacher interventions on the Simulation test, the use of positive consequences on the Simulation test, the use of setting events on the Simulation test, and the use of consequences on the Simulation test. The DD group had significant gains over the SF group on the use of negative consequences on the Simulation test. Criterion by inspection analysis of the field experience indicated that no treatment group was consistently more successful than the other in the field classrooms and on the Cognitive test.

The common stimuli generalization model was largely responsible for the greater gains of the SF group over the DD group because of the following factors earlier stated in this study: practice teaching in a simulated classroom, exposure to disruptive students, to compliant students, to off-task students, and also verbal feedback. Response generalization did occur for the DD group in the training and field settings.

TABLE 4.1
SUMMARY OF TREATMENT GROUPS' ACCEPTANCE OF HYPOTHESES
ON THE DEPENDENT MEASURES

	DD	SF
Cognitive Test	x	
Pla-Check		x
Overall Number of Teacher Interventions		x
Use of Positive Consequences		x
Use of Setting Events		x
Use of Consequences		x
Use of Negative Consequences		

x indicates acceptance of hypothesis.

Cognitive Test

Hypothesis one stated that the absolute levels of the cognitive skills will be similar for the DD and SF groups in the treatment and field settings and was accepted. It appears that learning by either DD or SF is equally effective. The results indicate that learning by listening, thinking, and processing is similar to learning by doing, thinking, and processing. The study supports another study (D'Zmura, 1977) that reported students can score higher in a classroom management course if exposed to a meaningful teaching method. The results of this study parallel those of another researcher who reported improvements in student classroom management knowledge on a paper-and-pencil test (Choy, 1977). The study conflicts with other research (Allen & Forman, 1984) which reported that didactic training has been ineffective when used alone in the classroom. In this study, response generalization did occur for the DD group in the training and field setting because a skill taught only at the cognitive level transferred to the applied level. The transfer of learning across response modalities occurred because of the topographical similarities between cognitive and applied classroom management skills. It appears that if teacher trainees can describe (cognitive) how to manage the classroom effectively, they are more likely to perform that applied skill appropriately than those who cannot describe how to execute the skill.

Pla-Check

Hypothesis two-A, which stated that the SF group will have a higher percentage of its students on-task than the DD group on the Pla-Check in the treatment setting, was accepted. The research findings suggest that teacher trainees taught by the SF treatment method can motivate a higher percentage of their students to be on-task than those taught by the DD method. The study suggests that practice can help one learn to deal more effectively in a multi-stimuli environment. The multi-stimuli were on-task students, off-task students, disruptive students, and the teaching of a lesson. The results suggest that practice allows teachers in training to have more control in diverting their attention from classroom management techniques back to the lesson topic. The common stimuli generalization model helped the SF group outperform the DD group. The SF group were exposed to the following common stimuli: off-task students, on-task students, and verbal feedback.

Overall Number of Teacher Interventions on the Simulation Test

Hypothesis two-B, which stated that the SF group will demonstrate more overall teacher-intervention techniques than the DD group on the Simulation test, was accepted. The results suggest that the common stimuli of practice teaching in a simulated classroom, exposure to disruptive students, to compliant students, to off-task students, and also verbal feedback were responsible for the SF teacher trainees using significantly more overall teacher-

intervention strategies on this measure. It appears that practice helped the SF teacher trainees feel more comfortable and confident in the simulated classroom. Research has indicated that assertion training can benefit teachers' feelings of self-esteem (Goldstein, 1979). The SF method probably caused the improvement in self-esteem in those teacher trainees, which resulted in more confidence, which in turn motivated them to use more teacher-intervention techniques.

Positive Consequences on the Simulation Test

Hypothesis two-C, which stated that the SF group would use more positive consequence techniques than the DD group on the Simulation test, was accepted. The improvement of the SF group over the DD group on this measure supports the reported results that positive managerial strategies for the classroom can be learned (Allen, 1979). The positive-consequence techniques demonstrated can be viewed as low-force strategies, which another researcher suggested can be learned by student teachers (Forgan, 1970). It appears that the common stimuli of exposure to compliant students in the training setting generalized to the post-Simulation test. Possibly the SF treatment allowed the teacher trainees to be more tolerant and flexible because of practice, which in turn could have made it easier for them to demonstrate positive-consequence techniques (Royer & Feldman, 1984).

Setting Events on the Simulation Test

Hypothesis two-D, which stated that the SF group will utilize more setting event strategies than the DD group on the Simulation test, was accepted. This finding suggests that SF teacher trainees try to manage potential student behavior earlier than the DD teacher trainees. The results support the conclusion of another researcher who suggested that early intervention approaches can be learned to reduce classroom problems (Kavanagh, 1978). This study suggests that the SF method helps one learn to manage the classroom preventively rather than symptomatically. It appears that the SF method helps teacher trainees to concentrate more effectively on classroom management and teaching a lesson because of practice dealing with applied classroom situations (Check, 1986).

Consequences on the Simulation Test

Hypothesis two-E stated that the SF group will use more consequences than the DD group on the Simulation test and was accepted. The SF method seems to motivate teacher trainees to be more outcome-oriented than the DD teacher trainees. It appears that the common stimuli of exposure to disruptive students, to off-task students, and to on-task students caused the SF group to be more comfortable using consequence strategies on the Simulation test. Research has indicated that the effective teacher has friendly attitudes with firm expectations (Hamachek, 1985). It appears that the SF approach trained teachers to be more effective in setting limits with their

students' behavior. This study supports the idea that practice and feedback can enhance awareness and improve teacher trainees' classroom management skills. This research is consistent with other research (Kersh, 1963) which has shown that the role play method can be very helpful for learning to manage classrooms.

Negative Consequences on the Simulation Test

Hypothesis two-E, which stated that the treatment groups would demonstrate a similar number of negative consequences on the Simulation test, was not accepted. It appears the the DD teacher trainees were more likely to react in a negative manner to negative student behavior because of less exposure than the SF teacher trainees to the common stimuli generalization model.

Teacher Trainees on the Dependent Measures in the Field Experience

Criterion by inspection of the field experience indicated that the SF group was significantly more successful than the DD group in the field classroom on the Pla-Check (on-task behavior). Most of the subjects did their student teaching at the elementary level, where it is harder to maintain students' on-task behavior. One of the most important classroom management skills is the teacher's ability to maintain a high percentage of on-task behavior; and the SF group did this in a more challenging setting (elementary school), which suggests that the SF method was noticeably superior to the DD

method in training teachers to manage applied classrooms after they leave the training environment (McKinney & Feagans, 1984). Further inspection by analysis revealed the directional trend of the SF group slightly outperforming the DD group on the following dependent measures in the field classrooms: use of positive consequences and employment of setting events. The DD teacher trainees used a few more negative-consequence techniques than the SF teacher trainees. It appears that the common stimuli of exposure to on-task students, to compliant students, to off-task students, to disruptive students, practice teaching, and verbal feedback were responsible for the trends occurring from the training setting to the field setting. Criterion by inspection also indicated that the DD group used slightly more consequence techniques than the SF group. The groups used the same number of overall teacher intervention techniques in the field classrooms. Possibly these last two results occurred because the value systems of the supervisors became more important to the subjects than the information they had learned during the training period. For example, if the SF teacher trainees thought that the supervisors felt it was not appropriate to use certain techniques because of their values, these trainees may have ignored some teacher intervention techniques learned during the training sessions. Increased generalizations may have occurred if the teacher trainees had more exposure to the common stimuli both in training and field settings.

Conclusions

Statistically significant generalizations did not occur from the training environment to the student teaching environment as criterion by inspection revealed for the DD and SF groups. One researcher (Vlcek, 1965) reported no transfer of training from one environment to another. However, generalization occurred over time for the SF and DD groups in the training environment. The common stimuli in the training environment did appear to help the SF group to manage classrooms in the training setting more effectively than the DD group. This study supports the idea that systematic teacher training is effective in teaching student teachers classroom management techniques.

Limitations of the Study

1. There was no control group as part of this study.
2. The experimenter (researcher) taught both treatment groups and experimenter bias may have been partly responsible for the outcome of the data.
3. The field part of the study was short in duration, suggesting generalizations should be viewed cautiously.
4. Motivational factors may have been partly responsible for the outcome of the data.
5. The cells of the treatment groups were too small in the field part of the study; therefore generalizations should be viewed cautiously.

Implications of this Study for the Teacher Training Field

Teacher training programs need to be more systematic, similar to the research done in this study. Teacher education programs should incorporate the common stimuli generalization model to improve teacher trainees' classroom management skills from the training setting to the work setting. Teacher trainees can learn classroom management cognitive skills similarly by either the SF or DD method. The SF treatment approach increases the chances of teacher trainees keeping a higher percentage of their students on-task than the DD method. The SF method allows teacher trainees to be more positive with its students than the DD method. The SF approach helps teacher trainees use earlier intervention techniques than the DD approach. The SF method allows teacher trainees to demonstrate more overall teacher-intervention strategies than the DD method. Standardized role-plays when used in the teacher training setting are viewed as positive to facilitate effective classroom management learning.

Suggestions for Further Studies

1. A comparison of videotape feedback and simulation feedback treatments with follow-up as in this study;
2. A follow-up of student teachers (with similar treatment groups) for a longer period of time, such as one year;
3. An experimental replication of this study with larger cell numbers in the follow-up enhanced by the present requirement

of teacher trainees to sign up for the Classroom Behavior Management course before engaging in their student teaching field experience;

4. An experimental replication of this study with a control group with subjects who participate only in the student teaching field experience part of the research; and

5. A comparison of other theoretical approaches such as Glasser, Dinkmeyer, and Genott to compare with the behavioral approach of training teachers to manage the classroom.

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APPENDIXES

APPENDIX A

TABLE A-1
BEHAVIOR RATING AGREEMENT FOR EXPERIMENTER AND
TARGET STUDENT OBSERVERS OF
TEACHER BEHAVIOR

Observers	Training Session
1	.85
2	.92
3	.87
4	.88

TABLE A-2
BEHAVIOR RATING AGREEMENT FOR EXPERIMENTER AND
TARGET STUDENT OBSERVERS FOR CLASSROOM
RELIABILITY CHECKS

Observers	Training Session
1	.85
2	.91
3	.89
4	.87

APPENDIX B

Role Play 1

The purpose of this role play is to construct a situation in which the teacher should demonstrate a prompt. Two students role play ignorance of how to do the particular skill the teacher is instructing the class. If the teacher successfully uses a prompt, he/she will break down the skill and have the student verbalize the steps back to him/her. The minor roles assigned to students are two withdrawn behaviors (students have heads on desk) and a disruptive behavior (out of seat). The rest of the class are compliant unless the teacher does not properly reinforce them.

Role Play 2

The intent of this role play is to put together a situation in which the teacher should demonstrate alternatives. The major role of two students is to state, "I do not want to do the class assignment in the manner suggested by the teacher. I want to do it another way." If the teacher appropriately utilizes the alternative technique, he/she will suggest an alternative way for the student to do the class assignment. The minor roles assigned to students are two withdrawn behaviors (students have

heads on desks) and a disruptive behavior (student is making noise--humming loudly). The rest of the class are compliant unless the teacher does not properly reinforce them.

Role Play 3

The purpose of this role play is to reproduce a situation in which the teacher should maintain a non-distracting environment. The major role of two students is to make loud noises. If the teacher successfully demonstrates the non-distracting environment concept, he/she will maintain a quiet, non-distracting environment. The minor roles assigned to students are two withdrawn behaviors (a student has head on desk and another student looks out the window) and a disruptive behavior (a student throws a paper wad). The rest of the class are compliant unless the teacher does not reinforce them.

Role Play 4

The intent of this role play is to construct a situation in which the teacher should demonstrate seating arrangements in his/her classroom. The major role of two students is to call each other names. The two students are sitting next to each other in two different rows. If the teacher appropriately utilizes the seating arrangements strategy, he/she will separate the students into different parts of the classroom. The minor roles assigned to students are two withdrawn behaviors (one student has head on

desk and another student looks at the ceiling) and a disruptive behavior (a student taps his/her foot loudly). The rest of the class are compliant unless the teacher does not properly reinforce them.

Role Play 5

The purpose of this role play is to put together a situation in which the teacher should demonstrate a statement of the rules. The major role of two students is to use obscene language. If the teacher successfully states the rules, the student will become compliant. If the student continues to talk obscenely, the teacher will issue a consequence such as response cost, or show teacher disapproval with a restatement of the rules to extinguish the disruptive behavior of the student. The minor roles assigned to the students are two withdrawn behaviors (two students have heads on desks) and the rest of the class are compliant unless the teacher does not properly reinforce them.

Role Play 6

The purpose of this role play is to construct a situation in which the teacher should demonstrate approval. The major role of two students is to act on-task to the teacher's lesson. The two students answer questions relating to the class discussion. If the teacher appropriately uses this strategy, he/she gives

approval such as compliments to the students who answer questions and are on-task. The minor roles assigned to students are two withdrawn behaviors (a student looks out the window while another reads non-lesson material), a disruptive behavior (a student fails on tasks in the class to get attention), and the rest of the class are compliant unless the teacher does not properly reinforce them.

Role Play 7

The intent of this role play is to design a situation in which the teacher should demonstrate the back-up reward strategy. The major role of two students will be to display five tokens each and tell other members of the class the tokens should be thrown away because the tokens have no meaning to the students. If the teacher successfully uses the back-up reward technique, he/she tells the students their tokens can later be cashed in for a powerful back-up reward like ten minutes of free time. The minor roles assigned to students are two withdrawn behaviors (one student looks out the window while another looks up at the ceiling) and a disruptive behavior (a student continually asks questions not related to the lesson). The rest of the class are compliant unless the teacher does not properly reinforce them.

Role Play 8

The purpose of this role play is to construct a situation in which the teacher should demonstrate success feedback. The major role of two students is to purposefully answer questions correctly 75% of the time and incorrectly 25% of the time. If the teacher appropriately uses this strategy, he/she gives success feedback to the students who answer questions. The minor roles assigned to students are two withdrawn behaviors (one student has head on desk while the other student reads non-lesson material) and a disruptive behavior (a student pitches pennies in the back of the room). The rest of the class are compliant unless the teacher does not properly reinforce them.

Role Play 9

The intent of this role play is to make up a situation in which the teacher should demonstrate the group contingency strategy. The major role of eight students is to sing a song together ("Yellow Submarine"). If the teacher successfully uses this strategy, he/she uses group consequences to affect the eight students who are singing. The minor roles assigned to students are two withdrawn behaviors (a student has head on desk while another looks up at the ceiling) and a disruptive behavior (a male student pinches a female student on the behind). The rest of the class are compliant unless the teacher does not properly reinforce them.

Role Play 10

The purpose of this role play is to put together a situation in which the teacher should demonstrate time out. The major role of two students is to start fighting. If the teacher appropriately utilizes this strategy, he/she directs the fighting students to the time-out area. The minor roles assigned to students are two withdrawn behaviors (a student looks out the window while another student reads non-lesson materials) and a disruptive behavior (a student throws a pencil at another student). The rest of the class are compliant unless the teacher does not properly reinforce them.

Role Play 11

The intent of this role play is to construct a situation in which the teacher should demonstrate the response cost technique. The major role of two students is to steal tokens from other students. If the teacher successfully demonstrates response cost, he/she takes reinforcers such as tokens away from the offending students. The minor roles assigned to students are two withdrawn behaviors (a student looks at the ceiling while another student has his head on desk) and a disruptive behavior (a student gets out of his/her seat). The rest of the class are compliant unless the teacher does not properly reinforce them. The compliant students have tokens passed out to them before the role play starts.

Role Play 12

The purpose of this role play is to design a situation in which the teacher should demonstrate overcorrection. The major role of two students is to steal another student's paper, rip it up, and throw it onto the floor. If the teacher appropriately demonstrates overcorrection, he/she makes the offending students pick up the pieces of paper that they threw down on the floor and replace the piece of paper they took with three other sheets of paper. The minor roles assigned to students are two withdrawn behaviors (a student reads non-lesson material while another student looks out the window) and a disruptive behavior (a student throws coins at other students). The rest of the class are compliant unless the teacher does not properly reinforce them.

Role Play 13

The intent of this role play is to create a situation in which the teacher should demonstrate teacher disapproval. The major role of two students is to try to control others. The two students threaten, bribe, intimidate, and manipulate others to do what they want instead of what the teacher wants. If the teacher successfully uses the teacher disapproval techniques, he/she specifies to the student very clearly how their behavior is inappropriate in the classroom. The minor roles assigned to students are two withdrawn behaviors (a student looks up at the

ceiling while another student has his/her head on the desk) and a disruptive behavior (a student swears at the teacher). The rest of the class are compliant unless the teacher does not properly reinforce them.

Role Play 14

The purpose of this role play is to simulate a situation in which the teacher should demonstrate the DRL schedule technique. The major role of one student is to ask non-lesson related questions every 20 seconds. If the teacher appropriately demonstrates the DRL schedule strategy, he/she rewards the student for decreasing over a number of days the incidence of the problem behavior lower than a pre-determined limit. The minor roles assigned to students are two withdrawn behaviors (a student reads non-lesson material while another student looks out the window) and two disruptive behaviors (one student steals books while the other student makes loud calls). The rest of the class are compliant unless the teacher does not properly reinforce them.

Role Play 15

The intent of this role play is to construct a situation in which the teacher should demonstrate reinforcing an incompatible behavior with an undesirable behavior. The major role of two students is to talk out of turn. They talk to other students without raising their hands. They do this every 45 seconds

and continue for a period of 20 seconds. If the teacher successfully demonstrates this strategy, he/she gives attention, approval, or tokens to the students when they are not talking to other students. The minor roles assigned to students are two withdrawn behaviors (a student looks out the window while another student looks up at the ceiling) and a disruptive behavior (a student bounces a ball on the floor). The rest of the class are compliant unless the teacher does not properly reinforce them.

Role Play 16

The purpose of this role play is to make up a situation in which the teacher should demonstrate the technique of ignoring. The major role of two students is to make faces at other students. If the teacher appropriately demonstrates this strategy, he/she gives no attention to the students when they make faces at other students. The minor roles assigned to students are two withdrawn behaviors (a student reads non-lesson material while another student has his head on desk) and a disruptive behavior (a student calls the teacher obscene names). The rest of the class are compliant unless the teacher does not properly reinforce them.

Role Play 17

The intent of this role play is to simulate a situation in which the teacher should demonstrate teacher attention. The major role of two students is to answer questions correctly and produce

correct academic products. If the teacher successfully demonstrates this technique, he/she gives attention to the two students when they are involved in on-task processes and products. The minor roles assigned to students are two withdrawn behaviors (a student looks out the window while another student reads non-lesson materials) and a disruptive behavior (a student pulls another student's hair). The rest of the class are compliant unless the teacher does not properly reinforce them.

APPENDIX C

SIMULATION TEST

Each teaching lesson will last for 10 minutes. Each teacher will need to specify before the role play the grade upon which the role play will be based.

Observers will Notice

1. Frequency count of teacher intervention strategies.
2. A Pla-Check will be done at thirty-second intervals.

Role Players

Five students in role play

3 on-task students

1 off-task student (head down sleeping)

1 acting-out student who will do a combination of (1) out-of-seat behavior after 30 seconds of the role play,

(2) talking to other students after a minute, and continuously thereafter unless appropriately told to stop,

(3) throws paper wads at the four-minute stage, (4) taps foot at the six-minute stage, and finally (5) makes noises at the eight-minute stage.

IF the teacher does not appropriately show (1) approval, (2) give success feedback or (3) give tokens to the on-task students they will start to act out. IF the teacher in dealing with the

off-task behavior can (1) reinforce the incompatible behavior with an undesired behavior, the role-player will be compliant. If the teacher demonstrates (2) alternatives, (3) varies environment, (4) models, (5) teacher disapproval, (6) response cost, (7) high priority activity, or (8) rules paired with consequences with this student, he/she will become compliant; otherwise, he/she will stay withdrawn. IF the teacher in dealing with the acting-out student demonstrates either: (1) disapproval, (2) response cost, (3) reinforcing an incompatible behavior with the undesired behavior, (4) rules paired with consequences, (5) high priority activities, (6) group contingencies, (7) DRL, (8) time out, or (9) varies the environment; the student will become compliant only for the specific acting out behavior he/she demonstrated (the acting-out student will have five disruptive behaviors to show the class). If the teacher does not provide an appropriate strategy for an acting-out behavior the student will continue to act out until the next acting-out behavior occurs. After ten minutes, the researcher will end the Simulation test.

APPENDIX D

CHECKLIST OF TEACHER INTERVENTIONS

(Frequency Count)

The observer should tally a (check) each time he/she observes a teaching using each strategy.

A = Appropriate

I = Inappropriate

	<u>A</u>	<u>I</u>
Prompts	_____	_____
Alternatives	_____	_____
Varies Environment	_____	_____
Models	_____	_____
Success Feedback	_____	_____
Teacher Approval	_____	_____
High Priority Activities	_____	_____
Group Contingencies	_____	_____
Tokens and Points	_____	_____
Rules Paired with Consequences	_____	_____
Reinforce Incompatible Behavior	_____	_____
Time-out	_____	_____
Response Cost	_____	_____
Teacher Disapproval	_____	_____
Overcorrection	_____	_____
DRL	_____	_____

PLA-CHECK DATA SHEET

Location _____ Date _____

Observer _____ Time _____

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

A	P	%

A	P	%

A	P	%

A	P	%

A	P	%

Total % _____

Note: DIVIDE EACH TOTAL % BY NUMBER OF OBSERVATIONS

Teacher's Comments:

Positive _____

Negative _____

VITA

Paul Harris Sandman was born in Worcester, Massachusetts March 30, 1951. He graduated from Worcester Junior College in May 1971, completed his bachelor's degree in social work from the University of Massachusetts in May 1973, and graduated from the master's program in health education at Worcester State College May 1978.

He has worked as a research assistant for the Army Research Institute (1974-75), been employed as a social worker at a nursing home (1976), worked as a heroin counselor (1977), been employed as a counselor at a state psychiatric facility (1977), worked as a teaching assistant at The University of Tennessee, Knoxville (1978-1982), been employed as a tutor (1979-1982), worked as a pre-school teacher (1983), been employed as a DUI counselor (1983-1985), worked as a psychologist at a drug and alcohol hospital (1985-1986), and been employed as clinical social worker for a residential adolescent program (1986-1987).