DOCUMENT RESUME

ED 085 640 CG 008 581

AUTHOR Hubbard, W. Donald; Zajano, Nancy
TITLE Group Conferences to Promote Self-Directed Prosocial Behavior: 1971-72 Field Test Report.
INSTITUTION Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.,
REPORT NO TR-255
PUB DATE Jul 73
CONTRACT NE-C-00-3-0065
NOTE 75p.; Report from the Quality Verification Section

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Behavior Change; *Conferences; Decision Making; Elementary School Students; Feedback; Field Studies; *Group Dynamics; *Motivation; Reinforcement; Research Projects; *Self Control; Student Behavior

ABSTRACT

This paper reports the findings of a field test of the motivational-instructional procedure group conferences to promote self-directed prosocial behavior. The field test was carried out in eight Wisconsin multiunit schools. Each school or unit developed its own list of prosocial behaviors which was used to measure the progress of all pupils. Different numbers of pupils from the schools were then chosen to participate in small-group conferences in which specific behaviors were discussed and individual goals were set. The main conclusions were that: (a) participating pupils improved significantly on those self-directed prosocial behaviors discussed in conferences; (b) this improvement was maintained when assessed six to eleven weeks after conferences ended; and (c) although the pupils chosen for conferences manifested significantly fewer prosocial behaviors before the conferences than those students not included, they manifested as many at the end of the conference period. It is assumed that schools would not normally end a conference period until their goals were met. The design of the field test, however, included a period without conferences to evaluate the long-term effects of the procedure. The overall conclusion derived from the field test is that the motivational-instructional procedure is a viable means to increase the incidence of pupils' self-directed prosocial behavior. (Author)

TECHNICAL REPORT NO. 225

GROUP CONFERENCES TO PROMOTE SELF-DIRECTED PROSOCIAL BEHAVIOR: 1971-72 FIELD TEST REPORT

WISCONSIN RESEARCH AND DEVELOPMENT
CENTER FOR
COGNITIVE LEARNING

THE UNIVERSITY OF WISCONSIN
Madison, Wisconsin

UNIVERSITAS WISCONSINENSIS
MDCCCXLVIII

RESEARCH
COGNITIVE
LEARNING
DEVELOPMENT

Technical Report No. 255

GROUP CONFERENCES TO PROMOTE SELF-DIRECTED PROSOCIAL BEHAVIOR: 1971-72 FIELD TEST REPORT

by

W. Donald Hubbard
Nancy Zajano

Report from the
Quality Verification Section

Wisconsin Research and Development
Center for Cognitive Learning
The University of Wisconsin
Madison, Wisconsin

July 1973

Published by the Wisconsin Research and Development Center for Cognitive Learning, supported in part as a research and development center by funds from the National Institute of Education, Department of Health, Education, and Welfare. The opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by that agency should be inferred.

Center Contract No. NE-C-00-3-0065

Statement of Focus

Individually Guided Education (IGE) is a new comprehensive system of elementary education. The following components of the IGE system are in varying stages of development and implementation: a new organization for instruction and related administrative arrangements; a model of instructional programing for the individual student; and curriculum components in prereading, reading, mathematics, motivation, and environmental education. The development of other curriculum components, of a system for managing instruction by computer, and of instructional strategies is needed to complete the system. Continuing programmatic research is required to provide a sound knowledge base for the components under development and for improved second generation components. Finally, systematic implementation is essential so that the products will function properly in the IGE schools.

The Center plans and carries out the research, development, and implementation components of its IGE program in this sequence: (1) identify the needs and delimit the component problem area; (2) assess the possible constraints—financial resources and availability of staff; (3) formulate general plans and specific procedures for solving the problems; (4) secure and allocate human and material resources to carry out the plans; (5) provide for effective communication among personnel and efficient management of activities and resources; and (6) evaluate the effectiveness of each activity and its contribution to the total program and correct any difficulties through feedback mechanisms and appropriate management techniques.

A self-renewing system of elementary education is projected in each participating elementary school, i.e., one which is less dependent on external sources for direction and is more responsive to the needs of the children attending each particular school. In the IGE schools, Center-developed and other curriculum products compatible with the Center's instructional programing model will lead to higher student achievement and self-direction in learning and in conduct and also to higher morale and job satisfaction among educational personnel. Each developmental product makes its unique contribution to IGE as it is implemented in the schools. The various research components add to the knowledge of Center practitioners, developers, and theorists.

Acknowledgments

The preparation of a report of this nature is not possible without the sustained effort and cooperation of a variety of people. The first acknowledgment of our gratitude must go to the faculties of the eight schools where this field test took place. Special recognition is given to the leadership, perseverance, and suggestions provided by members of the Instructional Improvement Committee in each school. We extend our thanks to the following principals and unit leaders:

Black Earth Elementary School,
Black Earth, Wisconsin

Eugenie Fadner
Helen Olson
Diane Rose
Evan Vieregge, Principal

Huegel Elementary School,
Madison, Wisconsin

Alan Allbaugh
Nancy Barnett
Thomas Bauer
Jerry Johnson, Principal

Onegwin Elementary School,
Fond du Lac, Wisconsin

Fred Augustin
Leslie Chaloupka, Principal
Helen Miller
Eleanor Mitchell

McKinley Elementary School,
Manitowoc, Wisconsin

James Blank
Constance Espeseth
Constance Foley, Principal

Franklin Elementary School,
Appleton, Wisconsin

Ellie Eggener, Reading Consultant
Richard Goree, Principal
Maxine Wiley
Andrew Wittmann

Port Edwards Elementary School,
Port Edwards, Wisconsin

Jean Fritz
Ed Heuer, Principal
Jeannette Santowski
Bill Taylor

Galesville Elementary School,
Galesville, Wisconsin

Marvin Baures, Principal
Marion Johnson
Ardelle Williamson

C. G. Stangel Elementary School,
Manitowoc, Wisconsin

Robert Kautzer
Robert Rosinsky, Principal
Catherine Wick

We are also indebted to Ed Haertel for his skillful programming of repeated analysis with a monumental amount of data. Particular appreciation is expressed for his remarkable patience and enduring wit through it all. Mary R. Quilling supported and guided this effort with much conceptual input regarding the field test design and implementation. Anne Buchanan's support in both initiating the field test and assisting us with each step of its development is gratefully acknowledged.

Dr. Herbert J. Klausmeier, whose development of the system of Individually Guided Motivation provided the impetus for this field test, is also to be thanked for his repeated reviews of this report. In addition, we would like to thank Dorothy A. Frayer for the consultative assistance she provided both before and throughout the field test.

Our final acknowledgment goes to Linda Strong for her sustained cheerfulness as she repeatedly typed the many stages of this manuscript.

Contents

List of Tables

Abstract

This paper reports the findings of a field test of the motivational-instructional procedure group conferences to promote self-directed prosocial behavior. The field test was carried out in eight Wisconsin multiunit schools whose Instructional Improvement Committee members attended an inservice workshop given by Center staff. As a result of the inservice program the faculties successfully completed both the planning and organizational tasks needed to implement the procedure, and appropriately applied the motivational principles suggested for small-group conferences. Each school or unit developed its own list of prosocial behaviors which was used to measure the progress of all pupils. Different numbers of pupils from the schools were then chosen to participate in small-group conferences in which specific behaviors were discussed and individual goals were set.

The main conclusions were that (a) participating pupils improved significantly on those self-directed prosocial behaviors discussed in conferences, (b) this improvement was maintained when assessed six to eleven weeks after conferences ended, and (c) although the pupils chosen for conferences manifested significantly fewer prosocial behaviors before the conferences than those students not included, they manifested as many at the end of the conference period. It is assumed that schools would not normally end a conference period until their goals were met. The design of the field test, however, included a period without conferences to evaluate the long-term effects of the procedure.

The findings reported above were not uniformly obtained by all of the field test schools. Three schools clearly demonstrated the effectiveness of the group-conference procedure. Two other schools obtained positive results in some areas but not others. The procedure was not effective in two schools. The eighth school obtained positive results in some areas, but Center observation indicated that these results did not relate to the implementation of the procedure.

A final aspect of the field test concerned the usability of the inservice materials and the feasibility of implementing the procedure. Data gathered in this regard were used to revise the materials. The amount of staff time needed to implement the procedure was a potential problem that received particular attention in revising the materials. The overall conclusion derived from the field test is that the motivational-instructional procedure is a viable means to increase the incidence of pupils' self-directed prosocial behavior.

I
Introduction

The system of Individually Guided Motivation (IGM) complements the instructional programs developed by the Wisconsin Research and Development Center for Cognitive Learning. Just as Individually Guided Education (IGE) is designed to tailor the curriculum of every child according to his individual needs, the IGM system is aimed at meeting the unique motivational needs of each child. IGM was developed to assist teachers in developing and maintaining high motivation to learn within each child. As a systematic approach to motivating children, it offers a striking contrast to haphazard and occasional attempts to influence a child's interest in learning.

The system of IGM is based on the consistent application of the motivational principles regarding reinforcement, focusing attention, goal setting, providing feedback, modeling, and reasoning. These principles have been drawn for the most part from laboratory studies and motivational theory. They provide the focal point around which the following four motivational-instructional procedures have been developed:

1. Adult-child conferences to encourage independent reading
2. Teacher-child conferences for goal setting
3. Guiding older children as tutors
4. Group conferences to encourage self-directed prosocial behavior

This document reports the small-scale field test of the last procedure.

Research Background

The school-based research conducted before and during the development of each of these procedures has shown that teachers can learn to use a systematic approach in motivating children. Evidence that the group-conference procedure is an effective means to help children become more self-directed in choosing prosocial behaviors comes from a controlled experiment conducted at the Wilson Elementary School in Janesville, Wisconsin.[1] This experiment provided important information about the effectiveness of individual and group conferences with children of various ages.

Before assignment to the treatment groups of the experiment each child rated himself on 20 behaviors on a five-point continuum. Two or three teachers also rated each child. All students in the school (Grades K-6) were then randomly assigned to one of four conditions: no conferences, individual conferences, small-group conferences (three to four students), or medium-group conferences (six to eight students). All conferences were conducted by the children's teachers.

Children assigned to conference conditions participated in a total of four conferences. The conferences were scheduled every two weeks for older children and every week for the kindergartners. During these conferences the teacher used reasoning, goal setting, feedback, and reinforcement to help children think about their own behavior, to decide upon behaviors they wanted to improve, and to set specific goals for improving their behavior.

At the end of the experimental period the children and teachers again completed the behavior assessment form. Analysis of the ratings indicated that students in the conference conditions improved their behavior more

---

[1] J. S. Sorenson, E. A. Schwenn, & J. L. Bavry. The use of individual and group goal-setting conferences as a motivational device to improve student conduct and increase student self-direction: A preliminary study. Wisconsin Research and Development Center for Cognitive Learning, Technical Report No. 123, 1970.

than students in the control group. Students receiving individual conferences improved more than students in small or medium groups, but there was no difference between the small and medium groups themselves. Evaluative comments from participating teachers, however, indicated a strong preference for group conferences: small groups of three or four in the primary grades and medium groups of six to eight in the intermediate grades.

As a result of this study, a mimeographed practical paper, Guiding children toward prosocial behavior: A positive approach to student conduct,[2] and videotape film, The Development of Prosocial Behavior Through Small-Group Conferences, were developed to instruct the potential implementer in the use of group conferences to promote prosocial behavior. The effectiveness of these materials in aiding school personnel to implement the group-conference procedure and thereby increase the self-direction of their pupils was the subject of a 1971-72 field test. This motivational-instructional procedure and the other three procedures in the IGM system are currently described in a single textbook[3] and five sound-color films.

In contrast to the other motivational-instructional procedures in which a teacher or another child works individually with a pupil to improve his motivation with respect to a cognitive skill, the group-conference procedure features an adult working with a group of three to eight children to improve a particular behavior.

During the conferences the adult applies motivational principles to guide children toward thinking about their behavior in particular situations. As the discussion progresses, children make plans to change their behavior. Emphasis is placed on reasoning about behavior with the ultimate goal that children become more self-directive in choosing prosocial behaviors.

A two-stage inservice program was developed to assist school personnel in the implementation of the group-conference procedure. Utilizing the mimeographed practical paper and videotape film, an agenda was prepared for involving a school's key instructional personnel (Instructional Improvement Committee--IIC) in an R & D Center-sponsored workshop. The agenda included discussions of the knowledge and methodology needed for implementing the procedure and a simulation of the group-conference techniques. In the second stage of the inservice program the previous participants conducted sessions for their staffs. The purpose of these sessions was to convey the information received during the first stage and to plan for the implementation of the procedure at the local school.

Objectives of the Procedure

Because the professional school teacher is the person most responsible for implementing the procedure, he and his colleagues make up the direct target group for this motivational-instructional procedure. As a result, certain objectives are stated for him. Upon completion of the inservice program the following outcomes are anticipated for the professional school teacher:

1. The teacher demonstrates his knowledge of the theory, principles, and implementation tasks of group conferences.
2. The teacher demonstrates his understanding of the planning and organizational techniques related to implementation of the procedure of group conferences to improve pupils' prosocial behavior.
3. The teacher demonstrates his understanding of the application of motivational principles in group conferences to improve students' prosocial behavior.

The ultimate or indirect target group for the motivational-instructional procedure is comprised of the elementary-school children. As a result of the group-conference procedure, the following outcomes are expected for the child:

1. The student increases his incidence of prosocial behavior.
2. The student perceives an increased incidence of his prosocial behavior.
3. The student continues to exhibit an increased incidence of prosocial behavior after the completion of the group-conference period.

---

[2] K. M. Holland, D. A. Frayer, J. S. Sorenson, & E. S. Ghatala. Guiding children toward prosocial behavior: A positive approach to student conduct. Wisconsin Research and Development Center for Cognitive Learning, Practical Paper Draft, 1970.

[3] H. J. Klausmeier, J. T. Jeter, M. R. Quilling, & D. A. Frayer. Individually Guided Motivation. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1973.

II
The Field Test Plan

Field Test Objectives

The field test was designed to answer questions in two general areas: effectiveness and usability. With regard to effectiveness, do the inservice program and the group-conference procedure meet the objectives for their respective target populations? With regard to usability is the group-conference procedure, as described in the materials and at the inservice, viable in an elementary-school situation? The following specific questions were proposed:

Upon completion of the inservice program:

1. Does the teacher demonstrate his mastery of the knowledge of the theory, principles, and implementation tasks of the group-conference procedure?
2. Does the teacher complete the implementation tasks of the group-conference procedure?
3. Does the teacher apply the motivational principles regarding reasoning, modeling, goal setting, providing feedback, and reinforcing in group conferences to improve pupil's prosocial behavior?

Given satisfactory answers to the above questions:

4. Does the student involved in the group-conference procedure increase the incidence of his prosocial behavior?
5. Does the student involved in group conferences perceive an increased incidence of his prosocial behavior?
6. Does the student continue to exhibit an incidence of prosocial behavior at a level higher than the baseline level after the conferences are completed?

Regarding usability:

7. Is the information provided in the inservice materials sufficient to support implementation of the group-conference procedure?
8. Is the group-conference procedure feasible for elementary schools in terms of the time and effort required for implementation?

Subjects

To answer these questions eight Wisconsin multiunit schools were included in the field test. The population of the schools consisted primarily of white, middle-class pupils in small or medium-size towns. (Three schools were located in towns of less than 3,000, four were in towns of between 30,000 to 60,000, and one was located in a city of 173,000.)

A total of 2,375 pupils and 99 teachers were involved in the field test. Six of the eight field test schools included primary-age children in this program. More specific information related to the number and age levels of the pupils within each participating unit and the number of pupils involved in group conferences is given in Table 1. Although the Franklin School is organized into two separate units of 9-10 year olds and 10-11 year olds, the data from these two units were collapsed in order to form a unit that was more similar in terms of age to units in the other schools.

Procedures and Implementation

As with the other components of IGM, the group-conference procedure requires an inservice program whereby personnel from the R & D Center educate key school personnel who in turn educate the other members of their

TABLE 1
FIELD TEST POPULATION

School	Age/Grade Level of Units	Number of Students		Number of Teachers (including unit leaders)
		Total	Conferees	Total
Franklin (Appleton)	9,10,11 yrs.[a]	195	118	6
Black Earth	Gr. K,1,2	101	0[b]	6
	3,4	106	83	5
	5,6	112	0[b]	5
Galesville	Gr. 1,2,3	121	57	8
	4,5,6	203	150	6
Chegwin (Fond du Lac)	Gr. 2	60	9	3
	3,4	102	20	5
	5,6	127	29	6
Huegel (Madison)	5,6,7 yrs.	118	8	5
	7,8,9 yrs.	64	14	3
	9,10,11 yrs.	93	22	4
McKinley (Manitowoc)	Gr. 3,4	74	39	3
	5,6	172	75	6
Stangel (Manitowoc)	7,8 yrs.	175	43	7
	11,12 yrs.	160	50	5
Port Edwards	Gr. 1,2	116	113	6
	3,4	145	115	6
	5,6	131	99	5

[a]Two units; data collapsed.

[b]Conferences conducted; data unavailable.

staff. The key school personnel in this instance was the Instructional Improvement Committee (IIC) with a few additions. Using the inservice program and associated materials, the staff then plans, implements, and evaluates the procedure of group conferences to encourage prosocial behavior.

Two weeks prior to the R & D inservice the IIC members of each school were sent the mimeographed paper, the program agenda (Appendix A), and the objectives for the inservice (Appendix B). A total of 27 IIC members attended the one-day inservice conducted at two sites in mid-September.

The inservice session opened with the administration of a 15-item multiple-choice test of the theory, principles, and implementation tasks of the group-conference procedure (Appendix C). The participants who achieved an 80% mastery level on the test items then discussed the guidelines for formulating behavior checklists and implementing the group conferences in their schools. The participants who did not attain 80% mastery of the test items attended an overview session designed to emphasize the program's theory, principles, and implementation. In order to provide some experience with the task of formulating a behavioral checklist, all participants were then assigned to a working group where they developed a checklist of behaviors that adults would be expected to exhibit at an inservice meeting. The remaining portion of the inservice session was devoted to a role-playing session simulating a small-group conference, the viewing and discussion of the videotape film The Development of Prosocial Behavior Through Small-Group Conferences, and a

working session in which IIC members prepared a skeletal plan for implementing the procedure in their school. The session concluded with a 15-item posttest (Appendix C).

The inservice had two levels of evaluation: (a) the long-range level involving the objectives for the adult target population (see p. 3) and (b) the short-range level involving the objectives of the inservice session (see Appendix B). In regard to the long-range level of evaluation the objective related to the completion of implementation tasks (Objective 2) was amplified in terms of the following specific tasks:

1. Attendance of all participating faculty at an inservice program which consists of three to four hours of instruction including conference simulation
2. Development of a behavior checklist to meet local criteria for prosocial behavior
3. Collection by the teachers of baseline behavioral ratings on all students
4. Selection of students for conferences on the basis of a broad range of behavior patterns
5. Maintenance of a regular conference schedule with regular assignments of personnel
6. Establishment of conference sites with a fair degree of privacy
7. Maintenance of current records concerning conference attendance and conference results

Within a month after the R & D Center inservice each school conducted a local inservice to introduce the program to their respective staffs. In all cases the videotape film was shown as part of the inservice. During this time the R & D Center conducted a telephone interview of each principal in order to ascertain the response of each school's teachers to the procedure and to answer any questions or respond to any implementation problems (see Appendix D).

Each school then identified the prosocial behaviors it considered most important and stated these in the form of a checklist. These checklists, which included from six to 39 behaviors, were submitted to the R & D Center by November 1, 1971. Five schools chose to have different checklists for each of their units, and the remaining three schools had one school-wide checklist. In addition to the checklist, each school identified its criteria for selecting children to participate in the conferences. These group formation guidelines were also submitted to the Center. At this point all schools were visited by Center staff to explain data-collection forms and to answer questions.

The field test participants then collected baseline information by giving each child a rating on the incidence of each behavior on the checklist. These ratings took the form of a 3-, 4-, or 5-point scale corresponding to a range of "never" to "always." A typical checklist included three ratings, "seldom," "sometimes," and "usually." A copy of each school's checklist can be found in Appendix E. In four schools each child was rated by one teacher, while in the remaining four schools several teachers rated each child or reviewed the ratings given by another teacher. In addition, in all but one of the 19 units the pupils rated themselves on their incidence of each behavior on the checklist.

Using the group formation guidelines and the baseline ratings, school personnel selected children to participate in the group conferences, with each conference focusing on one behavior. All schools had begun holding conferences by November 30, 1971.

The descriptive characteristics of the group conferences are contained in Table 2. A total of 243 conference groups were formed in the 18 units for which data were available. The difference in the number of conference groups per unit was extensive, ranging from one group to 44 groups. On the average the conference groups contained six or seven members and met two or three times. The smallest group size was two students, and the largest group size was ten students. A few conference groups met only once, while a few other groups met four times. The duration of the group meetings averaged 19.5 minutes for initial conferences and 14.8 minutes for follow-up conferences. The shortest meeting was 6 minutes long, and the longest meeting was 40 minutes long.

In order to keep track of which children were in conferences, what behavior they discussed, and whether they attained their goals, a "Group Conference Record" was kept by 18 of the 19 units using the program (see Appendix F).

For the purpose of the field test, conferences were scheduled to end during February, 1972. At this time a postassessment was completed by teachers and pupils. Each pupil was rated and rated himself on the incidence of each behavior on the checklist. These postconference ratings as well as the group conference records were submitted to the Center by March 20, 1972.

From 6 to 11 weeks after the last conference at each school was held, a 30% sample

TABLE 2
DESCRIPTIVE CHARACTERISTICS OF THE GROUP CONFERENCES HELD IN FIELD TEST SCHOOLS

School	Age/Grade Level of Unit	Number of Conference Groups	Mean Number Students Per Conference Group	Mean Number Conference Meetings
Franklin	Total	44	6.6	2.0
Black Earth	Gr. K,1,2	0	---	---
	Gr. 3,4	18	6.1	2.4
	Gr. 5,6	0[a]	---	---
Galesville	Gr. 1,2,3	13	5.5	2.5
	Gr. 4,5,6	32	7.2	2.9
	Both units	5	6.2	2.6
Chegwin	Gr. 2	4	3.2	3.2
	Gr. 3,4	4	7.2	2.5
	Gr. 5,6	7	5.6	3.1
Huegel	5,6,7 yrs.	1	8	2
	7,8,9 yrs.	3	5	2
	9,10,11 yrs.	5	5.6	2.8
McKinley	Gr. 3,4	6	7.3	3.8
	Gr. 5,6	14	5.8	2.7
Stangel	7,8 yrs.	9	5.8	2.4
	11,12 yrs.	10	5.8	2.9
Port Edwards	Gr. 1,2	25	7.3	2.9
	Gr. 3,4	27	7.4	2.7
	Gr. 5,6	16	6.7	2.4
	Total	243	6.5	2.6

[a]Groups formed; data unavailable.

of the pupils in the field test again rated themselves and were rated by teachers on the behavior checklist. These ratings served as a retention check of the prosocial behaviors acquired during the conference period.

During the conference period (December to February) field test schools were randomly selected to be visited by Center staff on three different occasions. As a result three schools received two visits and another three schools were visited once. The visitations had the dual purpose of (a) observing group conferences and (b) obtaining usability information from the principal. Although not every visitation involved both purposes, the net effect was to gather data in both regards. During the same time period a separate R & D Center study was taking place at the Huegel and Black Earth schools, which permitted five additional visits for the purpose of observing group conferences.

An observation schedule was completed for each conference monitored by Center staff. This schedule was primarily designed to ascertain whether the motivational principles were being applied by the adult conducting the conference. Additional questions were related to the degree of privacy and general atmosphere in which the conferences were conducted. A total of 29 conferences were observed. The observation schedule is provided in Appendix G. An interview form (Appendix H) was used to record the information received from the

principal. Most questions were related to the amount of staff time devoted to carrying out the various aspects of the implementation.

In addition to the information gathered through formal visits and interviews, questions related to implementation of the procedure were received through telephone calls and letters from the participating schools. These questions also served as a basis for revising the materials.

III
Results and Discussion

Adult Target Population

1. Does the teacher demonstrate his mastery of the knowledge of the theory, principles, and implementation tasks of the group-conference procedure?

The paper-and-pencil tests that were developed to answer this question were given in five schools and at each of the two inservice sessions conducted by the R & D Center. Parallel forms were prepared to be used as pretests and posttests. Table 3 contains the descriptive data related to the administrations of the test in the several situations. Results of the pretest administration indicate that the teachers prepared themselves well for the inservice programs. An overall mean of 11.1 is relatively close to the 80% mastery level usually assigned to tests of this sort. Posttest results suggest that the inservice sessions provided sufficient information so that the pretest nonmasters were brought up to the level of the faculty in general. An exception to this result was found in the Huegel

TABLE 3
DESCRIPTIVE DATA OF PRETESTS AND POSTTESTS OF TEACHER'S KNOWLEDGE OF THE THEORY, PRINCIPLES, AND IMPLEMENTATION TASKS OF GROUP CONFERENCES

	Pretest			Posttest[a]		
Teachers	N	Mean[b]	Standard Deviation	N	Mean[b]	Standard Deviation
1st R & D Inservice	17	12.4	1.73	6	12.2	.90
2nd R & D Inservice	10	11.6	1.65	5	11.2	1.17
Galesville	12	10.2	2.38	8	12.4	1.58
Chegwin	11	11.0	2.90	7	10.3	1.28
Huegel	12	11.3	1.50	3	8.3	3.40
Stangel	9	10.2	2.33	6	10.8	7.73
Port Edwards	20	10.8	2.07	6	11.3	1.89
Overall	91	11.1	2.23	41	11.2	2.17

[a] Data on pretest nonmasters.

[b] 15-item tests.

School. From another perspective 70% of all the adults who were tested attained the mastery level on either the pretest or the subsequent posttest.

Thus, one may reasonably say that upon completion of the inservice program teachers do demonstrate mastery of the knowledge of the theory, principles, and implementation tasks of the group-conference procedure.

2. Does the teacher complete the implementation tasks of the group-conference procedure?

Data were gathered to answer this question in a series of monitoring visits made to the schools by Center personnel. At the conclusion of that series each school was rated on a 1 to 5 scale according to its completion of the seven specific tasks that pertain to the question. Table 4 contains the ratings of the schools. (See Appendix I for a description of the factors used in making the ratings.)

The data contained in Table 4 support a qualified affirmative response to the question posed for this section. Four of the seven tasks have a mean rating greater than 4.0 (80% of the maximum). No task has a mean rating lower than 3.6 (72% of the maximum).

Examined from a different perspective the data reveal that five of the eight schools have mean ratings equal to or greater than 4.0. A sixth school has a mean rating of 3.7. The remaining two schools have mean ratings of 3.0 and 3.1 with their lowest ratings being given in the three tasks with the lowest mean ratings. When the ratings of these two schools are removed, all the tasks have a mean rating greater than 4.0. When the ratings for the three tasks with the lowest mean ratings are removed, all the schools except Black Earth have a mean rating greater than 4.0.

In summary, there is evidence that teachers in six of the eight schools taken collectively were able to complete the seven specific tasks that pertain to the implementation of the group-conference procedure. One of the six schools, however, had a mean rating below 4.0 and can be considered as only partially completing these tasks. Two schools taken collectively had particular difficulty with the three tasks of selecting students for conferences, establishing regular conference schedules, and maintaining current records.

3. Does the teacher apply the motivational principles regarding reasoning, modeling, goal setting, providing feedback, and reinforcing in group conferences to improve pupil's prosocial behavior?

Data relative to this question were gathered in observations of teachers conducting conferences. The observations were arranged in two ways: (a) as a part of the monitoring visits and (b) as a part of a research study conducted in two of the schools. Using a 5-point scale, three raters observed a total of 29 conferences in six schools over a period of six weeks. Table 5 contains a summary of the mean ratings made by the three raters in each of three time periods. The overall means for the three time periods indicate an improvement in the ratings as time passes. Two raters, however, gave lower ratings in the third time period than they gave in the second time period. The overall means for the three raters indicate some differences in their ratings. An analysis of variance of those overall means, however, yields $F = .10$. The design of the rating procedure did not permit a careful analysis of rater difference, time difference, or their interaction effects. The evidence that is available tends to suggest that the ratings can be combined to study the teacher's application of the motivational principles.

Table 6 contains the mean ratings of the teachers' ability to demonstrate the five motivational principles in initial and follow-up conferences conducted in six schools. There is evidence that the teachers were able to apply the five motivational principles as shown by an overall mean rating of 4.0 (80% of the maximum). Two of the schools and one of the motivational principles had mean ratings substantially below 4.0 and were therefore exceptions to the overall statement. The modeling principle had the lowest mean rating, but it also had the highest standard deviation. As shown by the four means in Table 6, there was a bipolarity in the distribution of the ratings on this principle: the faculties of two schools were able to demonstrate it, but two faculties were not. In summary, the data support an affirmative response to the question related to a teacher's ability to apply the five motivational principles.

The three questions reported above are directed at the long-range effectiveness of the inservice program. Considering the results collectively, the inservice program was effective in terms of these long-range objectives. The adults were able to (a) demonstrate mastery of the knowledge, theory, and implementation tasks related to the procedure, (b) complete the associated implementation tasks, and (c) apply the motivational principles. However, the inservice program was not uniformly effective. Two schools seemed to receive less from the inservice program than the other schools.

The short-range evaluation of the inservice program involved the objectives set for the two R & D inservice sessions (see Appendix B).

TABLE 4
RATING[a] BY SCHOOL OF TEACHER'S COMPLETION
OF SEVEN IMPLEMENTATION TASKS

Tasks	School								Mean	S.D.
	Franklin	Black Earth	Galesville	Chegwin	Huegel	McKinley	Stangel	Port Edwards		
Attendance of all participating faculty at an inservice program which consists of three to four hours of instruction including conference simulation	4	3	4	3	4	4	5	5	4.0	.76
Development of behavior checklist to meet local criteria for prosocial behavior	5	5	5	5	5	5	5	5	5.0	.00
Collection by the teachers of baseline behavioral ratings on all students	5	3	4	4	4	5	4	5	4.2	.76
Selection of students for conferences on the basis of a broad range of behavior patterns	5	3	5	3	2	4	3	5	3.8	1.16
Maintenance of a regular conference schedule with regular assignments of personnel	3	2	5	3	2	5	4	5	3.6	1.30
Establishment of conference sites with a fair degree of privacy	5	3	4	5	3	5	-	-	4.2	.98
Maintenance of current records concerning conference attendance and conference results	5	2	5	3	2	4	3	5	3.6	1.30
Mean	4.5	3.0	4.6	3.7	3.1	4.6	4.0	5.0	4.0	
Standard Deviation	.95	1.0	.53	.95	1.22	.53	.89	.00	1.09	

[a]5-point scale.

TABLE 5
MEAN RATING[a] OF THREE RATERS IN THREE TIME PERIODS
FOR MOTIVATIONAL PRINCIPLES

Rater	Time Periods 1	2	3	N	Overall Mean	Standard Deviation
1	3.8	4.4	4.9	36	4.2	1.42
2	2.7	4.1	3.5	21	3.7	1.11
3		4.8	4.4	11	4.5	.93
Overall Mean	3.6	4.3	4.4		4.1	
Standard Deviation	1.52	.91	1.23		1.31	

[a]5-point scale.

TABLE 6
MEAN RATING[a] OF THE ABILITY OF TEACHERS IN SIX SCHOOLS
TO APPLY FIVE MOTIVATIONAL PRINCIPLES
IN INITIAL AND FOLLOW-UP CONFERENCES

	Motivational Principles								
	Initial Conferences				Follow-up Conferences			Mean	
School	N	Reasoning	Modeling	Goal Setting	N	Feedback	Reinforcement	of Means	Standard Deviation
Franklin	2	5.0	2.0	2.5	1	2.0	2.0	2.7	1.30
Black Earth	2	4.0	4.5	5.0	3	5.0	4.0	4.5	.50
Galesville	3	4.0	2.0	5.0	1	5.0	5.0	4.2	1.30
Chegwin	0	---	---	---	3	4.3	4.0	4.2	.21
Huegel	0	---	---	---	4	3.3	3.5	3.4	.14
McKinley	3	4.3	5.3	4.8	7	4.8	4.8	4.8	.35
Mean of Means	10	4.3	3.5	4.3	19	4.1	3.9	4.0	
Standard Deviation		.47	1.71	1.22		1.20	1.08		1.23

[a]5-point scale.

There were four enabling objectives and one major objective. Three of the four enabling objectives involved participation in the several activities prepared for the inservice. The level of participation was such that these objectives were met. The fourth enabling objective dealt with the acquisition of knowledge. In that regard 85% of the adults who completed the test in one or the other R & D inservice sessions achieved an 80% mastery level on either the pretest or a subsequent posttest.

In regard to the major objective the participating school personnel were to propose a plan for local inservice that included five components. In this context the eight plans were rated on the five components, and a composite score was calculated. A 3-point scale was used for rating purposes (1 = good, 3 = poor). The overall mean rating was 1.68 which is on the positive side, but represents 77% of the maximum rating. One of the five components, training the teachers in the use of group conferences, received six poor ratings. Aside from this component, the data indicate that the major objective was attained in the R & D inservice sessions.

Thus, considering both the long- and short-range objectives, the inservice program can be judged effective in preparing adults to implement the group-conference motivational-instructional procedure.

Pupil Target Population

The effectiveness of a procedure is dependent on the degree to which it is implemented according to the plan of the developers. As shown in the previous section, there is variability in the effectiveness of the implementation. This variability has been demonstrated in terms of the different levels of mastery of the three objectives for the adult target population. A composite implementation score for each school can be attained by combining the levels of mastery for the three objectives.

In order to combine the levels of mastery, the data were converted to comparable forms. The mean test scores on the knowledge related to the procedure and the mean ratings on the application of the principles were converted to a rating on a 5-point scale, and these ratings were then combined with the ratings on the seven specific implementation tasks to form a set of ratings for the eight schools. This combination gives more emphasis to the implementation objective than it does to the other two objectives, since seven of the nine ratings are related to implementation. To condense the information on that objective, however, would be to ignore its several facets, each of which is important to the implementation of the procedure.

Another aspect of the combination of ratings is that it fails to discriminate among the units in the school, although the implementation was mainly on a unit-by-unit basis. Data were not obtained at that level of specification, however. The school rating of implementation is therefore applied to each unit. Table 7 contains the ratings of the eight schools on the nine items related to an overall effective implementation.

The primary purpose for obtaining data on the total degree of implementation was to study its relationship to the effectiveness of the procedure on the pupil target population. A secondary purpose was also present. Although a single motivational-instructional procedure was implemented in all the schools, each school established its own behavior checklist for its pupils. In fact, in all but three schools the behavior checklists were devised on a unit-by-unit basis. Thus there was no single factor to evaluate the effectiveness of the procedure on the pupil target population as a whole. The implementation may more accurately be described as a set of relatively independent studies of the procedure. In order to gauge the effectiveness of the group-conference procedure in general and at the same time to avoid an inflated significance level, it is necessary to divide the accepted α level, .05, among the several studies. The data on the degree of total implementation provided a mechanism for dividing the α level in a manner that reflected an expectation for positive results.

The .05 α level was divided in such a way that the schools/units with the higher degrees of implementation received the higher α values. Thus if a school/unit obtained a higher degree of implementation, the probability was greater that its effectiveness with its pupils would be attributed to the group-conference procedure. This condition guarded against the converse situation; that effectiveness of a school/unit would be related to a procedure that was implemented at a relatively low level.

Table 8 lists the schools/units by their degree of implementation. Also included are their composite implementation rating and assigned α value. Galesville, Chegwin, and Franklin used the same behavior checklist for each of its units. This permitted a school-wide evaluation of the participating pupil target populations for these three schools. Note that the total α value is less than .05. Should any school/unit yield a significant

TABLE 7
RATING[a] OF FIELD TEST SCHOOLS ON NINE ITEMS RELATED TO IMPLEMENTATION

Item	School								Mean
	Franklin	Black Earth	Galesville	Chegwin	Huegel	McKinley	Stangel	Port Edwards	
Mastery of the knowledge of the theory, principles, and implementation tasks of group conferences	-	-	5	3	3	-	2	4	3.2
Attendance of all participating faculty at an inservice program which consists of three to four hours of instruction including conference simulation	4	3	4	3	4	4	5	5	4.0
Development of behavior checklist to meet local criteria for pro-social behavior	5	5	5	5	5	5	5	5	5.0
Collection by the teachers of baseline behavioral ratings on all students	5	3	4	4	4	5	4	5	4.2
Selection of students for conferences on the basis of a broad range of behavior patterns	5	3	5	3	2	4	3	5	3.8
Maintenance of a regular conference schedule with regular assignments of personnel	3	2	5	3	2	5	4	5	3.6
Establishment of conference sites with a fair degree of privacy	5	3	4	5	3	5	-	-	4.2
Maintenance of current records concerning conference attendance and conference results	5	2	5	3	2	4	3	5	3.6
Application of five motivational principles	2	5	4	4	3	5	-	-	3.8
Mean	4.2	3.3	4.6	3.7	3.1	4.6	3.9	4.9	4.0
Standard Deviation	1.11	1.09	.53	.82	.99	.48	1.12	.35	1.05

[a]Range 1 to 5.

TABLE 8
ROSTER OF FIELD TEST SCHOOLS BY DEGREE OF IMPLEMENTATION
WITH COMPOSITE IMPLEMENTATION RATINGS AND α VALUES

Degree of Implementation	School/Unit		Composite Implementation Rating	α Value
4	Port Edwards	Gr. 1,2	4.9	.007
		3,4	4.9	.007
		5,6	4.9	.007
3	Galesville[a]	Total	1.6	.006
3	McKinley	Gr. 3,4	4.6	.006
		5,6	4.6	.006
2	Franklin[a]	Total	4.2	.001
2	Stangel	7,8 yrs.	3.9	.001
		11,12 yrs.	3.9	.001
2	Chegwin[a]	Total	3.9	.001
1	Black Earth	Gr. 3,4	3.3	.0005
1	Huegel	5,6,7 yrs.	3.1	.0005
		7,8,9 yrs.	3.1	.0005
		9,10,11 yrs.	3.1	.0005

[a]One school-wide checklist was used.

effect and should the others yield positive results, then it can be said with 95% confidence that the group-conference procedure yields an effect greater than zero.

4. Does the student involved in the group-conference procedure increase the incidence of his prosocial behavior?

The data needed to respond to this question were obtained from the student ratings done by teachers using the locally developed behavior checklists. Three levels of analysis were used to provide answers to different emphases of the question: (a) for students in general, using all behaviors; (b) for students who attended conferences, using all behaviors; and (c) for students who attended conferences, using the behaviors that were discussed in conferences. In the first analysis the emphasis of the question was on a general effect: do all the students in general increase their incidence of prosocial behaviors taken collectively? Gain scores were computed for all the students on all the behaviors by subtracting the preconference ratings from the postconference ratings. The mean gain for each school/unit is shown in Table 9. The standard deviations, school/unit sizes, and the probabilities that the mean gains are zero are also included. The data are presented by degree of implementation.

Two of the schools/units attained the level of significance set for their degree of implementation. Five of the schools/units, however, obtained negative mean gain scores. Only one of the negative results was substantially different from zero, and it was from the lowest degree of implementation. The fact that the remaining four negative results were evenly spread across the other degrees of implementation, however, tends to qualify the significant gains obtained in the two schools/units.

Thus the conclusion of this level of analysis is that the student in general does increase his incidence of all prosocial behaviors taken collectively. This conclusion is based on the fact that two of the seven positive mean gains attained the level of significance set for their degree of implementation. The conclusion was not uniformly obtained in all schools/units and no statistical significance can be ascribed to it.

A second level of analysis for this question was obtained by using the mean gain scores on all behaviors of those students who participated in group conferences (conferees): does the conferee increase his incidence of the prosocial behaviors taken collectively? Table 10 contains the mean gains for the conferees by degree of implementation for each school/unit.

TABLE 9

MEAN GAIN FOR ALL STUDENTS ON TEACHER RATINGS OF ALL BEHAVIORS BY IMPLEMENTATION DEGREE FOR EACH SCHOOL/UNIT (STANDARD DEVIATION, SIZE, AND PROBABILITY INCLUDED)

Degree	School/Unit		N	Mean Gain	Standard Deviation	Probability[b]
4	Port Edwards	Gr. 1,2	116	-.04	.59	.72
		Gr. 3,4	145	.14	.60	.006
		Gr. 5,6	131	-.05	.66	.39
3	Galesville	Total	324	.13	.74	.002
	McKinley	Gr. 3,4	74	.10	.64	.18
		Gr. 5,6	172	-.02	.67	.70
2	Franklin	Total	195	.08	.70	.11
	Stangel[a]	7,8 yrs.				
		11,12 yrs.				
	Chegwin	Total	289	-.03	.82	.54
1	Black Earth	Gr. 3,4	106	-.14	.60	.01
	Huegel	5,6,7 yrs.	118	.09	.33	.004
		7,8,9 yrs.	64	.09	.66	.28
		9,10,11 yrs.	93	.20	.63	.003

[a]Data not available on all students.

[b]Mean gain equals zero.

TABLE 10

MEAN GAIN FOR THE CONFEREES ON TEACHER RATINGS OF ALL BEHAVIORS BY IMPLEMENTATION DEGREE FOR EACH SCHOOL/UNIT (STANDARD DEVIATION, SIZE, AND PROBABILITY INCLUDED)

Degree	School/Unit		N	Mean Gain	Standard Deviation	Probability[a]
4	Port Edwards	Gr. 1,2	113	-.04	.59	.25
		Gr. 3,4	115	.16	.64	.008
		Gr. 5,6	32	-.05	.66	.67
3	Galesville	Total	207	.14	.77	.009
	McKinley	Gr. 3,4	39	.09	.69	.42
		Gr. 5,6	75	.00	.69	1.00
2	Franklin	Total	118	.15	.71	.02
	Stangel	7,8 yrs.	43	.21	.74	.07
		11,12 yrs.	50	.31	.70	.003
	Chegwin	Total	58	-.07	1.03	.61
1	Black Earth	Gr. 3,4	83	-.16	.61	.02
	Huegel	5,6,7 yrs.	8	.30	.56	.17
		7,8,9 yrs.	14	.21	.73	.30
		9,10,11 yrs.	22	.51	.74	.004

[a]Mean gain equals zero.

None of the mean gains attained the level of significance set for the relevant degree of implementation. The closest was Port Edwards Grade 3,4 which had a $p < .0008$. By comparing these data to the data contained in Table 9 there is some evidence to support the notion that the conferees had a higher mean gain than all students collectively. Seven comparisons favored the conferees, and three comparisons favored the nonconferees. Thus, although the data moderately favor the conferees over the nonconferees, there is no evidence of a significant gain for conferees in the incidence of all the prosocial behaviors taken collectively.

A more systematic comparison between the conferees and the nonconferees was effected by a multivariate analysis that accounted for differences in the preconference incidence of prosocial behavior. This analysis was considered desirable to account for two factors that might cloud the comparison between the two groups: (a) the summary of the gain score data into mean gain scores loses information on specific behaviors; (b) the two groups are not comparable because the nonconferees had a higher preconference incidence of prosocial behavior than the conferees did. Table 11 contains the mean preconference ratings for both conferees and nonconferees. Standard deviations, group sizes, and probabilities of mean differences are included. The data clearly show that the nonconferees were, as a group, higher than the conferees on their preconference levels of incidence of prosocial behavior. Every comparison favored the nonconferees. Two comparisons attained the level of significance set for their degree of implementation, and three others were quite close. Thus, any analysis which compares the two groups must account for this preconference difference.

Regression analysis was used to remove from each of the ratings an amount that could be predicted on the basis of the nonconferees' preconference incidence. Thus, residual scores for each prosocial behavior were computed for both groups in a way that balanced the preconference ratings. A multivariate analysis of variance was applied to the residual scores to determine the magnitude of the difference between the two groups. The direction of the difference was found by examining the specific behaviors for which the univariate differences were significant. Table 12 contains the multivariate F's, their probabilities, and the directions of substantial differences for each school/unit by its degree of implementation.

Two of the comparisons achieved the level of significance set for their degrees of implementation. The directions of the comparisons were mixed: one in favor of the conferees, the other in favor of the nonconferees. Both significant comparisons were from the lower degrees of implementation. There are two other substantial differences, one of which favors the conferees. The data comparing the conferees and nonconferees on their overall increased incidence of prosocial behavior were inconclusive.

The conclusion of this level of analysis is that although there is some evidence that the conferees reduced the preconference differences between themselves and the nonconferees, the conferees did not increase their incidence of the prosocial behaviors taken collectively. This conclusion is based on the fact that none of the nine positive mean gains achieved the level of significance set for its degree of implementation.

The third level of analysis for the question of this section involved the increased incidence of those prosocial behaviors that were discussed in the conferences (discussed behaviors): does the conferee increase his incidence of prosocial behavior considering only the discussed behaviors? Table 13 contains the mean gains of the conferees on the discussed behaviors. The standard deviations, school/unit sizes, and probabilities that the mean gains equal zero are also included.

There is very strong evidence to support the notion that the conferee increased the incidence of those prosocial behaviors that were discussed in his group conferences. All of the mean gains were positive, and nine of them attained the significance level set for their degree of implementation.

In order to set a perspective for this result, an analysis was performed that used the incidence of the discussed behaviors for the nonconferees. Regression analysis on the nonconferees' ratings on the discussed behaviors was used to establish expected ratings for the conferees. The differences between the expected ratings and the observed ratings provided a basis for comparing the conferees to the nonconferees. A multivariate analysis was not appropriate for this comparison because the conferees discussed differing sets of behaviors in their conferences. Instead a mean difference was computed for each school/unit. Table 14 contains the mean differences between the observed and expected incidence of discussed prosocial behaviors. Standard deviations, number of discussed behavior ratings, and probabilities that the mean differences equal zero are included.

No comparison contained in Table 14 approaches the level of significance for its

TABLE 11
MEAN OF PRECONFERENCE TEACHER RATINGS OF INCIDENCE OF PROSOCIAL BEHAVIOR FOR CONFEREES AND NONCONFEREES BY IMPLEMENTATION DEGREE FOR EACH SCHOOL/UNIT (STANDARD DEVIATION, SIZE, AND PROBABILITY INCLUDED)

			Conferees			Nonconferees			
Degree	School/Unit		N	Mean	Standard Deviation	N	Mean	Standard Deviation	Probability[a]
4	Port Edwards	Gr. 1,2	113	2.56	.53	-	-	-	-
		Gr. 3,4	115	2.46	.63	30	2.78	.41	.009
		Gr. 5,6	99	2.08	.69	32	2.21	.65	.35
3	Galesville	Total	207	3.66[b]	.86	117	3.90[b]	.76	.009
	McKinley	Gr. 3,4	39	2.33	.65	35	2.68	.52	.01
		Gr. 5,6	75	2.50	.59		2.61	.55	.21
2	Franklin	Total	118	2.27	.67	79	2.55	.61	.003
	Stangel	7,8 yrs.	43	1.74	.65	-	-	-	-
		11,12 yrs.	50	1.99	.81	-	-	-	-
	Chegwin	Total	58	2.26	.72	231	2.55	.57	.001
1	Black Earth	Gr. 3,4	83	2.68	.52	23	2.77	.50	.46
	Huegel	5,6,7 yrs.	8	2.54	.65	110	2.77	.47	.20
		7,8,9 yrs.	14	2.32	.77	50	2.56	.64	.25
		9,10,11 yrs.	22	2.09	.74	71	2.68	.53	9.3×10^{-5}

[a] Conferee mean equals nonconferee mean.

[b] Scale 1 to 5; all others 1 to 3.

TABLE 12
MULTIVARIATE F, PROBABILITY, AND DIRECTION OF DIFFERENCE BETWEEN CONFEREES AND NONCONFEREES ON TEACHER RATINGS BY DEGREE OF IMPLEMENTATION FOR EACH SCHOOL/UNIT

Degree	School/Unit		Multivariate F	Probability	Direction[a]
4	Port Edwards	Gr. 1,2[b]			
		Gr. 3,4	.73	.84	
		Gr. 5,6	1.79	.02	-
3	Galesville	Total	1.43	.10	
	McKinley	Gr. 3,4	1.65	.08	
		Gr. 5,6	1.18	.29	
2	Franklin	Total	1.49	.08	
	Stangel	7,8 yrs.[b]			
		11,12 yrs.[b]			
	Chegwin	Total	3.34	.0001	-
1	Black Earth	Gr. 3,4	1.54	.10	
	Huegel	5,6,7 yrs.	4.81	.0001	+
		7,8,9 yrs.	1.61	.09	
		9,10,11 yrs.	1.83	.03	+

[a] + Favor conferees.

[b] No nonconferee data.

TABLE 13
MEAN GAIN FOR THE CONFEREES ON TEACHER RATINGS OF THE DISCUSSED BEHAVIORS BY DEGREE OF IMPLEMENTATION FOR EACH SCHOOL/UNIT (STANDARD DEVIATION AND PROBABILITY INCLUDED)

Degree	School/Unit		N[a]	Mean Gain	Standard Deviation	Probability[b]
4	Port Edwards	Gr. 1,2	169	.20	.61	3.3×10^{-5}
		Gr. 3,4	200	.57	.70	7.0×10^{-24}
		Gr. 5,6	103	.26	.67	1.5×10^{-4}
3	Galesville	Total	195	.45	.89	2.9×10^{-11}
	McKinley	Gr. 3,4	34	.09	.62	.40
		Gr. 5,6	60	.42	.74	5.5×10^{-5}
2	Franklin	Total	260	.27	.73	1.1×10^{-8}
	Stangel	7,8 yrs.	43	.49	.77	1.8×10^{-4}
		11,12 yrs.	39	.77	.58	3.9×10^{-10}
	Chegwin	Total	54	.04	.94	.74
1	Black Earth	Gr. 3,4	84	.04	.65	.58
	Huegel	5,6,7 yrs.	8	1.25	.71	1.1×10^{-3}
		7,8,9 yrs.	14	.35	.84	.14
		9,10,11 yrs.	27	1.15	.53	1.0×10^{-11}

[a] Number of discussed behavior ratings.

[b] Mean gain equals zero.

TABLE 14
MEAN DIFFERENCE BETWEEN OBSERVED AND EXPECTED TEACHER RATINGS OF INCIDENCE OF DISCUSSED PROSOCIAL BEHAVIORS BY DEGREE OF IMPLEMENTATION FOR EACH SCHOOL/UNIT (STANDARD DEVIATION AND PROBABILITY INCLUDED)

Degree	School/Unit		N[a]	Mean Difference	Standard Deviation	Probability[b]
4	Port Edwards	Gr. 1,2				
		Gr. 3,4	203	-.16	.62	.06
		Gr. 5,6	103	-.11	.50	.15
3	Galesville	Total	195	-.24	.88	.05
	McKinley	Gr. 3,4	35	-.57	.63	.03
		Gr. 5,6	60	-.53	.70	.02
2	Franklin	Total	261	.01	.61	.59
	Stangel	7,8 yrs.				
		11, 12 yrs.				
	Chegwin	Total	54	-.33	.82	.09
1	Black Earth	Gr. 3,4	68	-.34	.70	.05
	Huegel	5,6,7 yrs.	8	1.06	.79	.10
		7,8,9 yrs.	15	.14	.57	.35
		9,10,11 yrs.	27	.02	.49	.64

[a]Number of discussed behavior ratings.

[b]Mean difference equals zero.

degree of implementation; that is, the groups cannot be distinguished. There is a slight trend in favor of the nonconferees in that seven of the 11 comparisons favor that group. Thus, although the conferees were initially significantly lower in the incidence of their prosocial behavior as compared to the nonconferees, no such difference was evident at the conclusion of group conferences.

In none of the analyses presented in this section is there a clear-cut relationship between the degree of implementation and the effectiveness of the program. In each of the analyses some of the schools/units in the higher degrees have relatively lower effectiveness and vice versa. The analysis which indicated the strongest relationship is the one reported in Table 13 involving the conferees and their discussed behaviors. Five of the six higher degree schools/units attained significant results compared to five of the eight lower degree schools/units. The highest mean gains were found in the lower degrees, but their low group sizes adversely affect the associated probabilities.

In summary, the data presented in response to the question "Does the student involved in the group-conference procedure increase the incidence of his prosocial behavior?" support two results: (a) the students who attended group conferences significantly increased the incidence of prosocial behavior on those behaviors that were discussed in the conference, and (b) the students in general increased the incidence of prosocial behavior considering all the behaviors identified by local faculties. The latter result was not uniformly obtained across all schools/units. The data do not support a tacitly expected result that students who attended group conferences would increase their incidence of prosocial behavior more than those who did not. The data were inconclusive with a slight trend in favor of the nonconferees. The preconference data, however, significantly favored this group, indicating that the group-conference procedure reduced the differences between the conferees and nonconferees and in some cases reversed the differences.

5. Does the student involved in group conferences perceive an increased incidence of his prosocial behavior?

The data gathered to respond to this question were the ratings made by the students who attended group conferences on their own

prosocial behavior using the locally-developed behavior checklists. The question was answered on two levels: (a) using the ratings on all behaviors, and (b) using the ratings on the discussed behaviors. Instead of incorporating the ratings of nonconferees with those of conferees to yield data on a general effect, the ratings of nonconferees were used for comparison purposes. This tack was taken because the nonconferees were not involved in the group conferences and were therefore outside the scope of the question.

Table 15 contains the mean gains on all behaviors for the conferees. Standard deviations, group sizes, and the probabilities that the mean gains are zero are included.

The data moderately support the conclusion that the conferee perceived an increase in his incidence of prosocial behavior. Ten of the 13 mean gains were positive, and one of them attained the level of significance set for its degree of implementation. The conclusion is qualified by the three negative mean gains in the higher degrees of implementation.

In order to set a perspective for these results, a multivariate analysis of variance was utilized to compare the nonconferees to the conferees on their perception of increased prosocial behavior. Regression analysis was used to balance the data used for this comparison because the same condition was obtained with regard to the preconference incidence of prosocial behavior as that observed in the previous question. As the data in Table 16 demonstrate, the nonconferees had a uniformly higher perception of their incidence of prosocial behavior. With one of the comparisons attaining its prescribed level of significance there is evidence that the difference between the two groups was statistically significant.

The comparative analysis paralleled the one used in the previous section. The nonconferees' ratings were used to establish an equation for predicting an expected level for postconference ratings. These predictions were subtracted from the observed ratings to form a set of residual scores for both conferees and nonconferees. A multivariate F was computed to compare the groups on the sets of residuals. Table 17 contains the F ratios, their probabilities, and the directions of the substantial differences.

One of the F ratios is at the level of significance set for its particular degree of

TABLE 15
MEAN GAIN FOR THE CONFEREES ON STUDENT RATINGS OF ALL BEHAVIORS BY DEGREE OF IMPLEMENTATION FOR EACH SCHOOL/UNIT (STANDARD DEVIATION, SIZE, AND PROBABILITY INCLUDED)

Degree	School/Unit		N	Mean Gain	Standard Deviation	Probability[a]
4	Port Edwards	Gr. 1,2	113	-.11	.67	.08
		Gr. 3,4	115	.02	.75	.77
		Gr. 5,6	99	.04	.72	.58
3	Galesville	Total	207	.10	1.09	.19
	McKinley	Gr. 3,4	39	-.11	.81	.40
		Gr. 5,6	75	.00	.69	1.00
2	Franklin	9,10,11 yrs.	118	.06	.77	.40
	Stangel	7,8 yrs.	43	-.01	.99	.95
		11,12 yrs.	50	.19	.82	.11
	Chegwin	Total	58	.41	.89	.0009
1	Black Earth	Gr. 3,4	83	.11	.84	.24
	Huegel	5,6,7 yrs.[b]				
		7,8,9 yrs.	14	.32	.82	.17
		9,10,11 yrs.	22	.07	.75	.66

[a] Mean gain equals zero.

[b] No student ratings available.

TABLE 16
MEAN OF PRECONFERENCE STUDENT RATINGS OF INCIDENCE OF PROSOCIAL BEHAVIOR FOR CONFEREES AND NONCONFEREES BY DEGREE OF IMPLEMENTATION FOR EACH SCHOOL/UNIT (STANDARD DEVIATION, SIZE, AND PROBABILITY INCLUDED)

			Conferees			Nonconferees			
Degree	School/Unit		N	Mean	Standard Deviation	N	Mean	Standard Deviation	Probability[b]
4	Port Edwards	Gr. 1,2	113	2.70	.53	-	-	-	-
		Gr. 3,4	115	2.61	.62	30	2.72	.52	.37
		Gr. 5,6	99	2.26	.71	32	2.30	.71	.78
3	Galesville	Total	207	3.89[a]	.94	117	4.08[a]	.92	.08
	McKinley	Gr. 3,4	39	2.52	.65	35	2.74	.52	.12
		Gr. 5,6	75	2.50	.59	97	2.61	.55	.21
2	Franklin	Total	118	2.44	.67	79	2.56	.59	.20
	Stangel	7,8 yrs.	43	2.35	.76	-	-	-	-
		11,12 yrs.	50	2.20	.73	-	-	-	-
	Chegwin	Total	58	1.85	.71	231	2.52	.56	2.5×10^{-13}
1	Black Earth	Gr. 3,4	83	2.45	.71	23	2.70	.52	.12
	Huegel	5,6,7 yrs.[c]							
		7,8,9 yrs.	14	2.30	.68	50	2.49	.63	.34
		9,10,11 yrs.	22	2.46	.63	71	2.53	.59	.64

[a] Scale 1 to 5; all others 1 to 3.

[b] Conferee mean equals nonconferee mean.

[c] No student ratings available.

TABLE 17
MULTIVARIATE F, PROBABILITY, AND DIRECTION[a] OF DIFFERENCE BETWEEN CONFEREES AND NONCONFEREES ON STUDENT RATINGS BY DEGREE OF IMPLEMENTATION FOR EACH SCHOOL/UNIT

Degree	School/Unit		Multivariate F	Probability	Direction
4	Port Edwards	Gr. 1,2[b]			
		Gr. 3,4	1.17	.27	
		Gr. 5,6	1.34	.14	
3	Galesville	Total	1.25	.26	
	McKinley	Gr. 3,4	1.96	.03	-
		Gr. 5,6	1.85	.03	-
2	Franklin	Total	.83	.69	
	Stangel	7,8 yrs.[b]			
		11,12 yrs.[b]			
	Chegwin	Total	2.25	.0001	-
1	Black Earth	Gr. 3,4	.75	.75	
	Huegel	5,6,7 yrs.[c]			
		7,8,9 yrs.	1.90	.04	+
		9,10,11 yrs.	1.05	.41	

[a] + Favor conferees.

[b] No nonconferee data.

[c] No student ratings available.

implementation. The direction of the difference favors the nonconferees. Three other F ratios are substantial but not at the proper level of significance. The direction of these latter differences is once again mixed, but also favors the nonconferees. In this analysis the preconference difference between the conferees and the nonconferees is maintained to a greater extent than in the analysis of the teacher data. Thus the group-conference procedure did not appreciably affect the students' perception of their prosocial behaviors taken collectively.

The second level of analysis for this section's question involved the discussed behaviors--the students' ratings of themselves on those behaviors that were discussed in the conferences they attended. Table 18 contains the mean gains on the discussed behaviors for the conferees as seen by the students themselves.

The data strongly support the conclusion that the conferees perceived an increase in the prosocial behaviors that were discussed in the group conferences. Eleven of the 13 mean gains were positive. Five of the positive mean gains attained the level of significance set for their degree of implementation, but the two nonpositive gains prevent ascribing statistical significance to these results. Although these results are not as conclusive as those obtained using the teacher ratings, they do indicate a positive effect of the procedure on the students' perception of prosocial behaviors discussed in conference.

In order to set a perspective for the above results a regression analysis was utilized similar to the one employed in the previous section. The nonconferees' ratings on the discussed behaviors were used to compute prediction equations. The conferees' preconference ratings were then converted to expected postconference ratings. The differences between the expected ratings and the observed ratings provided a basis for comparing the conferees with the nonconferees. Table 19 contains the mean differences by degree of implementation for each school/unit. Standard deviations, numbers of discussed behavior ratings, and the probabilities that the mean differences are zero are also included.

There is no conclusive evidence to distinguish the observed levels of the discussed prosocial behaviors from the expected levels. None of the mean differences attained the level of significance set for the particular degree of implementation. Six of the ten differences,

TABLE 18
MEAN GAIN FOR THE CONFEREES ON STUDENT RATINGS OF THE DISCUSSED BEHAVIORS BY LEVEL OF IMPLEMENTATION FOR EACH SCHOOL/UNIT (STANDARD DEVIATION, SIZE, AND PROBABILITY INCLUDED)

Level	School/Unit		N[a]	Mean Gain	Standard Deviation	Probability[b]
4	Port Edwards	Gr. 1,2	169	.01	.70	.85
		Gr. 3,4	200	.25	.87	7.0×10^{-5}
		Gr. 5,6	103	.36	1.09	1.1×10^{-3}
3	Galesville	Total	195	.45	1.33	4.3×10^{-6}
	McKinley	Gr. 3,4	34	-.09	.79	.51
		Gr. 5,6	60	.00	.74	1.00
2	Franklin	Total	260	.33	.92	2.2×10^{-8}
	Stangel	7,8 yrs.	43	.02	.96	.89
		11,12 yrs.	39	.31	.89	.03
	Chegwin	Total	54	.63	.99	1.1×10^{-5}
1	Black Earth	Gr. 3,4	84	.25	.85	8.4×10^{-3}
	Huegel	5,6,7 yrs.[c]				
		7,8,9 yrs.	14	.36	.93	.17
		9,10,11 yrs.	27	.33	1.00	.10

[a]Number of discussed behavior ratings.

[b]Mean gain equals zero.

[c]No student ratings available.

TABLE 19
MEAN DIFFERENCE BETWEEN OBSERVED AND EXPECTED LEVELS OF STUDENT RATINGS OF INCIDENCE OF DISCUSSED PROSOCIAL BEHAVIOR BY DEGREE OF IMPLEMENTATION FOR EACH SCHOOL/UNIT (STANDARD DEVIATION AND PROBABILITY INCLUDED)

Degree	School/Unit		N[a]	Mean Difference	Standard Deviation	Probability[b]
4	Port Edwards	Gr. 1,2				
		Gr. 3,4	203	-.24	.63	.02
		Gr. 5,6	103	.20	.86	.13
3	Galesville	Total	195	-.09	1.09	.29
	McKinley	Gr. 3,4	35	-.35	.61	.08
		Gr. 5,6	60	-.16	.62	.16
2	Franklin	Total	261	.06	.69	.25
	Stangel	7,8 yrs.				
		11,12 yrs.				
	Chegwin	Total	54	-.09	.70	.35
1	Black Earth	Gr. 3,4	68	.07	.67	.36
	Huegel	5,6,7 yrs.				
		7,8,9 yrs.	15	.20	.61	.29
		9,10,11 yrs.	27	.03	.73	.66

[a]Number of discussed behavior ratings.

[b]Mean difference equals zero.

however, do favor the expected levels. This is a slight indication that the conferees did not perceive an increase in their prosocial behavior beyond what would be anticipated from the nonconferees' perceptions. As previously shown, the nonconferees had a conclusive advantage over the conferees on their preconference levels of prosocial behavior. Thus the data suggest that this advantage was not as evident after the implementation of the group-conference procedure.

As in the analysis of the teacher ratings the data reported at this level of analysis (discussed behaviors for conferees) support a moderate relationship between the effectiveness of the procedure and the degree of implementation of the school/unit. Three of the six schools/units in the upper levels attained significant results as compared to three of the eight schools/units in the lower levels. This relationship is lessened by a negative and zero mean gain achieved in the upper implementation levels and the relatively high mean gains attained in the smaller sized schools/units of the lower implementation levels. Thus the relationship between effectiveness and implementation was tenuous at best.

In summary, there is a qualified response to the question "Does the student involved in group conferences perceive an increased incidence of his prosocial behavior?" There is strong evidence that the student does perceive increased incidence of those prosocial behaviors that are discussed in his group conferences. The evidence, however, is not statistically significant.

6. Does the student continue to exhibit an incidence of prosocial behavior at a level higher than the baseline level after the conferences are completed?

Data were gathered to respond to this question in the form of students' and teachers' ratings of prosocial behavior made 6 to 11 weeks after conferences were completed. The ratings were for a random sample of students using the checklists developed by the local faculties. Of particular interest were two corollary questions: (a) Are the increases in the incidence of the discussed prosocial behaviors maintained after the group conferences are completed? and (b) Is there any evidence that the mixed increases in the incidence of all prosocial behaviors become conclusive after the group conferences are completed?

When comparing the preconference ratings with those given 6 to 11 weeks after conferences ended, the incidence of those prosocial behaviors that were discussed in group conferences increased both in terms of the teachers' ratings of the behaviors and the students' ratings. Tables 20 and 21 contain the mean gains for the conferees on the ratings for the discussed behaviors. The data reported for the teachers' ratings provide strong evidence that the increased incidence of discussed prosocial behaviors was maintained after the conferences were completed. Twelve of the 14 mean gains are positive, eight mean gains attain the appropriate level of significance, and the negative mean gains are from the lower degrees of implementation. The data reported for the students' ratings are not so conclusive. Nine of the 13 mean gains are positive, two of the mean gains attain the appropriate significance level, and three of the four nonpositive mean gains are from the lower degrees of implementation. Considered together, the data in Tables 20 and 21 indicate that although the evidence is not statistically significant, the increases in the incidence of prosocial behavior were maintained 6 to 11 weeks after the group conferences were completed.

As in previous analyses of the incidence of discussed behaviors, a regression analysis was performed to effect a comparison between the conferees and the nonconferees. Expected ratings for the conferees after the conferences were completed were computed on the basis of the relationship between the nonconferees' preconference ratings and their ratings after the conferences were completed. The difference between the expected ratings and the observed ratings provided an indication of the extent of the influence of the group-conference procedure on the conferees beyond a level attained by those who did not attend group conferences. Tables 22 and 23 contain the mean differences for each of the schools/units by degree of implementation. Essentially the same results were obtained from these analyses as in previous analyses. There was no statistically significant evidence to distinguish the nonconferees from the conferees. In the analysis of the teachers' ratings there was a trend favoring the conferees (six of the ten mean differences were positive), while in the analysis of the student ratings the trend favored the nonconferees (six of the ten mean differences were negative). This is the reverse situation from the results obtained from the ratings given immediately following the conference period, so once again no difference between these groups was evident. Thus the conferees maintained their "caught-up" status with the nonconferees after the conferences had been completed for 6 to 11 weeks.

With regard to the second question of whether the mixed increases of all students on all behaviors become conclusive after 6 to

TABLE 20
MEAN GAIN FOR THE CONFEREES ON TEACHER RATINGS
OF DISCUSSED BEHAVIORS BY DEGREE OF IMPLEMENTATION
FOLLOWING THE COMPLETION OF THE CONFERENCES
(STANDARD DEVIATION, SIZE, AND PROBABILITY INCLUDED)

Degree	School/Unit		N	Mean Gain	Standard Deviation	Probability
4	Port Edwards	Gr. 1,2	39	.36	.74	2.3×10^{-3}
		Gr. 3,4	38	.63	.63	6.1×10^{-6}
		Gr. 5,6	22	.55	.74	1.4×10^{-3}
3	Galesville	Total	36	.55	.85	3.8×10^{-4}
	McKinley	Gr. 3,4	9	.22	.67	.34
		Gr. 5,6	11	.54	1.03	.11
2	Franklin	Total	75	.60	.74	1.1×10^{-10}
	Stangel	7,8 yrs.	21	.90	.76	1.4×10^{-5}
		11,12 yrs.	20	.80	.77	1.4×10^{-4}
	Chegwin	Total	11	-.09	1.28	.82
1	Black Earth	Gr. 3,4	22	-.09	.68	.53
	Huegel	5,6,7 yrs.	4	1.50	.58	6.7×10^{-3}
		7,8,9 yrs.	9	.44	.88	.17
		9,10,11 yrs.	10	1.10	.57	1.1×10^{-4}

TABLE 21
MEAN GAIN FOR THE CONFEREES ON STUDENT RATINGS
OF DISCUSSED BEHAVIORS BY DEGREE OF IMPLEMENTATION
FOLLOWING THE DISCONTINUATION OF THE CONFERENCES
(STANDARD DEVIATION, SIZE, AND PROBABILITY INCLUDED)

Degree	School/Unit		N	Mean Gain	Standard Deviation	Probability
4	Port Edwards	Gr. 1,2	39	.23	.74	.04
		Gr. 3,4	38	.32	.99	.05
		Gr. 5,6	22	.45	.91	.03
3	Galesville	Total	36	.69	1.02	2.6×10^{-4}
	McKinley	Gr. 3,4	9	-.22	.67	.34
		Gr. 5,6	11	.18	.60	.34
2	Franklin	Total	75	.39	.94	2.1×10^{-4}
	Stangel	7,8 yrs.	21	-.33	1.15	.20
		11,12 yrs.	20	.60	1.05	.05
	Chegwin	Total	11	.36	.98	.24
1	Black Earth	Gr. 3,4	22	.00	.76	1.00
	Huegel	5,6,7 yrs.	–	–	–	–
		7,8,9 yrs.	9	-.11	1.05	.76
		9,10,11 yrs.	10	.50	.85	.08

TABLE 22
MEAN DIFFERENCE BETWEEN OBSERVED AND EXPECTED TEACHER RATINGS OF INCIDENCE OF DISCUSSED PROSOCIAL BEHAVIOR BY DEGREE OF IMPLEMENTATION FOR EACH SCHOOL/UNIT FOLLOWING THE COMPLETION OF THE CONFERENCES (STANDARD DEVIATION AND PROBABILITY INCLUDED)

Degree	School/Unit		N[a]	Mean Difference	Standard Deviation	Probability[b]
4	Port Edwards	Gr. 1,2				
		Gr. 3,4	33	.20	.86	.26
		Gr. 5,6	18	.17	.94	.40
3	Galesville	Total	25	-.47	1.28	.19
	McKinley	Gr. 3,4	6	-.06	.50	.62
		Gr. 5,6	11	-.10	.75	.54
2	Franklin	Total	75	.29	.84	.09
	Stangel	7,8 yrs.	—	—	—	—
		11,12 yrs.	—	—	—	—
	Chegwin	Total	11	-.20	.94	.43
1	Black Earth	Gr. 3,4				
	Huegel	5,6,7 yrs.	4	.68	.18	.08
		7,8,9 yrs.	10	.22	.90	.42
		9,10,11 yrs.	10	.59	1.11	.24

[a]Number of discussed behavior ratings.

[b]Mean difference equals zero.

TABLE 23
MEAN DIFFERENCE BETWEEN OBSERVED AND EXPECTED STUDENT RATINGS OF INCIDENCE OF DISCUSSED PROSOCIAL BEHAVIOR BY DEGREE OF IMPLEMENTATION FOR EACH SCHOOL/UNIT FOLLOWING THE COMPLETION OF THE CONFERENCES (STANDARD DEVIATION AND PROBABILITY INCLUDED)

Degree	School/Unit		N[a]	Mean Difference	Standard Deviation	Probability[b]
4	Port Edwards	Gr. 1,2				
		Gr. 3,4	33	-.26	.61	.13
		Gr. 5,6	18	-.10	1.09	.55
3	Galesville	Total	25	.11	1.24	.52
	McKinley	Gr. 3,4	6	-.16	.47	.43
		Gr. 5,6	11	-.42	.48	.13
2	Franklin	Total	75	.09	.77	.31
	Stangel	7,8 yrs.	—	—	—	—
		11,12 yrs.	—	—	—	—
	Chegwin	Total	11	.03	.59	.69
1	Black Earth	Gr. 3,4				
	Huegel	5,6,7 yrs.	—	—	—	—
		7,8,9 yrs.	10	-.65	.49	.08
		9,10,11 yrs.	10	-.02	.72	.77

[a]Number of discussed behavior ratings.

[b]Mean difference equals zero.

11 weeks, the answer was no. Inconclusive results were obtained with regard to (a) the teachers' ratings of all students on all prosocial behaviors and (b) the conferees' ratings of themselves on all prosocial behaviors. Tables 24 and 25 contain the mean gain on the ratings at the respective degrees of implementation. The data suggest that whatever conclusion one may have been willing to make previously concerning these data sets, it is not maintained after the conferences are discontinued. The mean gains continue to be mixed positive and negative with more of the former, but no mean gain attains the appropriate level of significance.

In summary there is a qualified response to the question "Does the student continue to exhibit an incidence of prosocial behavior after the conferences are completed at a level higher than the baseline level?" Using teacher ratings on discussed prosocial behaviors for the conferees, there is strong evidence that students continue to exhibit an increased incidence of prosocial behavior. Data from the students' own ratings of the same behaviors also support this conclusion although to a lesser degree.

Earlier indications that there may have been a general increase in the incidence of prosocial behavior by all students are not supported in the data gathered from teachers and students after the conferences had been completed for a period of 6 to 11 weeks.

Usability

In addition to the question of whether the group-conference procedure meets its objectives for both the teachers and pupils involved, the field test was also concerned with gathering information on the usability of the procedure. Two types of usability questions are usually asked during the field test of a product. One type of question relates to information that can be used to revise the product. This information is usually shared with the developers as it is received so the new materials can reflect the field test experience. Another type of question concerns how the children and teachers respond to the materials and techniques they are being asked to use. With regard to the group-conference procedure the most prevalent response of the children and teachers was one of enthusiasm. Several schools reported that both the children and teachers found it hard to stop for the 6 to 11 week period of no conferences prescribed by the field test design, and were eager to start the conferences again once this period was over. A repeated comment from various principals was that their staff was pleased with the effect the conferences had on the behavior of their children. Another principal remarked that the procedure gave his teachers a new way of looking at the children's behavior and had positively affected their attitudes and teaching techniques.

The formative information collected for the purpose of suggesting product revisions can be summed up in the answers to the following questions.

7. Is the information provided in the in-service materials sufficient to support implementation of the group-conference procedure?

A preliminary answer to this question was evident in the results of the school personnel who used the practical paper draft to prepare for the pretest given at the inservice. Over half the adults taking the pretest mastered it with the information on the theory, principles, and implementation tasks provided in this paper. The information was not sufficient, however, to support implementation of the procedure as the year went on.

A general uneasiness about "what to do next" was repeatedly expressed by the staffs of participating schools. Evidence of this uncertainty is found in the frequent calls or memos from Center personnel explaining the necessary tasks to be accomplished. From the various questions raised by school personnel it became evident that the printed materials were incomplete with regard to six areas related to implementation of the group-conference procedure. These six areas were understanding the overall implementation plan, formulating the behavior checklists, scheduling the conferences, involving primary-age children, preparing record-keeping forms, and grouping for conferences.

The first helpful addition to the printed materials would have been a step-by-step guide to the complete implementation of the procedure. Such an outline might have enabled the school staffs to more easily grasp the overall picture of what the procedure required. One suggestion in such a guide would have been to hold an introductory session for all children before beginning conferences. This would have eliminated the necessity of each adult repeatedly describing the purpose of the conferences at the initial meeting of each group.

With regard to formulating their behavior checklists many schools asked for more specific guidelines both on how to select a feasible number of observable behaviors that would be "worthy" of a conference and how to write the behaviors in behavioral objective terms while using vocabulary readily understandable to the students. Another concern with regard to

TABLE 24
MEAN GAIN FOR ALL STUDENTS ON TEACHER RATINGS OF ALL PROSOCIAL BEHAVIORS BY DEGREE OF IMPLEMENTATION FOR EACH SCHOOL/UNIT FOLLOWING COMPLETION OF CONFERENCES
(STANDARD DEVIATION, SIZE, AND PROBABILITY INCLUDED)

Degree	School/Unit		N	Mean Difference	Standard Deviation	Probability[a]
4	Port Edwards	Gr. 1,2	25	-.01	.63	
		Gr. 3,4	28	.05	.67	.69
		Gr. 5,6	26	-.03	.69	.82
3	Galesville	Total	63	.21	.78	.02
	McKinley	Gr. 3,4	23	-.01	.68	.95
		Gr. 5,6	32	.06	.54	.51
2	Franklin	Total	34	.29	.72	.02
	Stangel	7,8 yrs.	–	–	–	–
		11,12 yrs.	–	–	–	–
	Chegwin	Total	67	.07	.82	.49
1	Black Earth	Gr. 3,4	20	-.26	.59	
	Huegel	5,6,7 yrs.	25	.03	.49	.16
		7,8,9 yrs.	24	.12	.69	.40
		9,10,11 yrs.	22	.20	.72	.20

[a]Mean difference equals zero.

TABLE 25
MEAN GAIN FOR CONFEREES ON STUDENT RATINGS OF DISCUSSED BEHAVIORS BY LEVEL OF IMPLEMENTATION FOR EACH SCHOOL/UNIT FOLLOWING COMPLETION OF CONFERENCES
(STANDARD DEVIATION, SIZE, AND PROBABILITY INCLUDED)

Degree	School/Unit		N	Mean Difference	Standard Deviation	Probability[a]
4	Port Edwards	Gr. 1,2	25	.05	.70	.73
		Gr. 3,4	21	.05	.75	.76
		Gr. 5,6	20	.04	.68	.80
3	Galesville	Total	46	.19	.94	.11
	McKinley	Gr. 3,4	12	-.05	.78	.83
		Gr. 5,6	15	.11	.61	.48
2	Franklin	Total	25	.15	.82	.36
	Stangel	7,8 yrs.	21	-.28	.92	.18
		11,12 yrs.	24	.26	.87	.14
	Chegwin	Total	13	.42	.84	.09
1	Black Earth	Gr. 3,4	20	-.03	.78	.87
	Huegel	5,6,7 yrs.	–	–	–	–
		7,8,9 yrs.	9	.10	.77	.70
		9,10,11 yrs.	8	.14	.75	.61

[a]Mean difference equals zero.

the formulation of the checklists was how to involve the children in this decision-making process. Although the practical paper stressed the importance of including the students' ideas when selecting behaviors, only two of the eight field test schools actually did so. More specific suggestions on how to handle the mechanics of this process might have been useful to the other six schools. A further difficulty centered on how to implement the suggestion that the list of behaviors reflect a balance between the children's need for freedom of expression and the staff's need to maintain a minimum amount of order in the school. The simple statement of this suggestion in the materials did not prove sufficient for its being followed, since most of the checklists seemed to be primarily concerned with the staff's rather than the students' needs.

School personnel also encountered difficulties when they attempted to schedule the group conferences within their regular instructional program. In addition to the problem of finding times during the day when teachers could meet with only a few children, there was the necessity of scheduling children with an adult who would see them during the time between conferences in order to provide the necessary feedback and reinforcement during both the interim period and at the follow-up conference. Some words of caution or "helpful hints" on these points might have assisted many staff members in resolving these difficulties.

Another detail which would have benefited from more complete and specific guidelines was how to involve primary-age children in a procedure of this sort. Many teachers expressed their concern that children of this age did not know what was meant by the term "behavior," and were especially unable to discuss, state reasons for, or set goals regarding their own behavior.

The implementation task of preparing record-keeping forms also required more complete suggestions. Although some forms were provided by R & D Center staff for field test purposes, the printed materials offered no record-keeping suggestions on how to organize the vast amount of information obtained by rating each child on the behavior checklist--or how to keep track of which children had been in conferences; the behavior discussed at each conference; the goal set by each child and his progress toward it; the date, time, and place of each conference; and the adult assigned to each conference group. Recommendations on how to carry out these tasks would have saved considerable time for most participating faculties.

A final aspect of this procedure which needed further amplification was that of forming conference groups around the common interests of children. The printed materials suggested two ways of selecting children to participate: (a) choosing those with common behavior problems, or (b) selecting those with common concerns or interests. All of the field test schools formed groups around behavior problems only; in no cases were children placed in a group because they had a similar interest to discuss. One reason for this tendency could have been that the printed materials suggested a method for identifying children's behavior problems (through the behavior checklist) but did not suggest a means of identifying common interests or concerns of children. Also, the procedure in general lends itself to being identified as a positive approach to behavior problems, and thereby attenuates the likelihood of teachers focusing on children's common interests.

In addition to the mimeographed practical paper, the inservice materials included a black-and-white videotape film showing one adult leading an initial and a follow-up group conference. The field test schools used the film with the understanding that because of its technical deficiencies it would eventually be replaced by a new sound-color film. With regard to its purpose of illustrating the application of the motivational principles the videotape film was judged to be adequate. One suggestion for improvement, however, was to include more than one adult conducting the initial and follow-up conferences. Using different adults in the film would not only offer more examples of how to apply the motivational principles but would also demonstrate the fact that all teachers have their own unique ways of conducting conferences even while applying the same principles.

8. Is the group-conference procedure feasible for elementary schools in terms of the time and effort required for implementation?

In addition to the time spent in conferences, each field test teacher spent an average of 12 hours completing the preparation and evaluation tasks necessitated by this procedure. It was found that the record-keeping tasks necessitated by the field test were especially time-consuming. In addition, the formulation of the behavior checklist and the rating of each child on each behavior proved exacting for most schools.

Many elementary school staffs may not be able to devote this amount of time to a procedure of this sort. A more informal method of forming conference groups which would not require the maintenance of extensive records along with more specific and helpful suggestions for developing the behavior checklists would do a great deal to minimize the amount of staff time and effort required by this procedure.

IV
Summary

A field test of the motivational-instructional procedure entitled group conferences to promote self-directed prosocial behavior was conducted during 1971-72 in eight Wisconsin schools. The procedure involved the faculties (and occasionally students) in (a) specifying prosocial behaviors that were appropriate for local conditions, (b) identifying students who could benefit from discussions about the behaviors, and (c) conducting small-group conferences that applied proven motivational principles.

The eight schools were multiunit schools from a variety of communities ranging from small rural towns to medium-sized cities. The group-conference procedure was introduced to the instructional improvement committees of the schools. They were encouraged to adapt it to meet local needs. As a consequence 14 different behavioral checklists were developed, and the procedure was utilized with different proportions of the students of each school. There were also various degrees to which the schools followed the R & D Center's recommendations for implementing the procedure. As a result of the 14 different checklists and the various degrees of implementation it was not possible to summarize the data across schools and units in order to report on the uniform implementation of a single procedure. Instead, general inferences were drawn on the basis of data obtained from 14 relatively independent studies.

There were three general areas of interest in the data collection and reporting: (a) the effectiveness of the inservice program on the teachers, (b) the effectiveness of the motivational-instructional procedure on the students, and (c) the usability of the inservice materials in implementing the procedure.

The effectiveness of the inservice program was assessed in three parts: mastery of the knowledge related to the theory, principles, and implementation tasks of group conferences; completion of the implementation tasks of the procedure; and application of five motivational principles in the group conferences.

Seventy percent of the adults tested mastered the 15-item test of the theory, principles, and implementation tasks of the group-conference procedure. In addition, teachers in six of the eight schools satisfactorily completed the implementation tasks. The two schools which did not attain a satisfactory implementation rating had particular difficulty with scheduling regular conferences, maintaining current records, and grouping for conferences. Furthermore, in four of the six schools where conferences were observed, the teachers were able to apply at least four of the five motivational principles. Of the five principles, modeling was least often applied in some schools. The inservice program was therefore considered effective according to all three measures.

The effectiveness of the group-conference procedure on students was considered in three questions: (a) Does the student involved in the group-conference procedure increase the incidence of his prosocial behaviors? (b) Does the student involved in conferences perceive an increased incidence of his prosocial behaviors? and (c) Does the student continue to exhibit an incidence of prosocial behavior at a level higher than the baseline level after the conferences are completed?

The first question was broken down into three levels of analysis in order to consider whether (a) students taken collectively increased their incidence of prosocial behaviors taken collectively (i.e., all students on all behaviors), (b) the conferees increased their incidence of the prosocial behaviors taken collectively (i.e., only conferees on all behaviors), and (c) conferees increased their incidence of those prosocial behaviors discussed in conferences (i.e., only conferees on only discussed behaviors).

In seven of the 12 schools/units which had complete teacher data on all students, the data supported the expectation that all students increased their incidence of prosocial

behaviors taken collectively. Two of these schools/units attained the level of significance set for their level of implementation. Five negative mean gains, however, qualified the significance of this apparent general effect for all students.

With regard to the second level of analysis (conferees on all behaviors) there was some evidence in the teachers' ratings of an increased incidence of prosocial behaviors in that nine of the 14 gains were positive; none of the mean gains, however, attained the level of significance set for their degree of implementation. In comparing these increases with those of nonconferees, the data did not indicate that the conferees increased more than nonconferees for incidence of all behaviors. The results of this comparison were inconclusive, with some evidence favoring the nonconferees.

The preconference incidence of both the conferees and nonconferees proved to be an important consideration when comparing the postconference ratings of these groups. Before conferences started, for both the teacher and student ratings, the students not chosen for conferences had a significantly higher incidence of prosocial behaviors than those who were chosen.

In the third level of analysis the question of whether conferees increased their incidence of the particular prosocial behaviors discussed in conferences was considered. The teacher data strongly support this expectation with positive mean gain scores for 14 schools/units, nine of which attained the significance level set for their level of implementation.

To summarize, the question of whether students involved in the group-conference procedure increased their incidence of prosocial behavior can be answered favorably with statistical significance when only those behaviors that were discussed in conferences were considered. There was slight evidence to support an additional finding that immediately after conferences ended all students (whether involved in conferences or not) increased their incidence of prosocial behaviors taking collectively all the behaviors identified by each school/unit. The above conclusions were drawn from teacher ratings of their students.

The second question pertaining to the effectiveness of the group-conference procedure on students concerned whether or not the conferees themselves perceived an increase in the incidence of their prosocial behavior. This question was answered on two levels: (a) using the ratings on all behaviors, and (b) using the ratings on discussed behaviors only. With regard to all behaviors, the data moderately supported the conclusion that conferees perceived an increase in their incidence of prosocial behaviors taken collectively. This conclusion was qualified by three negative gains out of the 13 schools/units considered. Again, a comparison of the nonconferees and conferees regarding their perception of increases in prosocial behavior yielded mixed results, but favored the nonconferees.

With regard to the ratings on discussed behaviors only, the data strongly supported the conclusion that conferees perceived an increase in those prosocial behaviors that were discussed in their group conferences. Eleven of the 13 mean gains were positive, five of which attained the level of significance set for their levels of implementation. Because two of the 13 units did not obtain positive mean gains, however, statistical significance cannot be ascribed to the evidence.

The third question relating to effectiveness on students considered whether students continued to exhibit an incidence of prosocial behavior at a level higher than the baseline level after the conferences were completed. This question was broken down into two parts: (a) Do students maintain their increase in discussed behaviors after the conferences are completed for a period of time? and (b) Is there any evidence that the mixed increases for all behaviors become conclusive increases after this same period of time?

With regard to the first part, students do maintain their increases in discussed behaviors after 6 to 11 weeks without conferences. The teachers' ratings more strongly supported this conclusion (12 of 14 schools/units had positive gains) than the student ratings (nine of 13 had positive gains).

The question of whether the mixed increases for all students on all behaviors become more conclusive increases received a negative answer, in that the slight evidence favoring the increases for all students on all behaviors which appeared immediately after the conferences ended was not maintained after a period of 6 to 11 weeks.

In conclusion, the three questions relating to the effect of the group-conference procedure on students can be answered positively when one considers that the students who had conferences significantly improved the incidence of those prosocial behaviors discussed in the conferences. This effect was true for teacher ratings and was maintained after the conferences had been discontinued for a period of time.

In addition, the preconference ratings given by both teachers and students indicated that at the outset of the field test the children chosen for group conferences were significantly different from those who were not chosen in

terms of their incidence of prosocial behavior. Immediately after conferences ended and again after a 6 to 11 week period without conferences both teacher and student ratings at all levels of the analysis indicated that there was no longer a significant difference between these two groups of students. It appears, then, that the conferees gained on the nonconferees in terms of their incidence of prosocial behavior and that the group-conference procedure was instrumental in closing this gap.

Furthermore, an attempt was made to determine whether all students increased their incidence of prosocial behavior, and whether they maintained this increase over time, i.e., a "general effect" of the group-conference procedure. The results proved inconclusive. Thus, a significant improvement was noted only when particular children received focused attention on specific behaviors. It therefore seems that the "zeroing-in" technique of the group-conference procedure is critical to its effectiveness.

A further interest of this report concerned the variability with respect to how each of the eight schools implemented the group-conference procedure. There was an effort to determine whether this variability was reflected in the effectiveness of the procedure on students. There was some evidence to prove this to be the case when only discussed behaviors were considered, but not in other analyses. The data mildly supported a positive relationship between the degree of implementation and the effectiveness of the procedure, i.e., the higher the degree of implementation, the more effective the procedure.

The final area of interest during the field test concerned the usability of the inservice materials. The printed materials and the videotape film were evaluated to see if they provided all the necessary information to support implementation of the group-conference procedure. The practical paper draft was found adequate to the extent that it provided enough information about the theory, principles, and implementation tasks of the procedure to allow over half the adults to master a pretest of this information. It was considered insufficient, however, in terms of six areas of implementation information. School personnel needed additional assistance with regard to: (a) understanding the overall implementation plan, (b) formulating the behavior checklists, (c) scheduling the conferences, (d) involving primary-age children, (e) preparing record-keeping forms, and (f) forming conference groups.

The black-and-white videotape film was judged to be adequate in demonstrating the motivational principles applied during initial and follow-up conferences.

Another usability question related to the amount of staff time needed to implement this procedure. An average of 12 hours per teacher was required for planning and evaluating, in addition to the 15-20 minutes usually spent conducting each conference. This amount of time may be considered prohibitive by potential users of the group-conference procedure.

In conclusion, this motivational-instructional procedure, if somewhat modified in its demand on staff time, was demonstrated to be a viable means of improving the conduct of students who participate in small-group conferences which focus on specific prosocial behaviors.

Appendix A

Agenda for Inservice Training Program
for Instructional Improvement Committees Participating
in Group Conferences to Promote Prosocial Behavior

9:00-9:15	Registration and coffee
9:15-9:45	Welcome and evaluation
9:45-10:45	
Group A*	Overview session--Theory, principles, and procedures of program
Group B**	Discussion session--Development of behavior checklists Formation of conference groups Balance of teacher concerns and student individuality
10:45-11:45	Working group session--Develop a behavior checklist for participants in a one-day inservice
11:45-12:45	Lunch
12:45-1:30	Simulated group conference, critique, and discussion
1:30-2:15	Film, The Development of Prosocial Behavior through Small-Group Conferences, critique, and discussion
2:15-3:00	IIC session--Prepare and submit a skeletal plan for implementing the program
3:00-3:30	Evaluation

*Group A consists of those participants who score below 80 percent on the test of knowledge of the theory and procedures of the program.

**Group B consists of those participants who are not in Group A.

Appendix B

Behavioral Objectives for Inservice Training Program
for Instructional Improvement Committees
Participating in Group Conferences
to Promote Prosocial Behavior

Major Objective

Upon completion of the inservice, the participants will plan and conduct an inservice for teachers that will assist in implementing the program entitled "Group Conferences to Promote Prosocial Behavior." The plan will include procedures for the following components:

1. describing the theoretical background and general information associated with the program
2. developing the behavior checklists that will be the objectives of the local program
3. developing guidelines for the formation of conference groups
4. training the teachers in the use of group conferences
5. providing for a school-wide integration of the several levels of the objectives

Enabling Objectives

1. Upon completion of the inservice, 80 percent of the participants will achieve a score of 80 percent or more on a paper-and-pencil test designed to measure knowledge of the theoretical and procedural aspects of the program.
2. Upon completion of the inservice, all the participants will have prepared a behavior checklist under simulated conditions.
3. Upon completion of the inservice, all the participants will have observed and critiqued a simulated group conference.
4. Upon completion of the inservice, all the participants will have discussed the distinction between conferences that are punitive and those that are supportive.

Appendix C

Guiding Children Toward Prosocial Behavior:
A Positive Approach to Student Conduct

A (Pretest)

INSTRUCTIONS: Each question has one best answer. Select the best answer and record it on your response card.

1. Follow-up conferences differ from the initial one in that

   A. the students need not be assisted in the selection of goals.
   B. feedback and reinforcement are provided.
   C. the teacher does more of the talking.
   D. they are carried out on an individual basis.

2. An essential aspect of the conference program is

   A. teacher insight.
   B. careful records.
   C. good organization.
   D. focus on an individual.

3. The goal-setting portion of the follow-up conferences proceeds exactly as in the initial conferences with the exception that

   A. the students need less guidance.
   B. the students have already chosen their goals.
   C. the students do not need to verbalize the goals they set.
   D. the checklist of goals may cover additional goals.

4. In scheduling the conference groups, the teacher should

   A. try to include each child approximately the same number of times during the year.
   B. try to include as many goals as possible.
   C. begin by concentrating on students who most need an awareness of prosocial behaviors.
   D. try to keep the children in the same group throughout the year.

5. Which principle of motivation is best illustrated in the following example?

   Teacher: "John, I noticed that you've come to class prepared every day for the last week."

   A. individual attention
   B. reinforcement
   C. delayed gratification
   D. providing feedback

6. Which motivational principle does the following example best illustrate?

   Teacher: "Susan, I noticed you've been listening to the ideas of your classmates this week. That's a great improvement."

   A. reinforcement
   B. individual interaction
   C. reasoning
   D. modeling

7. To provide feedback to the student, a teacher could

   A. read directions for the student to follow.
   B. point out how the student has improved in following directions.
   C. help the student choose his next goal.
   D. praise the student for his efforts.

8. It is important that the behavioral assessment checklist be developed

   A. soon after the conferences are implemented.
   B. before the follow-up conference.
   C. before the conference groups are formed.
   D. before the conferences are evaluated.

9. Which of the following is not one of the program's goals for increased self-direction?

   A. A student will demonstrate understanding of the reasons behind rules.
   B. A student will take initiative in going beyond the minimum standards of work.
   C. A student will take initiative in disciplining other members of the class.
   D. A student will demonstrate that he is sensitive to the needs and rights of others.

10. When the teacher helps the children examine their motives for acting in certain ways and the consequences of their behavior for other people, she is using

   A. modeling.
   B. reasoning.
   C. reinforcement.
   D. goal setting.

11. When a conference group is setting goals, the behaviors

   A. should be specific.
   B. should be specified by the teacher.
   C. should be limited to behaviors related to school work.
   D. should be general enough to cover both school and home.

12. Students should set goals

   A. for an individually determined period.
   B. for a limited period such as two months.
   C. for a limited period such as two weeks.
   D. for an indefinite period.

13. Goals should be set by

   A. the individual with guidance from the teacher.
   B. the guidance counselor or unit leader.
   C. the teacher who knows the student best.
   D. the student's peer group.

14. To be most effective, reinforcement

   A. should be the same for all children.
   B. should focus on a specific behavior.
   C. should include a special reward.
   D. should be praise for general behavior.

15. The program should be evaluated to decide if it is succeeding in

   A. increasing the children's awareness of school rules.
   B. increasing the children's self-directiveness.
   C. increasing prosocial behavior by peer-group influence.
   D. increasing the number of student-initiated rules.

GPO 803-913-7

Guiding Children Toward Prosocial Behavior:
A Positive Approach to Student Conduct

B (Posttest)

INSTRUCTIONS: Each question has one best answer. Select the best answer and record it on your response card.

1. The conference teacher uses the principle of modeling by

   A. informing the student of progress toward a goal.
   B. encouraging the student to remember his past achievements.
   C. helping the student decide to improve the use of his free time.
   D. telling the student of the method she uses to organize materials before class.

2. The conference teacher could provide reinforcement by

   A. correcting the student when he does not meet his own goals.
   B. telling the student that people have become recognized by self-directed behavior.
   C. approving of the student's attitude toward cleaning up after a project.
   D. helping the student to see the motives behind his behavior.

3. Which of the following goals is stated most explicitly?

   A. Be considerate of others.
   B. Use good manners.
   C. Share art supplies.
   D. Do not be disruptive.

4. It is generally suggested that the initial conference take approximately

   A. 5-10 minutes.
   B. 10-15 minutes.
   C. 15-20 minutes.
   D. 20-25 minutes.

5. Which principle of reinforcement does the following example illustrate?

   Teacher: "David, your goal was to try to get to class on time, and I noticed that you've been late for class only once in the last two weeks. Very good!"

   A. Behavior that is rewarded tends to be repeated more often than behavior that is not rewarded.
   B. A student needs to know what he is being rewarded for so he knows what behavior to repeat.
   C. The person who wants to reward a student should be aware of what is rewarding to the student.
   D. Rewards or special privileges should be used sparingly.

6. The ultimate goal of the conference program is

   A. to decrease the amount of time devoted to discipline problems in the classroom so more work can be accomplished.
   B. to guide children to an awareness of behaviors so they will become self-directed in their behavior.
   C. to help children see the necessity of school rules so they will be willing to follow them.
   D. to help children realize that everyone misbehaves occasionally so they will be more tolerant of others.

7. Which of the following is not a common basis for grouping children for a conference?

A. common learning potential of the students
B. common behavioral problems of the students
C. common interests of the students in discussing the formation of rules
D. complementary personalities of the students

8. Goals related to prosocial behavior differ from goals related to subject-matter areas in that

A. a record of them is not necessary.
B. they are stated generally rather than specifically.
C. a student's commitment to them need not be as strong.
D. attainment of goals is not a once-and-for-all process.

9. The principles of reasoning, modeling, and goal setting are emphasized in

A. the follow-up conference.
B. the initial conference.
C. both the initial and follow-up conferences.
D. neither conference in this particular combination.

10. The program should be evaluated

A. at the completion of the follow-up conferences.
B. at the completion of the program.
C. at frequent intervals throughout the program.
D. prior to parent-teacher conferences.

11. Which of the following goals is most likely to result from reasoning?

A. Do not talk in the hall.
B. Walk quietly in the hall.
C. Walk in the hall without talking.
D. Do not disturb other classes.

12. Which motivational procedure is illustrated in the followir. example?

Several fourth graders are having a discussion with their teacher concerning why some library books have missing pages and how it will affect their reading.

A. reasoning
B. modeling
C. feedback
D. goal setting

13. To give a child feedback on his behavior, the teacher might

A. praise him for his effort.
B. comment on her observations of his actions.
C. explain why he must follow the rules.
D. help him decide what to try to improve.

14. Which of the following is not a use of the behavioral assessment checklist?

A. to compare preconference and postconference behaviors
B. to rate how often a child demonstrates specific behaviors
C. to determine effective methods for promoting prosocial behavior
D. to use as a basis for forming conference groups

15. The principles of reasoning, feedback, and reinforcement are emphasized

A. in the follow-up conference.
B. in the initial conference.
C. in both the initial and follow-up conferences.
D. in neither conference in this particular combination.

Appendix D

Telephone Interview - Prosocial Field Test

School_____ Date_____

Person talked to_____ Person calling_____

A. How is the implementation of the Prosocial Program going?

general remarks:_____

_____

any problems:_____

_____

any questions:_____

_____

B. We noticed in your skeletal plan that you hadn't set a date as yet for _____

_____

Have you completed your plans for this item?_____

_____

C. Have you deviated from the skeletal plan you gave us? (It is permissible to "deviate." We just want to know what you in fact did.)_____

_____

D. What was the response of your teachers to your first introduction of the program?

_____

_____

E. Did you use the pretests and posttests?_____

(If so, please save the data and keep the pre- and posttest data together for each person. Also, please mail it to us with the behavior checklist and group formation guidelines on October 15th.)

F. Did you get the film on time?_____

G. When would be a good time for us to visit? _____

(around the last week of October and first two weeks of November - explain the purpose of our visit and that we definitely do not want to observe conferences at this time)

Could we possibly meet with the IIC at this time?_____

Appendix E

Behavior Checklists Developed
by Field Test Schools

Although the checklists have been retyped, they are in the same format and language as the originals from the schools.

Franklin Elementary School

Behavioral Assessment Checklist

	Seldom	Sometimes	Usually
1. I am courteous in the halls.			
2. I am courteous in an audience situation.			
3. I avoid disturbing others by unnecessary talk.			
4. I do not bother others.			
5. I take care of the property of others.			
6. I am fair to others.			
7. I share materials with others.			
8. I help other students.			
9. I contribute to class activities.			
10. I keep my locker clean.			
11. I ask questions when I don't know what to do.			
12. I volunteer information to help class discussion.			
13. I accept helpful suggestions.			
14. I work without constant supervision.			
15. I start work promptly during a study period.			
16. I am prepared with materials for each activity.			
17. I keep my desk well organized.			
18. I use the I.M.C. in the correct way.			
19. I complete my assignments to the best of my ability.			
20. I listen during discussions and class instructions.			
21. I leave the locker room without delay.			
22. I take care of school property.			
23. I take care of my classroom.			

Name_____ Date_____

Black Earth Elementary School
K,1,2 Unit

Behavioral Assessment Checklist
Grade 1-2

Name_____

	Difficult	Sometimes	Usually
1. Listens carefully and quietly to others			
2. Shares ideas with others			
3. Works well alone			
4. Takes care of personal things			
5. Takes care of school property such as books, desks, and chairs			
6. Shows kindness to other people			

GPO 803-913-6

Black Earth Elementary School
3,4 Unit and 5,6 Unit

Name _____

	Most of the time	Some of the time	Seldom
1. Uses free time to develop interests.			
2. Asks questions about things being discussed.			
3. Keeps working after making mistakes.			
4. Works until the job is finished.			
5. Finishes assignments on time.			
6. Listens to the ideas of others.			
7. Can work without the help of his teacher.			
8. Takes care of his clothing, books, and other things.			
9. Takes care of the schools books, desks, and other things.			
10. Helps pick up when the work is finished.			
11. Does his share in class and school projects.			
12. Gets to class on time.			
13. Has pencil, paper, and books ready when they are needed.			
14. Listens to the teacher.			
15. Listens to directions.			
16. Goes to and from classes without disturbing other classes.			
17. Helps his classmates.			
18. Shares equipment and materials with his classmates.			
19. Is kind and courteous to other people.			

Galesville Elementary School

Behavioral Assessment Checklist

	Never	Seldom	Some-times	Usually	Always
1. I use my free time to learn about things that interest me.					
2. I keep trying even though I make mistakes.					
3. I keep working until the job is finished.					
4. I listen to the ideas of others.					
5. I continue to work without constant supervision.					
6. I ask meaningful questions.					
7. I take care of my clothing, books, and other things.					
8. I take care of the school's books, desks, and other things.					
9. I show respect for other people's property.					
10. I help clean up when the work is finished.					
11. I do my share in class and school projects.					
12. I get to school on time.					
13. I get to class on time.					
14. I have pencil, paper, and books ready when I need them.					
15. I begin school work right away.					
16. I listen to adults such as teachers, aides, and bus drivers.					
17. I am courteous and respectful to adults.					
18. I move about the building without disturbing other classes.					
19. I help my classmates when needed.					
20. I am willing to share school materials with my classmates.					
21. I am courteous and respectful to my classmates.					
22. I keep my hands to myself.					

Name _____ Unit _____ Homeroom Teacher _____

BEHAVIORAL ASSESSMENT CHECK LIST
ROSE B. CHEGWIN SCHOOL
Fond du Lac, Wisconsin

	Usually	Sometimes	Hardly Ever
MOVEMENT IN THE BUILDING:			
1. I always walk when going between classes			
2. When I line up, I am quiet and orderly			
3. I talk in a low voice when talking is allowed			
4. I go directly to the bathroom, library, office, music lessons, etc. without visiting or playing around			
5. I do not push or bump into others while walking in line or carrying a tote tray or supplies			
COMING TO CLASS AND GETTING READY FOR WORK:			
1. I take my seat when I enter the room			
2. I have my books and materials ready for work			
3. I am quiet and ready to listen for assignments			
4. I pay attention when the teacher is giving directions			
5. I stay in my seat and raise my hand if I need help			
COMPLETING ASSIGNMENTS:			
1. I work until the job is finished			
2. I keep working even when the teacher is not watching			
3. I always put my name on my work			
4. When my work is finished, I don't disturb others			
5. I pick up and take care of all supplies			

HUEGEL SCHOOL
BEHAVIORAL ASSESSMENT CHECKLIST
(5-7 year olds)

NAME_____ DATE_____

	Seldom	Some-times	Usually
FREE TIME Child should:			
1. Be considerate of others.			
2. Not interrupt others.			
3. Take things out quietly.			
4. Return materials to proper place.			
5. Ask for suggestions when you don't know what to do with yourself.			
IMC Child should:			
1. Stay in assigned areas.			
2. Work quietly.			
3. Walk.			
4. Ask if you don't know.			
BATHROOMS Child should:			
1. Use quiet voice.			
2. Allow others privacy.			
3. Walk in and out.			
4. Use only time needed.			
5. Leave walls alone.			
6. Use for intended purpose.			
RESPECT AND COURTESY Child should:			
1. Disagree in a polite voice.			
2. Not interrupt.			
3. Remember that if it disturbs others, don't do it.			
HALLWAYS Child should:			
1. Walk.			
2. Go directly to destination.			
3. Keep hands to yourself.			
4. Leave locker possessions alone.			
5. Use quiet voice.			
CLEAN UP Child should:			
1. Hang up coats, hats, and sweaters.			
2. Put boots under lockers.			
3. Take home everything you wear.			
4. Keep tennis shoes at desk.			
5. Help stop pollution - pick up litter wherever you see it.			
6. Keep desk neat.			
7. Take home papers.			
NOON HOUR Child should:			
1. Use the bathroom before you go out.			
2. Take what you need when you go to eat.			
3. Stay on the playground until 12:15 p.m.			

	Seldom	Some-times	Usually
4. Stay out of the parking lot.			
5. Tell whoever is in charge if you want to go in.			
6. Get a permission slip from homeroom teacher to stay in.			
EQUIPMENT Child should:			
1. Use carefully.			
2. Share.			
3. Put back where it belongs.			

HUEGEL SCHOOL
BEHAVIORAL ASSESSMENT CHECKLIST
(7-11 year olds)

Name_____ Date_____

	Seldom	Some-times	Usually
FREE TIME Student should:			
1. Choose worthwhile activities for himself to do.			
2. Use time to learn about things that interest him.			
3. Finish assigned work first.			
4. Work until task is completed.			
5. Continue to work without constant supervision.			
6. Get supplies when NOT disturbing to teacher or student activities.			
IMC Student should:			
1. Take care of materials and return them to proper place.			
2. Be quiet in IMC during Language Arts.			
3. Use equipment for intended purpose.			
4. Share equipment with others.			
BATHROOMS Student should:			
1. Use bathroom for intended purpose.			
2. Be helpful to younger children.			
3. Set reasonable time limits and frequency.			
4. Not clean supplies in bathroom.			
RESPECT AND COURTESY Student should:			
1. Listen to ideas of others without ridiculing.			
2. Wait his turn to talk.			
3. Share ideas and materials with classmates.			
4. Accept suggestions from others.			
HALLWAYS Student should:			
1. Walk when in the halls.			
2. Go directly to and from classes without disturbing others.			
3. Work quietly in halls without disturbing others.			
4. Take care of own property in lockers.			
CLEAN-UP Student should:			
1. Clean up after himself.			
2. Help classmates and teacher clean up.			
3. Keep desk, school property, and projects clean.			
4. Straighten IMC after use.			
NOON HOUR Student should:			
1. Use the bathroom before going outside.			
2. Take what he needs from room when going to eat.			
3. Stay on the playground until 12:20 p.m.			
4. Stay out of the parking lot.			
5. Tell whoever is in charge if he wants to go in.			
6. Get an inside permit from homeroom teacher when necessary.			

McKinley Elementary School - Gr. 3,4 unit

BEHAVIORAL ASSESSMENT CHECKLIST

Name_____

	Seldom	Some-times	Usually
Self-discipline			
1. I work quietly whether teacher is in my room or not.			
2. I listen when someone is talking in front of the class.			
3. I sit down in my desk after recess.			
Consideration of others			
1. I am considerate of others when going to and from the lavatory.			
2. I accept good and poor players in games played indoors or out.			
3. I share playground equipment.			
4. Keep a quiet tone of voice in the library.			
5. When using someone else's desk, be considerate of other's personal belongings.			
6. I go to and from my classes with as little disturbance as possible to other classes.			
Tolerance and attitudes			
1. I help my classmates who have trouble achieving.			
2. I will overlook other people's mistakes.			
3. I try to be patient and helpful to the slower pupil.			
Care of property			
1. I do my share of work when cleaning up the playground, and I help to keep our room neat and clean.			
2. I help take care of school property such as books, desks, and lockers.			
Preparation for class			
1. I have all of my materials ready to use at the start of each class.			
2. I am ready to start class immediately.			
Responsibility toward my work			
1. I keep working at an assignment until it is completed.			
2. I listen when explanations are given of new work.			
3. I ask questions if an explanation is not clear to me.			

McKinley Elementary School - Gr. 5,6 unit

BEHAVIORAL ASSESSMENT CHECKLIST

Name _____

	Seldom	Some-times	Usually
1. I listen to teachers and others.			
2. I pass through the halls in an orderly manner without disturbing other classes.			
3. I am on time for school and classes.			
4. I respect the opinions of others though different from mine.			
5. I express my ideas in the proper manner and at the proper time.			
6. I assume my share of responsibility in class projects.			
7. I come to class with necessary materials and completed assignments.			
8. I remain at my desk or in my assigned group at proper times.			
9. I take care of personal belongings (clothing, books, and other things).			
10. I respect the property of others (school property, students' belongings, and teachers' belongings).			
11. I am helpful to others.			
12. I am courteous at all times and use good manners in dealing with people.			
13. I take part in the exchange of ideas in a class discussion.			
14. I use my independent study time to learn about subjects which interest me.			
15. I show good sportsmanship at all times.			
16. I think before I act.			
17. I keep the school and grounds clean and free of litter.			

GPO 603-913-5

Stangel Elementary School

PRIMARY UNIT CHECKLIST

	seldom	occasionally	often
1. Tries to help someone each day.			
2. Comes in from playground activities on time - recess, noon hour.			
3. Brings the required supplies to classes.			
4. Works well when teacher is out of the room.			
5. Is considerate of private and public property.			
6. Travels in and around school safely and courteously.			
7. Contributes worthwhile information to classroom discussion.			
8. Works well with others.			
9. Uses materials carefully and wisely.			
10. Works well independently.			

Stangel Elementary School

UPPER ELEMENTARY CHECKLIST

	seldom	occasionally	often
1. Does meaningful work independently.			
2. Joins in organized games or activities.			
3. Is able to settle differences and practice self-control.			
4. Travels in and around the school safely and courteously.			
5. Does as neat and accurate work as possible.			
6. Works well with others.			
7. Is considerate of both public and private property.			
8. Uses materials carefully and wisely.			

Port Edwards Elementary School

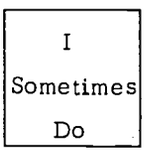
BEHAVIORAL ASSESSMENT CHECKLIST

Primary

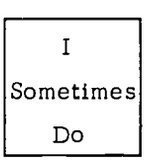
Name_____

Date_____

Classroom:

			
1. I have pencils, books, paper and other things ready when I need them			
2. I take care of my supplies			
3. I put my tote on the floor when we are working			
4. I push in my chair			
5. I move quietly to class without disturbing others			
6. I listen when others talk			
7. I ask questions if I do not know			
8. I follow directions			
9. When my work is finished I find something else to do			
10. I work until my work is done			

Halls:

			
1. I walk in the halls			
2. I am quiet in the halls			
3. I walk with my hands to myself			
4. I walk without pushing and shoving			

(continued)

Lunchroom:

	I Never Do	I Sometimes Do	I Always Do
1. I walk quietly			
2. I try to eat all my food			
3. I talk quietly with my friends			
4. I clean up when I am finished			
5. I use good table manners			

Playground:

	I Never Do	I Sometimes Do	I Always Do
1. I play without fighting			
2. I bring in the playground equipment			
3. I stay out of the woods			
4. I try to help everyone have fun at recess			
5. I come when the bell rings			
6. I tell a teacher when someone gets hurt			
7. I take turns			
8. I do not hurt others			

Bathroom:

	I Never Do	I Sometimes Do	I Always Do
1. I use the bathroom and leave quickly and quietly			
2. I flush the toilet when I finish			
3. I use only one towel and throw it in the waste basket			

Bus:

1. I stay behind the yellow line until the bus door is open			
2. I sit down in the bus			
3. I stay in my seat when the bus is moving			
4. I talk quietly with my friends			
5. I do as the bus driver tells us to do			

Port Edwards Elementary School

BEHAVIORAL ASSESSMENT CHECKLIST

Lower Intermediate

Name_____

Date_____

Classroom:	SELDOM	SOMETIMES	USUALLY
1. I show respect for others			
2. I listen to the teacher and to the ideas of others			
3. I take care of my clothing, books and other things			
4. I use my free time wisely			
5. I work until a job is finished			
6. I take an active part in class activities			
7. I get to school and classes on time			
8. I begin school work right away			
9. I go to and from classes without disturbing others			
10. I have all materials ready when needed			
11. I complete assignments on time			
12. I work without constant supervision			
13. I do not hurt others (spitting, pushing, pencil poking, etc.)			
14. I am eager to participate in class work			
15. I pick up after learning activities			
16. I follow directions			
17. I do not offend others with vulgar speech			
18. I accept constructive criticism favorably			

Lunchroom:	SELDOM	SOMETIMES	USUALLY
1. I try to eat the food provided			
2. I clean up after eating			
3. I stay seated while eating			
4. I use good table manners			

Playground:	SELDOM	SOMETIMES	USUALLY
1. I take care of playground equipment			
2. I share equipment with classmates			
3. I stay clear of prohibited areas			
4. I let all children interested participate in games			
5. I take turns at monkey bars, tether ball, hopscotch, basketballs, etc.			
6. I treat classmates with respect and consideration (no fighting, shoving, etc.)			
7. I refrain from harming others with snow, stones, sticks . . .			
8. I have respect for nature			

Bus:	SELDOM	SOMETIMES	USUALLY
1. I stay seated while bus is going			
2. I refrain from shouting or screaming			
3. I show respect for bus equipment			
4. I get to the bus stop on time			
5. I wait behind the yellow line and enter the bus one at a time			
6. I keep clear of open windows			
7. I show respect for the driver			

Port Edwards Elementary School

BEHAVIORAL ASSESSMENT CHECKLIST

Intermediate

Name_____

Date_____

Tasks to be Evaluated:	SELDOM	USUALLY	ALWAYS
1. I arrive at class on time			
2. I come well equipped for learning activities			
3. I listen to the teacher and ideas of others carefully			
4. I ask questions when in doubt			
5. I laugh at my classmates when they give wrong answers			
6. I interrupt my teacher or classmate while he is still speaking			
7. I visit and talk out loud during class			
8. I begin my task promptly			
9. I follow directions			
10. I complete each task I undertake			
11. I do my share in class projects			
12. I use my study time well			
13. I move quietly and orderly to and from learning areas			
14. I keep my voice down when I come into the school building			
15. I run in the halls or to my next class			
16. I try to get along with others			
17. I discourage another student when he is doing something wrong			
18. I tattle on my classmates			
19. I am polite and say "excuse me," "pardon me," etc.			

GPO 803-913-4

Tasks to be Evaluated - continued	SELDOM	USUALLY	ALWAYS
20. I argue and fight on the playground			
21. I obey the rules in the classroom, library and cafeteria			
22. I use vocabulary that is not respectable			
23. I set a good example for others			
24. I share with others			
25. I go into other people's desks without their permission			
26. I take things that don't belong to me			
27. I copy other students' answers or work			
28. I lie to prevent the truth from being known			
29. I hurt others by name calling			

Appendix F

School_____

Unit_____

Group Conference Record

Criterion for forming group_____

_____

_____

Initial meeting date_____ Length of meeting_____

Next meeting date_____ Length of meeting_____

Next meeting date_____ Length of meeting_____

Next meeting date_____ Length of meeting_____

If more meeting dates are set, use a second sheet.

	STUDENTS SELECTED	ATTENDED		GOALS SET (specify)	GOALS ATTAINED (check if so)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Appendix G

School_____ Observer_____ Behavior Discussed_____

Teacher_____ Date_____ Length of Conference_____

Prosocial Observation Schedule

In the period of your observation, look for answers to the following questions.

1. How many children are attending the conference?_____

_____

2. Is the room relatively free from distraction?_____

_____

3. If the conference is an initial conference:
   a. Does the teacher present the problem without threatening or accusing the students?_____
   b. Is there a discussion of the problem that includes the ideas of the children?

      _____
   c. Does the discussion utilize the reasoning motivation technique?_____

      _____
   d. Is there a discussion of ideal behaviors or does the discussion utilize the modeling motivational technique?_____

      _____
   e. Are specific goals set for specific children with specific time lines?_____

      _____
4. If the conference is a follow-up conference:
   a. Is there an evaluation of the goals of each child?_____

      _____
   b. Does the evaluation discussion utilize the feedback motivational procedure?

      _____
   c. Does the evaluation discussion utilize the reinforcement motivational procedure?

      _____
   d. Is there a discussion of subsequent action and/or goals?_____

      _____

(continued)

5. What is your general impression of the atmosphere of the conference?

Does there seem to be give and take?_____

_____

Does the teacher appear to be listening to the students?_____

_____

Does there seem to be mutual respect among the conference participants?_____

_____

Appendix H

Prosocial Field Test
Principal Interview

School_____ Interviewer_____

Principal_____ Date_____

1. How much time was needed by the IIC to prepare for your initial teacher inservice? Specify hours._____
2. How much time was devoted to training the teachers in the use of this program at your local inservice? (This does not include checklist development or rating of students.) Specify hours._____
3. Did your local inservice include a conference simulation (role playing)?_____
4. What is your feeling about the effectiveness of the local inservice?_____

   _____
5. How many staff meetings did it take to develop the behavior checklist(s)?_____
   Can you give an estimate of the length of each meeting?_____

   _____
6. What is your estimate of the staff time devoted to making the preconference ratings on the behavior checklist? (If more than one teacher rated a child, include time spent getting a consensus rating.)_____
7. What is your estimate of the pupil time devcted to making the preconference ratings on the behavior checklist?_____
8. For each unit how many teachers rated each child?

Unit	Number of teachers rating child
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

9. What is your estimate of the staff time devoted to record keeping? (Group conference records and transferring the teacher/student ratings onto the record of prosocial behavior ratings)_____

   _____
10. Did you use any additional record-keeping system of your own?_____
    If so, what was it?_____
    How much time was devoted to it?_____

(continued)

11. At this time are there any specific problems regarding the implementation of this program?_____

_____

_____

12. In what way could the R & D Center have better assisted you in implementing this program?_____

_____

_____

GPO 803-913-3

Appendix I

Factors Used in Rating the School
on Seven Specific Implementation Tasks

Task	Factors
1. Attendance of all participating faculty at an inservice program which consists of three to four hours of instruction including conference simulation	- The extent of planning time given to the local inservice - The length of time devoted to the inservice - The inclusion of conference simulation during the inservice
2. Development of behavior checklist to meet local criteria for prosocial behavior	- The preparation of a checklist that gave evidence of consideration by local faculty
3. Collection by the teachers of baseline behavioral ratings on all students	- The completeness of the collection of the ratings - The utility of the collection for selecting students for group conferences - The extent of involvement of faculty in making the ratings - The extent of involvement of pupils in rating themselves
4. Selection of students for conferences on the basis of a broad range of behavior patterns	- The group formation guidelines submitted by each school - The range of incidence of prosocial behaviors exhibited by students selected to participate in the procedure - The range of incidence of prosocial behaviors exhibited by students selected for particular conference groups - The range of prosocial behaviors selected for discussion in group conferences
5. Maintenance of a regular conference schedule with regular assignments of personnel	- The regularity of the group conference meetings - The regularity of staff assignments to the group conferences
6. Establishment of conference sites with a fair degree of privacy	- The extent of distraction in the room where the group conferences are held
7. Maintenance of current records concerning conference attendance and conference results	- Completeness of records - Accuracy of records

GPO 803-913-2