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The Affective Education Project

A Preventative Program to Reduce Delinquency Through School Based Teacher Education

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January 1980

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Printed by D.J. Woolman, Government Printer, South Australia
ISBN 0 7243 5099 3
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Acknowledgements

Many people have contributed to this project and I wish to thank them all. Firstly, the Criminology Research Council who provided approximately one third of the funds for this project. Particular thanks to Professor Ken Polk for his advice during preliminary planning of the project and to Dr. Carl Jesness for his enthusiasm and interest during the final stages of report writing.

To the principals, teachers and students of the schools involved I wish to express my sincere appreciation for their patience and co-operation, and also to Ginnie Hall who gave valued assistance in approaching schools prior to the project's commencement.

I appreciate Noel Wilson's help with the statistical aspects of the project and his unflagging confidence and encouragement during the past five years. Many people helped by commenting on the drafts of this report. I am especially grateful to Effie Best and Ted Lovegrove in this respect.

My co-workers during the project (Alli, Clive, Jeannie and Linda) have my highest esteem and in addition the help of Vas Pergat during 1978 was appreciated as were early discussions with Rob Brodie. Workshops run in co-operation with the Social Development Project team provided an opportunity to share ideas and opinions. In particular Mick Rivers' deep practical knowledge of classroom groups was a rich source for our own practice.

Finally I would like to thank Raewyn Graham, Lynda Moore and Sharon McClure for typing the drafts and final report.

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Summary

The Affective Education project was funded by the Criminology Research Council (Canberra) and the Education Department of South Australia.

It operated in six South Australian secondary schools in 1977 and 1978 and has demonstrated success in reducing delinquent behaviour and its antecedents in the school setting. Three consultants conducted school based sessions with small groups of volunteer teachers from three schools. A fourth person collected and collated data from teachers and students in these three schools and three comparison schools.

The project team believed the interaction of educational and social factors influenced learning. In teacher education sessions held each week with teachers in three schools they attempted to convey to teachers ways of acknowledging students and ways of organising both the educational and social environments so that appropriate behaviours could be taught, modelled and used.

In this situation we thought it likely that students would develop positive self concept, positive academic self assessment and positive attitudes to school. We assumed that attitudes in these three areas were related to behaviour.

We expected that bullying, nuisance behaviour, taking correction badly, truancy, vandalism and dishonesty in the school would be reduced. We hoped for a reduction of delinquent behaviour outside the school setting. Student self report and teacher interviews were used to monitor changes.

As a result of school based teacher education, teachers from the three experimental schools reported increased discussion of problem situations with other teachers and increased acting on student suggestions. They also reported using more responses to student behaviour that were consistent with the aims of the project team. These increases were not shown by teachers in the three comparison schools.

In addition, the self concept, academic self assessment, attitude to school and the general behaviour of students in the three experimental schools showed improvement, while the amount of delinquent behaviour was reduced.

The project team believes that the school based small group method of teacher education was crucial to the success of the project. Techniques were used which provided an analogy for, and an experience of the classroom environment we were encouraging teachers to work towards.

1. Introduction

Purpose and Scope

This is a report on the Affective Education Project which was known as the Delinquency Project until November 1977. The project was undertaken from the Research Section, Education Department, South Australia, and received approximately one third of its funding from the Criminology Research Council (Canberra).

The report is written to convey

* the intent of the project
* a description of how we went about it
* the results
* some discussion about future research and development.

The strategy is summarised here.

Strategy

Setting Up

1. The consultant works with teachers who volunteer to join the program.
2. Small groups of 5-8 teachers, that meet each week, are formed at the school.

Teacher Education

3. Group discussion develops helpful attitudes to students who are acting out, by exploring the nature and causes of conflict between teachers and students.
4. The consultant teaches skills that give the teacher alternative ways of relating to students and organising the classroom.
5. The teacher is able to practice those new skills during group sessions.

Classroom Intervention

6. The teacher uses these skills in the classroom.
7. The consultant acts as participant observer in the classroom.
8. The consultant conducts some short programs with students.

Outcomes

9. Teachers have more positive attitudes to students who are acting out.
10. Teachers have a wider range of constructive responses to classroom situations.
11. The students have a better concept of themselves.
12. The students have a better attitude to school.
13. The students exhibit less acting out behaviour[1] in the classroom and the community.
14. Students exhibit more cooperative and autonomous classroom behaviour.

Background

In 1975 the Education Department created a position for a person to enquire into delinquency and schools.

A consultant service was offered and the person spoke with small groups of teachers in approximately thirty five metropolitan secondary schools and eight country secondary schools.

In addition, people involved in re-educating delinquent adolescents, teacher educators and some teachers attended two seminars where the problem of delinquency and schools was discussed. The paper "At Risk: Schools or Kids"[2] was published to provide a summary of these seminars.

At the consultants request, Professor Ken Polk, co-author of 'Schools and Delinquency'[3] held workshops at Christies Beach High School for teachers, and at Modbury Heights High School for student counsellors.

The consultant drew ideas from these experiences and initiated the Affective Education Project with the aims of

* formalising school based initiatives to counter delinquency
* focusing them in a small number of schools
* working with a small group of consultants
* evaluating the effects.

Funds for the two year project were obtained from the Criminology Research Council (Canberra) and the Education Department, South Australia in November 1976.

The Team

The project team were chosen from respondents to advertisements for teachers who had experience in teaching, and in particular in developing social skills in their students.

In 1977 they were

Jeanie Lucas - consultant
Clive Winter - consultant
Linda Are - evaluator
Leonie Marnier - coordinator consultant

In May 1978 Alli Mazzone replaced Jeanie Lucas following her transfer to another position in the Education Department. The rest of the team remained unchanged.

Initial Ideas: Rationale

The Affective Education project team began with some ideas about making classroom experience more satisfying for teachers and students. We thought that this could reduce the amount of delinquent behaviour and its precursors in the school setting, such as being a nuisance, taking correction badly, truancy, vandalism, dishonesty, and bullying.[4]

In this society the process of change is rapid. Uncertainty about ways of facing new situations provides additional stress to that which is inherent in the teaching situation. We knew that some teachers experienced difficulty in providing classroom experiences that met this challenge. Stresses are sometimes extreme and the behaviours of both teachers and students may intensify the problem. These behaviours may extend beyond the school and by the time mental health or juvenile justice systems intervene the costs to the individual and the community are high.

The Affective Education Project was initiated as a school based preventative response. Many teachers intuitively act or try to act in ways consistent with those suggested by the project team, and the purpose in making these methods more explicit is to provide firmer guidelines for continued use and development of these methods. We also wished to encourage their use in stress situations when it is most difficult to sustain constructive behaviour.

The team thought that teachers (through their classroom organisation) could both reduce the stress experienced by students and teach more appropriate ways of managing it. Stress could be reduced by creating an educational context in which students experienced success and a social context in which they were confident of gaining help with the difficulties they faced. By means of these two processes students might learn to manage their feelings and thoughts in ways which lead to appropriate acceptable behaviour.

The team believed in the interaction of educational and social learning on each other and sought a method that would allow teachers to develop both of these in their classroom practice. By educating teachers in ways of acknowledging students as individuals of worth and in ways of organising task oriented cooperative small groups, we hoped to create classroom environments that catered for the educational and social development of adolescents. Educational here refers to the content and cognitive skills learnt, and social refers to the relationships among students, and between teachers and students.

For students and teachers a satisfactory classroom experience is based on the degree of "fit" between student interests and abilities, and the learning environment which the teacher creates. To achieve a high degree of "fit" the teacher must attend to the information that can be gleaned from students. There is not necessarily a contradiction between a classroom organised around student interests and abilities and the intent of curriculum guides. This conflict only ensues when curriculum guides are taken as prescriptive. The small group organisation is a means by which teachers can glean information from students and respond with relevant tasks that suit the educational and social needs of the students concerned.

The Plan for Classroom Intervention

The Affective Education Project team planned to work with teachers so that they might keep each student an accepted member of the classroom, where teachers and class members would develop rules and sanctions, set achieveable goals for each person and the classroom group, and review progress regularly.

Students would be involved in, and hopefully committed to the educational and social learning process. We wished to avoid the problem of "labelling" which often occurs when students are separated from their peers because of a consistent pattern of inappropriate behaviour. Labelling can disadvantage a student further, and may handicap efforts to change behaviour.

The Affective Education Project was based on the assumption that both acting out and delinquent behaviour are correlated to self concept, academic self assessment and attitude to school[15]. The ways in which teachers might develop these in the classroom include acknowledgement of the student as a person of unique worth, management of the educational environment and management of the social environment.

Teacher behaviours that acknowledge the student as a person worth being listened to and heard are likely to develop positive self concept and improved attitudes to school. Similarly, if teachers acknowledge students interests as the starting point for learning the student is likely to experience lessons as meaningful and will develop a positive academic self assessment and improved attitudes to school.

If, in addition, teachers organise lessons to match student topic interests and needs for a wide range of activities students might experience success and involvement, increasing the likelihood of positive self-concept, positive academic self concept and improved attitudes to school.

If teachers organise students to spend some time working in cooperative small groups they will be working with, instead of against, the student preference for involvement with peers.

The small group setting provides a framework in which teachers can organise students around a learning task and provide directions for acknowledging feelings and thoughts about each other and the learning task. In this setting constructive ways of managing feelings and thoughts about people and studies can be directly taught and modelled. The likelihood of developing positive self concept, positive academic self assessment and positive attitudes to school would be greatly increased.

The Project Team agreed with the need for a sense of unity in the classroom situation, however a large proportion of time spent in lecture style situations does not develop this. We believed a greater apportioning of time to task oriented small group work would create an environment in which students would have more opportunity to set their own learning goals, initiate ideas and activities, make choices and decisions, work cooperatively with others, assume more responsibility for their behaviour, practice management of their thoughts and feelings in more natural situations and receive more support from teachers and peers.

In such a setting undercurrents of boredom, frustration and resentment that lead to acting out behaviour are less likely to occur.

Teacher Education

Few teachers have experienced this type of learning situation, nor have they been educated in how to use it. The Affective Education Project team wanted to make explicit to teachers methods of motivation and control based on involvement and cooperation. Changes in attitude understanding and behaviour were necessary precursors to modifying classroom practices. We attempted this through education of small groups of volunteer teachers. This was crucial to the success of the project. There was a high degree of participation and discussion and the group provided a climate of intellectual and social support for the search for classroom methodologies more suited to the complex demands of todays adolescents.

The processes of involvement, modelling and cooperation were fundamental. They were used and advocated by the project team. This method provided an analogy for, and an experience of, the classroom situation we suggested would develop positive self concept, positive academic self assessment and improved attitudes to school. It is described further in the body of this report.

2. Setting Up

Choice of Schools

In September 1976, the principals of eleven schools were approached with an outline of the project. Initially nine agreed to participate in the project. The nine schools comprised matched sets of three according to number of students, previous status as a high school or technical high school and socio-economic status. Socio-economic status was decided by using the percentages of students at the school receiving free books, which was a means-tested concession. The migrant population of each school was not included as a factor in the matching.

Discussion with teachers indicated that student acting out occurred as a problem in schools from higher socio-economic areas. Consequently they were included in the project. Resources did not permit the inclusion of country schools although a pilot study indicated that teachers in country schools perceived the same classroom behaviour problems as those in metropolitan high schools.

From each set of three schools one was chosen at random as an experimental school, that is one in which consultants would conduct teacher education sessions and the two remaining schools were used for comparison. This meant that consultants would not conduct teacher education sessions there although data would be collected from teachers and students in all schools.

Before the pretesting in June 1977 two of the comparison schools withdrew from the project. The major reason was the precedence of other activities. Seven schools took part in the pre-testing, three being experimental schools and four comparison schools. Two of the comparison schools were matched against one of the experimental schools.

After the pre-testing, one experimental school and one comparison school (Grouping C) objected to some of the questions in the questionnaires, and so data regarding the major student outcome variables was no longer obtainable from these two schools. (However, one consultant continued to work in this experimental school, achieving considerable teacher involvement and support). Data for student outcomes are drawn from the two experimental schools and the two comparison schools where full evaluations were conducted in November 1977 and November 1978. (Groupings A and B). The data for setting up, teacher education, classroom interaction, teacher outcomes, and reliability and validity of student outcome measures, are drawn from the three experimental schools and three matched comparison schools. (Groupings A, B and C).

Table 1 shows details of comparison and experimental matching.

TABLE 1 COMPARISON AND EXPERIMENTAL MATCHING

	Group A		Group B		Group C	
	C	E	C	E	C	E
No. of Students	608	830	484	717	1310	1120
% receiving free books	15%	48%*	18%	20%	6%	3%

C = Comparison E = Experimental

* No other school had such a high % of students receiving free books.

Initial tests in June 1977 and retests in November 1977 were conducted with random stratified samples of students from years 8, 9 and 10 in the schools concerned. The retests in November 1978 were conducted with the total student population in these year levels. The numbers of students involved are indicated on Table 2.

TABLE 2 - NUMBERS OF STUDENTS IN RETEST PROGRAMS

	June 1977		November 1977		November 1978	
	C	E	C	E	C	E
Year 8	53	65	71	72	262	302
Year 9	49	72	56	58	275	215
Year 10	47	60	14	-	214	146
Total	149	197	141	130	751	663

C = Comparison E = Experimental

The absence of data for year 10 in November 1977 was due to the absence of a large number of the sample in one of the experimental schools due to employment opportunities.

Involving Teachers

The consultant responsible for teacher education in each school approached the teachers in one or more of the following ways: speaking to staff meetings, faculty meetings, year level meetings and to individual teachers during lunch or lesson breaks, and giving notice of meetings through the daily newsletter or notes in teachers mail boxes. The most suitable approach seemed to be to give a general introduction to the whole staff for about ten minutes and then ask those who were interested to stay for further discussion. Table 3 shows the kind of chart used at introductory sessions in two of the three schools.

TABLE 3 : CHART TO INTRODUCE THE PROJECT TO SCHOOL STAFF

Aims of the Project	What is my task?	What I have to offer Teachers?
1. To reduce "bad or delinquent" behaviour by intervention in the classroom situation. 2. Increase acceptable behaviour by intervention in the classroom situation. 3. Develop ways to help teachers increase their range of options in handling "bad" behaviour.	To develop ways of working, in the school setting, which are shown to decrease "deliquent" behaviour in students. To describe the processes involved for future use. To focus upon the student: 1. Study Skills - ability to organise themselves. 2. Cognitive Skills some students still need to be taught to write an essay or complete a maths problem. 3. Social Skills - understanding of themselves and relationships with others.	1. To help identify groups of students in the school, who are exhibiting "pre-" or "delinquent" behaviour (at years 8, 9 and 10). 2. Initiate workshops/ sessions to help teachers who are interested in increasing their skills in coping with difficult classes of individuals. (Not only teachers of Year 8, 9 and 10). 3. Support for individual teachers who are wanting to explore different ways of enhancing their students' social and study skills. 4. Working with teachers and students in the classroom.

During the discussion that followed questions were answered and teachers were encouraged to participate in an exercise that reflected the nature of the teacher education sessions. (e.g. developing self concept, setting specific goals). Consultants described the assumptions the project was based on and discussed how communications[6] and group work[7] ideas could further the process of socialisation and develop creativity and cooperation in the classroom.

In each school approximately one fifth of the staff attended further meetings. These ranged in length from six weeks to eighteen months depending on the commitments and interests of the teachers who attended.

Choice of Consultants

One of the first and most frequently asked questions of the coordinator in her capacity as Consultant to schools on Delinquent Behaviour was "Have your ever taught?" Credibility with teachers was dependent to some extent on teaching experience. Consultants were required who were sympathetic and effective in responding to students for whom traditional classroom situations were unsuitable. They had to translate this ability into information which conveyed to other teachers the essence and the skills of their success. Success in communications and small group work was essential and people with skills in these areas were sought. In addition, personal strengths and weaknesses were taken into account and we strove to find a team where these were balanced. The Project Team has been described in the introduction. Linda Are was employed with additional funds from the Criminology Research Council to evaluate the project. This involved preparing and conducting teacher interviews, collecting and collating data from students, collating responses to teacher evaluation sessions and consultant planning meetings, and preparing the first Draft of the section on outcomes for this report.

Consultant Planning

During initial planning meetings consultant goals and methods were developed. Subsequently consultants met for approximately four hours a week in two meetings to participate in problem solving and skills development around the issues that were occuring in the schools. This provided a venue for consultant education and transfer of skills. In addition the evaluator convened regular consultant meetings to discuss the collection of data.

Consultant Goals

* to improve teacher attitudes to students who were acting out by discussing specific incidents that concerned them.
* to improve teachers' ability to respond to these behaviours by teaching them how to communicate rules without criticising, inducing guilt, or taking responsibility for the students.
* to improve teachers' ability to prevent these behaviours by teaching them how to involve students in setting their own appropriate learning goals.
* to improve teachers' ability to create a positive socialising environment by teaching them to use cooperative learning groups in their classroom.

Consultant Methods

In response to issues raised by the teachers, the consultants:

* explored and clarified problems
* showed concern for each participant
* modelled communication skills
* provided information
* conducted skills training sessions
* suggested ways of exploring problems and solutions
* drew attention to the process of the teacher groups development
* highlighted similarities between classroom groups and teacher groups

3. Teacher Education and Classroom Intervention

In this chapter the teacher education and classroom intervention strategies are discussed, first in general terms, then in detail for the three experimental schools.

Each consultant spent about three days a week in the school where they were responsible for teacher education. During this time they convened regular meetings of one or more small groups of teachers, held individual discussions, planned lessons with teachers, and acted as participant observer in their classrooms.

Interested teachers volunteered to attend one small group meeting a week. These were held either immediately before or after school or during a free period. They lasted between one and two hours and extended over periods ranging from six weeks to eighteen months. Between four and eight teachers attended each meeting. If more people showed interest then a second meeting was held at a different time. This was done to ensure that interest and participation would not be reduced by increasing the number of people in the group.

SMALL SIZE OF THE GROUP WAS ESSENTIAL

* It allowed each person to be acknowledged
* It allowed trust to develop. This encouraged teachers to raise difficult issues of real concern to them.
* It allowed sufficient discussion for all teachers to understand the likely consequences of different types of classroom behaviour.
* It allowed teachers to practice new behaviours in a supportive environment.
* It provided an analogy to the way we were encouraging teachers to organise their classroom.

From the beginning consultants made it clear that we were trying to develop non punitive solutions to behaviour problems, solutions aimed

at the social structure rather than the individual. Occasionally an irate authority figure, about to punish a student, would turn to us and say "What else can you do with a fellow like this? We tried to follow with an explanation of our interest in changing the school situation that led to the youth acting out but this was not always welcomed. Therefore most of our time was spent in discussion with teachers who were interested in the particular focus of the project.

Teacher Education Sessions

The project team provided experiences of social learning to familiarise teachers with the different procedures used when social rather than educational learning is emphasised. Having done this, a means of integrating social and educational learning processes for presentation to students was developed. One way of presenting lessons plans that encouraged social and educational learning in school classrooms is described in Appendix 3.1.

The project team believed that the topic, the guidelines for how the group will work together, the directions toward a final product and the methods of assessment should all be included when giving lesson tasks to students if the teacher hopes to guide the class towards cooperative group work.

Before each session an agenda sheet was posted and participants wrote down any matter they wished to discuss. This was used sparingly at first and then more often, as confidence in the consultant and other teachers in the group increased. It encouraged the following:

* teacher participation
* teacher responsibility for the meeting
* issues discussed were those raised by teachers in that particular group, consequently they were pertinent and timely.

The teacher groups were encouraged to function in a problem solving way. To foster this, listening skills, self awareness, goal setting, problem solving, and group leadership skills were introduced early.

Trust and cohesion were sometimes developed through shared experiences by understanding and empathy, and sometimes by using activities that could also be used in the classroom.

We had observed that acting out behaviour was often the student's way of venting frustration and frequently resulted in an unsatisfying interaction with the teacher.

Sessions on listening and responding helped teachers to apply limits and sanctions in ways that did not detract from the students dignity or sense of worth. To do this teachers often needed to recognise and defuse their own feelings about the behaviour before they could deal effectively with the students. The teacher support group setting was suited to this.

Values clarification helped each teacher to identify the limits they wished to set. Problem solving was often about ways of organising the classroom, that is, presenting tasks, activities and assessments so that it was possible for each student to feel worthwhile, involved and successful.

Other sessions included:

- Listening and talking skills
- Counselling skills
- Setting rules and guidelines
- Dealing with conflict
- Building cohesion in the classroom
- Awareness of feelings
- Techniques for relaxation
- Defining personal goals
- Negotiating group goals
- Reflecting on experience
- Giving feedback to others
- Getting feedback from students
- Teaching students group leadership roles
- Organising lesson activities to incorporate the social interests of students
- The Stages of Group Development
- Conducting cross age tutoring projects

Ongoing meetings with the same small group of people provided a venue in which teachers could practice observation and evaluation of changes they attempted.

THE FOLLOWING CLASSROOM PROBLEMS WERE RAISED BY TEACHERS MOST FREQUENTLY

* Students do not obey classroom rules.
* Student classroom behaviours do not lead to appropriate social and educational learning.
* Students don't listen.
* Students in groups do unequal amounts of work.
* Some students are withdrawn.
* Students are bored and uninterested.
* Students don't initiate work.
* Students have given up, are waiting to leave.
* Students are rebellious about work.
* Students are frequently hitting each other.

Other problems included:

* Time tabling.
* Conflict with other staff members.
* Inner conflict when attempting to meet curriculum or administrative requirements.

Teachers of all ages and status attended sessions, some because they wanted to make changes in their own classrooms, others because they held advisory positions and were seeking new solutions for old problems, in the hope of passing them on to other teachers.

Special sessions requested by teachers included improving faculty decision making, beginning an alternative school and teaching counselling skills.

Workshops and Conferences

The Affective Education Project team offered teachers at the experimental schools the opportunity of attending workshops and conferences where the topics listed above were developed further in a more intensive learning situation.

Many teachers appreciated the broad understanding of the project team's attitudes and philosophy that they gained during these workshops. This provided a strong basis for problem solving at school based weekly meetings. The team believes a similar intensive learning situation in the first few months of a teacher education program contributes significantly to what is achieved at regular weekly meetings.

CONFERENCES HELD

1. June 1977 - non residential - 2 days
2. April 1978 - non residential - 3 days
3. May 1978 - residential - 4 days

A summary of Comments from the May 1978 Conference is presented below:

The Question: Different teachers use different methods for dealing with acting out behaviour in class. Please describe the types of methods you now intend to use.

Thirty two teachers answered the question at the final session of the conference. Of these, twenty three teachers indicated they intended to use methods to deal with disruptive behaviour that were in line with project aims. Five responses were ambiguous, parts being supportive and parts contradictory. Four responses were not supportive of project aims.

The positive methods twenty three teachers referred to included the following:

1. Introducing procedures to develop cooperation.
2. Using effective listening skills - especially paraphrasing.
3. Including students in setting and keeping realistic rules.
4. Using task oriented small groups in the classroom.
5. Teaching all students to use leadership skills.
6. Using roleplay to explore alternative behaviours.
7. Problem solving.

For consultants and teachers to be effective in the sorts of activities we have briefly described in this chapter, they need a broad range of skills and techniques. There is a growing volume of literature available in this field but we believe experiential learning, through workshop attendance, to be a necessary and integral part of developing these skills.

Presented below are more specific details about what happened at each experimental school.

Experimental School A

TEACHER SUPPORT GROUP

The Teacher Support Groups at this school ran for 6 - 9 weeks. Meetings were held either during a free period or before or after school. These series of meetings were in response to teacher requests and focused on listening, ways to teach the social education course, how to set up cooperative groups in the classroom, how to set up an alternative school within the existing school setting. Approximately 25 teachers were involved in one or more of the programmes run in the school. Ten of the teachers attending the programmes also attended conferences held outside the school. Following these more intensive learning experiences teachers had an increased commitment to working with each other to solve classroom problems.

The following are the feedback comments from the program "to increase listening in the classroom". Five teachers attended the group when the feedback sheet was completed.

Q. 1 What new ideas do you intend to use in the classroom or the school generally?

Using Listening and Paraphrasing skills (3 teachers)
Have not learnt enought to begin to use in classroom (2 teachers)

Q. 2 Which was the most valuable session?

Listening, Responding and Paraphrasing (3 teachers)
Stating Goals for future sessions (1 teacher)

Q. 3 What issues still need to be dealt with?

Processes of group cohesiveness (3 Teachers)
Counselling skills (2 teachers)

CLASSROOM INTERVENTION BY TEACHER

The consultant worked closely with individual teachers in their spare time, planning lesson activities that would increase cooperation in their classroom and improve communication between students and the teacher. The consultant worked closely with one "special education" teacher, over a two year period. The consultant suggested a "buddy system" where by teachers who wished to share ideas, worked in pairs during a common free lesson, planning and discussing lesson activities together. It is expected that this system will become more commonly used when the consultant is no longer at the school.

OTHER PROGRAMS CONDUCTED BY THE CONSULTANT

The consultant was involved in running two personal growth electives for groups of eight students.

She also arranged for a social work student to run a personal growth elective. Each elective was held for an hour and a half a week for six weeks. In this report a personal growth elective refers to a session which is optional to students. If they choose to take a personal growth elective they may be introduced to a range of activities which develop self awareness, self concept, ability to relax, solve problems, clarify values, and explore behaviours through role play. From these experiences we hoped students would gain some insight and control over the way they manage themselves and their environment.

The students attending one personal growth elective expressed their goals as

Know people better, think, and say my feelings.
Be better friends with the whole group.
Have a better personality, snap at people at home less for no reason.
Learn how to relate to other people in the room, respect each other.
Listen more to teachers and kids, talk to each other properly.
Swear less.
Change a bit towards school.
Do a different type of activity.

Feedback comments from these students are presented below.

I like P.G. because we have learnt to understand each other.
I like when we done about going out Saturday night (ed: role play of conflict with parents).
I like P.G. because we do different things.
I want to do drama things like act our problems out.
I think P.G. is very educational cos I've found out what people are like and what they do under distress.
I also found out more things about my friends (especially today).
I have not found anything bad about P.G. and next week I want to do drama where we can act out things because I find it interesting.

Experimental School B

TEACHER SUPPORT GROUP

Two teacher support groups commenced at this school, between five and eight teachers attended each meeting. One group met during a free lesson and another after school, once a week. The two meetings continued for two terms until interest waned. One lesson period was unsatisfactory. Teachers found other school matters impinged on the forty minute time slot and the consultant found it too short to provide a suitable support session. In 1978 the teacher group met once a week after school. Approximately twenty teachers have attended the teacher group in this school. Four teachers expressed interest in continuing the Teacher Group at this school during 1979. Difficulties in obtaining free time prevented teachers in the Teacher Support Group from attending workshops or conferences outside the school and they expressed disappointment about this.

The following are feedback comments from a meeting held in November 1978 to review teacher sessions; the following questions were discussed:

Q.1 What personal awareness have you gained through coming to the Teacher Group?

(a) That other teachers have problems the same as I do, which have to be handled in day to day teaching situations (5 teachers).

Q.2 What interpersonal skills have you gained at the Teacher Group?

(a) Listening and counselling skills (3 teachers).
(b) Assertiveness (4 teachers).
(c) Ways of dealing with conflict situations in the classroom (5 teachers).

Q.3 What classroom management ideas have you learned (or had reinforced) in the Teacher Group?

(a) Developing a mutually agreeable set of rules for the class (1 teacher).

(b) How to handle confrontations (5 teachers).

(c) How to facilitate feedback from the students (4 teachers).

Q.4 In what ways did the Teacher Group give support for attempting new ideas in the classroom?

(a) Suggesting new ideas (5 teachers).

(b) Role plays - to get the feel of an approach that could be used (5 teachers).

(c) Feedback on success or failure (5 teachers).

CLASSROOM INTERVENTION

In the classroom the teachers tried new ways of dealing with disruptive behaviour, reported back on their successes and failure and shared ideas on ways of encouraging further positive developments. The consultant encouraged teachers to plan lesson activities with her following a teacher support group meeting or when she was in the staffroom, or the resource centre. She worked with teachers of Special Education, Physical Education, Mathematics, Geography, Science and English. Teachers planned classroom interventions ranging from one week to a full school year. The consultant discussed the introduction of rules and activities to encourage disruptive classrooms to be more cooperative.

Other Programs conducted by the Consultant

One premise on which the Affective Education Project was based is that children who often "act out" at school and in the community tend to have difficulties in managing their studies and their relationships. Often the school environment does not assist them to manage either more effectively. The Cross Age tutoring program conducted at this school was an effort to do just that. The program is based on the principle, "they who teach learn".

The consultant initiated a Cross Age Tutoring program at the request of the principal of the school and the teacher support group. Eighteen year eight students visited a nearby primary school and tutored eighteen year two students for two half hour periods a week. Prior to the visit they were allowed time to prepare. Following each visit they met in groups of six with a teacher to discuss successes and difficulties, their thoughts and feelings about the experience, and ideas suitable for use next session. Subsequently the tutors teachers perceived them as less aggressive towards their peers.

The second special program was a one day workshop for the Student Representative Council. The consultant and deputy principal organised the day for:

* students to get to know each other
* students to learn some guidelines for the operation of the council as a cooperative group
* students to identify some goals for the council
* students to identify priorities from these goals
* students to practice problem solving skills on at least one of these priorities.

The day was regarded as a success by students, staff and the consultant.

Experimental School C

TEACHER SUPPORT GROUP

Early in 1977 two teacher groups met, one during the lunch hour and one immediately after school, once a week. Five to eight teachers attended each session and discussed ideas and attitudes about disruptive behaviour in the classroom. Falling numbers and feedback from teachers in the group indicated that the lunch-hour meeting was not suitable. Time was insufficient and teachers often wished to prepare for afternoon lessons. The lunch time meeting ceased and teachers attended after school meetings instead. Over the two year period approximately twenty teachers have been involved in the teacher support group meetings. Four teachers attended conferences and workshops outside the school. In their view, this helped strengthen the ideas and techniques discussed in the teacher support group. It also increased the level of commitment to the teacher group. In November 1978 eight teachers planned to continue the teacher support group in 1979.

The following are feedback comments from this group, who were asked 'Why do you continue to attend this teacher support group?

The opportunity to share ideas and to learn and practise new skills (6 teachers).
The group provides support - if something goes wrong, there are others to talk to (6 teachers).
It is very useful to actually deal with practical situations (3 teachers)
It has helped improve my self concept and has increased confidence (3 teachers).

CLASSROOM INTERVENTION

In this school the consultant involved the teacher support group more extensively in solving classroom problems causing concern to individual teachers.

Each teacher tried alternatives and later discussed their effects with the group. The consultant discussed new methods with individual teachers, clarified values and encouraged them to be more explicit about what they hoped to achieve. He also responded to concerns that arose from trying to implement new measures.

Ten teachers, representative of Science, English, History, Art, Mathematics and Physical Education were involved in this. They committed themselves to classroom intervention for periods from a few weeks to a full school year. Discussions took place in the staffroom, school yard, resource centre or teachers study area.

OTHER PROGRAMS CONDUCTED BY THE CONSULTANT

Here the consultant offered personal growth programs to classes or to students as part of the schools elective program. Generally they were ninety minute sessions once a week. They varied in length from four weeks to a school term. They were held for groups of twenty five students and the consultant worked with a teacher or a consultant from another agency.

4. Outcomes

In this chapter evidence indicating achievement of the outcomes described in the strategy is presented.

Teacher Outcomes

It was expected that teachers would have more helpful attitudes and behaviours toward students who were acting out, as a result of their involvement in the project.

The final teacher interviews took place in October 1978. The interview schedule is reproduced in full in Appendix 4.1. Included in this interview was an open ended question:

> Different teachers use different methods for dealing with acting out behaviour in class. Please describe the methods you use.

Twenty four 'experimental' teachers and twenty four 'comparison' teachers answered this question. Table 4 summarises the results. Appendix 4.2 gives more detail.

TABLE 4 - OPTIONS FOR DEALING WITH NON-CONFORMING BEHAVIOUR

	Experimental	Comparison
Supporting Project Aims	37	17
Not supporting Project Aims	21	21

The table clearly indicates the increased number of options the teachers in experimental schools had gained. Whilst still using as many options not supporting project aims as did the teachers

in comparison schools, they showed a large increase in those options that supported the project aims.

Direct evidence that this was attributable to involvement in the project was obtained in answer to the question.

Where did you get the idea to use these methods?

Twelve of the teachers in experimental schools attributed the source of the options to the project.

Choice of Teachers

From each of the experimental schools the eight teachers who had most contact with the consultant were selected. The selected teachers were then described in terms of age, sex, years of teaching, subject area taught, and status. The deputy head of each comparison school was then asked to select the eight teachers from his staff that best matched the description from the associated school. This was done separately in 1977 and 1978.

Teacher Interviews

The teachers were interviewed using sixteen questions about relationships, four questions about organisation, and two open questions. The first teacher interviews were in November 1977. Teachers were asked to describe the situation related to the twenty variables in the previous June. There were statistically significant differences between experimental and comparison teachers on five variables. In all cases these were unfavourable to the experimental schools. In the experimental schools teachers said there was more name calling, more student hassling of the teacher, more student teacher conflicts, and more student student conflict. (See Appendix 4.3).

Asked to comment on changes since June, teachers from the experimental schools differed from the matched teachers on three variables:

They reported relatively more help from other teachers in preparing lessons, increased response to student suggestions and ways of working with difficult students.

The 1978 interviews took place in March and November. In March there were no significant statistical differences on any of the relational variables, and only one on the organisational variables. (See Appendix 4.4) This can be attributed either to matching differences, or relative improvement in the experimental schools since June 1977.

When viewed in relation to the total evidence, the latter seems more likely. In table 4.2 the means for the previously mentioned items in June 1977, March 1978 and November 1978 are shown. For items 1, 6, 7, 10, 14 the trends evident in March are continued to November for the teachers from experimental schools whilst no such trends are apparent for the teachers from comparison schools.

TABLE 4.2 - CHANGES IN RELATIONAL VARIABLES

Item	Description	Comparison Means			Experimental Means		
		June 77	March 78	Nov 78	June 77	March 78	Nov 78
1	Student Name Calling	0.88	0.96	0.88	1.46	1.15	1.00
3	Students Hassling Teacher	0.71	0.78	0.71	1.08	0.78	0.78
6	Help in Planning Lessons	0.96	1.13	0.96	0.75	0.87	1.07
7	Discussion with Teachers about students	1.21	1.61	1.21	1.08	1.39	1.61
10	Acting on student suggestions	1.25	1.13	1.17	1.04	1.39	1.43
13	Student to teacher conflict	0.75	0.78	0.88	1.29	0.89	0.91
15	Teacher to student conflict	0.42	0.35	0.29	0.79	0.30	0.30
14	Student student conflict	0.83	1.13	0.88	1.54	1.30	1.00

The fact that over half of the variables measured indicated no significant differences between comparison or experimental teachers for any of the three testings is further evidence that the differences represent actual differences, rather than sampling bias on the one hand, or a response to consultant expectations on the other.

In addition to the summative evaluations described here, much formative data was obtained. Feedback sheets were obtained from teachers after each teacher group. These were supplemented by consultant discussion with teachers, and observation in their classrooms. The consultant recorded observations and reflections in daily diary sheets, and teacher support group records. Whilst these various feedback data are too diverse and open ended to be described here, they generally support the data presented. (See appendix 4.5)

WE CAN SUMMARISE THIS SECTION : Teachers who were engaged in the project did learn new ways of managing students in the classroom. They did cooperate more with other teachers, and they did act more on student suggestions.

RELIABILITY AND VALIDITY OF STUDENT OUTCOME MEASURES

Previous research has established relationships between delinquent behaviour and the following variables - self concept, attitude to school, general behaviour, academic self assessment[8] and self report[9] of deliquent behaviour.

This project verified these relationships, and showed relative improvement in all of them in the experimental schools.

The major source of data was a 40 item questionnaire called 'Me Myself and I' (MMI). This questionnaire had five subscales which gave measure of the above five variables. The questionnaire is reproduced in full in Appendix 4.6.

Table 4.3 summarises the sub-scale reliability. This data is based on 531 cases.

TABLE 4.3 - RELIABILITY OF SUB-SCALES (Standardised Item Alpha)

Description	Number of Items	Reliability
Self Concept	12	.67
Attitude to School	6	.64
Academic self assessment	5	.54
General Behaviour	7	.74
Self report of deliquent behaviour	5	.70

We expected these variables to have high inter correlations. In particular we expected each variable to be highly correlated with the self report of delinquent behaviour. Table 4.4 shows the inter correlations.

TABLE 4.4 - INTER CORRELATIONS AMONG SUB-SCALES

Sub Scale Description	Delinquent Behaviour	Self Concept	Attitude to School	Academic self Assessment
Self concept	-.23 (-.20)			
Attitude to School	-.45 (-.43)	.49 (.43)		
Academic Self Assessment	-.40 (-.36)	.49 (.48)	.56 (.51)	
General Behaviour	-.70 (-.70)	.32 (.25)	.42 (.43)	.44 (.36

1977 data (600 cases)
1978 data in brackets (1,100 cases)

We wanted to check the student self report about general behaviour and delinquent behaviour against teacher perceptions.

Stott[10] in the Bristol Social Adjustment Guides developed a reliable instrument for describing student behaviour in school. He found that scores on the scale provided good predictions of subsequent delinquency. In this study we used only the six questions from the preliminary sorting procedure. These questions describe the maladjusted attitudes which the prediction instrument show to be most conducive to delinquency.

These are indicated in Table 4.5.

In each school teachers who taught Year 8, 9 and 10 students were asked to nominate students from their home group who satisfied at least two of the Stott criteria. Many teachers were unwilling to 'label' students in this way. However, from three schools there was sufficient nominations to obtain, in all, 58 nominated students.

TABLE 4.5 - CRITERION FOR IDENTIFYING POTENTIALLY DELINQUENT STUDENTS

Students are a nuisance
Students take correction badly
Students truant
Student cause wanton damage to public or private property
Students are dishonest
Students are bullying or spiteful

If our MMI sub-scales are valid, we would expect all of them to discriminate the potentially delinquent from the non-delinquent group as determined by the Stott criteria. In particular we would expect maximum discrimination on the delinquent behaviour self report scale.

Table 4.6 gives the mean and standard deviations of those two sub-groups on each of the sub-scales. All mean differences are statistically significant at the 0.01 level. Means on the General behaviour and Delinquent Behaviour sub-scales are separated by approximately one standard deviation.

TABLE 4.6 - COMPARISON OF POTENTIALLY DELINQUENT AND NON-DELINQUENT GROUPS SUB-SCALES MEANS

	Self Concept	Attitude to school	Academic Self Assessment	General Behaviour	Delinquent Behaviour
Potentially Delinquent (N=58)					
Mean	19.5	9.1	7.7	17.2	11.3
S.D.	2.4	1.8	1.4	4.6	3.3
Non Delinquent (N=177)					
Mean	20.0	10.5	8.5	21.5	8.9
S.D.	2.6	1.6	1.4	3.7	2.5

A discriminant analysis using all subscales permitted seventy nine percent of cases to be correctly classified when compared with the teachers classifications. More specifically, of thirty one students selected on self report through discrimination analysis as being potentially delinquent, twenty were also named by teachers. Of the fifty eight students selected by teachers, only twelve scored below the mean on the self report delinquent behaviour scale or general behaviour scale.

These discrinimations are very acceptable considering firstly, that they were based on the six items from the Stott Preliminary Sorting Procedure, and secondly, that many teachers were reluctant to nominate students on this scale. This undoubtedly resulted in many students who might have been selected being unidentified in the 'random' group.

Student Outcomes

Five student outcomes were related to scores on sub-scales of the Me, Myself and I questionnaire. This measure was used on three occasions - June 1977, November 1977 and November 1978. The two testings in 1977 were samples of students randomly selected from Year 8, 9 and 10 students from the experimental and comparison schools

The 1978 testing was administered to all year 8, 9 and 10 students in the four schools remaining in the study.

The data was analysed using a three way analysis of variance with experimental - comparison groups, sex, and year level as main effects. Details of the variance analysis, and relevant breakdown of means, are given in Appendix 4.7.

The 0.01 level of significance is taken as statistically significant. Mean differences are also included in the tables. We take the view that mean differences of the order of half a standard deviation where they are statistically significant, are also educationally significant.

Self Concept

The analysis of variance showed no statistically significant differences in June 1977 or November 1977 but indicated a main effect sex difference in 1978. Of more concern to this study was the significant group-year interaction in 1978. Table 4.7 indicates the means for different year levels, and locates the significant change at year 9 where there is a mean difference of 0.5 standard deviations.

TABLE 4.7 - MEANS OF SELF CONCEPT SCORES BY YEAR LEVEL

Year	June 1977			November 1977			November 1978		
Year Level	C	E	E-C	C	E	E-C	C	E	E-C
8	20.8	20.3	-0.5	20.0	19.4	-0.6	19.9	19.7	-0.2
9	19.8	20.4	0.6	19.9	19.8	-0.1	19.2	20.6	1.4
10	20.2	20.8	0.6	20.5	-	-	20.1	19.8	-0.3
Total	20.3	20.5	0.2	20.9	19.6	-0.4	19.7	20.0	0.3
Overall	20.4			19.8			19.8		

C = Comparison, E = Experimental
All standard deviations between 2.0 and 2.7.

Attitude to School

The analysis of variance showed no significant statistical differences in June 1977 or November 1977 but significant effects in November 1978. The main effect differences were limited to comparison experimental differences, and there were significant interaction effects between experimental comparison groups and year level. Table 4.8 locates the significant differences at year 9 level, where there are mean differences of 0.6 standard deviation.

TABLE 4.8 - MEANS OF ATTITUDE TO SCHOOL BY YEAR LEVEL

Year	June 1977			November 1977			November 1978		
Year Level	C	E	E-C	C	E	E-C	C	E	E-C
8	10.3	10.4	+0.1	10.2	9.9	-0.3	9.9	10.1	+0.2
9	10.6	10.2	-0.4	9.8	10.1	+0.3	9.5	10.5	+1.0
10	9.9	10.4	+0.5	9.2	-	-	10.0	9.9	-0.1
Total	10.3	10.3	0	9.9	10.0	+0.1	9.8	10.2	+0.4
Overall	10.3			10.0			10.0		

C = Comparison, E = Experimental
all standard deviations between 1.1 and 1.8.

Academic Self Assessment

The analysis of variance in June 1977 and November 1977 indicated main effect sex differences. The November 1978 data showed no main effect comparison-experimental differences, and interaction effects for group-year and group-sex differences.

Table 4.9 shows the group-year effects.

TABLE 4.9 - MEANS OF ACADEMIC SELF ASSESSMENT SCORES BY YEAR LEVEL

Year	June 1977			November 1977			November 1978		
Year Level	C	E	E-C	C	E	E-C	E	C	E-C
8	8.7	8.6	-0.1	8.6	8.4	-0.2	8.6	8.5	-0.1
9	8.4	8.7	+0.3	8.2	8.6	0.4	8.2	8.8	0.6
10	8.6	8.9	+0.3	8.4	-	-	8.4	8.4	0
Total	8.6	8.7	+0.1	8.4	8.5	0.1	8.4	8.6	0.2
Overall	8.6			8.4			8.5		

C = Comparison, E = Experimental

all standard deviations between 1.1 and 1.3.

Table 4.10 shows the group-sex effects.

TABLE 4.10 - MEANS OF ACADEMIC SELF ASSESSMENT SCORES BY SEX

Year	June 1977			November 1978		
Sex	C	E	E-C	C	E	E-C
Boys	8.3	8.4	0.1	8.3	8.6	0.3
Girls	9.0	9.1	0.1	8.6	8.5	-0.1
Total	8.6	8.7	0.1	8.4	8.6	0.2
Overall	8.6			8.5		

The tables indicate that most of the differences can be attributed to the Year 9 group (0.5 standard deviations). In addition, boys seemed to gain more than girls.

Whilst there is an overall drop in attitude to school from June to November, the overall means in November 1977 and November 1978 are the same.

General Behaviour

The analysis of variance showed statistically significant differences in June and November 1977 due to sex differences. In November 1978 there were significant mean effects differences for year level, sex, and comparison-experimental groups. Table 4.11 shows the main effects of differences in June 1977 and November 1978.

TABLE 4.11 - MEANS OF GENERAL BEHAVIOUR: MAIN EFFECTS

	1977	1978
Boys	21.1	20.3
Girls	23.3 — 0.6SD difference	24.4 — 0.5SD difference
Year 8	22.6	21.5
Year 9	21.2 — 0.4SD difference	21.3 — 0.2SD difference
Year 10	21.7	20.5
Comparison	21.7	20.7
Experimental	22.1 — 0.2SD difference	21.7 — 0.3SD difference

The sex and year differences are consistent with the common teacher view that boys general behaviour in school is worse than girls, and that year 9 and 10 students are the more difficult to handle than are year 8 students.

As well as the main effects, there were statistically significant interaction between experimental-comparison groups and year level. Table 4.12 indicates the means and differences.

TABLE 4.12 - MEANS OF GENERAL BEHAVIOUR BY YEAR LEVEL

Year	June 1977			November 1977			November 1978		
Year Level	C	E	E-C	C	E	E-C	C	E	E-C
8	22.5	22.7	+0.2	21.9	22.0	+0.1	21.4	21.7	0.3
9	20.7	21.6	+0.9	20.9	22.7	+1.8	20.1	22.4	2.3
10	21.7	22.1	+0.4	20.6	-	-	20.4	20.5	0.1
Total	21.7	22.1	-0.6	21.4	22.3	+0.9	20.7	21.6	0.9
Overall	21.9			21			21.1		

C = Comparison, E = Experimental

all standard deviations between 3.0 and 4.7.

Again Year 9 accounts for the substantial difference, equalling 0.6 standard deviations. The trend, already evident in November 1977, is continued in 1978.

Delinquent Behaviour

The analysis of variance showed significant statistical differences in June 1977 and November 1977 due to sex differences, but none due to the other main effects.

In 1978 there were significant differences in year and sex main effects. Boys self-reported more delinquent behaviour than girls. There was more delinquent self-report as year level increased. The comparison schools reported more delinquent behaviour than the experimental schools, but this did not reach the 0.01 level of significance. These main effects are shown in Table 4.13.

TABLE 4.13 - MEANS OF DELINQUENT BEHAVIOUR : MAIN EFFECTS

	Means 1978	
Boys	10.0	0.6SD difference
Girls	8.6	
Year 8	9.2	
Year 9	9.4	0.2SD difference
Year 10	9.8	
Comparison	9.7	0.2SD difference
Experimental	9.2	

(All standard deviations between 2.0 and 2.6)

The 1978 data indicate a statistically significant interaction between experimental-comparison groups and year level. Table 4.14 indicates the differences in means.

TABLE 4.14 - MEANS OF DELINQUENT BEHAVIOUR BY YEAR LEVEL

Year	June 1977			November 1977			November 1978		
Year Level	C	E	E-C	C	E	E-C	C	E	E-C
8	8.9	8.6	-0.3	9.1	8.6	-0.5	9.1	9.3	+0.2
9	9.0	9.4	+0.4	9.1	8.9	-0.2	10.0	8.8	-1.2
10	9.4	9.1	-0.3	9.1	-	-	10.1	9.6	-0.5
Total	9.1	9.0	-0.1	9.1	9.3	+0.2	9.7	9.2	-0.5
Overall	9.1			9.1			9.5		

C = Comparison, E = Experimental

all standard deviations between 1.8 and 3.0.

Again the movement is located at year 9 level, and is equal to a difference of 0.4 standard deviations. Some of this can be accounted for by the increased self report delinquency in the comparison schools. None the less, the trend from June 1977 (9.4) through November 1977 (8.9) to November 1978 (8.8) is clear, when considered against the overall increase in delinquecny self report.

WE MAY SUMMARISE THIS SECTION ON STUDENT OUTCOMES:

In all five subscales there were no statistically significant differences between experimental and comparison schools in June 1977 or November 1977. By November 1978 there were significant main effect differences in attitude to school, academic self assessment and general behaviour measures. These main effect differences were all of the order of 0.2 standard deviations.

For all five subscales there were no significant group-year interactions in June 1977 or November 1978, but significant interactions in November 1978. These could be attributed in each case to the Year 9 experimental group having superior scores to the Year 9 comparison group, and in each case the difference was of the order of half a standard deviation.

Thus the year nine differences are both statistically and educationally significant. The particular significance of Year 9 students to this project is also important - the major work done in the experimental schools in both 1977 and 1978 was with year 8 and 9 students rather than with year 10 students. Thus the year 9 students were the only ones with two years intensive exposure to the experimental intervention.

Classroom Group Development

The 'My Classroom' questionnaire is a short eight item questionnaire developed by the Social Development Project. The questionnaire, administered to the whole class, gives subscores indicating the degree of dependence, rebellion, cohesion and autonomy of the students in the classroom group. It is shown in full in Appendix 4.8.

The questionnaire was used each term in the experimental schools, where teachers used classroom intervention and wished to monitor their progress. In November, 1978, the questionnaire was completed by all year 8, 9 and 10 classes in both experimental and comparison schools.

A two way analysis of variance indicated statistically significant differences in the Autonomy subscores for both experimental comparison differences and year differences. Dependence subscores approach statistical significance also on both these main effects. Details are shown in Appendix 4.9.

TABLE 4.15 - MEAN SUBSCORES ON MY CLASSROOM QUESTIONNAIRE NOVEMBER 1978

Sub Score	Comparison	Experimental	E-C
Dependence	41.9	37.0	.4 S.D.
Rebellion	25.9	20.4	.5 S.D.
Cohesion	14.1	18.4	.4 S.D.
Autonomy	18.0	24.1	.6 S.D.

Table 4.15 compares mean sub scores for experimental and comparison schools. The classrooms in the experimental schools indicate less dependence and rebellion, and more cohesion and autonomy. The trends are in the predicted direction and all are of the order of half a standard deviation.

Breakdowns of year level are shown in Appendix 9. The difference between Experimental and Comparison schools are due chiefly to Year 8 and Year 9 differences; and Year 9 differences on all subscores are between 0.4 and 1.0 standard deviations. Year 8 differences are between 0.5SD and 1SD except on the Dependence subscore. Thus the results of the 'My Classroom' questionnaire are consistent with the 'Me Myself and I' measures, and with the project aims.

5. Discussion

Introduction

The Affective Education Project team worked with small groups of teachers in three schools to find ways of developing in students in the classroom situation, positive self concept, positive academic self assessment and positive attitudes towards school. These desired outcomes were achieved. In addition, there was improved general behaviour and reduced delinquent behaviour by the experimental students in and outside of school time.

The project was a preventative intervention and did make a difference in the desired direction. Although no single study in this area can be definitive further development with continuing evaluation of effects is warranted.

Projects designed to replicate our study and achieve similar results should give attention to the aspects described below.

Setting Up

*Each consultant spent two years in their school. Although changes in teacher attitudes and behaviours were recorded after one year, changes in student behaviour were only significant after the program had influenced the three experimental schools for two years. Clearly a two year commitment from the school administration and the consultant is desirable.

*The commitment from teachers varied from six weeks to eighteen months, and approximately one-fifth of the staff in each school attended some teacher education sessions during the two year period. This was sufficient to bring about the changes described.

Teacher Education

*It was important that all teachers in the sessions and workshops were volunteers.

*We believed the one and a half hour teacher support group session held once a week at the school was a suitable framework for teacher education.

*In teacher support group meetings consultants used small group procedures which they hoped teachers would also use with students in their classrooms. The project team believed this experience of involvement and co-operation was essential for teachers.

*Consultants were responsive to requests from teachers at each meeting. On the basis of these requests they introduced appropriate information and skills from the resources of the project team. Teachers perceived the sessions as pertinent and timely. They were encouraged to use responsive methods in the classroom in preference to more structured training programmes.

*Impetus was given to teacher education sessions when a three or four day workshop was held outside of the school early in the year. These were held for several members of the teacher group in conjunction with similar groups from other schools.

Classroom Intervention

*The project team believed their role as participant observers in the classroom was essential, but they did not enter classrooms unless invited by the teacher. When they were welcomed by the teacher it gave them a chance to model appropriate behaviour to students, to understand the teacher's situation, and to work with the teacher to amend material until it was suited to that particular class and teacher.

*Although the project team allowed three full days per week for participant observation, discussions with teachers and recording, time spent in the school was determined by the number of interested teachers and the intensity of work with them.

Outcomes

*Finally, data about the consultant effect on teachers and the teacher effect on students was collected in regard to the immediate, short term and long term aspects of the project to provide the basis for planning further intervention.

Future Development

Central to further research and development along the lines of this project is the selection and training of consultants. Suitable persons would have experience in teaching and responding to students for whom traditional situations seemed unsatisfactory. They would have an understanding of communications and group work theories and have been effective in applying them to student and adult learning groups.

Education for the role of consultant could be conducted in a workshop format involving up to thirty trainees, with one experienced consultant for each eight trainees. If all trainees had the skills and experience which we have described as necessary for consultants, the project team believe a thirty hour training course conducted one afternoon a week for ten weeks would be sufficient to acquaint the trainees with the necessary procedures.

The early half of the course could best be spent introducing the assumptions the project is based on, experiencing examples of the interventions and developing skills. During the second half of the course we would encourage trainee consultants to form small groups. These groups would eventually provide support for them when they began to work as consultants themselves with small groups of volunteer teachers in a school. These consultant training meetings could then be used for teaching skills and modelling procedures which the consultants could use in their own meetings and in the school meetings.

Groups from whom consultants may be drawn include

*staff from colleges of advanced education.

*people who are already acting in an advisory capacity or conducting services to schools. This includes advisory teachers and Guidance and Special Education personnel.

*people within a school. This includes deputy principals, senior staff, school counsellors and key teachers.

*people from outside the education system. This includes community welfare workers, youth workers and others.

Where trainee consultants are drawn from different fields consultant groups have the advantage of being multidisciplinary. This approach may be initiated at the field or regional office level. Either way it implies the co-operation of different Departments in acknowledging this as a worthwhile area of intervention.

This project has suggested ways of reducing delinquent behaviour in schools and the community. It is a preventative strategy, rather than a remedial one. The responsibility for implementing it on a wider scale clearly rests with the administrators and teachers responsible for the education and the welfare of youth.

Notes and References

1. Acting out behaviour in this report is the term used in preference to delinquent and pre-delinquent behaviour. Here it suggests situational behaviours rather than attributing these to personality traits, as the term delinquent may imply. Typical of acting out behaviours are those included in the Stott Criteria. Further, they range to the more extreme behaviours included in the delinquent subscale of the self report questionnaire.

2. EMERY, L. At Risk: Schools or Kids? Adelaide: Education Department of South Australia, 1976.

3. POLK, K. and SCHAFER, W.E. (eds.) Schools and Delinquency, Englewood Cliffs, New Jersey, Prentice Hall Inc., 1972.

4. STOTT, D.H. The Social Adjustment of Children, "Manual to the Bristol Social Adjustment Guides", University of London Press Ltd., Third Edution, 1969.

   These six criteria are used as indicators of delinquency in this project. They were amended from the preliminary sorting procedure to the British Social Adjustment Guides.

5. POLK, K. and SCHAFER, W.E., see reference 3. above, page 170.

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8. See note 5.

9. BRAITHWAITE, J. "Australian Delinquency:Research and Practical Considerations" in WILSON, P. Delinquency in Australia, University of Queensland Press, 1977, pp 25-32.

   HARDT, Robert H. and BODINE, George E. "Development of Self Report Instruments in Delinquency Research: A Conference Report", Youth Development Centre, Syracuse University, 1965.

FARRINGTON, David P. "Self Reports of Deviant Behaviour: Predictive and Stable?" Journal of Criminal Law and Criminology, Vol.64, North Western University School of Law, 1973.

10. See note 4.

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APPENDIX 3.1

An explanation of the components of a lesson plan which integrates educational and social skills

Two examples of the way lesson plans can be presented to students

Leadership Behaviours
Conflict - problem solving

COMPONENTS OF A LESSON PLAN

Part 1 of the Lesson Plan

An explanation of Task Chart

The topic:	directs the students attention to an area of study.
The presentation:	is made by the group to the class. It is the result (chart, play, discussion) of the groups activities. It * sets standards for work * sets norms for behaviour * develops cohesion.
The guidelines:	suggest the organisation of students; who they should work with, how long they should take, where they should work, and what activities they should complete. They contribute to student-motivation and reduce the frustration that results from disorderliness. They may take the form of a directions checklist.
The assessment:	* reduces likelihood of failure * allows impressions/opinions to flow between class members, * draws attention to areas which give quality to productions and presentations.

Feedback to the teacher is used at the end of the lessons. It allows

* the teachers to gauge the impact of their lessons:
* the students to express their opinion
* open ended questions about the topic and/or the process are most suitable for this purpose.

COMPONENTS OF A LESSON PLAN

AN EXPLANATION OF THE DIRECTIONS CHECKLIST. Part 2 of the Lesson Plan

Is an aid, given to individuals or groups to allow them and the teacher to monitor progress.

It serves to: *list in sequence the activities students must complete.

*instruct students how to form groups.

*suggest activities that will lead to a quality presentation.

*indicate ways of making decisions.

*indicate ways of dividing up tasks.

*suggest norms for successful group work.

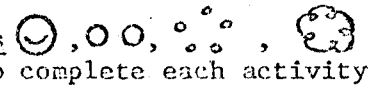
*influence the dynamics of the group.

* The activity underlined at the beginning of each sentence directs students attention to exactly what they must do. It also helps the teacher ensure a variety of activities are available. This may hold the students interest and develop a wider range of skills than would normally occur. It may also give students who are unsuccessful in written activities an opportunity to experience some satisfaction.

* The questions to answer by yourself acts as an aid to reflection and individual goal setting.

* The questions to answer with your group create an information flow that influence group cohesion, attitudes to participation, achievement and group goals.

* The stick figure indicates the point in time when the teacher intervenes to the whole class. The teacher may wish to conduct a reflection session, a mini lesson or an activity for further motivation.

* The series of circles  indicates the groups in which students are asked to complete each activity. It helps the teacher ensure a balance and a variety of social groupings are experienced by the students.

student works alone

student works with a partner

student works in a group of five

whole class activity

EXAMPLE OF A LESSON PLAN - Part 1

TASK CHART

Topic: Leadership behaviours.

Presentation: A three minute discussion during which 3 leadership behaviours are demonstrated.
One group member introduces the discussion topic. Group is seated in a circle facing each other, class is seated around the circumference with observation sheets.*

Guidelines: Work in groups of 4. Follow the directions checklist.

Assessment: One observer from each group.

(a) tells participants which leadership statements they heard used.

(b) may ask any member of the group making the presentation to describe any leadership role.

EXAMPLE:

Feedback to the Teacher

During this lesson I learnt .....

.....

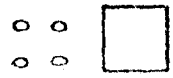
.....

*Observation Sheets are drawn up from the Leadership Behaviours Chart

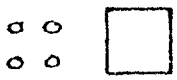
EXAMPLE OF A LESSON PLAN - Part 2

Directions Checklist: tick each section as you complete it.

1. To form groups, choose the person sitting next to you, and another pair.



2. Suggest a discussion topic individually.

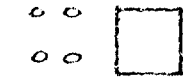


3. Vote to choose one of these topics.

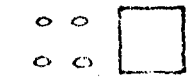
4. Write down 3 points you could make during the discussion

5. Review all the leadership behaviours. (Use the Student Information Sheet).

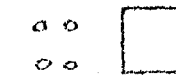
6. Ask questions of each other until you understand how to take a role (i.e. what to say or do) and when it would be useful.



7. Decide that you will take at least one role during the discussion presentation.



8. Choose a chairman.



9. Answer these questions to the group

I do/do not understand the leadership behaviours

I did/did not feel listened to by other members of the group.

Right now I feel .....

10. Answer this question for yourself

During this lesson I learned .....

Arrange a time for your groups presentation.

_____

Student information sheet

LEADERSHIP	BEHAVIOURS Things students might say:
1. INITIATE TASKS	I think we should ...
2. CHANGE STRUCTURE	I want to split into threes.
3. COMMENT ON PROCESS	John and Betty seem dominating.
4. SUGGEST GROUP NORMS	I'd like us to agree that only one person speaks at a time.
5. REVIEW PROGRESS	I think we've reached a consensus on that point.
6. KEEP ON TRACK	Let's get back to the topic.
7. CHECK PARTICIPATION	I'd like to hear what Joe thinks.
8. CLARIFY OBJECTIVES	Are we supposed to do a role play and a report.
9. GIVE FEEDBACK	You sound angry to me.
10. SOLICIT FEEDBACK	I'd like us to know how others feel about this.
11. GIVE SUPPORT	You look upset Jill. Can I help?
12. EVALUATE TASK	I'm not happy with the way decisions were made.
13. TAKING NOTES	

EXAMPLE OF A LESSON PLAN - Part 1

TASK CHART:

Topic: Conflict - problem solving.

Production: a written chart
and a one act play
indicating * a problem
* the concerns of the parties involved
* a solution that is acceptable to all concerned.

Presentation: The chart must have less than two hundred words. It must use the above headings (*).

The play may take two or three minutes and must be introduced first.

Assessment:

Did the group share participation in the act?	Yes/No
Was it interesting - movement on stage?	Yes/No
- setting of conflict	Yes/No
characters	Yes/No
Was speech clear with appropriate punctuation?	Yes/No
Did actors face the audience?	Yes/No
Did it fulfil the directions?	Yes/No

Feedback to Teacher:

This lesson could be improved by _____

_____

_____

_____

EXAMPLE OF A LESSON PLAN - Part 2

Directions Checklist: tick each section as you complete it.

☐ 1. Form group of 5. The teacher will count you off and allocate work spaces for each group.

☐ 2. Reflect alone on any problem you have had with another person Take 2 minutes.

☐ 3. Make a short statement to the group, in turns. Include who is involved in the problem, what you want, and if possible what the other person wants. Another person in the group summarizes your statement.

☐ 4. Vote on whose problem you will explore further. Write it down.

☐ 5. Answer these questions with your group

Was each persons problem understood?
Did one person make all the decisions?
Are you all agreed with the statement of the problem?
Have you stated the problem in such a way that other solutions are possible?

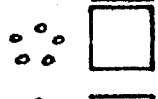
☐ 6. Elect a mediator to hear each view of the problem, clarify the feelings and requests of each person.

☐ 7. Listen to the person with the problem describe the situation further. List what they want to happen.

☐ 8. List what the other person wants to happen. Take 5 minutes.

☐ 9. Discuss a solution suitable to both parties. The mediator chairs discussion.

☐ 10. Share the writing of the chart and complete it.



☐ 11. Arrange parts for actors to show the problem, their concerns, how they arrive at a suitable solution, and the solution in practice.

☐ 12. Rehearse this. Take ten minutes.

☐ 13. Answer these questions for yourself

Did all participate?
Were ideas built upon?
Was the group comfortable with silence?

☐ 14. Answer these questions for yourself

When there is a problem,

I do/do not take time to think about it.
I do/do not explore both sides of the problem.
I do/do not make clear decisions.
I do/do not reflect afterwards about whether it was a good decision.

Arrange a time for your group's presentation.

APPENDIX 4.1

The "Teacher Interview" form used in 1978.

This was used in March and November. Differences were recorded in part 2 of the November interview.

TEACHER INTERVIEW

CONFIDENTIAL

AFFECTIVE EDUCATION

Research and Planning Directorate

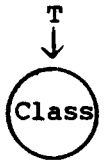
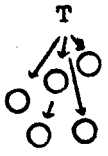
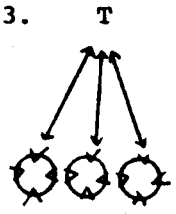
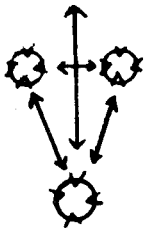
This questionnaire is looking specifically at situations that are occurring in the classroom. Thank you for taking the time to complete this form. Please keep in mind a class you work with frequently.

	None	A little	A lot
(Student to student)			
1. Student name calling.	☐	☐	☐
2. Students giving each other helpful comments.	☐	☐	☐
(Student to teacher)			
3. Students hassling me.	☐	☐	☐
4. Constructive student comments on lessons.	☐	☐	☐
5. Students asking questions of me.	☐	☐	☐
(Teacher to teacher)			
6. Help from other teachers in planning lessons.	☐	☐	☐
7. Discussion with teachers of different ways of working with kids in class.	☐	☐	☐
(Teacher to student)			
8. Comments to students about their behaviour.	☐	☐	☐
9. Clear statements to students about what I want them to do.	☐	☐	☐
(Teacher decisions)			
10. I act on student's suggestions.	☐	☐	☐
11. I pressure students to complete a task.	☐	☐	☐
12. I assist a student who fails an assessment.	☐	☐	☐

	None	A little	A lot
13. Student to teacher conflicts.	☐	☐	☐
14. Student to student conflicts.	☐	☐	☐
15. Teacher to teacher conflicts.	☐	☐	☐
16. Teacher to student conflicts.	☐	☐	☐

II ORGANISATION

These diagrams represent ways of organising the people in a class. Please indicate the time spent in each situation.

		None	A little	A lot
1.	 Teacher directing to class as a whole	☐	☐	☐
2.	 Teacher directing attention to individuals	☐	☐	☐
3.	 Teacher directing attention to small groups who make decisions about how to complete a task and feedback to the teacher	☐	☐	☐
4.	 Teacher directing attention to small groups who make decisions about how to complete a task, sharing ideas with other groups, and giving feedback to the teacher.	☐	☐	☐

III TEACHER OPTIONS

Different teachers use different methods for dealing with non-conforming behaviour in class. Please describe the types of methods you are using.

1. Description of methods.

2. Where did you get the idea to use these methods?

3. What stops you using any of them?

APPENDIX 4.2

Options for Dealing with Non-Conforming Behaviour

Description	Number of Teachers	
	Experimental	Control
Supporting Project Aims		
Individual Discussion and Problem Solving	11	8
Clear assertive statement	6	0
Class Problem Solving	2	4
Clarifying class rules	5	3
Clarifying teacher expectations	4	0
Increase student participation	3	1
Set up cooperative groups	3	1
Win-win confrontation	3	0
Sub Total	37	17
Not Supporting Project Aims		
Isolate student	7	3
Send to Deputy	0	1
Keep in after lessons	1	4
Physically punish	1	1
Put down (sarcasm)	2	2
Reprimand (in class)	1	2
Make ashamed	1	0
Ignore	2	2
Reward, punish, threaten	3	3
Group pressure to conform	3	3
Sub Total	21	21
TOTAL	58	38

APPENDIX 4.3

The "Teacher Interview" form used in November 1977.

Teacher explanations of the differences between March and November.
Means and Standard Deviations for 1977 results.
Interpretation of 1977 results.

1. CONFIDENTIAL

TEACHERS FORM (PILOT)

(1977)

DELINQUENCY PROJECT

RESEARCH AND PLANNING DIRECTORATE

Name of Student _____

This questionnaire is concerned with any changes that have occurred in the behaviour of the student over the period of this term.
Thank you for your time and co-operation in filling in this questionnaire.

	BEGINNING OF THIRD TERM...			NOW.....				
	A LITTE	NONE	A LOT	A LOT LESS	A LITTLE LESS	SAME	A LITTLE MORE	A LOT MORE
(1) Student offers to do something for someone else.	☐	☐	☐	☐	☐	☐	☐	☐
(2) Student stays away from school without an excuse.	☐	☐	☐	☐	☐	☐	☐	☐
(3) Student disobeys me.	☐	☐	☐	☐	☐	☐	☐	☐
(4) Student is aggressive towards peers.	☐	☐	☐	☐	☐	☐	☐	☐
(5) Student works well in class.	☐	☐	☐	☐	☐	☐	☐	☐
(6) Student is resentful of criticism or discipline.	☐	☐	☐	☐	☐	☐	☐	☐
(7) Student completes assignments.	☐	☐	☐	☐	☐	☐	☐	☐

2. CONFIDENTIAL	BEGINNING OF THIRD TERM...			NOW.....				
	A LITTLE	NONE	A LOT	A LOT LESS	A LITTLE LESS	SAME	A LITTLE MORE	A LOT MORE
(8) Student disrupts classroom behaviour.	☐	☐	☐	☐	☐	☐	☐	☐
(9) Student is polite to me.	☐	☐	☐	☐	☐	☐	☐	☐
(10) Student appears depressed.	☐	☐	☐	☐	☐	☐	☐	☐
(11) Student is hesitant to try, or gives up easily.	☐	☐	☐	☐	☐	☐	☐	☐
(12) Student is friendly and well received by other pupils.	☐	☐	☐	☐	☐	☐	☐	☐
(13) Student is friendly and communicates well with me.	☐	☐	☐	☐	☐	☐	☐	☐

To each section of interview form the Researcher needs to ask.

a What happened to cause these changes?

b Who or What incident, experience etc introduced you to these ideas?

Possible categories are

1 External input
2 School organization
3 Personality change - change in interpersonal tactics

1 Communication

(Student to student)

1 S.N.C.

2 S.H.C.

I Communication Contd.....

(Student to teacher)

3 S.H.

4. C.S.C.

5. S.A.Q.

(Teacher to teacher)

6. H.F.T.

7. D.W.T.

I Communication Contd.....

(Teacher to student)

8. C.T.S.

9. C.S.S.

(Teacher decisions)

10. A.O.S.

11. P.S.T.

12. A.A.S.

I Communication Contd.....

(Conflict)

13. S.T.T.

14. S.T.S.

15. T.T.T.

16. T.T.S.

II ORGANISATION

1 T → C1

2 T → Ind

3 T → Sm. Gps

4 T → Co. Sm. Gps.

III Teacher Options

(1977)

	IN JUNE MEANS		IN JUNE S.D.		T. TEST	SIGNIFI-CANCE	SINCE JUNE MEANS		SINCE JUNE S.D.		T. TEST	
	C	E	C	E			C	E	C	E		
1	.88	1.46	.54	.59	-3.59	.01	1.67	1.29	.92	.95	1.39	
2	1.29	1.04	.69	.46	1.47		2.71	3.04	.69	.69	-1.67	
3	.71	1.08	.62	.58	-2.15	.05	1.54	1.58	.83	.72	.78	
4	.88	.83	.74	.64	0.21		2.50	2.75	.78	.68	-1.19	
5	1.58	1.58	.58	.50	0.00		2.63	2.46	.88	.83	.68	
6	.96	.75	.62	.53	1.24		1.96	2.63	.55	.65	-3.85	.01
7	1.21	1.08	.51	.72	.70		2.13	2.88	.74	1.03	-2.89	.01
8	1.46	1.33	.51	.96	-1.46		1.83	1.88	1.01	1.12	- .14	
9	1.75	1.73	.44	.44	.16		2.17	2.25	.70	1.03	- .33	
10	1.25	1.04	.68	.46	1.24		2.13	2.88	.34	.80	-4.24	.05
11	1.33	1.38	.56	.65	- .24		2.17	2.17	.82	.82	0.00	
12	1.57	1.46	.59	.66	.59		2.17	2.25	.49	.61	- .47	
13	.75	1.29	.61	.55	-3.24	.01	1.33	1.50	.92	1.06	- .58	
14	.83	1.54	.70	.59	-3.79	.01	1.75	1.38	.79	1.10	1.36	
15	.42	.79	.50	.59	- .96		1.92	1.75	.88	1.07	.59	
16	.75	1.08	.61	.50	-2.07	.05	1.58	1.71	.97	1.16	- .40	
1	.179	1.58	.41	.58	1.43		1.42	1.33	1.02	.82	.31	
2	1.54	1.56	.59	.50	- .13		2.79	2.58	.93	.93	.78	
3	.83	.90	.56	.63	- .36		2.54	2.71	.98	.69	- .68	
4	.79	.73	.59	.57	- .15		2.25	2.29	1.07	.91	.37	

INTERPRETATION OF TABLES.

Teacher Interviews 1977 In June & Since June, Comparison VS Experimental (TOTALS)

In June 1977

Item 1. Student Name Calling: There was significantly more name calling in the Experimental schools than in control schools.

Since June (November) 1977

Item 1. Student Name Calling: No significant difference between experimental and control schools. (control had increased & Experimental had decreased).

In June 1977

Item 3. Students hassling me: There was significantly more students "hassling" the teachers in Experimental schools than in control schools.

Since June 1977 (November)

Item 3. Students hassling me: There was no significant difference between experimental and control schools (control ahd increased and experimental had decreased).

In June 1977

Item 13. Student to teacher conflicts: There was significantly more student to teacher conflict in the experimental schools than in the control schools.

Since June 1977 (November)

Item 13. Student to teacher conflicts: There was no significant difference between experimental and control schools. (control had increased and experimental had decreased).

In June 1977

Item 14. Student to student conflict: There was significantly more student to student conflict in experimental schools than in control schools.

Since June 1977 (November)

Item 14. Student to student conflict: There was no significant difference between experimental and control schools. (increase in control and decrease in experimental).

In June 1977

Item 16. Teacher to student conflict: There was significantly more teacher to student conflict in experimental schools than in control schools.

In June 1977 (November)

Item 16. Teacher to student conflict:	There was no significant difference between experimental and control schools. (decrease in control schools and decrease in experimental schools).

Since June 1977 (November)

Item 6. Help from other teachers in planning lessons:	There was significantly more help for teachers planning lessons from other teachers in the experimental schools than in the control schools. (both control and experimental schools had increased).

In June 1977.

Item 6. Help from other teachers in planning lessons:	There had been no significant difference between control and experimental schools.

Since June 1977 (November)

Item 7. Discussion with teachers of different ways of working with kids in class:	There was significantly more discussion of different ways of working with kids in class, in the experimental schools than in control schools. (both control and experimental had increased).

In June 1977

Item 7. Discussion with teachers of different ways of working with kids in class:	There was no significant difference between experimental and control schools.

Since June 1977 (November)

Item 10. I act on student suggestions:	There was significantly more acting on student suggestions in experimental schools than in control schools. (both control and experimental had increased).

In June 1977.

Item 10. I act on student suggestions:	There was no significant difference between experimental and control schools.

APPENDIX 4.4

Teacher Interview Forms Used in 1978

Means and Standard Deviation for March and November results
Interpretation of 1978 results

TEACHER INTERVIEW

CONFIDENTIAL AFFECTIVE EDUCATION

Research and Planning Directorate

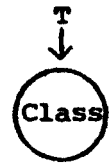
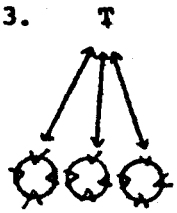
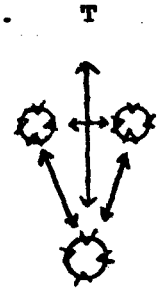
This questionnaire is looking specifically at situations that are occurring in the classroom. Thank you for taking the time to complete this form. Please keep in mind a class you work with frequently.

	None	A little	A lot
(Student to student)			
1. Student name calling.	☐	☐	☐
2. Students giving each other helpful comments.	☐	☐	☐
(Student to teacher)			
3. Students hassling me.	☐	☐	☐
4. Constructive student comments on lessons.	☐	☐	☐
5. Students asking questions of me.	☐	☐	☐
(Teacher to teacher)			
6. Help from other teachers in planning lessons.	☐	☐	☐
7. Discussion with teachers of different ways of working with kids in class.	☐	☐	☐
(Teacher to student)			
8. Comments to students about their behaviour.	☐	☐	☐
9. Clear statements to students about what I want them to do.	☐	☐	☐
(Teacher decisions)			
10. I act on student's suggestions.	☐	☐	☐
11. I pressure students to complete a task.	☐	☐	☐
12. I assist a student who fails an assessment.	☐	☐	☐

	None	A little	A lot
13. Student to teacher conflicts.	☐	☐	☐
14. Student to student conflicts.	☐	☐	☐
15. Teacher to teacher conflicts.	☐	☐	☐
16. Teacher to student conflicts.	☐	☐	☐

II ORGANISATION

These diagrams represent ways of organising the people in a class. Please indicate the time spent in each situation.

		None	A little	A lot
1.	 Teacher directing to class as a whole	☐	☐	☐
2.	Teacher directing attention to individuals	☐	☐	☐
3.	 Teacher directing attention to small groups who make decisions about how to complete a task and feedback to the teacher	☐	☐	☐
4.	 Teacher directing attention to small groups who make decisions about how to complete a task, sharing ideas with other groups, and giving feedback to the teacher.	☐	☐	☐

III TEACHER OPTIONS

Different teachers use different methods for dealing with non-conforming behaviour in class. Please describe the types of methods you are using.

1. Description of methods.

2. Where did you get the idea to use these methods?

3. What stops you using any of them?

TEACHER INTERVIEWS

	MARCH (1978)					NOVEMBER (1978)				
	MEANS		S.D.			MEANS		S.D.		
	C	E	C	E		C	E	C	E	
1	.96	1.15	.56	.82	0.94	.88	1.00	.45	.60	0.78
2	1.09	.87	.60	.69	1.18	1.42	1.30	.58	.63	0.69
3	.78	.78	.60	.67	0.00	.71	.78	.55	.42	-0.50
4	.91	.83	.60	.49	0.51	1.04	1.13	.62	.63	0.50
5	1.74	1.74	.45	.45	0.00	1.88	1.61	.34	.58	1.97
6	1.13	.87	.76	.61	1.31	.96	1.07	.75	.53	-0.59
7	1.61	1.39	.50	.66	1.30	1.33	1.61	.56	.50	-1.32
8	1.52	1.61	.51	.50	-0.62	1.38	1.52	.49	.51	-0.97
9	1.91	1.80	.29	.39	1.01	1.96	1.87	.20	.34	1.24
10	1.13	1.39	.55	.58	-1.59	1.17	1.43	.38	.51	*-2.00
11	1.52	1.41	.51	.49	0.76	1.46	.146	.51	.54	0.00
12	1.52	1.50	.59	.50	0.13	1.46	1.48	.59	.51	-0.13
13	.78	.89	.42	.60	-0.74	.88	.91	.54	.67	-0.17
14	1.13	1.30	.63	.70	-0.88	.88	1.00	.54	.52	-0.78
15	.35	.30	.49	.47	0.36	.29	.30	.46	.47	0.07
16	.96	.96	.47	.56	0.00	.83	.83	.56	.49	0.00
ORGANIZATION										
1	1.57	1.65	.51	.49	-0.55	1.50	1.35	.59	.49	0.96
2	1.57	1.70	.59	.56	-0.84	1.67	1.74	.48	.45	-0.52
3	1.17	.96	.78	.77	0.94	.96	1.17	.62	.72	-1.08
4	.91	.52	.60	.59	*2.27	.79	.78	.66	.78	0.05

C = Comparison, E = Experimental

E score significant at 0.05 level

In 1978 - Teacher Interviews.

In March and In November Comparison versus Experimental

(TOTALS)

Significant Findings:

In March 1978

Item Organization No. 4: — There was significantly more autonomous groups in the control schools than in experimental schools.

In November 1978

Item Organization No. 4: — There was no significant difference between control and experimental schools. (Control had decreased and Experimental had increased).

In November 1978

Item No. 10: I act on student suggestions: — There was significantly more acting on student suggestions in the experimental schools than in the control schools. (Both control and experimental had increased).

In March 1978

Item No. 10: I act on student suggestions: — There was no significant difference between experimental and control schools.

APPENDIX 4.5

Each week consultants recorded information from three areas of their work. The questions they responded to are reproduced below.

WORK IN SCHOOLS

1. What goals are you able to set, to achieve by next week?
2. What issues were you able to share?
3. What forms of support did you receive during the problem solving of any of your issues?
4. How were you able to contribute to the problem solving of issues?
5. Any suggestions regarding structures to facilitate more participation.

PROJECT RATIONALE

1. How effectively were the issues you put forward, dealt with, please explain.
2. What extra information or ideas have you gained, regarding the report write up.
3. How were you able to share in the giving of ideas and information?
4. What feedback did you get regarding your work up to date?
5. What goals did you set for next week. Do you need to clarify?

PERSONAL DEVELOPMENT

1. What new insights have you gained, regarding your behaviour patterns, skills, etc.
2. What personal issues were you able to explore? Please give reasons for being able to or not being able to.
3. What skills were you able to practise and further develop.
4. What feedback did you gain, regarding behaviour patterns, skills, qualities etc.

These records yielded most information about the following areas.

1. How group maintenance was dealt with.
2. How individual needs were dealt with.
3. Evaluation of staff training exercises.
4. Personal goals set as a result of this group meeting.

APPENDIX 4.6

Student Self Report Questionnaire

Items on General Behaviour Delinquent Behaviour Subscales

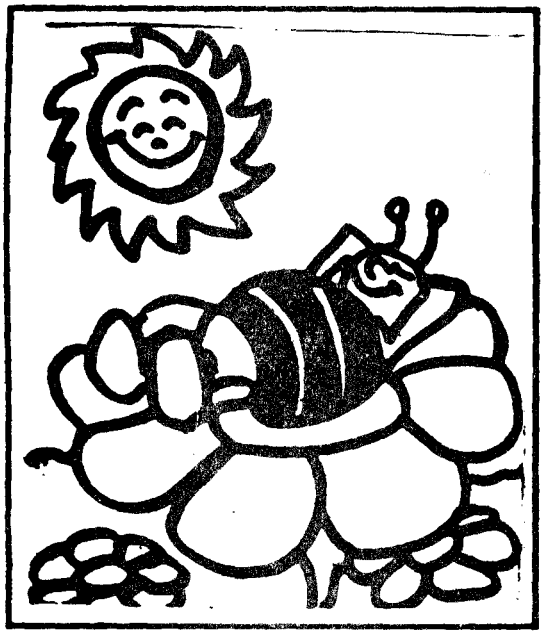
Me, Myself and I

NAME: (or code)

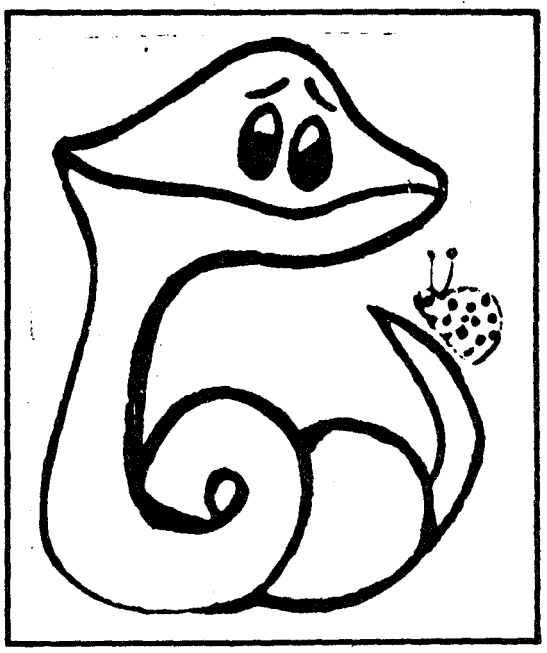
AGE ☐

YEAR ☐

MALE ☐ FEMALE ☐



CONFIDENTIAL



Using pencils please mark the statements below in the following way. If the statement is true about you, the way you feel or you generally act, then circle true, if you don't think the statement describes you, your feelings or behaviour circle false. If you really can't decide on an answer leave a blank and go on to the next question.

1. I am easy to like.
   True False

2. Other people often pick on me.
   True False

3. I would like to go to a school where they do things differently.
   True False

4. I often get discouraged at school. (Feel like giving up)
   True False

5. I can write a good essay on something I am interested in.
   True False

6. Most school lessons are dull and boring.
   True False

7. I am a lucky person.
   True False

8. When someone gets mad with me I can usually do something to make him my friend again.
   True False

9. Smashing or burning things is good fun.
   True False

10. I wish I could leave school now.
    True False

11. Reading is easy for me.
    True False

12. We are not given enough freedom at school.
    True False

13. It is useless to think about what I will be when I get older.
    True False
    1 2

14. My teachers make me feel I am not good enough.

True False

15. People usually do things for me when I ask them.

True False

16. I like to be asked questions in class.

True False

17. I sometimes take things out of shops without paying.

True False

18. Maths lessons should be made easier.

True False

19. No one pays much attention to me at school.

True False

20. I am popular with people of my own age.

True False

21. I have taken a car for a ride without the owner's knowledge. (When I knew he probably wouldn't have let me).

True False

22. I am proud of my school work.

True False

23. I think that school will help me in the future.

True False

24. Maths lessons aren't too bad.

True False

25. I'm a pretty happy person.

True False

1 2

We would like you to consider the next group of statements in relation to things you have done during the last 3 months or so. If the statement describes something you can't remember doing since March, then circle never, if its something you've done once or twice you circle that answer, and so on.

26. I have offered to do something for someone else.
Never Once or Twice Several Times Often

27. I have disobeyed a teacher.
Never Once or Twice Several Times Often

28. I have stayed away from school without an excuse.
Never Once or Twice Several Times Often

29. I have beaten someone up, either in a group or by myself.
Never Once or Twice Several Times Often

30. I have been really nice to one of my teachers.
Never Once or Twice Several Times Often

31. I have caused arguments.
Never Once or Twice Several Times Often

32. I have worked hard at school lessons.
Never Once or Twice Several Times Often

33. I have drunk too much beer or wine or other liquor.
Never Once or Twice Several Times Often

34. I have been punished when it wasn't my fault.
Never Once or Twice Several Times Often

35. I have illegally entered a building.
Never Once or Twice Several Times Often

36. I have defied a teacher's authority to his/her face.
(Openly done something that teacher had forbidden)
Never Once or Twice Several Times Often

37. I have read a book (not a comic) other than one for school.
Never Once or Twice Several Times Often

38. I have driven a car on a public road without a driver's permit.
Never Once or Twice Several Times Often

1 2 3 4

39. I have been upset by something that happened at school.

Never Once or Twice Several Times Often

40. I have done things at school which were useful to me.

Never Once or Twice Several Times Often

1 2 3 4

ITEMS THAT INDICATE GENERAL BEHAVIOUR.

Smashing and burning things is good fun.
I have offered to help someone or do something helpful.
I have disobeyed a teacher.
I have been really nice to one of my teachers.
I have drunk too much beer, wine or other liquor.
I have defied a teacher's authority to his/her face.
I have read a book other than one for school.

ITEMS THAT INDICATE DELINQUENT BEHAVIOUR.

I sometimes take things out of shops without paying.
I have taken a car for a ride without the owner's knowledge.
I have stayed away from school without an excuse.
I have illegally entered a building.
I have driven a car without a driver's permit.

APPENDIX 4.7

Student Self Report Questionnaire.

Analysis of Variance

Self Concept	June 1977 November 1977 November 1978
Attitude to School	June 1977 November 1977 November 1978
Academic Self-Assessment	June 1977 November 1977 November 1978
General Behaviour	June 1977 November 1977 November 1978
Delinquent Behaviour	June 1977 November 1977 November 1978

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	41.841	4	10.460	1.828	.124
GROUP	1.524	1	1.524	.266	.606
SEX	30.323	1	30.323	5.298	.022
YR	13.024	2	6.512	1.138	.322
2-WAY INTERACTIONS	20.051	5	4.010	.701	.623
GROUP SEX	.939	1	.939	.164	.686
GROUP YR	16.593	2	8.296	1.449	.236
SEX YR	1.974	2	.987	.172	.842
3-WAY INTERACTIONS	26.754	2	13.377	2.337	.099
GROUP SEX YR	26.754	2	13.377	2.337	.099
EXPLAINED	88.645	11	8.059	1.408	.169
RESIDUAL	1568.306	274	5.724		
TOTAL	1656.951	285	5.814		

353 CASES WERE PROCESSED.
67 CASES (19.0 PCT) WERE MISSING.

VARIABLE			SUM	MEAN	STD DEV		N
FOR ENTIRE POPULATION			5836.0000	20.4056	2.4112	(	286)
GROUP	1	CONTROL	2418.0000	20.3193	2.4284	(	119)
YR	8		996.0000	20.7500	2.4101	(	48)
YR	9		734.0000	19.8378	2.8627	(	37)
YR	10		688.0000	20.2353	1.8267	(	34)
GROUP	2	EXPER	3418.0000	20.4671	2.4043	(	167)
YR	8		1033.0000	20.2549	2.4807	(	51)
YR	9		1323.0000	20.3538	2.3481	(	65)
YR	10		1062.0000	20.8235	2.4059	(	51)

TOTAL CASES = 353
MISSING CASES = 67 OR 19.0 PCT.

SELF CONCEPT November 1977

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	29.226	4	7.306	1.163	.328
GROUP	5.254	1	5.254	.836	.361
SEX	16.941	1	16.941	2.697	.102
YR	5.061	2	2.531	.403	.669
2-WAY INTERACTIONS	20.848	4	5.212	.830	.508
GROUP SEX	2.635	1	2.635	.419	.518
GROUP YR	3.674	1	3.674	.585	.445
SEX YR	10.685	2	5.343	.850	.429
3-WAY INTERACTIONS	.964	1	.964	.153	.696
GROUP SEX YR	.964	1	.964	.153	.696
EXPLAINED	51.038	9	5.671	.903	.524
RESIDUAL	1344.458	214	6.283		
TOTAL	1395.496	223	6.258		

282 CASES WERE PROCESSED.
58 CASES (20.6 PCT) WERE MISSING.

VARIABLE			SUM	MEAN	STD DEV		N
FOR ENTIRE POPULATION			4462.0000	19.8311	2.5050	(	225)
GROUP	1	CONTROL	2383.0000	20.0252	2.5024	(	119)
YR	8		1342.0000	20.0299	2.7905	(	67)
YR	9		836.0000	19.9048	2.0459	(	42)
YR	10		205.0000	20.5000	2.3688	(	10)
GROUP	2	EXPER	2079.0000	19.6132	2.5017	(	106)
YR	8		1108.0000	19.4386	2.2836	(	57)
YR	9		971.0000	19.8163	2.7437	(	49)

TOTAL CASES = 282
MISSING CASES = 57 OR 20.2 PCT.

Analysis of Variance

SOURCE OF VARIATION			SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS			125.352	4	31.338	4.827	.001
GROUP			27.610	1	27.610	4.253	.039
SEX			80.776	1	80.776	12.441	.001
YR			12.085	2	6.043	.931	.395
2-WAY INTERACTIONS			197.457	5	39.491	6.083	.001
GROUP	SEX		8.749	1	8.749	1.348	.246
GROUP	YR		182.526	2	91.263	14.056	.001
SEX	YR		11.917	2	5.959	.918	.400
3-WAY INTERACTIONS			7.715	2	3.858	.594	.552
GROUP	SEX	YR	7.715	2	3.858	.594	.552
EXPLAINED			330.524	11	30.048	4.628	.001
RESIDUAL			7576.882	1167	6.493		
TOTAL			7907.406	1178	6.713		

1473 CASES WERE PROCESSED.
294 CASES (20.0 PCT) WERE MISSING.

VARIABLE			SUM	MEAN	STD DEV	N
FOR ENTIRE POPULATION			23536.0000	19.8281	2.5964	(1187)
GROUP	1	CONTROL	12664.0000	19.6646	2.6181	(644)
YR	8		4429.0000	19.8610	2.6052	(223)
YR	9		4701.0000	19.1878	2.6898	(245)
YR	10		3534.0000	20.0795	2.4388	(176)
GROUP	2	EXP	10872.0000	20.0221	2.5592	(543)
YR	8		4842.0000	19.6829	2.6690	(246)
YR	9		3592.0000	20.6437	2.4658	(174)
YR	10		2438.0000	19.8211	2.3119	(123)

TOTAL CASES = 1473
MISSING CASES = 286 OR 19.4 PCT.

ATTITUDE TO SCHOOL

June 1977

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	19.497	4	4.874	2.325	.056
GROUP	.028	1	.028	.013	.908
SEX	7.558	1	7.558	3.605	.058
YR	12.754	2	6.377	3.042	.049
2-WAY INTERACTIONS	9.355	5	1.871	.892	.486
GROUP SEX	.018	1	.018	.009	.927
GROUP YR	4.942	2	2.471	1.179	.309
SEX YR	4.519	2	2.259	1.078	.342
3-WAY INTERACTIONS	4.877	2	2.439	1.163	.314
GROUP SEX YR	4.877	2	2.439	1.165	.314
EXPLAINED	33.730	11	3.066	1.463	.144
RESIDUAL	683.489	326	2.097		
TOTAL	717.219	337	2.128		

353 CASES WERE PROCESSED.
15 CASES (4.2 PCT) WERE MISSING.

VARIABLE			SUM	MEAN	STD DEV	N
FOR ENTIRE POPULATION			3482.0000	10.3018	1.4589	(338)
GROUP	1	CONTROL	1464.0000	10.3099	1.4595	(142)
YR	8		530.0000	10.6000	1.3997	(50)
YR	9		473.0000	9.8542	1.5297	(48)
YR	10		461.0000	10.4773	1.3552	(44)
GROUP	2	EXPER	2018.0000	10.2959	1.4621	(196)
YR	8		663.0000	10.3594	1.4946	(64)
YR	9		733.0000	10.1806	1.5136	(72)
YR	10		622.0000	10.3667	1.3774	(60)

TOTAL CASES = 353
MISSING CASES = 15 OR 4.2 PCT.

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	14.199	4	3.550	1.550	.188
GROUP	.000	1	.000	.000	.993
SEX	4.525	1	4.525	1.976	.161
YR	9.196	2	4.598	2.008	.136
2-WAY INTERACTIONS	16.178	4	4.045	1.767	.136
GROUP SEX	4.003	1	4.003	1.748	.187
GROUP YR	6.897	1	6.897	3.013	.084
SEX YR	3.636	2	1.818	.794	.453
3-WAY INTERACTIONS	1.468	1	1.468	.641	.424
GROUP SEX YR	1.468	1	1.468	.641	.424
EXPLAINED	31.845	9	3.538	1.545	.133
RESIDUAL	570.093	249	2.290		
TOTAL	601.938	258	2.333		

282 CASES WERE PROCESSED.
23 CASES (8.2 PCT) WERE MISSING.

VARIABLE			SUM	MEAN	STD DEV	N
FOR ENTIRE POPULATION			2593.0000	9.9731	1.5357	(260)
GROUP	1	CONTROL	1371.0000	9.9348	1.6794	(138)
YR	8		694.0000	10.2059	1.6259	(68)
YR	9		548.0000	9.7857	1.8062	(56)
YR	10		129.0000	9.2143	1.1217	(14)
GROUP	2	EXPER	1222.0000	10.0164	1.3605	(122)
YR	8		634.0000	9.9063	1.4444	(64)
YR	9		588.0000	10.1379	1.2628	(58)

TOTAL CASES = 282
MISSING CASES = 22 OR 7.8 PCT.

ATTITUDE TO SCHOOL November 1978

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	67.775	4	16.944	6.456	.001
GROUP	65.696	1	65.696	25.034	.001
SEX	.008	1	.008	.003	.957
YR	.219	2	.110	.042	.959
2-WAY INTERACTIONS	67.665	5	13.533	5.157	.001
GROUP SEX	.143	1	.143	.055	.815
GROUP YR	66.657	2	33.329	12.700	.001
SEX YR	.598	2	.299	.114	.892
3-WAY INTERACTIONS	3.083	2	1.541	.587	.556
GROUP SEX YR	3.083	2	1.541	.587	.556
EXPLAINED	138.522	11	12.593	4.799	.001
RESIDUAL	3555.945	1355	2.624		
TOTAL	3694.467	1366	2.705		

1473 CASES WERE PROCESSED.
106 CASES (7.2 PCT) WERE MISSING.

VARIABLE	SUM	MEAN	STD DEV	N
FOR ENTIRE POPULATION	13728.0000	9.9767	1.6460	(1376)
GROUP 1 CONTROL	7186.0000	9.7636	1.6598	(736)
YR 8	2543.0000	9.8949	1.6514	(257)
YR 9	2602.0000	9.4964	1.6665	(274)
YR 10	2041.0000	9.9561	1.6219	(205)
GROUP 2 EXPER	6542.0000	10.2219	1.5964	(640)
YR 8	2945.0000	10.1203	1.6303	(291)
YR 9	2214.0000	10.5429	1.4478	(210)
YR 10	1383.0000	9.9496	1.6695	(139)

TOTAL CASES = 1473
MISSING CASES = 97 OR 6.6 PCT.

ACADEMIC SELF ASSESSMENT June 1977

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	46.062	4	11.516	7.177	.001
GROUP	.554	1	.554	.345	.557
SEX	42.634	1	42.634	26.572	.001
YR	4.785	2	2.392	1.491	.227
2-WAY INTERACTIONS	4.733	5	.947	.590	.708
GROUP SEX	.124	1	.124	.077	.782
GROUP YR	3.327	2	1.663	1.037	.356
SEX YR	1.250	2	.625	.390	.678
3-WAY INTERACTIONS	6.790	2	3.395	2.116	.122
GROUP SEX YR	6.790	2	3.395	2.116	.122
EXPLAINED	57.585	11	5.235	3.263	.001
RESIDUAL	519.841	324	1.604		
TOTAL	577.426	335	1.724		

353 CASES WERE PROCESSED.
17 CASES (4.8 PCT) WERE MISSING.

VARIABLE			SUM	MEAN	STD DEV		N
FOR ENTIRE POPULATION			2903.0000	8.6399	1.3129	(	336)
GROUP	1	CONTROL	1226.0000	8.5734	1.3505	(	143)
YR	8		444.0000	8.7059	1.4601	(	51)
YR	9		411.0000	8.3878	1.4115	(	49)
YR	10		371.0000	8.6279	1.1344	(	43)
GROUP	2	EXPER	1677.0000	8.6891	1.2856	(	193)
YR	8		556.0000	8.5538	1.2751	(	65)
YR	9		616.0000	8.6761	1.2848	(	71)
YR	10		505.0000	8.8596	1.3016	(	57)

TOTAL CASES = 353
MISSING CASES = 17 OR 4.8 PCT.

ACADEMIC SELF-ASSESSMENT November 1977

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	11.933	4	2.983	1.823	.125
GROUP	.875	1	.875	.535	.465
SEX	10.566	1	10.566	6.458	.012
YR	.253	2	.127	.077	.926
2-WAY INTERACTIONS	8.767	4	2.192	1.340	.256
GROUP SEX	1.548	1	1.548	.946	.332
GROUP YR	5.925	1	5.925	3.621	.058
SEX YR	.169	2	.085	.052	.950
3-WAY INTERACTIONS	.058	1	.058	.036	.851
GROUP SEX YR	.058	1	.058	.036	.851
EXPLAINED	20.756	9	2.306	1.410	.184
RESIDUAL	415.572	254	1.636		
TOTAL	436.330	263	1.659		

VARIABLE			SUM	MEAN	STD DEV		N
FOR ENTIRE POPULATION			2233.0000	8.4264	1.2893	(	265)
GROUP	1	CONTROL	1174.0000	8.3857	1.3602	(	140)
YR	8		608.0000	8.5634	1.4612	(	71)
YR	9		449.0000	8.1636	1.2731	(	55)
YR	10		117.0000	8.3571	1.0818	(	14)
GROUP	2	EXPER	1059.0000	8.4720	1.2087	(	125)
YR	8		605.0000	8.4028	1.2294	(	72)
YR	9		454.0000	8.5660	1.1850	(	53)

TOTAL CASES = 282
MISSING CASES = 17 OR 6.0 PCT.

ACADEMIC SELF-ASSESSMENT November 1978

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	18.619	4	4.655	2.934	.020
GROUP	10.151	1	10.151	6.397	.012
SEX	3.064	1	3.064	1.931	.165
YR	2.801	2	1.401	.883	.414
2-WAY INTERACTIONS	53.986	5	10.797	6.805	.001
GROUP SEX	12.024	1	12.024	7.578	.006
GROUP YR	39.477	2	19.738	12.440	.001
SEX YR	4.215	2	2.108	1.328	.265
3-WAY INTERACTIONS	1.580	2	.790	.498	.608
GROUP SEX YR	1.580	2	.790	.498	.608
EXPLAINED	74.184	11	6.744	4.250	.001
RESIDUAL	2159.558	1361	1.587		
TOTAL	2233.742	1372	1.628		

1473 CASES WERE PROCESSED.
100 CASES (6.8 PCT) WERE MISSING.

VARIABLE			SUM	MEAN	STD DEV	N
FOR ENTIRE POPULATION			11694.0000	8.4678	1.2751	(1381)
GROUP	1	CONTROL	6139.0000	8.3752	1.3233	(733)
YR	8		2169.0000	8.5731	1.2629	(253)
YR	9		2243.0000	8.1564	1.3833	(275)
YR	10		1727.0000	8.4244	1.2759	(205)
GROUP	2	EXP	5555.0000	8.5725	1.2108	(648)
YR	8		2508.0000	8.5017	1.2640	(295)
YR	9		1823.0000	8.8068	1.0800	(207)
YR	10		1224.0000	8.3836	1.2332	(146)

TOTAL CASES = 1473
MISSING CASES = 92 OR 6.2 PCT.

GENERAL BEHAVIOUR June 1977

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	531.049	4	132.762	11.577	.001
GROUP	13.710	1	13.710	1.196	.275
SEX	402.853	1	402.853	35.129	.001
YR	118.603	2	59.301	5.171	.006
2-WAY INTERACTIONS	50.439	5	10.088	.880	.495
GROUP SEX	.849	1	.849	.074	.786
GROUP YR	4.796	2	2.398	.209	.811
SEX YR	42.868	2	21.434	1.869	.156
3-WAY INTERACTIONS	25.716	2	12.858	1.121	.327
GROUP SEX YR	25.716	2	12.858	1.121	.327
EXPLAINED	607.204	11	55.200	4.814	.001
RESIDUAL	3749.952	327	11.468		
TOTAL	4357.156	338	12.891		

353 CASES WERE PROCESSED.
14 CASES (4.0 PCT) WERE MISSING.

VARIABLE			SUM	MEAN	STD DEV		N
FOR ENTIRE POPULATION			7433.0000	21.9263	3.5904	(	339)
GROUP	1	CONTROL	3096.0000	21.6503	3.5490	(	143)
YR	8		1124.0000	22.4800	2.9709	(	50)
YR	9		952.0000	20.6957	4.0763	(	46)
YR	10		1020.0000	21.7021	3.4002	(	47)
GROUP	2	EXPER	4337.0000	22.1276	3.6161	(	196)
YR	8		1477.0000	22.7231	3.1746	(	65)
YR	9		1536.0000	21.6338	4.0258	(	71)
YR	10		1324.0000	22.0667	3.5169	(	60)

TOTAL CASES = 353
MISSING CASES = 14 OR 4.0 PCT.

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	205.666	4	51.416	3.484	.009
GROUP	50.548	1	50.548	3.425	.065
SEX	145.514	1	145.514	9.861	.002
YR	8.773	2	4.386	.297	.743
2-WAY INTERACTIONS	132.085	4	33.021	2.238	.065
GROUP SEX	17.707	1	17.707	1.200	.274
GROUP YR	74.950	1	74.950	5.079	.025
SEX YR	36.326	2	18.163	1.231	.294
3-WAY INTERACTIONS	9.611	1	9.611	.651	.420
GROUP SEX YR	9.611	1	9.611	.651	.420
EXPLAINED	347.362	9	38.596	2.615	.007
RESIDUAL	3718.730	252	14.757		
TOTAL	4066.092	261	15.579		

282 CASES WERE PROCESSED.
20 CASES (7.1 PCT) WERE MISSING.

VARIABLE			SUM	MEAN	VARIANCE		N
FOR ENTIRE POPULATION			5748.0000	21.8555	15.6508	(	263)
GROUP	1	CONTROL	2891.0000	21.4148	17.1699	(	135)
YR	8		1513.0000	21.9275	18.7447	(	69)
YR	9		1089.0000	20.9423	14.9574	(	52)
YR	10		289.0000	20.6429	17.3242	(	14)
GROUP	2	EXPER	2857.0000	22.3203	13.7470	(	128)
YR	8		1538.0000	21.9714	14.5499	(	70)
YR	9		1319.0000	22.7414	12.6863	(	58)

TOTAL CASES = 282
MISSING CASES = 19 OR 6.7 PCT.

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	1856.059	4	464.015	30.852	.001
GROUP	188.283	1	188.283	12.519	.001
SEX	1301.316	1	1301.316	86.525	.001
YR	219.435	2	109.718	7.295	.001
2-WAY INTERACTIONS	378.710	5	75.742	5.036	.001
GROUP SEX	.069	1	.069	.005	.946
GROUP YR	364.003	2	182.002	12.101	.001
SEX YR	16.306	2	8.153	.542	.582
3-WAY INTERACTIONS	11.307	2	5.654	.376	.687
GROUP SEX YR	11.307	2	5.654	.376	.687
EXPLAINED	2246.076	11	204.189	13.577	.001
RESIDUAL	20754.923	1380	15.040		
TOTAL	23000.999	1391	16.536		

1473 CASES WERE PROCESSED.
81 CASES (5.5 PCT) WERE MISSING.

VARIABLE			SUM	MEAN	STD DEV		N
FOR ENTIRE POPULATION			29545.0000	21.1187	4.0602	(	1399)
GROUP	1	CONTROL	15472.0000	20.6569	4.0835	(	749)
YR	8		5593.0000	21.4291	3.6595	(	261)
YR	9		5532.0000	20.1164	4.2711	(	275)
YR	10		4347.0000	20.4085	4.2021	(	213)
GROUP	2	EXP	14073.0000	21.6508	3.9702	(	650)
YR	8		6325.0000	21.6610	4.1960	(	292)
YR	9		4755.0000	22.4292	3.4131	(	212)
YR	10		2993.0000	20.5000	4.0056	(	146)

TOTAL CASES = 1473
MISSING CASES = 74 OR 5.0 PCT.

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	193.768	4	48.442	8.811	.001
GROUP	.048	1	.048	.009	.926
SEX	172.705	1	172.705	31.413	.001
YR	16.808	2	8.404	1.529	.218
2-WAY INTERACTIONS	29.749	5	5.950	1.082	.370
GROUP SEX	9.432	1	9.432	1.716	.191
GROUP YR	15.053	2	7.527	1.369	.256
SEX YR	7.091	2	3.545	.645	.525
3-WAY INTERACTIONS	2.770	2	1.385	.252	.777
GROUP SEX YR	2.770	2	1.385	.252	.777
EXPLAINED	226.286	11	20.571	3.742	.001
RESIDUAL	1814.298	330	5.498		
TOTAL	2040.585	341	5.984		

353 CASES WERE PROCESSED.
11 CASES (3.1 PCT) WERE MISSING.

VARIABLE			SUM	MEAN	DEV	N
FOR ENTIRE POPULATION			3100.0000	9.0643	2.4462	(342)
GROUP	1	CONTROL	1339.0000	9.1088	2.3058	(147)
YR	8		472.0000	8.9057	1.8425	(53)
YR	9		424.0000	9.0213	2.3451	(47)
YR	10		443.0000	9.4255	2.7167	(47)
GROUP	2	EXPER	1761.0000	9.0308	2.5524	(195)
YR	8		549.0000	8.5781	2.2169	(64)
YR	9		667.0000	9.3944	2.7645	(71)
YR	10		545.0000	9.0833	2.5926	(60)

TOTAL CASES = 353
MISSING CASES = 11 OR 3.1 PCT.

DELINQUENT BEHAVIOUR November 1977

Analysis of Behaviour

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	153.892	4	38.473	5.978	.001
GROUP	.723	1	.723	.112	.738
SEX	145.708	1	145.708	22.641	.001
YR	13.183	2	6.591	1.024	.361
2-WAY INTERACTIONS	54.256	4	13.564	2.108	.080
GROUP SEX	7.288	1	7.288	1.132	.288
GROUP YR	18.950	1	18.950	2.945	.087
SEX YR	22.750	2	11.375	1.768	.173
3-WAY INTERACTIONS	1.543	1	1.543	.240	.625
GROUP SEX YR	1.543	1	1.543	.240	.625
EXPLAINED	209.691	9	23.299	3.620	.001
RESIDUAL	1576.716	245	6.436		
TOTAL	1786.408	254	7.033		

282 CASES WERE PROCESSED.
27 CASES (9.6 PCT) WERE MISSING.

VARIABLE			SUM	MEAN	STD DEV	N
FOR ENTIRE POPULATION			2350.0000	9.1797	2.6493	(256)
GROUP	1	CONTROL	1236.0000	9.0882	2.5948	(136)
YR	8		626.0000	9.0725	2.6196	(69)
YR	9		482.0000	9.0943	2.5963	(53)
YR	10		128.0000	9.1429	2.6561	(14)
GROUP	2	EXPER	1114.0000	9.2833	2.7168	(120)
YR	8		632.0000	9.5758	3.0131	(66)
YR	9		482.0000	8.9259	2.2808	(54)

TOTAL CASES = 282
MISSING CASES = 26 OR 9.2 PCT.

DELINQUENT BEHAVIOUR November 1978

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	798.655	4	199.664	29.570	.001
GROUP	44.754	1	44.754	6.628	.010
SEX	641.645	1	641.645	95.028	.001
YR	66.446	2	33.223	4.920	.007
2-WAY INTERACTIONS	138.625	5	27.725	4.106	.001
GROUP SEX	4.198	1	4.198	.622	.431
GROUP YR	129.406	2	64.703	9.583	.001
SEX YR	4.261	2	2.130	.316	.729
3-WAY INTERACTIONS	.729	2	.365	.054	.947
GROUP SEX YR	.729	2	.365	.054	.947
EXPLAINED	938.009	11	85.274	12.629	.001
RESIDUAL	9378.763	1389	6.752		
TOTAL	10316.772	1400	7.369		

1473 CASES WERE PROCESSED.
72 CASES (4.9 PCT) WERE MISSING.

VARIABLE			SUM	MEAN	STD DEV	N
FOR ENTIRE POPULATION			13380.0000	9.4826	2.7266	(1411)
GROUP	1	CONTROL	7281.0000	9.7340	2.8280	(748)
YR	8		2397.0000	9.1489	2.5183	(262)
YR	9		2733.0000	10.0478	2.8995	(272)
YR	10		2151.0000	10.0514	2.9088	(214)
GROUP	2	EXP	6099.0000	9.1991	2.5803	(663)
YR	8		2809.0000	9.3013	2.7868	(302)
YR	9		1895.0000	8.8140	2.2262	(215)
YR	10		1395.0000	9.5548	2.5678	(146)

TOTAL CASES = 1473
MISSING CASES = 62 OR 4.2 PCT.

APPENDIX 4.8

"My Classroom" Questionnaire

(This questionnaire was devised by the
Social Development Project)

Explanation of the Stages of Group Development

MY CLASSROOM

For each statement tick whether it is True or False for this class with this teacher.

		True	False
1.	This teacher nearly always tells us what to do.	☐	☐
2.	We have to do what the teacher says in this class.	☐	☐
3.	The whole class helped to make the class rules.	☐	☐
4.	I often decide for myself what I will do and where I will do it in this class.	☐	☐
5.	We are all very friendly together in this class.	☐	☐
6.	When students argue in this class people get upset.	☐	☐
7.	Nearly all of this class feels warm and friendly to this teacher.	☐	☐
8.	It's okay to disagree strongly with this teacher.	☐	☐

The stages of development are briefly explained here:

MAIN ISSUE	CHARACTERISTIC STUDENT BEHAVIOUR
STAGE I Dependence	-Students do what the teacher says -Students work quietly -Individual work tends to predominate (little interaction) -Little disruptive behaviour.
STAGE II Rebellion (Testing)	-Students tend to challenge or ignore teacher's efforts to control class -Fairly high noise level -Lots of interaction between small groups of individuals -Disruptive behaviour prevalent and people put each other down.
STAGE III Cohesion	-Very little disruptive behaviour -While noise level is high it tends to be more constructive than Stage 2 -Lots of interaction but of an orderly sort -Students avoid arguments and act friendly towards each other -Students accept teachers suggestions and make decisions themselves.
STAGE IV Interdependence	-Students tend to be responsible for themselves -Interaction is high -Argument and discussion are the norm - agreement occurs in the context of disagreement -Disruptive behaviour virtually non-existant -Feelings (positive and negative) are openly expressed -Students carry on with or without teacher.

The stages of development outline as used by the Social Development Project

APPENDIX 4.9

My Classroom Questionnaire.

Analysis of Variance

Subscales: Dependence
Rebellion
Cohesion
Autonomy

MY CLASSROOM QUESTIONNAIRE - DEPENDENCE

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	193381.347	3	64460.449	4.322	.008
YEAR	150101.994	2	75050.997	5.032	.009
GROUP	44918.351	1	44918.351	3.012	.087
2-WAY INTERACTIONS	12774.769	2	6387.385	.428	.653
YEAR GROUP	12774.769	2	6387.385	.428	.653
EXPLAINED	206156.117	5	41231.223	2.764	.025
RESIDUAL	999294.254	67	14914.840		
TOTAL	1205450.371	72	16742.366		

73 CASES WERE PROCESSED.
0 CASES (0 PCT) WERE MISSING.

VARIABLE		SUM	MEAN	STD DEV	N
FOR ENTIRE POPULATION		2904.1252	39.7825	12.9392	(73)
GROUP	1	1719.2794	41.9336	12.7045	(41)
YEAR	8	704.8771	46.9918	9.7445	(15)
YEAR	9	597.5247	39.8350	13.4430	(15)
YEAR	10	416.8776	37.8980	14.0280	(11)
GROUP	2	1184.8458	37.0264	12.9085	(32)
YEAR	8	528.1233	44.0103	6.7971	(12)
YEAR	9	343.4948	31.2268	16.4823	(11)
YEAR	10	313.2277	34.8031	10.8447	(9)

TOTAL CASES = 73

MY CLASSROOM QUESTIONNAIRE - REBELLION

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	55944.104	3	18648.035	1.357	.263
YEAR	1101.948	2	550.974	.040	.961
GROUP	54861.440	1	54861.440	3.993	.050
2-WAY INTERACTIONS	74522.174	2	37261.087	2.712	.074
YEAR GROUP	74522.174	2	37261.087	2.712	.074
EXPLAINED	130466.279	5	26093.256	1.899	.106
RESIDUAL	920467.181	67	13738.316		
TOTAL	1050933.459	72	14596.298		

73 CASES WERE PROCESSED.
0 CASES (0 PCT) WERE MISSING.

VARIABLE	SUM	MEAN	STD DEV		N
FOR ENTIRE POPULATION	1715.5752	23.5010	12.0815	(	73)
GROUP 1	1062.8225	25.9225	13.3260	(	41)
YEAR 8	442.2715	29.4848	11.3545	(	15)
YEAR 9	386.1694	25.7446	16.4078	(	15)
YEAR 10	234.3815	21.3074	10.5080	(	11)
GROUP 2	652.7527	20.3985	9.6012	(	32)
YEAR 8	204.5115	17.0426	6.6734	(	12)
YEAR 9	222.6841	20.2440	8.5103	(	11)
YEAR 10	225.5571	25.0619	12.8082	(	9)

TOTAL CASES = 73

MY CLASSROOM QUESTIONNIARE - COHESION

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	64377.673	3	21459.224	1.934	.132
YEAR	31172.985	2	15586.493	1.405	.253
GROUP	34581.253	1	34581.253	3.117	.082
2-WAY INTERACTIONS	15163.928	2	7581.964	.683	.508
YEAR GROUP	15163.928	2	7581.964	.683	.508
EXPLAINED	79541.601	5	15908.320	1.434	.224
RESIDUAL	743363.725	67	11094.981		
TOTAL	822905.326	72	11429.241		

73 CASES WERE PROCESSED.
0 CASES (0 PCT) WERE MISSING.

FOR ENTIRE POPULATION		1167.6702	15.9955	10.6908	(73)
GROUP	1	578.5636	14.1113	11.1853	(41)
YEAR	8	162.6127	10.8408	7.3168	(15)
YEAR	9	248.9126	16.5942	14.5403	(15)
YEAR	10	167.0383	15.1853	10.1462	(11)
GROUP	2	589.1066	18.4096	9.6596	(32)
YEAR	8	216.8240	18.0687	5.3441	(12)
YEAR	9	235.8670	21.4425	9.1851	(11)
YEAR	10	136.4156	15.1573	13.8608	(9)

TOTAL CASES = 73

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MY CLASSROOM QUESTIONNAIRE - AUTONOMY

Analysis of Variance

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	164941.453	3	54980.484	7.341	.001
YEAR	98046.398	2	49023.199	6.545	.003
GROUP	66996.976	1	66996.976	8.945	.004
2-WAY INTERACTIONS	31522.491	2	15761.246	2.104	.130
YEAR GROUP	31522.491	2	15761.246	2.104	.130
EXPLAINED	196463.944	5	39292.789	5.246	.001
RESIDUAL	501819.773	67	7489.847		
TOTAL	698283.717	72	9698.385		

73 CASES WERE PROCESSED.
0 CASES (0 PCT) WERE MISSING.

VARIABLE		SUM	MEAN	STD DEV	N
FOR ENTIRE POPULATION		1513.0416	20.7266	9.8480	(73)
GROUP	1	740.1420	18.0522	9.4159	(41)
YEAR	8	190.7433	12.7162	6.4533	(15)
YEAR	9	267.3904	17.8260	8.4017	(15)
YEAR	10	282.0083	25.6371	9.5626	(11)
GROUP	2	772.8996	24.1531	9.4485	(32)
YEAR	8	249.8456	20.8205	6.3885	(12)
YEAR	9	298.0547	27.0959	11.7002	(11)
YEAR	10	224.9993	24.9999	9.4513	(9)

TOTAL CASES = 73