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CARELLA, Stephen Daniel, 1947-
   DISCIPLINE JUDGMENTS OF DISRUPTIVE BEHAVIORS
   BY INDIVIDUALS AND DYADS DIFFERING IN MORAL
   REASONING.

   The University of Oklahoma, Ph.D., 1977
   Education, psychology

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

DISCIPLINE JUDGMENTS OF DISRUPTIVE BEHAVIORS

BY INDIVIDUALS AND DYADS DIFFERING

IN MORAL REASONING

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

STEPHEN D. CARELLA

Norman, Oklahoma

1977

DISCIPLINE JUDGMENTS OF DISRUPTIVE BEHAVIORS

BY INDIVIDUALS AND DYADS DIFFERING

IN MORAL REASONING

APPROVED BY

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to my major professor, Dr. George Letchworth, for his continued guidance throughout my graduate studies and this dissertation. My gratitude is further extended to my committee members Dr. Tillman Ragan, Dr. Chipman Stuart, and Dr. William Graves for their constructive criticisms and advice concerning my educational goals and this dissertation.

I am deeply grateful to the entire staff of the National Drug Education Center, and the director, Dr. Rebecca Cohn, for their constant encouragement and cooperation in this research project.

Many thanks goes to my friend Michael Roe for his sincere concern and patience in the production and editing of the final stimulus vignettes.

My appreciation is extended to my friends Marc Borish, Mark Jones, and Jim Will for their friendly support and help in rating the judgments in this study.

A warm thank you is expressed to Vance Stansell and Jim Spence for their giant contribution to the data analysis in this research.

The willing assistance of Kathy Back, Lynna Ausburn, and Lessley Price was invaluable during the experiment phase of this dissertation.

My gratefulness is further extended to Diane Farrow, who has patiently typed this manuscript with a friendly sense of humor.

A genuine thanks goes to my family, especially to my brother, Gene Carella, for all the financial support and brotherly advice and encouragement that gave me faith along the way. Thank you Gene.

My closest and deepest gratitude is expressed to my only constant, "Yukon," who has affectionately inspired and endured me throughout my graduate life in Norman.

A special feeling of appreciation goes to a special person, Judy, for her patience, encouragement, and accepting love during the final phases of this dissertation.

And to those people too numerous to mention who have offered support in various emotional and financial ways, thank you, I have not forgotten.

This dissertation is sincerely and lovingly dedicated to my mother and father whose expressed confidence and faith often give me courage.

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IN MORAL REASONING

John Dewey (1909) realized at the beginning of the twentieth
century that one of the products of education should be sound moral
judgment and urged social scientists to clarify what was meant by moral
principles. Dewey perceived morality as, "ineradically empirical, not
theological, nor metaphysical, nor mathematical." He maintained that
for moral principles to have some kind of real existence, they needed
to be ". . .brought down to the ground through their statement in social
and in psychological terms." The Moral Judgement of the Child (Piaget,
1932) was the first major investigation into morality that addressed
Dewey's concern for an empirical approach. Piaget developed a cognitive
theory of moral development based on the marble-playing behavior of
children. He theorized that, "All morality consists in a system of
rules and the essence of all morality is to be sought for in the respect
which the individual acquires for these rules. The rules of the game of
marbles are handed down, just like so-called moral realities, from one
generation to another, and are preserved solely by the respect that is
felt for them by individuals." Piaget proceeded to classify rules into
three distinct stages. Stage 1 consisted of purely motor skills

1

and rituals. A child at this stage perceives rules as exemplary rather than obligatory. Stage 2 depicted the child as perceiving rules as sacred, eternal and unalterable usually emanating from adult authority or even God. Stage 3 children tend to be more social in nature and were described as perceiving rules as changeable as long as there is mutual consent.

Piaget's influence is still evident in contemporary research in moral development, particularly that of Lawrence Kohlberg (1958, 1963, 1969). Kohlberg expanded Piaget's stage theory into a six stage model of moral development which can be summarized as:

Level I. Preconventional Morality

    Stage 1: Punishment and obediance orientation. Typified by fear of punishment and deference to power.

    Stage 2: Instrumental relativist orientation. Pragmatic reciprocity that satisfies ones own needs.

Level II. Conventional Morality

    Stage 3: Interpersonal concordance or "good boy"-"nice girl" orientation. Approval seeking and conformity.

    Stage 4: Authority maintaining orientation. Maintenance of the social order.

Level III. Post-conventional or Principled Morality

    Stage 5: Contractual legalistic orientation. Social utility. Nonviolation of the will and rights of others. Laws can be changed for good of society.

    Stage 6: Universal ethical principle orientation. Universal principles of justice. Respect for dignity of human beings. Self-accepted conscience.

Kohlberg (1963) suggests that the attainment of these stages is sequential in nature and that individuals progress from a less sophisticated stage of moral development to a more complex stage. Kohlberg and Kramer (1969) have supported the notion of stage sequency and universality in a longitudinal and cross-cultural study. Stage sequency has also been substantiated by examination of the hierarchial structure of moral reasoning (Rest, Turiel, & Kohlberg, 1961; Rest, 1973). These studies have shown that subjects who demonstrate high comprehension of a statement based on a particular moral stage, also demonstrate high comprehension of all statements based on preceeding moral stages. Furthermore regarding comprehension difficulty, subjects find reasoning two stages above their own reasoning (plus two reasoning) more difficult to comprehend than plus one reasoning, and plus one reasoning more difficult than minus one reasoning. These findings provide support for a cumulative order for moral stage difficulty.

The sequence of Kohlberg's stage theory has been well validated, but it is not without idiosyncrasy. Kohlberg and Kramer (1969) reported a curious longitudinal phenomenon resembling regression. It was discovered that high school students who were predominately at stage four showed considerage stage two reasoning after entering college, but progressed to stage five in their early twenties. This "regression effect" was reported as functional in nature; not of a structive change. Turiel (1974) in studying adolescent stage transition viewed this event as a process of rejecting the present stage of development and constructing meaning of a not fully understood higher stage. Thus, this kind of reasoning actually reflects movement toward a more advanced structure of reasoning, rather than regression.

If there are stages of moral development, then important questions are how do changes in moral reasoning and judgments occur, and what are the conditions for these changes. Turiel (1966) explored moral stage changes by classifying subjects into Kohlberg's stages and exposing them to different levels of reasoning (minus one, plus one, and plus two reasoning). Exposure to plus one reasoning was the most effective for inducing moral stage change. Keasey (1973) observed opinion and reasoning change of fifth and sixth grade students exposed to opinions with no supportive reasoning; opinions with same stage reasoning; and opinions with plus one reasoning. Those students exposed to opinions of plus one reasoning showed significantly more opinion and reasoning change than subjects exposed to opinions supported with same stage reasoning.

The social judgment theory of Sherif and Hovland (1961) may offer an explanation for the plus one-minus one reasoning effects found by moral researchers (Turiel, 1966; Keasey, 1973). The findings of psychophysical judgments were extended to judgments of social stimuli (Sherif, Taub, & Hovland, 1958; Sherif & Hovland, 1961). They found that social judgments change as a result of exposure to various anchor stimuli. The placing of an anchor point well beyond a subject's judgment scale tended to influence the subject's judgment away from the anchor point (contrast); while the placing of an anchor immediately below or above a subject's judgment scale tended to cause the subject's judgment to conform toward the anchor (assimilation). Thus, moral judgments may be subject to the same underlying processes as judgments of physical and social stimuli.

Dewey (1909) referred to moral judgment as, "knowledge directed with reference to the accomplishment of ends." That is, the mere

acquisition and knowledge of what is moral is not a substitution for judgment but that knowledge must be actualized. Most research in moral development has emphasized cognitive structure and processes rather than behavioral components of moral reasoning, however some studies have begun to investigate this relationship. Milgram's (1963) classic study on obedience was further explored by Kohlberg (1965) attempting to relate moral reasoning and moral conduct. Kohlberg interviewed a number of Milgram's subjects, measuring their stage of moral development on the Moral Judgment Interview. He found that the majority of subjects using stage six reasoning refused the experimenter's orders to administer shock to another person; while the majority of subjects at all other stages complied with the orders. In a "Milgram type" study, Turiel and Rothman (1972) investigated the relationship of moral reasoning and behavioral choices. Subjects at stages two, three, and four were instructed to take chips away from a learner when a wrong answer was given. The learner was actually a confederate of the experimenter and protested the taking away of the chips. The alternative to continue or to stop taking away the chips was advocated by two confederate "teachers." These alternatives were supported by plus one and minus one reasoning. The tendency was for all subjects to choose the alternative of continuing. Subjects at stage two and three chose to continue regardless of the reasoning used to support the alternatives. Stage four subjects however, chose to stop only when this alternative was supported by plus one reasoning.

Many judgments are made by teachers in the day to day process of education. A clear example of this is the decision of a teacher to use certain classroom management techniques, specifically discipline, for classroom control. The kind of discipline used and the frequency of use

can effect the development of students. Hoffman and Saltzstein (1967) have shown that advanced child development along various moral dimensions is associated with infrequent use of power assertion (taking advantage of authority position) and frequent use of induction (focusing on consequences of child's behavior for others. Crispin (1968) found that teachers differ in the actual number of discipline interventions. He observed that teachers tended to be consistent in their behaviors and that those teachers who employed a high frequency of disciplinary acts with one class did so with other classes. In regard to belief systems, an observational study (Calabresa, 1965) of teachers revealed that educational practices of the teachers were more related to personal beliefs than educational beliefs. It seems reasonable to posit then, that the kind of moral reasoning a teacher exhibits may be one factor regarding the tendency of a teacher to make certain discipline judgments.

The current study examines the disciplinary judgments of disruptive behaviors by both individuals and dyads differing in moral reasoning. The severity and appropriateness of these judgments are looked at as well as how severe the disruptions are perceived. With regard to research in the behavioral aspects of moral development (Milgram, 1963; Kohlberg, 1965; Turiel & Rothman, 1972), it is expected that the disciplinary judgments of individuals with a high degree of principled moral reasoning will differ in degrees of severity and appropriateness from those judgments of individuals with lower degrees of principled moral reasoning. Secondly, individuals of higher principled reasoning will perceive the severity of classroom disruptions differently than those individuals of lower principled reasoning. Based on social conformity research (Sherif, Taub, & Hovland, 1958; Sherif & Hovland, 1961) and

moral stage shift investigations (Turiel, 1966; Keasey, 1973), it is also hypothesized that the disciplinary judgments of low principled moral reasoning will conform toward the judgments of high principled subjects with regard to severity and appropriateness in a dyad condition. Finally, the perceived severity of the disruptive behaviors of the low principled subjects is also expected to conform to the perceived severity of the high principled subjects in a dyad condition.

Method

Subjects

One hundred and ten (110) male and female undergraduate students in a teacher education program completed the Defining Issues Test (D.I.T.) (Rest, 1974); and were ranked according to their p scores. Forty-eight (48) students (based on .98 level of power, Kirk, 1968) were chosen from this population by randomly selecting sixteen (16) students from the upper, middle, and lower twentieth percentiles.

Apparatus

Defining Issues Test. The complete six-dilemma form of the D.I.T. was administered to assess the moral development of the 110 students (Appendix B). This instrument may be administered to groups and requires approximately thirty (30) minutes to complete. Scoring is accomplished by means of a computer scoring program (Appendix C). The D.I.T., however,, is not appropriate to use with young subjects or minority groups whose primary language is not English, because of the test's reading level (Rest, 1974). The reading level of the D.I.T. dilemmas is at eleven (11) years, while the issue statements at the end of the dilemma are twelve (12) and thirteen (13) years (McGeorge, 1973). Several studies have reported pretest-posttest reliability correlations

ranging from .65 to .81 (McGeorge, 1973; Panowitsch, 1974; Rest, et al., 1974). Though the D.I.T. stage typing has been correlated .68 with Kohlberg's Moral Judgment Interview (Rest, 1974); it is the p score (combined scores of stage 5 and 6) that makes it an impactful research instrument. The p score designates how much importance a person attributes to "principled moral considerations."

Disruptive Behavior Vignettes. Kooi and Schutz's (1965) factor analysis of classroom disturbances yielded five (5) factors. Two categories of behavior from the physical aggression factor (Factor I) served as the basis for the two black and white videotape simulations of disruptive classroom behaviors. Both vignettes depict two seventeen-year-old while males in a classroom. The recordings were fifteen (15) seconds in length with a five second freeze frame at the end. The first vignette depicted a severe disturbance by presenting the two students scuffling in a classroom; illustrating category #12 from Factor I. A second videotaped vignette presented a nonsevere disturbance of the same two students laughing and making disturbing noises; a portrayal of category #7 from Factor I.

Five (5) judges (doctoral students in Educational and Counseling Psychology) were asked to rate each videotape on a one (1) to eleven (11) rating scale (1 = nonsevere, 11 = extremely severe) with regard to how severe they perceived the behaviors. The severity ratings of vignette I ($\bar{x}$ = 8.4), compared to the ratings of vignette II ($\bar{x}$ = 3.0) was significantly different, $\underline{t}_4$ = 6.65, p < .01; with the first videotaped behavior being perceived as more severe than the second vignette. The Spearman-Brown prediction formula (Weiner, 1971) was used in combination with a 2(disturbance conditions) x 5(judges) ANOVA to establish rater

reliability (r = .967). Thus there was a high degree of agreement among the five (5) judges regarding both vignettes.

Response Sheets. Each participant in the experiment was provided with a response sheet (Appendix E) containing spaces for the participant to write his/her disciplinary judgment and reasons; and an eleven (11) point rating scale designed to examine how severe the subject perceived the videotaped behavior.

Video Equipment. A black and white monitor and a reel-to-reel black and white videotape recorder (Appendix G).

Procedure

Experimental Groups. Each student was assigned to one of three levels of moral development based on the p score obtained from the D.I.T. The subjects were then also paired into dyads so that six (6) possible combinations were obtained. These groups were identified by the combinations of moral development levels of the dayds. Thus Group 1 contained four dyads of high principles (HH) students; Group 2, four dyads of medium principled (MM) students; Group 3, four dyads of low principled (LL) students; Group 4, four dyads of high-medium principled (HM) students; Group 5, four dyads of high-low principled (HL) students; and Group 6, four dyads of medium-low principled (ML) students. Thus, the first three dyad combinations are "matched" students and the last three combinations are "mixed."

Conditions. The experiment took place in a large carpeted library room of a human resource center. The participants were seated together at the end of a large wooden conference table facing the video-tape recorder and monitor at the opposite end. The participants viewed the vignettes with a dyad partner. All students were asked to write their

own recommendation regarding how the disruptive behavioral situation should be handled and the reasons for the recommendation. In addition, each student was asked to rate how severe he/she perceived the disruption. The dyads were then shown the videotapes a second time and following this they were asked to make a joint recommendation and to reach a consensus on the severity of the behavioral disruption. Each individual and dyadic recommendation was rated by the five (5) judges regarding the severity and appropriateness of the disciplinary judgment.

Change Scores. Each subject was assigned a change score in addition to the ratings of their individual and joint recommendations. The change scores were obtained on the severity and appropriateness of the recommendation as well as the perceived severity of the disruptive behavior. The dyad ratings were subtracted from the individual ratings and ten (10) added to this quantity to assure positive numbers. Thus the formula for the change scores is: change scores = individual - dyad + 10. A score of ten (10) indicates no change; > 10 = positive change; < 10 = negative change.

Instructions to Individuals. "Classroom behavior and management is of importance to both teachers and researchers in the field of education. The purpose of the study is to have you observe example disturbances in a classroom, and to have you decide what actions you would take as a teacher in dealing with each of these disturbances. You will be observing two videotape recordings of specific classroom disturbances. After observing the first videotape, the recording will be stopped. At this time, you are asked to write the actions you would take as a teacher in dealing with this disturbance. This decision is to be written in the provided space labeled "A" on Sheet #1 (Appendix E).

When you have completed this, please indicate the reasons for your actions in the provided space labeled "B". Finally, the researcher is interested in knowing how severe you believe the classroom disturbance to be. You are asked to rate the disturbance on the rating scale labeled "C". When you have completed all items to your satisfaction, I will begin the next videotape. There are no time limits. Please take your time and answer as completely and carefully as you can."

Instructions to Dyads. "You will both be presented with the same videotape recordings once again. This time, following the same instruction as before, you will work together. That is, at the end of each videotape, you will arrive at: one joint decision as to what action to take; joint reasons for your decision; and one joint rating of the severity of the disturbance."

Instructions to Judges. "Teachers are frequently called upon to make judgments regarding the behavior of students. These judgments occur in classrooms under a variety of complex circumstances. Some judgments seem severe in nature, while other judgments seem not so severe; just as some decisions seem appropriate and others inappropriate. You will be given two sets of discipline judgments made under two different conditions regarding student behavior. Discipline judgments in Set I will have been made in response to the behavior conditions presented to you in videotape I. Discipline judgments in Set II will have been made in response to videotape II. After viewing each videotape, you are asked to rate each decision on two dimensions: (1) severity of the decision, and (2) appropriateness of the decision (Appendix F)."

Results

Perceived Severity of Behavioral Vignettes

The severity ratings of the behavioral disturbances conformed to those ratings of the independent judges to further validate that vignette I is a significantly more severe disturbance than vignette II. A 2 (disturbance conditions) x 3 (moral groups) ANOVA with repeated measures on the disturbance conditions was used to analyze the perceived severity of the disturbances by subjects in the individual condition. All students in this condition perceived vignette I as the more severe disturbance, $F(1,45) = 105.33$, $p < .05$ (Table 14). The three groups of subjects (H-M-L) approached significance regarding how severe they perceived the disturbances, $F(2,45) = 2.99$, $p < .06$ (Table 14); with the lower principled (L) subjects perceiving both disturbances as more severe than the higher principled (H) subjects (Figure 9).

A 2 (disturbance condition) x 3 (matched dyads) ANOVA with repeated measures on the disturbance conditions showed that matched dyads also support the tenet that vignette I is more severe than vignette II, $F(1,21) = 84.16$, $p < .05$ (Table 11); with higher principled matched (HH) dyads perceiving both disturbances as less severe than lower principled matched (LL) dyads (Figure 6).

The analysis of the six experimental dyads by a 2 (disturbance condition) x 6 (experimental dyads) ANOVA with repeated measures on the disturbance conditions, again supported the tenet that vignette I is more severe than vignette II, $F(1,18) = 74.46$, $p < .05$ (Table 8). The (HL) dyads, however, rated videotape II as more severe than videotape I. This interaction, $F(5,18) = 6.83$, $p < .05$ (Table 8) was the only exception to the trend (Figure 2). Tests of simple main effects (Table 36) showed the

severity perception of the two disturbances to be different except for
B at A_4 (HL dyads) where these dyads perceived vidotape II as more
severe than videotape I (Figure 2).

Severity and Appropriateness of Judgments

The disciplinary judgments of subjects in the individual
condition were analyzed with a 2(disturbance condition) x 3(moral groups)
ANOVA with repeated measures on the disturbance conditions. The judg-
ments of vignette I were rated as less severe than the judgments of
vignette II, $F (1,45) = 6.95$, $p < .05$ (Table 12). The same disciplinary
judgments however, were rated as more appropriate for vignette I than
the judgments of vignette II, $F (1,45) = 12.31$, $p < .05$ (Table 13).
Differences among the three groups (H-M-L) were in the expected direction,
though not significant with respect to severity, $F (2,45) = 2.40$, $p < .10$
(Table 12) and appropriateness, $F (2,45) = 3.01$, $p < .06$ (Table 13). The
judgments of higher principled subjects were rated as less severe
(Figure 7) and more appropriate (Figure 8) than the disciplinary judgments
of lower principled subjects.

A 2(disturbance condition) x 3(moral groups) ANOVA with repeated
measures was also used to analyze the disciplinary judgment of matched
moral dyads. Severity of judgments significantly varied among the three
groups of matched dyads, $F (2,21) = 7.35$, $p < .05$ (Table 9), with higher
principled dyads making less severe judgments than lower principled dyads
(Figure 4). Though there were no significant differences among groups
for appropriateness (Table 10); higher principled dyads tended to make
judgments that were rated as more appropriate than the judgments of lower
principled dyads (Figure 5).

A 2(disturbance condition) x 6(experimental dyads) ANOVA with
repeated measures on disturbance conditions showed no differences in

judgment severity among all experimental dyads, but did yield a significant interaction, $F_{(5,18)} = 2.88$, $p < .05$ (Table 6). Tests of simple main effects (Table 35) showed that the disciplinary judgments for both vignettes differed in severity regarding only B at A_5 and B at A_6, $F_{(5,18)} = 5.21$, $p < .05$. Thus, the judgments of the (HM) dyads were less severe than those of the (ML) dyads on videotape I; but more severe on videotape II (Figure 1). No significant differences were obtained with regard to appropriateness of judgments (Table 7) but the disciplinary judgments of vignette I tended to be rated as more appropriate than the judgments of vignette II, $F_{(1,18)} = 3.50$, $p < .07$.

Change Scores

A 2(disburbance condition) x 3(matched dyads) ANOVA with repeated measures on disturbance conditions was used to examine the change in perceived severity of disturbances and judgment appropriateness and severity. No significant change occurred on any of these measurements when a subject was put into a dyad situation with another subject of the same moral level.

Change scores of subjects in mixed moral dyads were analyzed by a 2(disturbance condition) x 6(mixed dyads) ANOVA with repeated measures on disturbance conditions. No differences occurred in the mixed dyad situation. There were no significant changes when a subject of one moral level was paired with a subject of a different level. However, a significant interaction, $F_{(5,18)} = 2.78$, $p < .05$ (Table 18) was found to exist between the disturbance conditions and the moral dyads. Tests of simple main effects showed that the disturbance condition did not differ significantly for the mixed dyads except for B at A_6 (Table 37), $F_{(5,18)} = 5.50$, $p < .05$. That is, low principled subjects who were paired with medium principled subjects change to more severe disciplinary judgments on

vignette I; while changing to less severe judgments on vignette II (Figure 3).

The Scheffé Test for individual comparisons was used to make all appropriate comparisons regarding the severity and appropriateness of all judgments and perceived severity of disturbances. No significant differences were found on any of the experimental measures.

Discussion

This study was designed to examine the relationship between disciplinary judgments and higher principled moral reasoning. Past emphasis in moral development research has been placed on the type of reasoning rather than on whether certain behaviors are affected by that reasoning. The results of this study support the notion that the level of moral development a prospective teacher has attained does influence judgmental behavior regarding disciplinary actions. Further, the tendency for prospective teachers to perceive behavioral disturbances differently is also related to moral development.

The hypothesis that judgments of high principled subjects differs from judgments of lower principled subjects regarding severity and appropriateness was partially supported. Matched dyads substantiated this (Table 9) by high principled dyads (HH) making significantly less severe disciplinary judgments than lower principled dyads (LL) (Figure 4). Though subjects in the alone condition did not significantly differ, they approached significance (Table 12) with the higher principled subjects making less severe judgments than the lower principled subjects (Figure 7). Appropriateness ratings yielded no significance, but clear indications are present (Figure 5; Figure 8) that higher principled subjects make more appropriate disciplinary judgments than lower principled subjects.

The inferences were not as clear for mixed moral dyads. Though there were no significant main effects, a significant interaction was found between the severity of mixed moral dyad judgments and the distur-bance conditions (Table 6). Mixed (HM) dyads made less-severe discipli-nary judgments than the mixed (ML) dyads on the severe disturbance (vignette I); but more severe judgments on the nonsevere disturbance (vignette II) (Figure 1). Thus mixed moral dyad reasoning does tend to evoke different judgments than matched moral dyad reasoning with regard to the severity of the disturbance. This result may precipitate future research in the area of conforming behavior and moral development. It is quite possible that some levels of moral development are more subject to change than other levels in certain kinds of social behavior, i.e. violence.

Differences in perception of the behavioral disturbances were not statistically significant, however clear indications (Table 14) suggest that lower principled subjects in the alone condition perceived both behavioral disturbances as more severe than higher principled subjects (Figure 9). Subjects in the matched dyad conditions showed the same indications. There is an indication for the higher matched moral (HH) dyads to rate both disturbance conditions as less severe than the lower matched moral (LL) dyads (Figure 6).

Again the results of the mixed moral dyads yielded a significant interaction (Table 8) between the moral dyads and the perceived severity of the behavioral disturbances. The (HL) dyads perceived vignette II as more severe than vignette I. It is apparent from the interactions of mixed dyads that mixed judgments are different than matched judgments. Further investigations seem warranted to explain the interaction effect of mixed moral dyads.

The hypotheses that judgments of lower principled subjects would conform to judgments of higher principled subjects regarding severity and appropriateness; and that lower subjects would conform their severity ratings to those of higher subjects were not substantiated.

One explanation of the minimal results pertaining to change scores may be seen in the way subjects were classified. In past research of moral shift, plus one reasoning was established to be the most effective condition for moral stage change (Turiel, 1966; Turiel & Rothman, 1972; Keasey, 1973). In this study, high, medium, and low principled subjects were not necessarily separated by intervals of one moral stage. Instead, the subjects were classified as a result of their p scores (composite of stage 5 and 6) thus obscuring actual stage typing. It seems that the p score of the Defining Issues Test is not as appropriate for moral shift research as it is for measuring an individuals general tendency toward higher principled moral reasoning.

The failure to measure the moral development of the independent judges in this study could be of some consequence. The current study has shown that a relationship tends to exist between moral reasoning and perceived severity; thus the moral development of the judges may certainly have affected the ratings of the disciplinary judgments rendered by the participants in this study. A future research plan may specifically examine the effects of moral development on ratings of social dilemmas, such as those depicted in the Defining Issues Test, by actually manipulating several sets of judges of different moral levels.

The implications of moral development theory on our educational system are vast. If the judgments of prospective teachers are being influenced by moral reasoning, then it seems reasonable to posit that

our teacher education programs may wish to address themselves to this issue with regard to teacher training. If the intellectual and moral maturity of teachers does affect the academic, as well as the emotional experience of students, then it would seem that teacher education programs would want to maximize the opportunities for prospective teachers to develop this maturity to their full potential.

The issue of moral education is not new, and the impact of moral development theory is now beginning to be fully perceived in education. After all, "ultimate moral motives and forces are nothing more or less than social intelligence. . .at work in the service of social interests and aim" (Dewey, 1909). Furthermore, moral education will always exist; but the educational management of it will allow society to enjoy the maximum benefits of more fully mature individuals in our society.

Summary

One hundred and ten (110) male and female teacher education students completed an objective test of moral development (Defining Issues Test) and were ranked according to their scores of higher principled moral reasoning. Forty-eight (48) students were chosen as subjects from this population by randomly selecting sixteen (16) students from the upper, middle, and lower twentieth percentiles.

Each participant viewed two vignettes depicting classroom disturbances with a dyad partner. The participants were asked to write their individual recommendations regarding how the disturbances should be handled and the reasons for the recommendations. In addition, each participant was asked to rate how severe he/she perceived the disturbances. The dyads were also asked to make joint recommendations and to reach a consensus on the severity of the classroom disturbances. All

recommendations were then rated by five (5) judges regarding their severity and appropriateness. In addition to these ratings, each subject was assigned a change score based on the difference between the individual and dyad judgments.

The first vignette was perceived as more severe than the second vignette by the five judges. In regard to disciplinary judgments those of higher principled subjects tended to be less severe and more appropriate than those judgments of lower principled subjects. In addition, higher principled subjects perceived the classroom disturbances as less severe than lower principled subjects. There was no evidence to support the hypothesis that change would occur as a result of combining subjects of different levels of moral reasoning. However, significant interactions indicated that mixed moral dyads tended to evoke different judgments than matched moral dyads and that mixed dyads did not perceive the disturbances in the same way as matched dyads.

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APPENDIX A

PROSPECTUS

PROSPECTUS

PHILOSOPHICAL INTRODUCTION

The domain of moral development is a prime impact area existing within the socialization process of our schools. From an educational perspective, the multi-faceted task of moral development includes elements such as values, social judgments, conforming behavior, decision-making processes, and cognitive development; all of which are as diverse as the backgrounds of the students and teachers that constitute a school system The daily existence and interaction of these elements within a school affect the educational experience of both the student and the primary socializing agent, the teacher.

Moral development and the learning processes associated with it have tended to be avoided in the past, since the focus has been on the moral product rather than on the moral process; that is, what one should do in order to be morally virtuous has been emphasized more than the process of why a person arrives at a particular moral judgment. Decision-making, which most cognitive psychologists have kept distinct from the area of moral development, may provide a framework for viewing some of the behavioral effects of moral development. Considering the socializing responsibility of the teacher, specific decisions and judgments are made frequently in classrooms. A clear example of this is the decision of a teacher to utilize certain classroom management techniques, specifically discipline methods, for the sake of classroom control. It seems reasonable to posit, then, that a teacher's level of moral development will influence the type and degree of specific discipline decisions made in exercising classroom management, and further, that the consequences of these decisions will ultimately affect the educational experience of the students.

The area of morality, however, is not peculiar to only psychology and education. Morality has been, and still is today, the theme for countless philosophic dialogues. One can draw from numerous notions of morality. "'Morality,' said Jesus, 'is kindness to the weak'; 'morality,' said Nietzsche, 'is the bravery of the strong'; 'morality,' said Plato, 'is the effective harmony of the whole.'" (Will Durant, 1926) The definitions of morality are as numerous as the philosophers, historical ages, political ideologies, and cultures from which they have grown. The educational philosophy of John Dewey has probably been the most impactful in relating morality to education on a more pragmatic and tangible level.

Dewey (1909) differentiated among moral, immoral and non-moral. He states

> Moral ideas are ideas of any sort whatsoever which take effect in conduct and improve it, make it better than it otherwise would be. Similarly, one may say, immoral ideas are ideas of whatever sort (whether arithmetical or geographical or physiological) which show themselves in making behavior worse than it would otherwise be; and non-moral ideas, one may say, are such ideas and pieces of information as leave conduct unfluenced for either the better or the worse.

It is at this point that one may infer a hint of empiricism in Dewey's educational philosophy of morality, relating behavior to descriptive words such as "improve", "better", "worse".

Dewey realized at the beginning of the Twentieth Century that one of the products of education should be sound moral judgment. Dewey emphasized both the intellectual and the emotional aspects regarding the development of moral judgment. Today, psychologists and educators refer to these aspects as cognitive and affective components of education and realize their combined importance. Dewey referred to judgment as, "knowledge directed with reference to the accomplishment of ends." That is to say that the mere acquisition of what is moral is not a substitution for judgment, but that knowledge must be

directed and actualized. In explaining the emotional side of judgment, Dewey states, "Unless there is a prompt and almost instinctive sensitiveness to conditions, to the ends and interests of others, the intellectual side of judgment will not have proper material to work upon." (Dewey, 1909) Morality for Dewey is of a social nature, purporting that the properly human function of intelligence and morality are essentially social things. The social meaning of education and morality prevailed strongly throughout Dewey's writings. He believed that schools should not be separated from real life. He states, "Apart from participation in social life, the school has no moral end nor aim. As long as we confine ourselves to the school as an isolated institution, we have no directing principles, because we have no object."

In discussing the social aspects of morality further, Dewey's pragmatic sense of philosophy defines morality in a more practical framework. Keeping within his social slant on morality, he states, "The moral has been conceived in too goody-goody a way. Ultimate moral motives and forces are nothing more or less than social intelligence...at work in the service of social interests and aims." (Dewey, 1909) Dewey's ideas as to the education of this "social intelligence", reflect strongly on moral education and its problems.

> The most important problem of moral education in the school
> concerns the relationship of knowledge and conduct. For
> unless the learning which accrues in the regular course of
> study affects character, it is futile to conceive the moral
> end as the unifying and culminating end of education. (Dewey, 1916)

Dewey goes on to identify the needs of the child within a moral education process.

> What the normal child continuously needs is not so much
> isolated moral lessons upon the importance of truthfulness
> and honesty, or the beneficent results that follow from a
> particular act of patriotism, as the formation of habits of
> social imagination and conception. (Dewey, 1909)

John Dewey believed in the pragmatic sense of morality, not a morality that transcended the scientific laws of men. He maintained that morality "...is ineradicably empirical, not theological nor metaphysical nor mathematical." He saw the need for empiricism in the study of morality and urged social scientists to clarify what was meant by moral principles, to give morality some kind of real existence. "...These moral principles need to brought down to the ground through their statement in social and in psychological terms." (Dewey, 1909) Not only was Dewey urging social scientists to clarify moral principles and define them in an applicable way, but he professed that scientific inquiry was necessary to investigate morality. In 1948, in a new preface to his 1920 work, Reconstruction in Philosophy, Dewey stated

> No systematic efforts have as yet been made to subject the
> morals underlying old institutional customs to scientific
> inquiry and criticism. Here then lies the reconstructive
> work to be done by philosophy. It must undertake to do for
> the development of inquiry into human affairs and hence into
> morals what the philosophers of the last few centuries did
> for promotion of scientific inquiry in physical and physiolog-
> ical conditions and aspects of human life. (Dewey, 1948)

Empirical Studies of Moral Development

With Dewey's philosophic perspective and comments on empiricism and scientific inquiry, it seems appropriate to shift the emphasis from philosophy to empirical studies regarding moral judgment and development. One of the first scientific and most distinctive accounts of moral development was that of Jean Piaget (1932). In his book, The Moral Judgement of the Child, Piaget stated, "All morality consists in a system of rules, and the essence of all morality is to be sought for in the respect which the individual acquires for these rules." (Piaget, 1932) It is from this framework that Piaget looks at moral development. He studied children in Geneva and Nauchatel regarding marble playing behavior. It was Piaget's

reasoning that, "The rules of the game of marbles are handed down, just like so-called moral realities, from one generation to another, and are preserved solely by the respect that is felt for them by individuals." (Piaget, 1932)

With regard to rules, Piaget classified consciousness into three distinct stages. Stage one consisted of purely motor skills and rituals. A child at this stage perceives rules as exemplary rather than obligatory, e.g. a child who comes into possession of marbles at this stage would have no idea as to the rules of marbles. Stage two depicts the child as perceiving rules as sacred, eternal and unalterable, usually emanating from adults or even God. For example, a child at this stage cannot conceive of the rules being changed for any reason. Stage three children are more social in nature. They look upon rules as laws of mutual consent which one must respect. Unlike stage two children, stage three children do perceive rules as alterable as long as general opinion is one your side when trying to alter them. This stage is closely related to autonomous behavior regarding morality, where there is less concern with obedience and more concern with social respect. Whereas, stage two is closely linked to Piaget's moral realism or heteronomous moral behavior, where the child believes any act of obedience is good and is concerned strongly with the law and conformity.

The influence of Piaget's stage theory of moral development is clearly seen in contemporary psychology. Lawrence Kohlberg (1958, 1963, 1969) has elaborated on moral development more than most and has developed a theory of moral development strongly rooted in Piaget's model. Kohlberg's theory is constructed of three distinct levels of moral development with each level consisting of two different stages. Excellent summary definitions

of these developmental levels and stages are given by Kohlberg and

Kramer (1969) as follows

I. Preconventional Level

At this level the child is responsive to cultural rules and labels
of good and bad, right or wrong, but interprets these labels in
terms of either the physical or the hedonistic consequences of
action (punishment, reward, exchange of favors) or in terms of the
physical power of those who enunciate the rules and labels. The
level is divided into the following two stages:

Stage I: The punishment and obedience orientation. The
physical consequences of action determine its goodness or badness
regardless of the human meaning or value of these consequences.
Avoidance of punishment and unquestioning deference to power are
valued in their own right, not in terms of respect for an underlying
moral order supported by punishment and authority (the latter being
Stage 4).

Stage 2: The instrumental relativist orientation. Right action
consists of that which instrumentally satisfied one's own needs and
occasionally the needs of others. Human relations are viewed in
terms like those of the market place. Elements of fairness, or
reciprocity and equal sharing are present, but they are always inter-
preted in a physical pragmatic way. Reciprocity is a matter of 'you
scratch my back and I'll scratch yours,' not of loyalty, gratitude,
or justice.

II. Conventional Level

At this level, maintaining the expectations of the individual's
family, group, or nation is perceived as valuable in its own right,
regardless of immediate and obvious consequences. The attitude is
not only one of conformity to personal expectations and social order,
but of loyalty to it, of actively maintaining, supporting, and
justifying the order and of identifying with the persons or group
involved in it. At this level, there are the following two stages:

Stage 3: The interpersonal concordance of 'good boy-nice girl'
orientation. Good behavior is that which pleases or helps others and
is approved by them. There is much conformity to stereotypical
images of what is majority or 'natural' behavior. Behavior is
frequently judged by intention--'he means well' becomes important
for the first time. One earns approval by being 'nice'.

Stage 4: The 'law and order' orientation. There is orientation
toward authority, fixed rules, and the maintenance of the social
order. Right behavior consists of doing one's duty, showing respect
for authority and maintaining the given social order for its own
sake.

III. Post-Conventional, Autonomous, or Principled Level

At this level, there is a clear effort to define moral values and
principles which have validity and application apart from the
authority of the groups or persons holding these principles

and apart from the individual's own identification with these groups. This level again has two stages:

Stage 5: The social-contract legalistic orientation generally with utilitarian overtones. Right action tends to be defined in terms of general individual rights and in terms of standards which have been critically examined and agreed upon by the whole society. There is a clear awareness of the relativism of personal values and opinions and a corresponding emphasis upon procedural rules for reaching consensus. Aside from what is constitutionally and democratically agreed upon, the right is a matter of personal 'values' and 'opinion'. The result is an emphasis upon the 'legal point of view', but with an emphasis upon the possibility of changing law in terms of rational considerations of social utility, (rather than freezing it in terms of Stage 4 'law and order'). Outside the legal realm, free agreement, and contract is the binding element of obligation. This is the 'official' morality of the American government and the Constitution.

Stage 6: The universal ethical principle orientation. Right is defined by the decision of conscience in accord with self-chosen ethical principles appealing to logical comprehensiveness, universality, and consistency. These principles are abstract and ethical, (the Golden Rule, the categorical imperative) they are not concrete moral rules like the Ten Commandments. At heart, these are universal principles of justice of the reciprocity and equality of the human rights and of respect for the dignity of human beings as individual persons.

Kohlberg (1963) suggests that the attainment of these stages is progressive in nature. Individuals evolve from one stage of moral development to a more complex stage of moral development. Rest (1973) investigated the sequential aspects of Kohlberg's model by examining the hierarchial structure of moral judgments. He found that subjects who demonstrated high comprehension of a statement based on a particular moral stage, also demonstrated high comprehension of all statements based on preceding moral stages, thus, evidence for a cumulative order of moral stage difficulty.

Developmental stage changes and the conditions under which they occur have been noted and examined by numerous researchers. Turiel (1966) explored moral stage change by classifying subjects into Kohlberg's moral stages and exposing them to different reasoning treatments. That is, subjects were exposed to reasoning one stage below their own stage, one

stage above their own, and two stages above. Turiel found that exposure to one stage above the subject's own stage (plus one reasoning) was the most effective in inducing moral stage change. Keasey (1973) observed opinion and reasoning change in fifth and sixth graders exposed to several experimental reasoning treatments. Subjects were exposed to opinions with no supportive reasoning, opinions with supportive reasoning at the subject's dominant stage, or opinions supported with plus one reasoning. Those subjects exposed to plus one reasoning showed significatnly more opinion change and upward reasoning change than subjects exposed to same stage reasoning. Kohlberg and Kramer (1969) reported a curious phenomenon after their longitudinal study of high school and college students. It was discovered that high school students who were predominantely at stage four of moral development showed considerable stage two reasoning after entering college, but progressed to stage five in their early twenties. This 'regression effect' tended to confuse the sequentiality of Kohlberg's stage model. Turiel (1974), however, viewed the phenomenon as a process of rejecting the present stage of development and constructing meaning of a not fully understood higher stage. This may be viewed as regression, when in fact, this reasoning reflects movement toward a more advanced structure of moral development.

Behavioral Aspects of Social and Moral Judgments

Cohen (1964) in describing decisions stated, "The expression 'decision-making' is, indeed, frequently employed to include the making of a choice, the expressing of a preference, the arriving at a judgment, and many other operations which bring a process, so to speak, to a close." It seems true that school teachers frequently exercise these operations when making decisions of classroom management and control. If decisions are, in fact,

manifestations of values and moral development, then discipline
decisions of teachers should be specific outgrowths of specific values
and moral development.

Brim, Glass, Lavin, and Goodman (1962) stated

The decision process consists of six phases customarily linked
into a sequence: (1) identification of the problem, (2) obtaining
necessary information, (3) production of possible solutions,
(4) evaluation of such solutions, (5) selection of a strategy
for performance, and (6) actual performance of an action or
actions.

Items 3, 4, and 5 could be of prime interest in studying the production
and selection of discipline techniques in specific classroom management
situations. Hammond (1973) suggests the following paradigm for research
in social decisions; "At a minimum, the investigator should see (1) two
or more persons with different cognitive systems confronting (2) a
problem that is not susceptible to a perfect solution." The current
study would change Hammond's paradigm to: (1) one and/or two persons
with different moral systems confronting (2) a school discipline problem
that is not susceptible to a perfect decision.

Decision-making in regard to areas that are objective rely primarily
on external data, i.e. measurement, etc., while social judgment is
influenced heavily by values, beliefs, attitudes and the stage of an
individual's moral development. Sherif, Taub, and Hovland (1958)
examined the assimilation and contrast effects of anchoring stimuli on
judgments. They found that the introduction of a reference point, or
anchor, immediately below or above a subject's judgment scale tended
to cause the subject's judgment to conform toward the anchor point, thus
producing an assimilation effect. The placing of an anchor point well
beyond a subject's judgment scale tended to restrict the subject's judg-
ment away from the anchor point; thus the contrast effect. The assimilation

and contrast effects due to anchoring in the form of another person's judgments were reported by Sherif and Hovland (1961) using the autokinetic effect paradigm. They found that the introduction of another judgment caused the predictable assimilation or contrast effect in judgment.

A classic study on conformity (Asch, 1952) has also shown the effect of other opinions on a subject's judgment. A group of subjects were shown the effect of other opinions on a subject's judgment. A group of subjects were shown a standard line with three comparison lines of unspecified length. All but one subject were "experimental stooges". The "stooges" systematically erred in their estimates and the naive subject responded last. This pressure to conform as a result of other opinions was success-fully exerted on the naive subject.

Other social psychologists have examined different perspectives on social judgment and moral development. Festinger and Freedman (1964) summed up a study of reward magnitude in cheating situations (Mills, 1958) and the Aronson and Carlsmith (1963) research that examined the effect of threat on forbidden behavior as follows

> Maximal internalization of the culturally desired moral value should occur if the person resists temptation under conditions of high motivation to succumb and low threat for yielding. If the person yields to temptation, however, value changes occur in a direction opposite to that which, presumably, the culture is attempting to inculcate.

While most research in the area of moral development has primarily focused on the reasoning for behavior, it has been suspected (Kohlberg, 1969) that moral reasoning and behavioral decisions may be interrelated. The classic study of obedience by Milgram (1963) yielded much in the area of moral behavior. In a laboratory setting, forty subjects were ordered to administer increasingly severe degrees of electric shock to a victim in the context of a learning experiment. The victim was actually a confederate

of the experimenter and received no actual shocks. After the confederate
victim protested the shocking, fourteen subjects disobeyed the experi-
menter's orders, refusing to administer further shocks. In discussion,
Milgram states

> Subjects have learned from childhood that it is a fundamental
> breach of moral conduct to hurt another person against his will.
> Yet, twenty-six subjects abandon this tenet in following the
> instructions of an authority who has no special powers to
> enforce his commands. To disobey would bring no material loss
> to the subject; no punishment would ensue. It is clear from
> the remarks and outward behavior of many participants that in
> punishing the victim they are often acting against their own
> values. Subjects often expressed deep disapproval of shocking
> a man in the face of his objections, and others denounced it
> as stupid and senseless. Yet the majority complied with the
> experimental commands.

Kohlberg (1965) interviewed a number of Milgram's subjects, assessing
their stage of moral development by means of the moral judgment inter-
view. He found that the majority of subjects using stage six reasoning
refused the experimenter's orders to administer shock, while the majority
of subjects at all other stages complied with the orders. Turiel and
Rothman (1972), using a Milgram-type study, further investigated the
effects of moral reasoning on behavioral choices. Subjects at stage
two, three, and four of moral development were instructed to take chips
away from a learner who gave the wrong answers in a learning experiment.
The learner was actually a confederate of the experimenter and made
complaining comments such as, "please don't take my chips." The alter-
native to continue or to stop was advocated by two confederate "teachers."
The alternative to continue taking away chips was supported by "plus-one"
and "minus-one" reasoning as was the alternative to stop. It was found that
the initial tendency was for all subjects to choose the alternative of
continuing. Subjects at stage two and three chose to continue regardless
of the level of reasoning used to support the alternatives. Stage four

subjects, however, chose the alternative to stop only when the reasoning for this choice was supported by plus-one reasoning.

The evidence tends to point out that moral reasoning does influence behavioral choices (Kohlberg 1965; Turiel & Rothman, 1972). It seems reasonable to suspect, then, that decisions regarding classroom discipline may be affected by the moral development of the teacher, or by the moral development of the individual interacting with the teacher. Also, a teacher's moral development is susceptible to change as a result of exposure to other stages of moral development. With the concepts of values, moral development and decision-making processes in mind, and the premise that specific discipline decisions are essentially influenced by value and moral systems, we must examine the literature of various discipline styles and their effects.

Discipline and Behavior Relationships

Past research shows that there are certain relationships between certain types of discipline techniques and behavior, especially among parental discipline styles. Also, many variables such as social class, sex, and aggression have been linked to types of discipline.

Middle class parents are more likely to use reasoning, isolation, show of disappointment, and guilt-inducing techniques; while working class parents tend to use ridicule, shouting, and physical punishment, and tend to be generally more restrictive (Bronfenbrenner, 1958; Kohn, 1963; Kohn & Carroll, 1960; Miller & Swanson, 1960; Sears, Maccoby, & Levin, 1957). Research on sex variables regarding parental discipline has shown that: mothers tend to use more psychological control, children tend to perceive the father as being stricter, and perceive the mother as being more nurturing and loving. The father is also seen as using more physical punishment (Droppleman & Schaefer, 1961; Finch, 1955; Gardner, 1947; Hawkes, Burchinal, & Gardner, 1957;

Kagan, 1956; Kagan & Lemkin, 1960; Tasch, 1952). Aggression as a result of disciplinary techniques has been studied extensively by Sears, Whiting, Nowlls, and Sears (1953). They found, for boys, a positive relationship between punitiveness and overt aggression in school. Girls of both high and low punitive mothers showed less aggression in school than girls with moderately punitive mothers.

Hoffman and Saltzstein (1967) have shown that advanced child development along various moral dimensions is associated with infrequent use of power assertion (taking advantage of authority position) and frequent use of induction (focusing on consequences of child's behavior for others) among middle-class mothers. It is apparent that most of the research on discipline has been in regard to parental behavior.

In addition to parents, teachers have long been faced with the problem of discipline. The area of classroom management and control has received considerable attention within the past decade as evidenced by recent books (Kounin, 1970; Weiner, 1972; Brown, 1971; Clarizio, 1971; Madsen & Madsen, 1970) written to relate concrete management techniques to classroom situations.

The research on discipline mostly deals with either parental variables or child variables. There is a scarcity of research dealing with teacher characteristics regarding classroom discipline. Crispin (1968) points out that there is a difference among teachers in the number of discipline behaviors they take part in. He observed that teachers tended to be consistent in their behaviors; i.e., "teachers who employ a high number of acts of discipline with one class do so with another..." Crispin suggested that future research may be warranted in looking at teachers variables such as age, background, and professional experience.

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Calabresa (1966), using classroom observers, found that education practices of teachers were more related to personal beliefs rather than educational beliefs. Stansell and Letchworth (1974) found that for severe discipline problems (physical aggression) the gender and dogmatism of the teacher and gender of the student affected the teacher's discipline decision in a more powerful manner than in discipline situations of a less severe nature, e.g. dress code violations.

The issue of what is disturbing to teachers has been explored by Kooi and Schutz (1965). They looked at behaviors that teachers regard as disturbing and have classified these behaviors into five major factors. These factors were established by the intercorrelations of eighteen disturbing behaviors reported by Hayes (1943). A clear and succinct description of these factors is offered by Kooi and Schutz (1965) as follows on the next page.

With the responsibility of classroom management and control clearly resting on the teacher, and a paucity of research existing in the area of discipline decision-making, it seems reasonable that both teachers and researchers in the area of teacher education should focus some of their attention in this direction. The type of classroom climate that is promoted and subsequently, the impact upon the students, is in part a product of the moral and social development of the teacher. If in fact, the decision and judgments of teachers (especially discipline deci- sions) affect students, then it is reasonable to infer that the variables responsible for this impact can be identified and explained. With this rationale, the proposed intention is to explore the effects of moral development on the discipline decisions of students in a teacher education program.

Rotated Factor Loading	Category	Description of Category
		Factor I: Physical Aggression
.74	12	Pushing others, pulling at them, tickling them, scuffling
.72	6	Bossing, bullying, dominating others (by words), arguing, interrupting
.67	8	Fighting, hitting (with actual blows)
.65	3	Ridiculing or making fun of others verbally
.64	4	Seizing or hiding property of others
.37	7	Laughing so as to disturb others (with no apparent appropriate reason), making queer noises, whistling, shouting
		Factor II: Peer Affinity
1.00	10	Making exaggerated or affected gestures
.69	16	Moving without permission, wandering around
.67	18	Whispering (contrary to class usage), creating a disturbance
.50	15	Paying attention to another child instead of to the work at hand
.39	11	Protesting amount or conditions of work or teacher's requests
		Factor III: Attention-Seeking
.84	9	Making unnecessary noise (e.g. hitting pencil on desk, dropping books, shaking desk and making it squeak, tapping feet)
.75	1	Passing notes
.65	4	Seizing or hiding property of others
.58	16	Moving without permission, wandering around
.53	13	Throwing objects, playing with objects
.52	5	Disobeying authority (e.g. refusing to move when told, chewing gum after being told to stop)
.49	2	Making wisecracks, asking silly questions, making silly remarks
.45	3	Ridiculing or making fun of others verbally
		Factor IV: Challenge of Authority
.70	14	Talking aloud (contrary to class usage), creating a disturbance
.69	5	Disobeying authority (e.g. refusing to move when told, chewing gum after being told to stop)
.68	11	Protesting amount or conditions of work or teacher's requests
.66	6	Bossing, bullying, dominating others (by words), arguing, interrupting
.56	2	Making wisecracks, asking silly questions, making silly remarks
.50	15	Paying attention to another child instead of to the work at hand

Rotated Factor Loading	Category	Description of Category cont'd.
		Factor V: Critical Dissension
.82	17	Making criticisms or complaints that are unjust or not constructive
.59	7	Laughing so as to disturb others (with no apparent appropriate reason), making queer noises, whistling, shouting
.59	13	Throwing objects, playing with objects
.47	2	Making wisecracks, asking silly questions, making silly remarks
.36	3	Ridiculing or making fun of others verbally
.36	1	Passing notes
.31	8	Fighting, hitting (with actual blows)

(Kooi and Schutz 1965)

Research Problem:

What are the effects of moral reasoning on discipline decisions?

Research Hypotheses:

1. Discipline decisions of subjects with a high degree of 'principled' moral reasoning will differ in degrees of severity and appropriateness from those decisions of subjects with lower degrees of 'principled' moral reasoning.

2. Discipline decisions of subjects with a low degree of 'principled' moral reasoning will conform to discipline decisions of subjects with high 'principled' moral reasoning.

3. Discipline decisions of individuals will differ from those decisions of dyads.

4. Subjects of different levels of 'principled' moral reasoning will perceive classroom disruptions differently with regard to severity.

Method

Forth-eight (48) students selected from the teacher education program at the University of Oklahoma will be presented two videotape recordings

of disruptive behaviors, varying in degree of severity. The students will be chosen on the basis of their prescores on the Defining Issues Test (Rest, 1974) and will be assigned to either high, medium, or low score groups based on the upper, middle, and lower 20th percentiles respectively. The two videotape stimulus items will be based on a factor analysis of classroom disturbances (Kooi & Schutz, 1965). Behavior category #12 (.74 factor loading) and category #7 (.37 factor loading) from Factor I, Physical Aggression, will be used to depict severe and nonsevere disruptive behaviors respectively. After viewing the videotapes in a dyad situation, each student will be asked to write his/her decision regarding how he/she would handle the disruption and the reasons for the decision. In addition, each student will be asked to rate the severity of each behavior example. After completion of this phase, the student dyad will view the same videotapes again and will be asked to write one joint decision regarding how to handle the disruption and the reasons for their decision. Again, the students will be asked to rate the severity of the behavior examples; this time by means of a joint rating. Finally, both students will be posttested on the Defining Issues Test.

Subjects

Forty-eight (48) undergraduate students will be randomly selected from a larger pretest population of students in the teacher education program at the University of Oklahoma. The students will be assigned to either high, medium, or low score groups based on the upper, middle, and lower 29th percentiles, respectively, of P values on the Defining Issues Test (Rest, 1974). Sample size calculations indicated a sample of 48 subjects to be appropriate for the size effect of one standard deviation at the .98 level of power (Kirk, 1968) with alpha at the .05 level.

Material

Test Instrument. The complete six-story form of the Defining Issues Test (see Appendix B) will be used to assess the moral development of the subjects in this experiment. The D.I.T. may be administered in group settings and requires approximately 45 minutes to complete. The D.I.T. is not, however, appropriate to use with young subjects or minority groups whose primary language is not English because of the test's reading level (Rest 1974). The reading level of the D.I.T. stories is at 11 years, while the issue statements at the end of the stories are between 12 and 13 years (McGeorge, 1973).

In addition to stage typing, the D.I.T. offers a P score which is a combination of the stage 5 and 6 scores. This value indicates how much importance an individual gives to 'principled moral considerations.'

The emphasis of the D.I.T. is placed upon the P score, as illustrated by several stability and short-term change studies. A P score correlation of .81 was reported (Rest et al., 1974) on 28 ninth graders tested two weeks apart. McGeorge (1973) found that 47 college freshmen who were tested 18 days apart correlated .65 between pretesting and posttesting. Panowitsch (1974) found that there were significant differences between prescores and postscores of college students enrolled in an ethics course. A follow-up of the ethics class students showed them to maintain their P score gains. Panowitsch also reported that stability was in the mid-'60s for pre-post scores 12 weeks apart of students not enrolled in ethics. In terms of stability and reliability, the D.I.T. offers a legitimate and practical measurement of moral development.

In regard to Kohlberg's (1958) scale, there is a substantial correlation. Forty-seven subjects were listed on both the D.I.T. and Kohlberg's interview (Rest et al., 1974). A correlation of .68 was obtained.

The quick administration and computer scoring of the D.I.T. and high test-retest correlational scores make it a valuable instrument to use in indexing moral development.

Scoring Program

The D.I.T. computer scoring program for moral stage scores, moral stage typing, and P values. (See Appendix C)

Equipment

one (1) Concord black and white videotape recorder

one (1) Concord black and white monitor

(See Appendix G for detailed description of video equipment).

Stimulus Items

Two black and white videotape recordings of disruptive classroom behaviors based on two of the factors from the Kooi and Schutz (1965) factor analysis of classroom disturbances.

Item 1. Two seventeen-year-old white males scuffling in a classroom. Recording is 15 seconds in length with a five second freeze frame at the end. This stimulus item characterized behavior category #12 from Factor I (physical aggression).

Item 2. Two seventeen-year-old white males laughing and making disturbing sounds in a classroom. Recording is 15 seconds in length with a five second freeze frame. This stimulus item characterized behavior category #7 from Factor I (physical aggression).

Procedure

Each subject will be assigned to one of six groups with each group containing eight subjects. Group assignment will be made based on the

subject's D.I.T. P score. The subjects in each group will be paired with each other so that each group consists of four (4) pairs of two (2) subjects. The six groups of subjects will be identified by level of moral development: high, medium, and low and combinations thereof. Thus, group one will contain four dyads of high score subjects; group two, four dyads of medium score subjects; group three, four dyads of low score subjects; group four, four dyads containing high and medium score subjects; group five, four dyads containing high and low score subjects; group six, four dyads containing medium and low score subjects.

Videotape Rater Instructions (Orally given by experimenter).

Classroom behavior and management are of importance to both teachers and researchers in the field of education. Videotape simulations of specific classroom disturbances have been recorded for use in educational research. Before these videotapes can be used, the researcher needs to know how you perceive the severity of these simulated disturbances. You will be shown two recordings. After each recording, you are asked to rate the disturbance in terms of how severe you believe it to be. Rating scales (as shown in the example below) have been provided to indicate your judgment of the disturbance severity.

Please rate the first videotape recording on the rating scale on Sheet #1; and rate the second videotape recording on the rating scale on Sheet #11.

Take your time -- Be sure of your decision.

Decision Rater Instructions (Orally given by experimenter).

The areas of classroom control and management in education are of importance to both teachers and educational researchers. Teachers are called upon frequently to make decisions regarding behaviors of students. These decisions occur in classrooms under a variety of complex circumstances. Some decisions seem severe in nature, while other decisions seem not so severe, just as some decisions seem appropriate and others unappropriate.

You will be given two sets of discipline decisions made under a variety of conditions regarding student behavior. Discipline decisions in Set I will have been made in response to the behavior conditions presented to you in Videotape I. Discipline decisions in Set II will have been made in response to behavior conditions presented in Videotape II.

After viewing Videotape I, you are asked to rate each decision in Set I on two dimensions: (1) severity of the decision, and (2) appropriateness of the decision.

Instructions to Subjects for Individual Decisions (Orally given by experimenter).

Classroom behavior and management is of importance to both teachers and researchers in the field of education. The purpose of this study is to have you observe example disturbances in a classroom, and to have you decide what actions you would take as a teacher in dealing with each of these disturbances.

You will be observing two videotape recordings of specific classroom disturbances. After observing the first videotape, the recording will be stopped. At this time, you are asked to write the actions you would take as a teacher in dealing with this disturbance. This decision is to be written in the pro-vided space labeled "A" on Sheet #1. When you have completed this, please indicate the reasons for your actions in the pro-vided space labeled "B."

Finally, the researcher is interested in knowing how severe you believe the classroom disturbance to be. You are asked to rate the disturbance on the rating scale labeled "C" on Sheet #1. When you have completed all items to your satisfaction, please raise your hand so that the researcher will know when to begin the second videotape recording. This time you will write your answers on Sheet #2. You will follow the same instructions for the second videotape recording as you did for the first.

Please take your time and answer as carefully as you can. There are no time limits. Your answers are confidential and will only be known to you and the researcher.

Thank you for your serious consideration and cooperation in this research.

Instructions to Subjects for Joint Decisions (Orally given by experimenter).

You will both be presented with the same videotape recordings once again. This time, following the same instructions as before, you will work together. That is, at the end of each tape, you will arrive at: one joint decision as to what actions to take; one joint reason for your decisions; and one joint rating of the severity of the disturbance.

Your joint answers to the first videotape recording will be written on Sheet #3. You will write your answer to the second videotape recording on Sheet #4.

Analysis

This experiment is designed using two [2(disruptive behavior) x 6(moral groups)] ANOVAs with repeated measures over disruptive behaviors; and two [2(disruptive behavior) x 3(moral groups)] ANOVAs with repeated measures over disruptive behaviors. The Scheffé Test for individual comparisons will be used to make all possible comparisons. In the event of possible interactions; simple main effects will be computed. The above designs are illustrated on the next page.

Design I

Groups

		H/H	M/M	L/L	H/L	H/M	M/L
Disruptive	I						
Behavior	II						

Design I will be used in the analysis of decision severity, decision appropriateness, and subject perception ratings within all dyad conditions.

Design 2

Groups

		H^{+l}	L^{+h}	M^{+l}	M^{+h}	H^{+m}	L^{+m}
Disruptive	I						
Behavior	II						

Design 2 will be used in the analysis of change scores of decision severity, decision appropriateness, and subject perception ratings within mixed moral dyads.

Design 3

Groups

		H/H	M/M	L/L
Disruptive	I			
Behavior	II			

Design 3 will be used in the analysis of change scores of decision severity, decision appropriateness, and subject perception ratings within matched moral dyads.

Design 4

Groups

		H	M	L
Disruptive	I			
Behavior	II			

Design 4 will be used in the analysis of decision severity, decision appropriateness, and subject perception ratings in alone conditions of high, medium, and low score subjects.

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APPENDIX B

DEFINING ISSUES TEST

Opinions About Social Problems

This questionnaire is aimed at understanding how people think about social problems. Different people often have different opinions about questions of right and wrong. There are no "right" answers in the way that there are right answers to math problems. We would like you to tell us what you think about several problem stories. The papers will be fed to a computer to find the average for the whole group, and no one will see your individual answers.

Name_____Address_____

Telephone_____Six: Male_____ Female _____ ZIP_____

Date of Birth. Month_____Day_____Year_____

Course Information: 1. Number_____

                  2. Meeting Time_____

                  3. Meeting Days_____

                  4. Building_____Room Number_____

Please circle one category below that best describes your family position.

   I only child   IV oldest of three or more children

  II older of two children   V intermediate among three or more children

III younger of two children VI youngest of three or more children

In this questionnaire you will be asked to give your opinions about several stories. Here is a story as an example. Read it, then turn to the next page.

Frank Jones has been thinking about buying a car. He is married, has two small children and earns an average income. The car he buys will be his family's only car. It will be used mostly to get to work and drive around town, but sometimes for vacation trips also. In trying to decide what car to buy, Frank Jones realized that there were a lot of questions to consider. On the next page there is a list of some of these questions.

If you were Frank Jones, how important would each of these questions be in deciding what car to buy?

Part A. (Sample)

On the left hand side of the page check one of the spaces by each question that could be considered.

GREAT importance	MUCH importance	SOME importance	LITTLE importance	NO importance		
__	__	__	__	✓	1.	Whether the car dealer was in the same block as where Frank lives.
✓	__	__	__	__	2.	Would a <u>used</u> car be more economical in the long run than a <u>new</u> car.
__	__	✓	__	__	3.	Whether the color was green, Frank's favorite color.
__	__	__	__	✓	4.	Whether the cubic inch displacement was at least 200.
✓	__	__	__	__	5.	Would a large, roomy car be better than a compact car.
__	__	__	__	✓	6.	Whether the front connibilies were differential.

Part B. (Sample)

From the list of questions above, select the <u>most</u> important one of the whole group. Put the number of the most important question on the top line below. Do likewise for your second, third, and fourth most important choices.

Most important   5
Second most important 2
Third most important   3
Fourth most important 1

HEINZ AND THE DRUG

In Europe a woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost to make. He paid $200 for the radium and charged $2000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about $1000, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and began to think about breaking into the man's store to steal the drug for his wife.

Should Heinz steal the drug? (Check one)

_____Should steal it
_____Can't decide
_____Should not steal it

GREAT importance | MUCH importance | SOME importance | LITTLE importance | NO importance

HEINZ STORY. On the left hand side of the page check one of the spaces by each question to indicate its importance.

___ ___ ___ ___ ___   1. Whether a community's laws are going to be upheld.

___ ___ ___ ___ ___   2. Isn't it only natural for a loving husband to care so much for his wife that he'd steal?

___ ___ ___ ___ ___   3. Is Heinz willing to risk getting shot as a burglar or going to jail for the chance that stealing the drug might help?

___ ___ ___ ___ ___   4. Whether Heinz is a professional wrestler, or has considerable influence with professional wrestlers.

___ ___ ___ ___ ___   5. Whether Heinz is stealing for himself or doing this solely to help someone else.

___ ___ ___ ___ ___   6. Whether the druggist's rights to his invention have to be respected.

___ ___ ___ ___ ___   7. Whether the essence of living is more encompassing than the termination of dying, socially and individually.

___ ___ ___ ___ ___   8. What values are going to be the basis for governing how people act towards each other.

___ ___ ___ ___ ___   9. Whether the druggist is going to be allowed to hide behind a worthless law which only protects the rich anyhow.

___ ___ ___ ___ ___ 10. Whether the law in this case is getting in the way of the most basic claim of any member of society.

___ ___ ___ ___ ___ 11. Whether the druggist deserves to be robbed for being so greedy and cruel.

___ ___ ___ ___ ___ 12. Would stealing in such a case bring about more total good for the whole society or not.

From the list of questions above, select the four most important:

Most important   ____

Second most important   ____

Third most important   ____

Fourth most important   ____

STUDENT TAKE-OVER

At Harvard University a group of students, called the Students for a Democratic Society (SDS), believe that the University should not have an army ROTC program. SDS students are against the war in Viet Nam, and the army training program helps send men to fight in Viet Nam. The SDS students demanded that Harvard end the army ROTC training program as a university course. This would mean that Harvard students could not get army training as part of their regular course work and not get credit for it towards their degrees.

Agreeing with the SDS students, the Harvard professors voted to end the ROTC program as a university course. But the President of the University stated that he wanted to keep the army program on campus as a course. The SDS students felt that the President was not going to pay attention to the faculty vote or to their demands.

So, one day last April, two hundred SDS students walked into the university's administration building, and told everyone else to get out. They said they were doing this to force Harvard to get rid of the army training program as a course.

Should the students have taken over the administration building? (Check one)

_____Yes, they should take it over

_____Can't decide

_____No, they should not take it over

STUDENT TAKE-OVER

GREAT importance	MUCH importance	SOME importance	LITTLE importance	NO importance		
—	—	—	—	—	1.	Are the students doing this to really help other people or are they doing it just for kicks.
—	—	—	—	—	2.	Do the students have any right to take over property that doesn't belong to them.
—	—	—	—	—	3.	Do the students realize that they might be arrested and fined, and even expelled from school.
—	—	—	—	—	4.	Would taking over the building in the long run benefit more people to a greater extent.
—	—	—	—	—	5.	Whether the president stayed within the limits of his authority in ignoring the faculty vote.
—	—	—	—	—	6.	Will the takeover anger the public and give all students a bad name.
—	—	—	—	—	7.	Is taking over a building consistent with principles of justice.
—	—	—	—	—	8.	Would allowing one student take-over encourage many other student take-overs.
—	—	—	—	—	9.	Did the president bring this misunderstanding on himself by being so unreasonable and uncooperative.
—	—	—	—	—	10.	Whether running the university ought to be in the hands of a few administrators or in the hands of all the people.
—	—	—	—	—	11.	Are the students following principles which they believe are above the law.
—	—	—	—	—	12.	Whether or not university decisions ought to be respected by students.

From the list of questions above, select the four most important:

Most important   _____

Second most important   _____

Third most important   _____

Fourth most important   _____

ESCAPED PRISONER

A man had been sentenced to prison for 10 years. After one year, however, he escaped from prison, moved to a new area of the country, and took on the name of Thompson. For 8 years he worked hard, and gradually he saved enough money to buy his own business. He was fair to his customers, gave his employees top wages, and gave most of his own profits to charity. Then one day Mrs. Jones, an old neighbor, recognized him as the man who had escaped from prison 8 years before, and whom the police had been looking for.

Should Mrs. Jones report Mr. Thompson to the police and have him sent back to prison? (Check one)

_____Should report him

_____Can't decide

_____Should not report him

GREAT importance   MUCH importance   SOME importance   LITTLE importance   NO importance

ESCAPED PRISONER

____ ____ ____ ____ ____   1. Hasn't Mr. Thompson been good enough for such a long time to prove he isn't a bad person?

____ ____ ____ ____ ____   2. Everytime someone escapes punishment for a crime, doesn't that just encourage more crime?

____ ____ ____ ____ ____   3. Wouldn't we be better off without prisons and the oppression of our legal system?

____ ____ ____ ____ ____   4. Has Mr. Thompson really paid his debt to society?

____ ____ ____ ____ ____   5. Would society be failing what Mr. Thompson should fairly expect?

____ ____ ____ ____ ____   6. What benefits would prisons be apart from society, especially for a charitable man?

____ ____ ____ ____ ____   7. How could anyone be so cruel and heartless as to send Mr. Thompson to prison?

____ ____ ____ ____ ____   8. Would it be fair to all the prisoners who had to serve out their full sentences if Mr. Thompson was let off?

____ ____ ____ ____ ____   9. Was Mrs. Jones a good friend of Mr. Thompson?

____ ____ ____ ____ ____   10. Wouldn't it be a citizen's duty to report an escaped criminal, regardless of the circumstances?

____ ____ ____ ____ ____   11. How would the will of the people and the public good best be served?

____ ____ ____ ____ ____   12. Would going to prison do any good for Mr. Thompson or protect anybody?

From the list of questions above, select the four most important:

Most important ____

Second most important ____

Third most important ____

Fourth most important ____

THE DOCTOR'S DILEMMA

A lady was dying of cancer which could not be cured and she had only about six months to live. She was in terrible pain, but she was so weak that a good dose of pain-killer like morphine would make her die sooner. She was delirious and almost crazy with pain, and in her calm periods, she would ask the doctor to give her enough morphine to kill her. She said she couldn't stand the pain and that she was going to die in a few months anyway.

What should the doctor do? (Check one)

_____He should give the lady an overdose that will make her.die

_____Can't decide

_____Should not give the overdose

GREAT importance   MUCH importance   SOME importance   LITTLE importance   NO importance

DOCTOR

___ ___ ___ ___ ___   1. Whether the woman's family is in favor of giving her the overdose or not.

___ ___ ___ ___ ___   2. Is the doctor obligated by the same laws as everybody else if giving an overdose would be the same as killing her.

___ ___ ___ ___ ___   3. Whether people would be much better off without society regimenting their lives and even their deaths.

___ ___ ___ ___ ___   4. Whether the doctor could make it appear like an accident.

___ ___ ___ ___ ___   5. Does the state have the right to force continued existence on those who don't want to live.

___ ___ ___ ___ ___   6. What is the value of death prior to society's perspective on personal values.

___ ___ ___ ___ ___   7. Whether the doctor has sympathy for the woman's suffering or cares more about what society might think.

___ ___ ___ ___ ___   8. Is helping to end another's life ever a responsible act of cooperation.

___ ___ ___ ___ ___   9. Whether only God should decide when a person's life should end.

___ ___ ___ ___ ___   10. What values the doctor has set for himself in his own personal code of behavior.

___ ___ ___ ___ ___   11. Can society afford to let everybody end their lives when they want to.

___ ___ ___ ___ ___   12. Can society allow suicides or mercy killing and still protect the lives of individuals who want to live.

From the list of questions above, select the four most important:

Most important   ____

Second most important   ____

Third most important   ____

Fourth most important   ____

WEBSTER

Mr. Webster was the owner and manager of a gas station. He wanted to hire another mechanic to help him, but good mechanics were hard to find. The only person he found who seemed to be a good mechanic was Mr. Lee, but he was Chinese. While Mr. Webster himself didn't have anything against orientals, he was afraid to hire Mr. Lee because many of his customers didn't like orientals. His customers might take their business elsewhere if Mr. Lee was working in the gas station.

When Mr. Lee asked Mr. Webster if he could have the job, Mr. Webster said that he had already hired somebody else. But Mr. Webster really had not hired anybody, because he could not find anybody who was a good mechanic besides Mr. Lee.

What should Mr. Webster have done? (Check one)

_____Should have hired Mr. Lee

_____Can't decide

_____Should not have hired him

WEBSTER

GREAT importance	MUCH importance	SOME importance	LITTLE importance	NO importance		
——	——	——	——	——	1.	Does the owner of a business have the right to make his own business decisions or not?
——	——	——	——	——	2.	Whether there is a law that forbids racial discrimination in hiring for jobs.
——	——	——	——	——	3.	Whether Mr. Webster is prejudiced against orientals himself or whether he means nothing personal in refusing the job.
——	——	——	——	——	4.	Whether hiring a good mechanic or paying attention to his customers' wishes would be best for his business.
——	——	——	——	——	5.	What individual differences ought to be relevant in deciding how society's roles are filled?
——	——	——	——	——	6.	Whether the greedy and competitive capitalistic system ought to be completely abandoned.
——	——	——	——	——	7.	Do a majority of people in Mr. Webster's society feel like his customers or are a majority against prejudice?
——	——	——	——	——	8.	Whether hiring capable men like Mr. Lee would use talents that would otherwise be lost to society.
——	——	——	——	——	9.	Would refusing the job to Mr. Lee be consistent with Mr. Webster's own moral beliefs?
——	——	——	——	——	10.	Could Mr. Webster be so hard-hearted as to refuse the job, knowing how much it means to Mr. Lee?
——	——	——	——	——	11.	Whether the Christian commandment to love your fellow man applies to this case.
——	——	——	——	——	12.	If someone's in need, shouldn't he be helped regardless of what you get back from him?

From the list of questions above, select the four most important:

Most important   _____

Second most important   _____

Third most important   _____

Fourth most important   _____

NEWSPAPER

Fred, a senior in high school, wanted to publish a mimeographed newspaper for students so that he could express many of his opinions. He wanted to speak out against the war in Viet Nam and to speak out against some of the school's rules, like the rule forbidding boys to wear long hair.

When Fred started his newspaper, he asked his principal for permission. The principal said it would be all right if before every publication Fred would turn in all his articles for the principal's approval. Fred agreed and turned in several articles for approval. The principal approved all of them and Fred published two issues of the apper in the next two weeks.

But the principal had not expected that Fred's newspaper would receive so much attention. Students were so excited by the paper that they began to organize protests against the hair regulation and other school rules. Angry parents objected to Fred's opinions. They phoned the principal telling him that the newspaper was unpatriotic and should not be published. As a result of the rising excitement, the principal ordered Fred to stop publishing. He gave as a reason that Fred's activities were disruptive to the operation of the school.

Should the principal stop the newspaper? (Check one)

_____Should stop it

_____Can't decide

_____Should not stop it

GREAT importance　MUCH importance　SOME importance　LITTLE importance　NO importance

NEWSPAPER

—— —— —— —— ——　1. Is the principal more responsible to students or parents?

—— —— —— —— ——　2. Did the principal give his word that the newspaper could be published for a long time, or did he just promise to approve the newspaper one issue at a time?

—— —— —— —— ——　3. Would the students start protesting even more if the principal stopped the newspaper?

—— —— —— —— ——　4. When the welfare of the school is threatened, does the principal have the right to give orders to students?

—— —— —— —— ——　5. Does the principal have the freedom of speech to say "no" in this case?

—— —— —— —— ——　6. If the principal stopped the newspaper would he be preventing full discussion of important problems?

—— —— —— —— ——　7. Whether the principal's order would make Fred lose faith in the principal.

—— —— —— —— ——　8. Whether Fred was really loyal to his school and patriotic to his country.

—— —— —— —— ——　9. What effect would stopping the paper have on the student's education in critical thinking and judgment?

—— —— —— —— ——　10. Whether Fred was in any way violating the rights of others in publishing his own opinions.

—— —— —— —— ——　11. Whether the principal should be influenced by some angry parents when it is the principal that knows best what is going on in the school.

—— —— —— —— ——　12. Whether Fred was using the newspaper to stir up hatred and discontent.

From the list of questions above, select the four most important:

Most important   _____

Second most important   _____

Third most important   _____

Fourth most important   _____

APPENDIX C

COMPUTER SCORING PROGRAM FOR

THE DEFINING ISSUES TEST

```
      $JOB
   1        DIMENSION KEY(12,6),NRES(4,6),NSCORE(9,6),NSTAGE(9),SC(8)
   2        ND=6
   3  100   READ (5,10) KEY
   4   10   FORMAT ((2X,3(8X,12I1)))
   5        WRITE (6,3) KEY
   6    3   FORMAT (12I5)
   7        WRITE (6,2)
   8    2   FORMAT ('1    ID    STAGE    2    3    4    5A    5B    6    A',
             1 '    M    P    *2    *3    *4    *5A    *5B    *6',
             2 '    *A    *M'/)
   9  200   READ (5,50,END=500) ID,NRES
  10   50   FORMAT (I5,6X,3(14X,4I2)/11X,3(14X,4I2))
  11  300   DO 30 I=1,9
  12        NSTAGE(I)=0
  13        DO 30 J=1,ND
  14   30   NSCORE(I,J)=0
  15        DO 70 I=1,ND
  16        DO 70 J=1,4
  17        II=NRES(J,I)
  18        JJ=KEY(II,I)
  19   70   NSCORE(JJ,I)=5-J+NSCORE(JJ,I)
  20        DO 80 I=1,ND
  21        DO 80 J=1,8
  22   80   NSTAGE(J)=NSTAGE(J)+NSCORE(J,I)
  23        NSTAGE(9)=NSTAGE(4)+NSTAGE(5)+NSTAGE(6)
  24        SC(1)=(NSTAGE(1)-4.131)/3.665
  25        SC(2)=(NSTAGE(2)-9.619)/5.676
  26        SC(3)=(NSTAGE(3)-15.019)/6.903
  27        SC(4)=(NSTAGE(4)-15.844)/7.100
  28        SC(5)=(NSTAGE(5)-5.719)/3.468
  29        SC(6)=(NSTAGE(6)-4.487)/3.493
  30        SC(7)=(NSTAGE(7)-2.469)/2.431
  31        SC(8)=(NSTAGE(8)-2.712)/2.417
  32  1     WRITE (6,7) ID,NSTAGE,SC
  33    7   FORMAT (1X,I5,10X,9I5,2X,8F8.3)
  34        GO TO 200
  35  500   CONTINUE
  36        STOP
  37        END
      $EXEC
```

APPENDIX D

INSTRUCTIONS TO VIDEOTAPE

RATERS AND RATING SHEETS

Rater Sheets

Classroom behavior and management are of importance to both teachers and researchers in the field of education. Videotape simulations of specific classroom disturbances have been recorded for use in educational research. Before these videotapes can be used, the researcher needs to know how you perceive the severity of these simulated disturbances. You will be shown two recordings. After each recording, you are asked to rate the disturbance in terms of how severe you believe it to be. Rating scales (as shown in the example below) have been provided to indicate your judgment of the disturbance severity.

Please rate the first videotape recording on the rating scale on Sheet #I; and rate the second videotape recording on the rating scale on Sheet #II.

Take your time -- Be sure of your decision

EXAMPLE

Please circle the number below that best fits your judgment of how severe you believe the disturbance to be.

Slightly Severe Disturbance				Moderately Severe Disturbance				Extremely Severe Disturbance		
1	2	3	4	5	6	7	8	9	10	11

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SHEET #1

Please circle the number below that best fits your judgment of how severe you believe the first disturbance to be.

Slightly Severe Disturbance | Moderately Severe Disturbance | Extremely Severe Disturbance

1   2   3   4   5   6   7   8   9   10   11

SHEET #II

Please circle the number below that best fits your judgment of how severe you believe the second disturbance to be.

Slightly   Moderately   Extremely
Severe   Severe   Severe
Disturbance   Disturbance   Disturbance

1   2   3   4   5   6   7   8   9   10   11

APPENDIX E

INSTRUCTIONS TO SUBJECTS

AND SUBJECT RESPONSE SHEETS

Student Response Sheets (Individual)

Classroom behavior and management are of importance to both teachers and researchers in the field of education. The purpose of this study is to have you observe example disturbances in a classroom, and to have you decide what actions you would take as a teacher in dealing with each of these disturbances.

You will be observing two videotape recordings of specific classroom disturbances. After observing the first videotape, the recording will be stopped. At this time, you are asked to write the actions you would take as a teacher in dealing with this disturbance. This decision is to be written in the provided space labeled "A" on Sheet #1. When you have completed this, please indicate the reasons for your actions in the provided space labeled "B".

Finally, the researcher is interested in knowing how severe you believe the classroom disturbance to be. You are asked to rate the disturbance on the rating scale labeled "C" on Sheet #1. When you have completed all items to your satisfaction, please raise your hand so that the researcher will know when to begin the second videotape recording. This time you will write your answers on Sheet #2. You will follow the same instructions for the second videotape recording as you did for the first.

Please take your time and answer as carefully as you can. There are no time limits. Your answers are confidential and will only be known to you and the researcher. Thank you for your serious consideration and co-operation in this research.

SHEET #1

A. <u>Decision</u> (Use the back of the sheet if necessary)

B. <u>Reasons</u>

C. <u>Rating scale of first videotape</u>

Please circle the number below that best fits your judgment of how severe you believe the disturbance to be.

Slightly Severe Disturbance	Moderately Severe Disturbance	Extremely Severe Disturbance
1 2 3 4 5	6 7 8 9	10 11

A. **Decision** (Use the back of the sheet if necessary)

B. **Reasons**

C. **Rating scale of second videotape**

Please circle the number below that best fits your judgment of how

severe you believe the disturbance to be.

Slightly Severe Disturbance				Moderately Severe Disturbance					Extremely Severe Disturbance	
1	2	3	4	5	6	7	8	9	10	11

Student Response Sheet (Dyad)

You will both be presented with the same videotape recordings once again. This time, following the same instructions as before, you will work together. That is, at the end of each tape, you will arrive at: one joint decision as to what actions to take; one joint reason for your decisions; and one joint rating of the severity of the disturbance.

Your joint answers to the first videotape recording will be written on Sheet #3. You will write your answers to the second videotape recording on Sheet #4.

SHEET #3

A. Decision (Use the back of the sheet if necessary)

B. Reasons

C. Rating scale of third videotape

Please circle the number below that best fits your judgment of how severe you believe the disturbance to be.

Slightly Severe Disturbance					Moderately Severe Disturbance					Extremely Severe Disturbance	
1	2	3	4	5	6	7	8	9	10	11

SHEET #4

A. <u>Decision</u> (Use the back of the sheet if necessary)

B. <u>Reasons</u>

C. <u>Rating scale of fourth videotape</u>

Please circle the number below that best fits your judgment of how

severe you believe the disturbance to be.

Slightly Severe Disturbance					Moderately Severe Disturbance					Extremely Severe Disturbance
1	2	3	4	5	6	7	8	9	10	11

APPENDIX F

INSTRUCTIONS TO JUDGMENT RATERS

AND RATING SHEETS

Rater Sheets

The areas of classroom control and management in education are of importance to both teachers and educational researchers. Teachers are called upon frequently to make decisions regarding behaviors of students. These decisions occur in classrooms under a variety of complex circumstances. Some decisions seem severe in nature, while other decisions seem not so severe, just as some decisions seem appropriate and others unappropriate.

You will be given two sets of discipline decisions made under a variety of conditions regarding student behavior. Discipline decisions in Set I will have been made in response to the behavior conditions presented to you in videotape I. Discipline decisions in Set II will have been made in response to behavior conditions presented in videotape II.

After viewing videotape I, you are asked to rate each decision in Set I on two dimensions: (1) severity of the decision, and (2) appropriateness of the decision. This is to be done by means of two rating scales as shown in the example below.

EXAMPLE

Rating of Set I Discipline Decision

Severity of Decision

Please circle the number below that best fits your judgment of how severe you believe the decision to be.

Slightly Severe Decision				Moderately Severe Decision				Extremely Severe Decision		
1	2	3	4	5	6	7	8	9	10	11

Appropriateness of Decision

Please circle the number below that best fits your judgment of how appropriate you believe the decision to be.

Slightly Appropriate Decision					Moderately Appropriate Decision					Extremely Appropriate Decision	
1	2	3	4	5	6	7	8	9	10	11

When you have completed rating all Set I decisions on both dimensions, you will be shown videotape II. At this time, you will rate all decisions in Set II in the same manner that you rated Set I.

Rating of Set I Discipline Decisions

Severity of Decision

Please circle the number below that best fits your judgment of how severe you believe the decision to be.

Slightly Severe Decision					Moderately Severe Decision				Extremely Severe Decision	
1	2	3	4	5	6	7	8	9	10	11

Appropriateness of Decision

Please circle the number below that best fits your judgment of how appropriate you believe the decision to be.

Slightly Appropriate Decision					Moderately Appropriate Decision				Extremely Appropriate Decision	
1	2	3	4	5	6	7	8	9	10	11

Rating of Set II Discipline Decisions

Severity of Decision

Please circle the number below that best fits your judgment of how severe you believe the decision to be.

Slightly Severe Decision					Moderately Severe Decision				Extremely Severe Decision	
1	2	3	4	5	6	7	8	9	10	11

Appropriateness of Decision

Please circle the number below that best fits your judgment of how appropriate you believe the decision to be.

Slightly Appropriate Decision					Moderately Appropriate Decision				Extremely Appropriate Decision	
1	2	3	4	5	6	7	8	9	10	11

APPENDIX G

VIDEOTAPE EQUIPMENT

*Videotape Apparatus

One (1) Concord black and white videotape recorder (model 820)

One (1) Concord black and white monitor

Two (2) Concord black and white videotape cameras (model TCM50)

One (1) Concord 2-channel stereo microphone mixer

One (1) Shibaden special effects generator

Two (2) Concord low impedance microphones

One (1) one-hour reel of black and white Scotch videotape

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*All equipment meets EIAJ-1 standards for videotape equipment and is on loan from the National Drug Education Center, Norman, Oklahoma.

APPENDIX H

MEANS OF VIDEOTAPE RATINGS

TABLE 1

MEANS OF VIDEOTAPE RATINGS

		Judges					$\bar{X}$
		A	B	C	D	E	
Videotapes	I	10	6	9	8	9	8.40
	II	2	1	4	5	3	3.00

APPENDIX I

MEAN SCORE AND STANDARD DEVIATION OF

PRETEST P VALUES ON THE DEFINING ISSUES TEST

TABLE 2

MEAN SCORE AND STANDARD DEVIATION

OF PRETEST P VALUES ON THE

DEFINING ISSUES TEST

N	M	SD
48	24.65	9.75

APPENDIX J

MEAN SCORE AND STANDARD DEVIATION OF

POSTTEST P VALUES ON THE DEFINING ISSUES TEST

TABLE 3

MEAN SCORE AND STANDARD DEVIATION

OF POSTTEST P VALUES ON THE

DEFINING ISSUES TEST

N	M	SD
48	25.71	8.71

APPENDIX K

INDIVIDUAL PRETEST SCORES

ON THE DEFINING ISSUES TEST

TABLE 4

INDIVIDUAL PRETEST SCORES ON THE DEFINING ISSUES TEST

(P VALUES, STAGE SCORES, STAGE TYPE VALUES)

Subject	Stage 2	Stage 3	Stage 4	Stage 5A	Stage 5B	Stage 6	A	M	P	*2	*3	*4	*5A	*5B	*6	*A	*M
1	0	1	13	25	11	6	4	0	42	-1.127	-1.518	-0.292	1.290	1.523	0.433	0.630	-1.122
2	0	10	7	16	11	9	2	5	36	-1.127	0.067	-1.162	0.022	1.523	1.292	-0.193	0.947
3	7	4	20	17	3	5	4	0	25	0.783	-0.990	0.722	0.163	-0.784	0.147	0.630	-1.122
4	2	11	28	6	8	1	4	0	15	-0.581	0.243	1.880	-1.386	0.658	-0.998	0.630	-1.122
5	4	0	26	13	7	5	1	4	25	-0.036	-1.695	1.591	-0.401	0.369	0.147	-0.604	0.533
6	1	1	28	18	0	4	3	5	22	-0.854	-1.518	1.880	0.304	-1.649	-0.139	0.218	0.947
7	1	6	10	21	9	4	6	3	34	-0.854	-0.638	-0.727	0.726	0.946	-0.139	1.452	0.119
8	6	8	19	16	5	1	1	4	22	0.510	-0.285	0.577	0.022	-0.207	-0.998	-0.604	0.533
9	2	7	17	13	10	0	4	7	23	-0.581	-0.461	0.287	-0.401	1.234	-1.285	0.630	1.774
10	5	4	25	14	8	4	0	0	26	0.237	-0.990	1.446	-0.260	0.658	-0.139	-1.016	-1.122
11	4	10	6	17	9	9	0	5	35	-0.036	0.067	-1.307	0.163	0.946	1.292	-1.016	0.947
12	3	23	22	8	1	2	0	1	11	-0.309	2.357	1.011	-1.105	-1.361	-0.712	-1.016	-0.708
13	2	1	28	23	0	0	1	5	23	-0.581	-1.518	1.880	1.008	-1.649	1.285	-0.604	0.947
14	11	2	16	24	2	5	0	0	31	1.874	-1.342	0.142	1.149	-1.072	0.147	-1.016	-1.122
15	3	6	17	13	8	6	0	7	27	-0.309	-0.638	0.287	-0.401	0.658	0.433	-1.016	1.774
16	0	13	21	12	7	3	0	4	22	-1.127	0.596	0.866	-0.541	0.369	-0.426	-1.016	0.533
17	1	0	16	13	10	17	1	2	40	-0.854	-1.695	0.142	-0.401	1.234	3.582	-0.604	-0.295
18	6	6	25	14	2	0	7	0	16	0.510	-0.638	1.446	-0.260	-1.072	-1.285	1.864	-1.122
19	6	9	23	9	4	0	3	6	13	0.510	-0.109	1.156	-0.964	-0.496	-1.285	0.218	1.360

TABLE 4

Subject	Stage 2	Stage 3	Stage 4	Stage 5A	Stage 5B	Stage 6	A	M	P	*2	*3	*4	*5A	*5B	*6	*A	*M
20	9	11	29	3	3	0	3	2	6	1.329	0.243	2.025	-1.809	-0.784	-1.285	0.218	-0.295
21	6	10	27	12	3	0	1	1	15	0.510	0.067	1.736	-0.541	-0.784	-1.285	-0.604	-0.708
22	7	5	14	19	4	8	2	1	31	0.783	-0.814	-0.148	0.445	-0.496	1.006	-0.193	-0.708
23	4	15	8	19	4	0	8	2	23	-0.036	0.948	-1.017	0.445	-0.496	-1.285	2.275	-0.295
24	12	3	32	9	0	0	4	0	9	2.147	-1.166	2.460	-0.964	-1.649	-1.285	0.630	-1.122
25	6	9	30	5	2	3	0	5	10	0.510	-0.109	2.170	-1.527	-1.072	-0.426	-1.016	0.947
26	11	5	24	13	3	2	1	1	18	1.874	-0.814	1.301	-0.401	-0.784	-0.712	-0.604	-0.708
27	9	8	20	12	6	0	3	2	18	1.329	-0.285	0.722	-0.541	0.081	01.285	0.218	-0.295
28	6	13	19	8	5	4	2	3	17	0.510	0.596	0.577	-1.105	-0.207	-0.139	-0.193	0.119
29	1	3	18	18	8	11	0	1	37	-0.854	-1.166	0.432	0.304	0.658	1.865	-1.016	-0.708
30	7	11	7	24	1	6	0	4	31	0.783	0.243	-1.162	1.149	-1.361	0.433	-1.016	0.533
31	2	2	28	5	9	9	2	3	23	-0.581	-1.342	1.880	-1.527	0.945	1.292	-0.193	0.119
32	8	8	22	9	6	1	4	2	16	1.056	-0.285	1.011	-0.964	0.081	-0.998	0.630	-0.295
33	0	3	10	29	10	0	4	4	39	-1.127	-1.166	-0.727	1.853	1.234	-1.285	0.630	0.533
34	4	9	20	9	5	0	6	7	14	-0.036	-0.109	0.722	-0.964	-0.207	-1.285	1.452	1.774
35	5	5	30	6	2	2	7	3	10	0.237	-0.814	2.170	-1.386	-1.072	-0.712	1.864	0.119
36	2	16	21	9	0	6	2	4	15	-0.581	1.124	0.866	-0.964	-1.649	0.433	-0.193	0.533
37	1	2	28	14	6	7	0	2	27	-0.854	-1.342	1.880	-0.260	0.081	0.719	-1.016	-0.295
38	4	4	8	24	11	6	2	1	41	-0.036	-0.990	-1.017	1.149	1.523	0.433	-0.193	-0.708
39	6	12	19	9	6	0	0	8	15	0.510	0.419	0.577	-0.964	0.081	-1.285	-1.016	2.188

TABLE 4

Subject	Stage 2	Stage 3	Stage 4	Stage 5A	Stage 5B	Stage 6	A	M	P	*2	*3	*4	*5A	*5B	*6	*A	*M
40	4	7	25	16	1	5	2	0	22	-0.036	-0.461	1.446	0.022	-1.361	0.147	-0.193	-1.122
41	1	6	16	18	6	13	0	0	37	-0.854	-0.638	0.142	0.304	0.081	2.437	-1.016	-1.122
42	0	10	7	21	8	6	3	5	35	-1.127	0.067	-1.162	0.726	0.658	0.433	0.218	0.947
43	0	5	16	29	4	4	2	0	37	-1.127	-0.814	0.142	1.853	-0.496	-0.139	-0.193	-1.122
44	3	9	11	28	3	5	1	0	36	-0.309	-0.109	-0.582	1.712	-0.784	0.147	-0.604	-1.122
45	5	8	14	13	13	2	2	3	28	0.237	-0.285	-0.148	-0.401	2.099	-0.712	-0.193	0.119
46	2	13	15	14	5	5	2	4	24	-0.581	0.596	-0.003	-0.260	-0.207	0.147	-0.193	0.533
47	7	5	18	19	2	4	1	4	25	0.783	-0.814	0.432	0.445	-1.072	-0.139	-0.604	0.533
48	5	0	16	26	3	7	3	0	36	0.237	-1.694	0.142	1.430	-0.784	0.719	0.218	-1.122

APPENDIX L

INDIVIDUAL POSTTEST SCORES

ON THE DEFINING ISSUES TEST

TABLE 5

INDIVIDUAL POSTTEST SCORES ON THE DEFINING ISSUES TEST

(P VALUES, STAGE SCORES, STAGE TYPE VALUES)

Subject	Stage 2	Stage 3	Stage 4	Stage 5A	Stage 5B	Stage 6	A	M	P	*2	*3	*4	*5A	*5B	*6	*A	*M
1	2	3	6	26	9	9	5	0	44	-0.581	-1.166	-1.307	1.430	0.946	1.292	1.041	-1.122
2	0	10	4	15	15	8	2	6	38	-1.127	0.067	-1.596	-0.119	2.676	1.006	-0.193	1.360
3	3	3	17	22	3	7	3	2	32	-0.309	-1.166	0.287	0.867	-0.784	0.719	0.218	-0.295
4	0	6	28	10	7	0	6	3	17	-1.127	-0.638	1.880	-0.823	0.369	-1.285	1.452	0.119
5	0	2	31	9	7	11	0	0	27	-1.127	-1.342	2.315	-0.964	0.369	1.865	-1.016	-1.122
6	0	1	22	17	4	8	3	5	29	-1.127	-1.518	1.011	0.163	-0.496	1.006	0.218	0.947
7	0	9	10	27	7	1	6	0	35	-1.127	-0.109	-0.727	1.571	0.369	-0.998	1.452	-1.122
8	5	6	19	15	7	0	5	3	22	0.237	-0.638	0.577	-0.119	0.369	-1.285	1.041	0.119
9	0	4	29	19	4	4	0	0	27	-1.127	-0.990	2.025	0.445	-0.496	-0.139	-1.016	-1.122
10	1	3	35	15	3	3	0	0	21	-0.854	-1.166	2.895	-0.119	-0.784	-0.426	-1.016	-1.122
11	4	6	11	28	7	2	0	2	37	-0.036	-0.638	-0.582	1.712	0.369	-0.712	-1.016	-0.295
12	6	15	17	18	0	0	4	0	18	0.510	0.948	0.287	0.304	-1.649	-1.285	0.630	-1.122
13	5	5	30	15	2	0	0	3	17	0.237	-0.814	2.170	-0.119	-1.072	-1.285	-1.016	0.119
14	8	1	29	14	0	5	0	3	19	1.056	-1.518	2.025	-0.260	-1.649	0.147	-1.016	0.119
15	0	4	18	18	4	8	0	8	30	-1.127	-0.990	0.432	0.304	-0.496	1.006	-1.016	2.188
16	1	11	14	13	10	3	4	4	26	-0.854	0.243	-0.148	-0.401	1.234	-0.426	0.630	0.533
17	3	6	12	15	5	11	4	4	31	-0.309	-0.638	-0.437	-0.119	-0.207	1.865	0.630	0.533
18	7	10	21	18	0	1	3	0	19	0.783	0.067	0.866	0.304	-1.649	-0.998	0.218	-1.122
19	7	10	19	11	5	0	2	6	16	0.783	0.067	0.577	-0.682	-0.207	-1.285	-0.193	1.360

TABLE 5

Subject	Stage 2	Stage 3	Stage 4	Stage 5A	Stage 5B	Stage 6	A	M	P	*2	*3	*4	*5A	*5B	*6	*A	*M
20	4	13	25	11	7	0	0	0	18	-0.036	0.596	1.446	-0.682	0.369	-1.285	-1.016	-1.122
21	2	5	25	17	4	4	3	0	25	-0.581	-0.814	1.446	0.163	-0.496	-0.139	0.218	-1.122
22	0	7	21	15	3	6	7	1	24	-1.127	-0.461	0.866	-0.119	-0.784	0.433	1.864	-0.708
23	0	8	11	20	8	1	6	6	29	-1.127	-0.285	-0.582	0.585	0.658	-0.998	1.452	1.360
24	9	7	17	8	7	0	9	3	15	1.329	-0.461	0.287	-1.105	0.369	-1.285	2.687	0.119
25	6	8	36	4	4	1	0	1	9	0.510	-0.285	3.039	-1.668	-0.496	-0.998	-1.016	-0.708
26	11	5	23	17	1	0	0	3	18	1.874	-0.814	1.156	0.163	-1.361	-1.285	-1.016	0.119
27	6	5	22	11	5	5	4	2	21	0.510	-0.814	1.011	-0.682	-0.207	0.147	0.630	-0.295
28	9	17	19	8	0	3	4	0	11	1.329	1.300	0.577	-1.105	-1.649	-0.426	0.630	-1.122
29	0	2	19	16	13	7	2	1	36	-1.127	-1.342	0.577	0.022	2.099	0.719	-0.193	-0.708
30	11	8	4	15	6	9	7	0	30	1.874	-0.285	-1.596	-0.119	0.081	1.292	1.864	-1.122
31	0	1	19	16	12	9	2	1	37	-1.127	-1.518	0.577	0.022	1.811	1.292	-0.193	-0.708
32	5	3	26	11	5	2	4	4	18	0.237	-1.166	1.591	-0.682	-0.207	-0.712	0.630	0.533
33	2	2	20	22	4	8	2	0	34	-0.581	-1.342	0.722	0.867	-0.496	1.006	-0.193	-1.122
34	0	5	23	18	2	5	0	7	25	-1.127	-0.814	1.156	0.304	-1.072	0.147	-1.016	1.774
35	3	17	25	5	5	2	0	3	12	-0.309	1.300	1.446	-1.527	-0.207	-0.712	-1.016	0.119
36	0	14	33	5	0	4	0	4	9	-1.127	0.772	2.605	-1.527	-1.649	-0.139	-1.016	0.533
37	1	3	29	14	6	5	0	2	25	-0.854	-1.166	2.025	-0.260	0.081	0.147	-1.016	-0.295
38	2	8	4	22	12	8	1	3	42	-0.581	-0.285	-1.596	0.867	1.811	1.006	-0.604	0.119
39	10	7	15	14	9	2	0	3	25	1.601	-0.461	-0.003	-0.260	0.946	-0.712	-1.016	0.119

TABLE 5

Subject	Stage 2	Stage 3	Stage 4	Stage 5A	Stage 5B	Stage 6	A	M	P	*2	*3	*4	*5A	*5B	*6	*A	*M
40	4	11	23	3	8	8	0	3	19	-0.036	0.243	1.156	-1.809	0.658	1.006	-1.016	0.119
41	9	6	13	15	8	9	0	0	32	1.329	-0.638	-0.292	-0.119	0.658	1.292	-1.016	-1.122
42	0	6	8	24	5	7	2	8	36	-1.127	-0.638	-1.017	1.149	-0.207	0.719	-0.193	2.188
43	0	8	18	21	0	4	7	2	25	-1.127	-0.285	0.432	0.726	-1.649	-0.139	1.864	-0.295
44	4	15	10	23	5	1	2	0	29	-0.036	0.948	-0.727	1.008	-0.207	-0.998	-0.193	-1.122
45	2	2	9	25	12	2	4	4	39	-0.581	-1.342	-0.872	1.290	1.811	-0.712	0.630	0.533
46	0	14	10	21	3	8	3	1	32	-1.127	0.772	-0.727	0.726	-0.784	1.006	0.218	-0.708
47	9	3	17	16	3	4	5	3	23	1.329	-1.166	0.287	0.022	-0.784	-0.139	1.041	0.119
48	8	7	7	24	3	4	3	4	31	1.056	-0.461	-1.162	1.149	-0.784	-0.139	0.218	0.533

APPENDIX M

VERBATIM DECISIONS OF SUBJECTS

ON VIDEOTAPE I (SEVERE DISTURBANCE)

High Score Subject Response

I would not try to physically stop the fight. If I could not get them to stop by telling them, I would get someone or send for someone else who I think might be able to stop them. I would hope that before the action got this far that I would see that there might be some trouble and try to prevent it. I don't know what the trouble is about and I need to find out what it is, but I can't approach the problem while the boys are fighting because I wouldn't have their attention. That is why my first impulse would be to stop the fight and then get down to the cause of the disturbance.

First and most important I would break up the fight. Then I would try to find out what caused the disturbance. If it was minor, I would talk with both persons involved and try to point out that the classroom wasn't the best place to resolve differences and fighting is not the best way to resolve differences no matter what the location. If the cause was more serious I would take the matter up with the proper officials. Both persons involved are high school students, adolescents in a state between childhood and adulthood. Their childlike behavior is inappropriate but treating them like children, i.e. paddling, will not encourage adult responses to problems or situations. Too many times classroom teachers over-react to situations that were caused by a minor dispute. By over-reacting the problem is not resolved and many times is only intensified.

Break up fight by force if necessary. Try to bring reason for disturbance out. Talk it out, try to make peace between combatants.

Possibly go to gym. Warn against future classroom fighting, detain after school. For breaking it up: combat not conducive to education, some decorum in classroom must be maintained.

Dismiss the rest of the class and bring someone in who is bigger than I am, but not necessarily a fight bust-up person. I think the fight should be finished as much as possible but neither person should walk out of the room til they have talked to each other and the tension is released. To release the excess tension that caused the fight in the first place; to bring the problem into its right proportions after each has calmed down; and to put an end to the dispute forever and not postpone it 'till after school.

I would first try to stop the fight by going over to them. If this did not work I would go down the hall and try to find a man teacher to help me with the situation. I could be blamed by parents if I allowed this fight to continue and one were hurt. There were no verbal threats-- this is probably just a friendly scuffle but one could hit their head and get severely hurt. I say this because I heard no verbal threats of anger. I heard no verbal threats and they did not appear to be trying to hurt one another badly. I believe it should be broken up though, because out of this one could be hurt and this would be my responsibility.

Have male teacher separate students (call one in if necessary) and then have them sit down and talk out what happened and why in the presence of one mediator--teacher, principal, another student, but only one. No physical punishment should be necessary for students of this age. Physical punishment should not have much rehabilitative effect at

this age-- therefore, the remedy would be to talk it out and hopefully reach a reasonable solution. Students need to discuss what happened and especially why so it would not happen again.

I would ask them what the problem was and then ask them if they could come up with a solution for what should be done concerning how to solve the matter, also ask them alternatives on how this behavior can be avoided in the future. There was apparently a disagreement among the two boys, so punishment (example, sending them to the office) might not stop this from happening again. If you give them alternatives in the classroom it may resolve the behavior. Talking with them lets them know you are concerned.

The first thing would be to separate the boys and give them time to calm down--maybe after they are apart and able to think about their disagreement, they will not be so violent. I would probably talk to each of the boys separately. Obviously you have to separate them and calm them down. I think that when you are caught up in something (like the fight) you become bent on finishing it. Once you are separated from the problem, it might not seem so bad. Also, I would talk to each of them because the problem might be coming from somewhere else and they just need an outlet to release their hostilities.

Separate students (physically that is). Dialogue to determine what the problem was or is. Attempt dialogue between students and hopefully ·ring about feelings that there are other ways to settle disagreements, ·ellings, etc. I would stop the fight to prevent injury. Dialogues, to

establish for my information and theirs, perhaps, what the trouble is; to develop understanding between the kids. Not reacting to background, I would take quick steps if this happened continually between the two students.

I would immediately dismiss the two boys from class (after explaining to boys and class the reason). I would accompany them to the principal or superintendent where I would let it be known I favored expelling the two boys (for a few days) without chance for making up work and grades. Letting disturbances like this go without being promptly and strictly punished could only cause a lack of respect for the instructor on the students' part, and thus, a lack of classroom control.

I would first ask the students what they were intending to do. For example, did they really want to hurt one another, what were they angry about, etc. I would expect them to sit down and talk the situation over with me, if necessary I would give them time to cool off first. I would tell them why such behavior could not continue in a classroom, and I would tell them that I didn't expect it to happen again. Obviously something is bothering the students. The best solution would be--if possible--to find out what. Any punishment (at least for a first offense) would probably only make things worse.

Try to reason with the students which probably wouldn't work. Then get help in breaking up the fight from other male students in the class. Just talking to them probably would be ignored. Something quick and physical needed to be done to prevent personal injury or destruction of the classroom

Break up fight. Attempt to discover cause. Take students to principal, explain what happened as I saw it and leave them to tell their sides. Discuss problem with both after they had returned, possibly discipline. Fighting has no place in class. In all cases I know of, principal has final say on discipline problems. However, reasons need to be known by teacher for such behavior and he needs to try and prevent second occurance.

I would stop the fight, have them take seats away from each other and try to talk to them one at a time to find out why they were fighting, and if they could be brought to some compromise. Because it is disrupting the classroom and disturbing the other students as well as possibly hurting the two involved. If an attempt to straighten out their problem is not made they will probably continue their fight later.

In this situation, I would tell the boys to stop. If that failed, I would send someone to get a male teacher and/or the principal or vice-principal. This 'behavior' needs to be stopped before one of the two boys gets hurt or damages anything. I don't feel like I would be effective in trying to physically stop the fight, but strong verbalization could stop the fight. If the boys continued, then I would be compelled to stay in the room to keep some semblance of control--trying to stop them and send for someone who could physically handle the situation.

First of all, if I were a teacher I would very loudly ask the boys tostop. If they didn't which is probably what would happen, I don't think I'm physically strong enough to stop the fight so I would try to get a male teacher to stop the fight. After the fight was stopped, I

would have a conference to try to work out the boys' problems. First of all, the fight needed to be stopped for everyone's safety. It is obvious that there was a problem and I would try to help resolve it if possible.

Medium Score Subject Response

I'd separate them and send them to the counselors. After they'd seen the counselor, I'd take each one separately and talk with them about how they feel about the other, the class, themself. If this was a first offense, I'd let it go at that. If not, I'd seek the advice of my administration in setting up a stricter disciplinary program - or if possible have one kid transferred to another class if it's just the kid he can't get along with. I'd send them to the counselor because they could probably handle it better - and that's what I think would be expected of me. For my own benefit, I'd want to talk with the boys to hear their story personally. If I was a regular classroom teacher it would be OK to separate them, but since I'm in Special Ed. there's only one Special Ed. class in a school, so probably stricter discipline would have to be carried out.

This disturbance is extremely severe. Injury or possibly even death could result, (it has been known to happen). Therefore, I would first demand that the students cease their actions. If they refused and continued to fight, I would once more order them to stop in a louder and firmer tone of voice. If they still refused I would be forced to physically separate them. Both would be reported to the school administration for disciplinary action. As I stated, the safety of both students,

as well as the class, is in potential jeopardy. It would be imperative for me to stop the fight. Physical means would be used as a last resort, not only because of legal implications, but to try all other measures first, in an effort to prevent serious results, i.e. injuries, etc.

I'd first make sure of the safety of the rest of the class by telling them to move away from the combatants. I'd also send a student to the principal's office for help. Then I'd try to physically restrain the fighters. I might ask some of the other boys to help me if I thought they were willing. I'd have to be concerned with the physical welfare of all of my students first, and that's why I'd try to remove everyone from the fighters. I also think it would be best to get some outside help if the class is out of my control that badly. I'd try to separate them myself because I feel like if they started that in my classroom, then I'm responsible for their actions.

Break up the disturbance. Separate the two persons involved and ask them why they did that in my class. The reason I would separate them is to try and get them apart to cool down. Also I would not want it to start again. I would try to settle this myself without sending for or them to the principal, because they would probably tell me more openly the reason for their disturbance.

After the fight had been stopped I would take each boy separately and talk to him. I would have each tell his story of the fight and then ask if there could have been another way of resolving the fight. Then I would bring both boys together and discuss alternatives for the fight; ways it could have been avoided. If there was some rule about

fight and a certain punishment, then I would explain to them that they knew the rules and would have to take their punishment. Talking to each boy privately before he meets the other would help cool the situation down a little bit. When they confronted each other they could see how the other one felt. By giving them their due punishment then they would learn some responsibility hopefully and think through something before they plunged right in.

I would immediately send someone to get the principal (if a man) or a male teacher who has some student body control going for him. It is obvious that both students are larger than me, and, if they had begun fighting, I certainly don't have control over either one. When it has gone to this stage of behavior, verbal barrages are useless and class control critical in regard to damage about to occur. Something needs to be done immediately for all concerned (those to students, the class, myself, and property.).

I would call them down and try to talk to them about why they were fighting and see if they chould work the problem out between themselves. I would tell them that they had one more chance and if they still continued to fight then some other action would be taken. If you let them know that that kind of behavior does not go on in your classroom then maybe they will try to work things out before further action is taken.

Believing that discretion is the better part of valor I would probably wait until both boys had worn down some before I tried to disengage them. After separating them I would probably ask them what started the fight and why did they fight in the classroom. The main

reason for intervention would be to prevent possible injury to the boys. Scuffling among chairs might result in an injury. Also another reason is they are disrupting the class.

I would send them to the principal. I don't feel I should get physically involved to stop the fight. I would not embarrass them by having the principal come to the room. I do feel that fighting such as was demonstrated was serious enough to warrant some form of punishment, preferably from an older male.

First I would send another student to get a male teacher and another to get the principal. If I could contact him from my room I would do that. Then I would try to arbitrate and get the boys attention to stop fighting. I don't feel that I could break up the fight by myself. The principal or other teacher could be back-up in case I could stop the fight.

I don't think I could break apart two teenage boys fighting - by words or physical force. And I would't want to make boys in the class subject to "teacher's pet" comments. But if there were boys I could use to break up the fight I would. If not I would send for the nearest adult males. I would rather handle it myself, but I'm not sure I have the training. A counselor would be my choice. I don't think that whippings do any good in situations like this. There must be a root problem which is what I want to work on. I would be concerned that no one is hurt and nothing is broken. How a teacher handles something like this is very important - especially a female - it can't help but disrupt

a class for a while. I have named a few reasons for my decisions, mainly that there is more than just a fight going on.

Ask the boys to stop fighting - (or break it up myself - if they refused) - tell the class to go on with their activities and meet with the two boys at some quiet, private spot. Give each a chance to explain why they were fighting. Try and question them (after they were finished with their explanations) to help them think about the situation objectively and not emotionally. Then I would have the two boys help me decide what to do about this incident - and how to stop it in the future. It is important to understand why one acts as he does. Also, the boys would understand themselves and others better if they too were involved in the discussion and follow-up.

I believe I would (possibly with the aid of another teacher) separate the two, escort them to the principal's office, come back to class and finish the period. I would then return to the principal's office, and I would have them sent home until their parents could bring them back to have a conference with me. This type of behavior is totally uncalled for, and I will not put up with it. Children do not deserve the privilege of sitting with his fellow classmates when they do not exhibit the right type of behavior.

I would first try to stop the disturbance by telling them that they would be thrown out of class if they continued. If that failed I would then attempt to get others in the class to try and hold each of them back. That failing I would probably call two male adults (faculty, principal, and/or janitor) to break up the fight. Breaking it up, they would then

be sent to the counselor. I feel the teacher should attempt to control the class first. That failing outside assistance is necessary.

Ask the boys to stop fighting and then set them down and ask them why they were fighting. I would try to encourage them to talk about their problem in a civilized manner and see if they can come to a compromise. They would have to stop fighting first because nothing would be accomplished by doing that (only making each more mad). I would encourage them to talk things out because that is the only way to get things out in the open and then try to aid them in solving their differences.

At first I would stop the fight and then take the boys to the principal. I feel by doing this, the principal is better equipped to handle this problem. I don't believe that in a fight situation the teacher should get involved. It's better you let someone else handle it.

Low Score Subject Response

Try and reason with the students. Of course I would break it up. Try and find the reasoning for their behavior. Ask them to explain why they didn't seek to alter this situation in some other way. Try and get them to put a little confidence in me for trust. Would discipline accordingly. I believe in discipline in the classroom. I also believe that what goes on during my class is somewhat part of my problem also. I believe a teacher should have a rapport with his or her students as to try and settle differences such as this. They should expect punishment and they will get it, but they would have right to explain.

First of all I would try and stop the fight myself, by trying to pull them apart. If they continued to fight I'd probably get really mad and seek someone else's help. Fighting in the classroom is an obvious class disruption and should not be tolerated. The reason I would try and stop it myself is because if they don't want to stop fighting and someone else gets hit, I would rather it be me instead of one of the other students.

I would go between them where they would have to stop. I would go between them because I know for them to start doing that kind of action in a classroom just telling them to stop, probably wouldn't do much good. Then I would take them out of class and try to find out the reason behind them doing this.

I would first separate the students. Then ask them what the fight was about. I would probably ask them this question separately. I would then try to see if an agreement could be made and the fight settled. If not, I would have them stay after class and we would discuss what should be done. I would want to know what the fight was about so I could help solve the argument. I would talk to them separately because they could start fighting again if they told their stories together. The action of discussion after class would help them see how I feel about fighting. A physical punishment wouldn't work on kids of this age.

First of all I would step in between them to stop the fight and I would directly take them to the office and I would also request that they couldn't come back to my class unless they straightened up. If for example it happened again I would see that they were laid out of school

for a few days. This isn't what a classroom is for. I would take them
to the office because I feel they can do more about the incident than I
could. They would also have to prove to me that they wouldn't do it
again, because I just wouldn't put up with that.

First I would quietly walk over and break up the fight. Then I would
ask them what had caused it and why. I would sit them down to let them
get their breath. I would ask if it was anything I could help with or
that they might need to discuss quietly between themselves with my super-
vision. I feel making a big deal out of this would be the wrong move
unless this happened every day over nothing because they are at the age
where their problems seem very big to them. And as a teacher I might be
able to help them by showing them other ways to solve problems besides
violence.

In this case I have no idea who is at fault. I would stop the fight
and try and find out who started it. If I found out, the aggressor would
be suspended from school for three days and the other nothing will happen
to. Also, I would warn them anymore fighting in the room and they would
not be allowed back in. The reason I would act this way is because a
similar thing happened to me and I was almost suspended for not doing a
thing except defending myself. If you aren't at fault when something
like this occurs you shouldn't be penalized for it.

I would probably try to break it up by telling the students to stop.
Due to the extent the students are getting into it it most likely wouldn't
work. I would then intervene myself. If it's too violent for me and
this second idea doesn't work, I'd send a student for strong outside help.

Students won't listen to command. I would just get hurt breaking it up and outside help would get the job done the quickest and safest way.

I would try to come between the two and stop the fight. Sit them down and talk to them and try to explain to them that the fight was senseless. To help them control their violent actions and explain to them because they may not be told or taught in the home and various other places in situations as such.

First ask them to stop and to calm themselves. If I had to, I would walk over to them and try to separate, not by getting into it with them but maybe by touching one on the shoulder or something and tell them to stop again. Then if they continued I would call the principal or whoever I feel could handle them (older male) to stop them. Then try to talk out their problems. They are disturbing the class and need to be stopped. Usually a higher authority preferably a male could control thier actions and maybe get some insight on why they were doing this and try to talk it out. Reason.

I would attempt to break up the fight with a verbal plea (yelling!) If it did not break up, I would find the nearest male authority (teacher or counselor) and physically break it up. Afterwards I would talk to each one individually find out why the fight started, eliminate the problem, and stress the fact that this will not be tolerated in the classroom or out! I would break up the fight because I am responsible for what happens in the class. I would talk to them privately to see what the problem was, and make then understand that fighting is no way of settling any dispute.

I would attempt to break up the fight, but being a woman might have to get outside help. I would take them to the principal's office for punishment. As a teacher I would only break up the fight. I don't feel I am in a position to place punishment for this kind of severe actions. Feel the principal would know more of what type procedure to go through to handle the situation.

I as the teacher would talk to them on an individual basis first and get both viewpoints from both of them. Secondly, I would talk to them together and see exactly what the trouble is and with them and I together try to solve the conflict. If this doesn't work then I would call in the principal and let him handle the situation from there. If the two kids couldn't settle it there then call their parents. I would give them a warning unless the two kids are always in trouble. Everyone is apt to get in a fight or scuffle once in their lives. It might have been nothing too severe they were arguing about. As a teacher I would be honest and give them a second chance.

Both students go to office administration and tell reasons for fighting and what the problem is. May have to split them as far as being in the same class. I could be an attention getter. Fighting will not be permitted in my classroom, no matter what the conditions are. No one gets anywhere by fighting. They could be doing it for attention.

I would try to stop this or call in a principal. Parents might also be notified of such behavior. Get them out of the class for a period of time. Extra work. They were doing an act of uncalled for disturbance.

This could have affects on other students. Calling parents might stop further doings.

I would definitely try to break them away from each other. Then I would like to talk to them about it and try to get their feelings on why they were fighting. They should be stopped because one of them could get hurt. By talking things out they might settle down and get things worked out.

High/High Score Dyad Decision

1. Stop fight

2. Find out cause

3. Talk to both, listen to both sides

4. Fight not solving problem - emotions at peak hinder rational thinking

5. Could be nothing or could be serious

6. Shouldn't be automatic punishment for every broken rule

7. Help them learn something from situation

Physically separate. Talk to them to find out cause. Prevent injury. Talk - because it could be some other problem. We would try to perceive what real issues were for the benefit of all three parties.

Break up the physical fight; get both stories and take them to the principal along with personal observations; separate them when they got to class after talking to them. Because they can't be allowed to tear up the classroom and being physically hurt; take to principal because they are at a stage when just a teacher talking doesn't help.

Tell them to stop then if that failed send for help, remaining
in the classroom. The boys were disrupting the class, they might hurt
themselves; not wanting to get hurt ourselves, we would send for help
remaining in the classroom trying to stop it and help in any way possible.

Medium/Medium Score Dyad Decision

We would first ask the students to stop fighting. If they didn't
we would send a student for help (principal's office). Again we would
ask them to stop. If they didn't, we would move in and try to physically
restrain them. They might stop if you asked, so we asked them to stop.
We also would like to get some outside help to prevent any further
damage. The main reason is to protect them and the other students. The
physical response was the last resort, but since it was our classroom, it
was necessary.

Stop the fight either ourselves or by getting assistance, then talk
to each boy separately. Follow school punishment for each. The fight
must be stopped to keep someone from getting hurt. The talk would enable
them to find out what the problem is. Punishment - the consequences of
inappropriate behavior as measured by the school.

Let students finish fight, unless there was a chance of bodily
harm if male was teacher. Expend energy.

Attempt to break up disturbance. Discuss the problem with the two
boys involved trying to get to the core of the problem and bringing in
the counselor if necessary to further aid in a compromise. The fighting
has to be broken up so as to figure out exactly why the fight started.

Low/Low Score Dyad Decision

Break them apart, then try to find out the problem. If this didn't work we would send them to the office. So they won't get hurt, talking the problem out is much better than taking action; they have the authority to expel them.

Tell them to stop and if that didn't work try to intervene and if not successful get some outside help (principal, another teacher, etc.). To tell them to stop and intervene would probably be difficult so the best thing would be to get outside help.

Verbal instructions to stop fighting. Go get someone who will help you break up the fight. To eliminate the disruption in the classroom they will respond quicker when someone of authority and/or strength comes in.

Send them to the administrator. For doing something that both students know is against school policy. It sets bad examples for their classmates. Fighting gets them nowhere.

High/Medium Score Dyad Decision

Separate the two people involved. Talk to each individual involved. Fix the room back up. Break them up to stop the disruptive act in the classroom. Fix the room back up as a disciplinary action taken.

We would go over to the situation and try to break it up. If that did not work we would go get a man teacher to help break up the scuffle.

Then we could talk to them about why they were pushing each other. We would let them know that this kind of behavior does not take place in the classroom. Disturbing the class injuries could take place.

Talk to the two privately. Ask them each to explain their actions. Explain teacher's views. All three decide on follow-up (i.e. discipline, prevention). Talk to help teacher evaluate situation - involve boys so they more fully understand their own feelings and other around them.

We would get a male teacher or principal to stop the fight. And later talk to each boy to try to figure out the problem. We felt physically we could not stop the fight. We felt there was a definite problem that needed to be resolved.

High/Low Score Dyad Decision

Everybody out of the room. Send a student to get help. Sit down, talk it over. Study one hour after school for one week in separate rooms. 1) Cut down confusion and tension; 2) stop the fight; 3) so they won't finish it later and they will realize they are both wrong; 4) control themselves in classroom.

We would separate them. Have the students talk about what happened and why with another person present. To end the immediate disturbance. Because students are too old for physical punishment, and because they need to define the reason for the disturbance by them, before any rehabilitation is to be effective. Only one person with them because too many

listeners would cut down the discussion, and so the talk will be kept to a discussion and not a fight.

First we agreed on calmly breaking it up. Then sitting them down and asking the problem. If as a teacher could help with it or show them discussing among themselves quietly is a good way. If it can't be solved this way, they still fell like wrestling over it, to do it on their own time. Depending on the situation handling it calmly is the best way for them. Because at this age they're so temperamental and letting them get it out of their systems is the best way. Along with the alternatives again, that way they can decide on their own best solution.

Talk to them first as individuals and see what the problem is. Then as a group talk to them and see if problem could be settled. If not, go to the principal and see if he can get it straightened out. If this doesn't work on to the parents. Punish them because if people in class see that you let it go then anything might happen. Classroom control would be lost.

Medium/Low Score Dyad Decision

On first offense would take them and talk with them. Try and find out about the students - build teacher-student rapport. Get them to build trust as a friend with you. Settle their differences intellectually. If situation continues may seek administrative help or possibly a class change. Reason for teacher behavior in first offense is for building relations with his or her students. Would reprimand thereafter because of lack of trying on students part. Would have to seek other methods.

Break fight up after calling for someone else. Find out what was
the source. If there is uncertain doubt about who started the fight
they should be suspended for three days with no make-up. Someone could
be hurt; those involved or innocent bystanders. Damage to property.
Suspension because they wouldn't take talking too seriously and detention
would only serve to bore the students. They probably won't benefit from
detention.

Verbally try to break up fight (because we're women). Then if
needed get a male teacher to help. Take them to principal's office.
We're not physically able to break up that kind of fight. It was such a
severe behavior that an authority figure should be called on to decide
punishment.

First go with them to the principal's office. Make them wait there
until class is over so the teacher could return. By the time class is
over they should be ready to talk it over with the principal and the
teacher.

APPENDIX N

VERBATIM DECISIONS OF SUBJECTS

ON VIDEOTAPE II (NONSEVERE DISTURBANCE)

High Score Subject Response

There has to be a reason for the behavior whatever small or large.
I have to find out why the students are doing what they are doing. I
would take both students aside, find out why they think they are disrupting
the class or if they even feel that their behavior is disrupting. They
need to talk about what they are doing and why. Then I think I would try
to point out my position - why I think their behavior is disruptive, etc.
People do things for a reason and through talking about what we do, our
reasons become clear, both to ourselves and others. Through talking
about what happened I think we could develop introspective abilities in
both boys - something that will be later needed as adults. Also, through
their behavior they may be trying to tell me something. By giving them
a chance to talk away from peer group pressure, I think we could all learn
something.

The boys are probably disturbing the rest of the class. I would
tell them to get quieter and if they did not, I would not continually
tell them to get quiet. I would take them out of the classroom and talk
to them to see if we could work out an agreement. If they didn't stop
the loud noise when I asked them to, there would be no point in continually
telling them because it would bring even more of the class' attention
to them instead of to whatever the class is supposed to be doing. If I
could talk to them I might could find out why they thought they needed
to bring attention to themselves.

Laughing not necessarily disruptive, could be tolerated. If it is
interferring could be reprimanded, possibly the class might enjoy. Mild

censure if it is interferring with lesson for the protection of other class members.

Ignore it unless it is obviously out of hand. If it is out of hand, give the class an assignment which calls for individual work. But in all instances don't call attention to these guys or mention the behavior. Attention seeking. Boredom. Lack of self confidence on the part of the student. Must watch the individuals closely when time permits.

I would ask the boys to stop and continue on with their work. If they did not stop I would separate them, one on each side of the room. If this did not work I could remove one of them to another room (empty) and ask him to do his work there or I could call on one to go to the board and show the class what he was doing or he could go to the front of the class and work one of his math problems on the board, etc. This was in my opinion to the boys thinking each other was funny and enjoying cutting up. They probably were delaying the work which had been assigned to do. They did not appear to be trying to get the entire class' attention, just annoy the teacher and were enjoying what they were doing.

Ask students to refrain from disturbing behavior. Would be entirely appropriate to ask students at this age level to simply leave the room if they cannot be civil. Should dismiss it rather lightly. Behavior should be dismissed lightly because 1) class would not be in turmoil over it, and 2) casual reaction to it would defeat the students' desire to act stupid and cause an uproar. This embarrassment should be enough punishment in itself. Asking them to leave room should also humble them a bit, they want attention, not dismissal.

I would ask them what they thought was so funny. If they said "nothing" then I would probably ask them in class or privately if that they should ever have to disrupt the class with an outburst then they would not be allowed to sit next to each other until they could control their behavior better. 1) separating them will eliminate conversation and therefore the outbursts may stop. 2) talking with them outside of class may let them know I am concerned. 3) in class telling them may embarrass them and cause the outbursts to stop.

Again, I would separate the boys as quickly as possible - I would put them in opposite corners of the room, if possible. Probably I would ask them to tell the class what was so funny. (I would try to ignore the disturbance if I could.) I would hope that I could solve the problem by ignoring it. If it became too bad, I would separate them because separation would keep them from being so loud.

I would again, separate as it were - the students - dialogue - why? - point out inconvenience and others - hope to figure out for them and me why they are disruptive - ask them to discontinue interruption. I would halt interruption as it is disturbing to rest of class and to students participating in disruption. Talk - to get at reasons to provide awareness of problem for students and teacher.

Even though it may be a tactic usually used with younger children, I would first separate the boys, explaining that they were disturbing the class. If the two continued these actions, I would assign heavier work to keep them busy. If this continued, I would feel forced to dismiss them from the classroom. I would separate them because if alone, they

might not be so daring (strength lies in numbers). Secondly, this disturbance could be the effect of boredom, which assigning more work or more interesting work would eliminate.

I would point out that there are other students in the classroom and their behavior was inconsiderate of the other students' rights. If the class could possibly be structured to give the students a choice in their activities, I would remind them that if they didn't want to do what they were working on, they should select something else. If the other students didn't seem bothered by these boys, I would ignore it altogether and perhaps talk to them later. I would speak to them individually, not in front of the class. In this case, the students seem to be trying to cause a disturbance, and I would choose not to let it become a disturbance if possible. I would try not to give them extra attention just because of their negative behavior.

Stop class. Call the two students to teacher's position and discuss disturbance with them and take steps to prevent second occurrence. It is disturbing to the other students as well as teacher and must be prevented.

Separate boys and get them involved in an activity that would not only keep them occupied but teach them something (How idealistic!) Ignoring them wouldn't help and keeping them together magnifies peer approval. Screaming usually doesn't do much good either.

I would ask first if they would like to share the joke with the class? If not, I would ask them to please be quiet and to apologize to

the class for disturbing it. If their laughter was connected with the class studies everyone would enjoy knowing what was funny. If they were merely disturbing the class then they would be causing problems for the other class members.

If I was trying to teach the class and the "disruption" occurred, first I would check to see if something I had said caused it. If the two boys continued, I would probably stop and focus my attention upon them. If that failed I would verbalize my feelings. I don't believe in this instance that anything else would be necessary. Many times a person, particularly someone in a speaking situation, can actually touch off some feedback that they were not expecting; many times an allusion to some normal word can trigger laughter between people because of a common experience. Before making any attempt to discipline this behavior, I would try to examine why it happened. It seemed to me that the two were probably bored and wanting attention. If the teacher was to make this into a major production, it could backfire on her.

If I were a teacher and experienced this disruption, I first would ask the boy what his reasons were for making the noises. After his response I would then ask him to excuse himself and leave the classroom. Afterwards, I would have a private conference with him to try to understand what his problem was. I would do this as explained because I would want to try to keep the disturbance as minimal to the other students as possible. The more you blow up a situation the worse it will be.

Medium Score Subject Response

I'd separate them and give them something constructive to do - apart. It didn't look like they were doing anything but sitting and cutting up. I think the cutting up would stop if they were given something interesting and constructive to do.

I would probably just ask the students to please join in whatever activity the class was engaged in. I would ask them to hold down the noise, and respect everyone else's right to hear what was going on in the class. Hopefully I wouldn't have to drag it out and make a big scene. I'd try to get them involved in doing something rather than just sitting there. I'd try to use the above approach so as not to alienate the students from me and the class too much. However, I'm not as worried about whether or not they're in love with me as much as I am about whether they and their classmates are benefiting from my class. I think if they were involved in doing something they wouldn't be as prone to disturb the class. That's why I'd try to give them something to do, or arrange for them to join the class. In my subject area there would be a lot of individual work, so I might just need to work with them a little more.

I would inform the students in a polite way that their actions were distracting in a learning environment. If they had nothing to study or work on, I would advise that they read or kept quiet in consideration of others. If they persist, more severe action would be in order. It is easier, I feel, to deal gently with a minor breech in classroom discipline than to explode in anger as if a murder were being committed. This disturbance indicates boredom. Better to relieve the boredom than

create resentment when there is no need for firm action on the part of the instructor.

Ask them to let the others in on what was so funny. Also ask them to wait till they got out of class to make their funny noises. Because they are probably bored with what I was doing in class and were trying to let me know this in this manner. I would ask them to wait till they got outside because it would interefere with what I was trying to teach the other students.

First of all, I would separate the two boys and then if that didn't work I would talk to each boy and discuss with them the reasons why they had done it and come to a realization that there are times for that and this wasn't the time. It would depend on if this was done during work time, free time, or during a lecture. The reason for separating them is because kids can think up ways to cause trouble when there's more than one of them (two heads are better than one!). Talking to them would give them an understanding of what the expected behavior should be, since they looked old enough to handle the responsibility of the classroom rules.

I would ask the student to please refrain from making such loud activity during discussion of classroom material. If class study/lecture had stopped I would only ask them to quieten the noise level of their conversation and omit the last sound made by student with his hands and mouth. To make a big deal out of what happened would probably make it worse during class lecture. If no class lecture were going on, the behavior is not any more disruptive than the volume it would have. Lowering the volume should handle any problem in disruption.

At first I would ignore the situation and then I would try the silent treatment. If the silent treatment did not work I would probably have a talk with each of them away from the other students. I would ask them what was so funny and not to carry on joke telling in my classroom. Sometimes if you ignore the situation and it is not disrupting the other class members, then they are not haveng any fun and will stop. Then again the silent treatment also does wonders. Even better, if you explain to the students at the beginning of the year what kind of behavior you expect and set your ground rules, then they would know what their punishment is and probably be less likely to pull too many tricks.

I would ask them if they had any suggestions to make the lesson more interesting. Obviously they were bored and uninvolved in the class lesson. By asking them for suggestions, they would get the point that I was aware of their boredom. It would also place them in some active participation, hopefully to help them rejoin the group. Their suggestions would show them that I put out effort to help interest them.

Ask students what was so funny and why they were laughing. If they refused to tell me I would ask them to please try and keep the noise level down so as not to interfere with the class. The laughing of the students might be disturbing the other class members and prove disruptive, but mildly so.

I would probably ask one of the two boys if he would like to help me do something that needed to be done. In other words I'd find him or them something to do without telling them that they should behave and

find something to do. Probably the reason they are acting in this manner is because they are not interested in what is going on in the class. As a teacher I would try to find something for them to do that would draw their interest.

The boys seemed to be making the disturbance for the sake of disruption, not just enjoying themselves, so I would ask them to leave the noise making till after class and participate in what the class is doing. If this didn't work they would be separated and I would warn that since I'm trying to hold class, the next disturbance would mean dismissal so study hall with a project to do. The boys don't seem to be trouble makers, just bored with the subject - which is why I would try to get them involved with the class. The project after the second warning would be a related one of theirs and my choosing - not a time waster.

If this were time of their own, I would ignore the two - (or ask them to go outside if they were disturbing others - for a while). I would tell them that they were interferring with those around them, and either ask them to choose something to work with or would assign them something. If it is free time, they can laugh, etc. as long as they stop when their time is up. If I thought they were laughing out of boredom or restlessness I would try to let them do something to rid themself of this feeling (i.e. walk, run an errand, etc.) However, if this were work time, I think that it is rude of them to disturb others. And would be sure to tell them. And this is why I would get them busy again so there would be no time left to laugh. Preferably let them get busy on something they wish to do so as to avoid this same problem when they are against what I would assign.

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I would tell them to straighten up because the rest of the class seemed to be controlling themselves. However, if one smarted off, in order to prevent further classroom interruption I would send him to the principal's office to <u>wait</u> for me. I would then verbally discipline him in the principal's office. Children tend to calm down then they are being "compared" to fellow classmates. Also, in the latter case, expulsion from class can be embarrasing to the student; and he will most likely not exhibit that type behavior again, unless he has a severe emotional disturbance.

I would ignore their disruptive behavior and carry on with normal classroom procedures rewarding those who behaved correctly and did the work presented. I would ignore these boys because if I gave them any attention in the least, it would reinforce that behavior and that is what they are after - attention.

Again, I would tell them that such behavior must stop or they would be sent to the counselor. (Providing the behavior was not appropriate for the activity taking place at that time) Such behavior is not always appropriate for classroom activities. Therefore, if I felt they were disrupting the others I would remove them from the class.

Split up the boys and if necessary send the one who started out of the room. I don't believe that a teacher should be forced to put up with this kind of behavior. You can't do anything when someone is making noise in the class. You can't concentrate and neither can the students. This would be the only way you could keep control of your classroom.

Low Score Subject Response

Try and find out what is so funny. I think discipline here might vary according to the incidence of times this behavior has occurred. Find out why they have to disturb class to gain attention. I would do this individually with the boys and not in front of the class, because they would be getting class attention then.

I would stop class and ask them if they would like to tell me the reason for their outbreak and if they would like to share their humor with the rest of the class. Then I would tell them that if they had jokes it would be best for them if they would tell their jokes before or after the class period so class would not be interrupted again. If it was something that funny I would like to know about it, too. However, if they were just disturbing the class, which it looked like, then I would try and verbally scold them.

First I would ask them if they were bored. Second, I would ask them what was so funny. Third, after class I would tell them I want to talk to both of them separately for a while. The reason I would ask them if they were bored, would be just to get their attention. Second, I would ask them what was so funny because maybe it would really be something the class would enjoy. Third, the reason for telling them I want separate conferences with them would be to try to get a little better student-teacher relationship and see if I can eliminate some of these problems with these two boys.

I would tell the students to stop making the noise. If it persisted I would have them separate from each other. I would tell the students

that they could either get a D for the day or stop the noise if they still persisted. I would tell them to stop because the noise was interrupting the class. I feel that if they were separated they would probably not feel as strong about doing it. And lastly I would give them the choice because they should decide what type of action they want.

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1) I would first of all tell them nicely to stop disturbing the entire classroom. 2) If this didn't work I would take them directly to the office and let them take up the matters. 1) because I feel that a teacher should give a child one fair chance and I did by asking them to stop disturbing the classroom. 2) because somehow this most of the time works when you take them to the office. They'll know next time when I ask them to do something they'll do it.

My first reaction would probably be to laugh with them or at them. Then I would join them and ask what was so funny besides the funny noises. Sometimes just the fact I haven't screamed or made a big deal from it they will stop. If they then preceeded to be obnoxious out of spite, etc., I would separate or take one at a time and talk openly and honestly with them. My very last resort would be to punish or send to principal etc. I feel this is also a normal reaction at this age. I feel this is no way to repress their feelings of maturity which a lot of times is being obnoxious, temperamental, etc. So discussing with why at this point why they should recognize where they are and why and with who is important. I feel punishment or severe punishment at this age only causes rebellion - as a teacher you must help them by talking and acting with them as adults.

Kick them out of class, until they thought they could straighten up, if they didn't straighten up, refrain them from ever reentering your class again. This behavior is totally unacceptable. However, I feel that a student, in most cases, deserves at least one chance, if he receives that chance and blows it, he should get severe punishment, and kicking him out of class for keeps will definately be a severe punishment.

I would ask the students to be more quiet so the people surrounding could study. If they persist on talking I would tell them once again and no more to be more considerate of the others. Then after that time I would have them stay after class to do something extra or possibly send them to the principal's office. So they may learn to be quiet to be considerate of others and not bother the others. So they may learn some manners they may not anywhere else.

First I'd ignore them. If they wouldn't stop I'd ask them to - separate them. Lastly send them out of class to office. Ignoring this kind of problem often makes them stop - they give up trying to get attention. Asking them to stop might get them to stop but could get them to keep on knowing they're getting to me. I would separate them to make the force weaker. Lastly - sending them to the office gets peace back in the class and they're out of my hair.

I would first ask them to stop their disruptive behavior (sort of a warning). If they persisted I would speak to them individually and privately and ask them if there is any specific reason for such behavior, if there is, or course, I would try to work with them individually, if not, I would explain that this was preventing other people from learning

and if they cannot control themselves, I would ask them to leave the class permanently. The warning was given as a subtle hint that I was unhappy with the way they were acting and to let the class know that I would not tolerate such nonsense. The second attempt to stop this behavior was because I don't want to embarrass them in front of their peers, but I do want them to know that I am concerned if there is something wrong and would be willing to help them, now that they have my attention.

First, tell them they are disturbing the class and ask them to stop, then if they carry on I would separate them from each other and ask them again to stop. If they persisted I would send them out. Obviously they are disturbing the class and the teacher and learning. Separating them might solve this act if not together to receive each others reinforcements and if they didn't stop sending them to a high authority might persuade them. If they didn't stop by the second time I had asked they probably wouldn't for me.

I would just ask them to pay attention or ask a question to possibly include them in classwork to get their minds off clowning. Rather than punish the behavior, I think it would be better for them to be involved in classwork if possible. Feel if you ignore that behavior it'll correct itself. If punish it, it'll just make it worse.

I would ask them kindly to shut up and act their age. This kind of thing is not necessary in a classroom. A disturbance like this is apt to bother the whole class. As a teacher I would not be able to get anything accomplished with the two boys making funny noises. If they don't shut

up I would tell them to leave the class and go home. I would call home and make sure they were there and then personally talk to their parents. Kids this age shouldn't act in a manner like this. Disturbance of the class does hurt. Other students might start in and the class would get carried away. School is for education and this sort of thing can wait till later. If they make noises outside the class everyone would laugh at them and they would just be reinforced to do it again.

I would probably send them out of the class for a while or separate them, or make them stand up in front of the whole class and do that. They were being too smart-alec for a classroom. Too disruptive for the other students in the classroom to learn. Making them do it in front of others would be quite embarrassing.

Take both students out of classroom and ask them what the problem is and what is so funny. Tell them that this won't be dealt with in the classroom. Respect for other classmates and act in a normal respected way in the classroom which is to most people not sticking their feet up on top of their desk and making strange sounds.

I would ask them to stop making the distracting noises. Separating the two students might also be helpful and if the distraction persists then I would send them to the dean. The reasons for this action is they need to know that they are disturbing others, which they probably already know. Separating might cause them to stop because they wouldn't do it by themselves. The dean is always the final solution.

High/High Score Dyad Decision

Talk to students outside class. You draw attention to disruptive behavior. Reinforce negative behavior. Get at reason why they are doing what they are doing. Develop introspective ability to look at behavior.

At the beginning, we would probably try to ignore their noises and involve them in the class discussion (by asking questions, etc.) If the disruption was kept up, then it would have to be stopped first by separating the boys, and then by trying to talk to each one to find out what the problem was. If they are disturbing the class in order to get attention, then if we ignore the disturbance we would not be giving them the reinforcement they wanted, and we would be trying to bring them back into the classroom by involving them in discussion. Last, we would have to isolate the problem if it continued.

Call them up in front of the class and then separate them. By drawing attention to them it would embarrass them in hopes that it wouldn't happen again.

It would be best to get them to be quiet, judging from the feedback they gave you in the circumstance. Presumably disrupting the class; this behavior did not seem to call for any drastic form of discipline (assuming that they would stop).

Medium/Medium Score Dyad Decision

Simply ask them to stop, without making a scene. Try to involve them in classwork. Give them something to do. They are disrupting the class. Situation did not warrant severe action on teacher's part. If they are involved they will not have time or inclination to disrupt.

Depending on situation: In classroom during the structured part of presentation (lecture, etc.) request that they stop activity until a more appropriate time like free time. In free time, if disturbing others, to please lower their volume but they can continue their discussion. Because it is disturbing others in classroom in either case. In class, they may miss something pertinent to class or cause others to miss something.

Depending on past behavior: one time behavior - ask what's so funny; (frequent behavior) ask for suggestions to make the class more interesting to encourage participation. No big "stink" either way. If infrequent behavior, don't bother with it. Bored with class (frequent behavior) so let them help plan lesson. Don't make a big deal about it to cause further antagonism.

Ignore behavior for 30 minutes (half of period) and if such behavior continues ask the students to leave and to come back at the end of the period. Ignoring behavior because we are attempting not to give them any feedback so as to reinforce such behavior and we ask them to come back so we could deal with the problem.

Low/Low Score Dyad Decision

1) Ask them to stop. 2) Separate them. Then, 3) Send them out of class to office and wait for teacher. 4) After class talk to students and if they feel like they can behave you could let them come back in to class. 1) disturbing class 2) see if noise stopped 3) so we can go on with class 4) compromise and try to understand their reason behind behavior.

Put them in front of the class to act out their sounds. If that doesn't work then send them to the office. It ought to embarras them enough and get it out of their system. Sending them to the office gets them out of class.

First ask them to stop. If the behavior persists we would ask them to leave. The noises are disrupting the class, and not getting anything out of being in that class.

Teacher should take them out of the classroom and talk to them. Quite frequently happens in a classroom and the teacher must be able to take responsibility and control of the students in their classroom, to a certain degree. Fighting would not fall under this category.

High/Medium Score Dyad Decision

If disruptive ask jokers to knock it off. Interferring with lesson.

Ignore for a few minutes first to see if they will stop on their own. We would then go over to them talk with them about what was so funny. We

would ask them to stop and explain to them this was disturbing the class and they needed to get their work done. We would separate them if they did not stop. If this did not work we would ask one to come to front of class and demonstrate what was so funny. Or one could come to front and do his problems on the board. We could down the hall to an empty room to do his work there. They are not getting their work done. They are possibly disturbing others as they attempt their work.

Give them choice of something else to do. Emphasize that they are disturbing others. If disturbance not ended, disciplinary action (make them leave classroom). Give them choice of something else to do to get them motivated again. Discipline may be needed to avoid disturbing others.

We decided to separate them and then talk to them about it. Because if you let them talk it disturbs other members of the class.

High/Low Score Dyad Decision

Ignore the intrusion at first. If it persits stop class and ask what the problem is. If no apparent reason is given tell them you have something more constructive for them to do. Stand with arms straight out from their sides holding a book in each hand. Might merely want attention and are bored. Bring to their attention that they are disturbing the rest of the class. It keeps them occupied and serves as discipline.

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1) Teacher should ask reason for the disturbance. 2) Teacher should give them as little of acknowledgment as possible. 3) Teacher should send

them out of the room if the disturbance keeps up. 1) To call their attention. 2) To make them see how insignificant their behavior is. 3) Simply to remove the disturbance.

Discuss with them what was so funny, and if this problem could possibly be controlled while in class. If not, they should be separated in the classroom. Depending on the situation, they should be talked with privately together or separately. 1) let them know that your concerned and try to relate to them and let them know you understand and that it's a common problem in the classroom. 2) giving them alternatives will let them free their problem so they won't have reason to revel.

Separate them and warn them; if it doesn't work, dismiss them. Everyone's laughter would reinforce their behavior and possible make the class start in - so removing the two instigators would get rid of the problem.

Medium/Low Score Dyad Decision

If a first offense try and separate and see if it does any good. Give them something to replace their activities. If it continues maybe have counsel with them and see if some changes couldn't be made. Only talk to them if situation continues for student-teacher relationship reasons. They were doing nothing. If they have some kind of project to direct their activities they might behave better.

Separate them and give them something to work on. Warn them about the consequences of further disturbances (the actions taken). Disturbing

others that may be trying to work. It could lead to other disturbances. And they aren't learning anything.

Ask them to stop disturbance. Try to involve them in class activity - questions or such. Not that severe so no punishment - it would only make it worse and ignoring it might make it stop. They look just bored - so involvement looks like best alternative.

Definitely call their behavior to their attention. Do not embarrass them but use them as an example. Their friends are not acting that way, they shouldn't either. Children depend a lot on their peers. If they think that they are doing something that is unacceptable according to their friends, they will curtail their actions.

APPENDIX O

ANALYSIS OF VARIANCE (ANOVA) SUMMARIES

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TABLE 6

ANALYSIS OF VARIANCE ON THE SEVERITY

OF ALL DYAD DISCIPLINE JUDGMENTS

Source of Variation	$\underline{df}$	$\underline{MS}$	$\underline{F}$
<u>Between subjects</u>	23		
A (All Dyads)	5		
S/A (Observations within Groups)	18	5.59	2.03
<u>Within subjects</u>	24		
B (Level of disturbance)	1	2.17	1.22
AB (Interaction)	5	5.10	2.88*
BS/G	18		

*p < .04

TABLE 7

ANALYSIS OF VARIANCE ON THE APPROPRIATENESS OF

ALL DYAD DISCIPLINE JUDGMENTS

Source of Variation	df	MS	F
Between subjects	23		
A (All Dyads)	5	1.80	.78
S/A (Observations within Groups)	18		
Within subjects	24		
B (Level of disturbance)	1	6.60	3.50*
AB (Interaction)	5	1.43	.76
BS/G	18		

*$p < .07$

TABLE 8

ANALYSIS OF VARIANCE ON DISTURBANCE RATINGS

OF ALL DYAD SEVERITY RATINGS

Source of Variation	df	MS	F
Between subjects	23		
A (All Dyads)	5	15.10	5.85[1]
S/A (Observations within Groups)	18		
Within subjects	24		
B (Level of disturbance)	1	184.08	74.46[2]
AB (Interaction)	5	16.88	6.83[3]
BS/G	18		

[1] p .0025

[2] p .0000

[3] p .0013

TABLE 9

ANALYSIS OF VARIANCE ON THE SEVERITY

OF MATCHED DYAD DISCIPLINE JUDGMENTS

Source of Variation	df	MS	F
Between subjects	23		
A (Matched Dyads)	2	9.13	7.35*
S/A (Observations within Groups)	21		
Within subjects	24		
B (Level of disturbance)	1	.24	.10
AB (Interaction)	2	.67	.27
BS/G	21		

*$p < .01$

TABLE 10

ANALYSIS OF VARIANCE ON THE APPROPRIATENESS

OF MATCHED DYAD DISCIPLINE JUDGMENTS

Source of Variation	df	MS	F
Between subjects	23		
A (Matched Dyads)	2	4.22	1.80
S/A (Observations within Groups)	21		
Within subjects	24		
B (Level of disturbance)	1	1.40	.57
AB (Interaction)	2	.41	.17
BS/G	21		

TABLE 11

ANALYSIS OF VARIANCE ON THE SEVERITY RATINGS

OF THE DISTURBANCES BY MATCHED DYADS

Source of Variation	df	MS	F
Between subjects	23		
A (Matched Dyads)	2	2.04	1.34
S/A (Observations within Groups)	21		
Within subjects	24		
B (Level of disturbance)	1	170.67	84.16*
AB (Interaction)	2	.54	.27
BS/G	21		

*p < .0001

TABLE 12

ANALYSIS OF VARIANCE ON THE SEVERITY OF INDIVIDUAL

JUDGMENTS OF HIGH-MEDIUM-LOW SCORE SUBJECTS

Source of Variation	df	MS	F
Between subjects	47		
A (High-Medium-Low Subjects)	2	9.76	2.40*
S/A (Observations within Groups)	45		
Within subjects	48		
B (Level of disturbance)	1	8.52	6.95**
AB (Interaction)	2	2.16	1.77
BS/G	45		

*p < .10

**p < .01

TABLE 13

ANALYSIS OF VARIANCE ON THE APPROPRIATENESS OF INDIVIDUAL

DISCIPLINE JUDGMENTS OF HIGH-MEDIUM-LOW

SCORE SUBJECTS

Source of Variation	df	MS	F
Between subjects	47		
A (High-Medium-Low Subjects)	2	7.76	3.01*
S/A (Observations within Groups)	45		
Within subjects	48		
B (Level of disturbance	1	12.91	12.31**
AB (Interaction)	2	2.16	1.76
BS/G	45		

*p < .06

**p < .001

TABLE 14

ANALYSIS OF VARIANCE ON THE INDIVIDUAL SEVERITY

RATINGS OF INDIVIDUAL SUBJECTS OF

HIGH-MEDIUM-LOW SCORE SUBJECTS

Source of Variation	df	MS	F
Between subjects	42		
A (High-Medium-Low Subjects)	2	14.66	2.99*
S/A (Observations within Groups)	45		
Within subjects	48		
B (Level of disturbance)	1	384.00	105.33**
AB (Interaction)	2	2.47	.68
BS/G	45		

*$p < .06$

**$p < .00001$

TABLE 15

ANALYSIS OF VARIANCE ON THE SEVERITY CHANGE

SCORES OF MATCHED DYADS

Source of Variation	df	MS	F
Between subjects	23		
A (Matched Dyads)	2	1.25	.30
S/A (Observations within Groups)	21		
Within subjects	24		
B (Level of disturbance)	1	.05	.02
AB (Interaction)	2	1.80	.63
BS/G	21		

TABLE 16

ANALYSIS OF VARIANCE ON THE APPROPRIATENESS

CHANGE SCORES OF MATCHED DYADS

Source of Variation	df	MS	F
Between subjects	23		
A (Matched Dyads)	2	.15	.06
S/A (Observations within Groups)	21		
Within subjects	24		
B (Level of disturbance)	1	.04	.02
AB (Interaction)	2	.66	.39
BS/G	21		

TABLE 17

ANALYSIS OF VARIANCE ON DISTURBANCE RATING

CHANGE SCORES OF MATCHED DYADS

Source of Variation	df	MS	F
Between subjects	23		
A (Matched Dyads)	2	.25	.15
S/A (Observations within Groups)	21		
Within subjects	24		
B (Level of disturbance)	1	3.52	1.16
AB (Interaction)	2	1.08	.36
BS/G	21		

TABLE 18

ANALYSIS OF VARIANCE ON THE SEVERITY CHANGE

SCORES OF MIXED DYADS

Source of Variation	df	MS	F
Between subjects	23		
A (Mixed Dyads)	5	.81	.16
S/A (Observations within Groups)	18		
Within subjects	24		
B (Level of disturbance)	1	.28	.18
AB (Interaction)	5	6.59	2.78*
BS/G	18		

*$p < .05$

TABLE 19

ANALYSIS OF VARIANCE ON THE APPROPRIATENESS

CHANGE SCORES OF MIXED DYADS

Source of Variation	df	MS	F
Between subjects	23		
A (Mixed Dyads)	5	1.03	.73
S/A (Observations within Groups)	18		
Within subjects	24		
B (Level of disturbance)	1	.09	.07
AB (Interaction)	5	1.40	1.04
BS/G	18		

TABLE 20

ANALYSIS OF VARIANCE ON DISTURBANCE RATING

CHANGE SCORES OF MIXED DYADS

Source of Variation	df	MS	F
Between subjects	23		
A (Mixed Dyads)	5	2.33	1.23
S/A (Observations within Groups)	18		
Within subjects	24		
B (Level of disturbance)	1	6.75	4.23*
AB (Interaction)	5	1.70	1.06
BS/G	18		

*p < .05

APPENDIX P

TABLES OF MEANS AND STANDARD DEVIATIONS ON THE DEPENDENT

MEASURES OF JUDGMENT SEVERITY, APPROPRIATENESS

AND DISTURBANCE RATINGS

TABLE 21

MEANS AND STANDARD DEVIATIONS FOR GROUPED INDIVIDUALS

ON JUDGMENT SEVERITY

		Groups		
		High	Medium	Low
Severe Disturbance	M	3.51	3.95	4.30
	SD	1.82	1.58	1.94
Nonsevere Disturbance	M	4.14	4.01	5.40
	SD	.94	1.36	1.91

Treatments

TABLE 22

MEANS AND STANDARD DEVIATIONS FOR GROUPED INDIVIDUALS

ON JUDGMENT APPROPRIATENESS

			Groups		
			High	Medium	Low
Treatments	Severe Disturbance	M	5.60	5.15	4.80
		SD	1.73	1.63	1.02
	Nonsevere Disturbance	M	5.06	4.39	3.90
		SD	1.45	.82	1.19

TABLE 23

MEANS AND STANDARD DEVIATIONS FOR GROUPED INDIVIDUALS

ON DISRUPTION RATINGS

			Groups		
			High	Medium	Low
Treatments	Severe Disturbance	M	7.69	8.13	8.75
		SD	2.09	2.73	1.92
	Nonsevere Disturbance	M	3.88	3.50	5.19
		SD	1.89	1.46	2.11

TABLE 24

MEANS AND STANDARD DEVIATIONS FOR EXPERIMENTAL

MORAL GROUPS ON JUDGMENT SEVERITY

		High/High	Medium/Medium	Low/Low	High/Low	High/Medium	Medium/Low
				Groups			
Severe classroom disturbance	M	3.65	3.35	4.90	3.90	2.60	5.95
	SD	1.43	1.31	1.14	2.23	.59	2.48
Nonsevere classroom disturbance	M	3.30	3.50	5.70	5.85	4.75	3.80
	SD	1.05	.68	2.12	2.07	.44	.37

TABLE 25

MEANS AND STANDARD DEVIATIONS FOR EXPERIMENTAL

MORAL GROUPS ON JUDGMENT APPROPRIATENESS

		Groups					
		High/High	Medium/Medium	Low/Low	High/Low	High/Medium	Medium/Low
Severe classroom disturbance	M	5.30	4.95	4.05	5.10	5.25	4.10
	SD	1.98	2.07	.77	1.78	1.28	1.65
Nonsevere classroom disturbance	M	5.25	4.00	3.60	3.55	3.45	4.45
	SD	1.68	1.08	1.28	1.41	1.08	.25

TABLE 26

MEANS AND STANDARD DEVIATIONS FOR EXPERIMENTAL

MORAL GROUPS ON DISRUPTION RATINGS

		High/High	Medium/Medium	Low/Low	High/Low	High/Medium	Medium/Low
				Groups			
Severe classroom disturbance	M	8.25	8.75	8.75	8.00	6.75	8.75
	SD	2.06	1.50	1.23	2.45	2.88	1.26
Nonsevere classroom disturbance	M	2.50	3.25	4.00	9.75	3.25	3.00
	SD	1.29	.50	.82	.96	1.50	.87

TABLE 27

MEANS AND STANDARD DEVIATIONS OF CHANGE SCORES

FOR MATCHED EXPERIMENTAL MORAL GROUPS ON

JUDGMENT SEVERITY

		Groups		
		High with High	Medium with Medium	Low with Low
Severe classroom disturbance	M	9.91	10.35	9.53
	SD	.84	1.76	1.23
Nonsevere classroom disturbance	M	9.48	10.15	10.35
	SD	3.13	1.27	2.05

TABLE 28

MEANS AND STANDARD DEVIATIONS OF CHANGE SCORES

FOR MATCHED EXPERIMENTAL MORAL GROUPS ON

JUDGMENT APPROPRIATENESS

		Groups		
		High with High	Medium with Medium	Low with Low
Severe classroom disturbance	M	10.25	10.09	10.63
	SD	1.30	2.06	1.24
Nonsevere classroom disturbance	M	10.18	10.45	10.18
	SD	1.38	.81	1.50

TABLE 29

MEANS AND STANDARD DEVIATIONS OF CHANGE SCORES

FOR MATCHED EXPERIMENTAL MORAL GROUPS ON

DISRUPTION RATINGS

| | | Groups | | |
		High with High	Medium with Medium	Low with Low
Severe classroom disturbance	M	9.63	10.25	10.25
	SD	.92	2.19	.46
Nonsevere classroom disturbance	M	10.75	10.38	10.63
	SD	1.04	1.60	2.13

TABLE 30

MEANS AND STANDARD DEVIATIONS OF CHANGE SCORES

FOR MIXED EXPERIMENTAL MORAL GROUPS ON

JUDGMENT SEVERITY

		Groups					
		High with Low	Low with High	Medium with Low	Low with Medium	High with Medium	Medium with High
Severe classroom disturbance	M	10.35	9.55	8.65	8.95	10.10	10.70
	SD	2.04	1.46	3.35	1.92	.66	.89
Nonsevere classroom disturbance	M	8.70	9.15	10.90	11.50	9.65	9.30
	SD	2.40	1.54	1.87	2.93	.77	1.27

TABLE 31

MEANS AND STANDARD DEVIATIONS OF CHANGE SCORES FOR

MIXED EXPERIMENTAL MORAL GROUPS ON

JUDGMENT APPROPRIATENESS

		Groups					
		High with Low	Low with High	Medium with Low	Low with Medium	High with Medium	Medium with High
Severe classroom disturbance	M	10.55	10.05	10.70	10.50	10.40	10.50
	SD	1.20	1.26	1.25	.70	.91	1.24
Nonsevere classroom disturbance	M	10.75	10.60	10.00	9.45	11.65	10.75
	SD	1.00	1.41	.52	1.88	1.14	1.00

TABLE 32

MEANS AND STANDARD DEVIATIONS OF CHANGE SCORES

FOR MIXED EXPERIMENTAL MORAL GROUPS ON

DISRUPTION RATINGS

		Groups					
		High with Low	Low with High	Medium with Low	Low with Medium	High with Medium	Medium with High
Severe classroom disturbance	M	10.50	9.75	9.75	10.50	9.75	9.25
	SD	.58	1.89	1.50	1.00	.96	1.50
Nonsevere classroom disturbance	M	9.75	11.25	9.75	12.00	10.75	10.50
	SD	.96	.96	.96	2.16	1.50	1.00

TABLE 33

MEANS AND STANDARD DEVIATIONS FOR INDIVIDUAL AND DYAD

JUDGMENTS ON SEVERITY

		Individuals	Dyads
Severe classroom disturbance	M	3.90	4.06
	SD	1.76	1.84
Nonsevere classroom disturbance	M	4.52	4.17
	SD	1.56	1.52

TABLE 34

MEANS AND STANDARD DEVIATIONS FOR INDIVIDUAL AND DYAD

JUDGMENTS ON APPROPRIATENESS

		Individuals	Dyads	
Severe classroom disturbance	M	5.18	4.80	
	SD	1.50	1.55	
Nonsevere classroom disturbance	M	4.41	4.05	
	SD	1.37	1.25	

APPENDIX Q

INTERACTION GRAPHS

Figure 1

Severe Disturbance ————··

Nonsevere Disturbance — — —
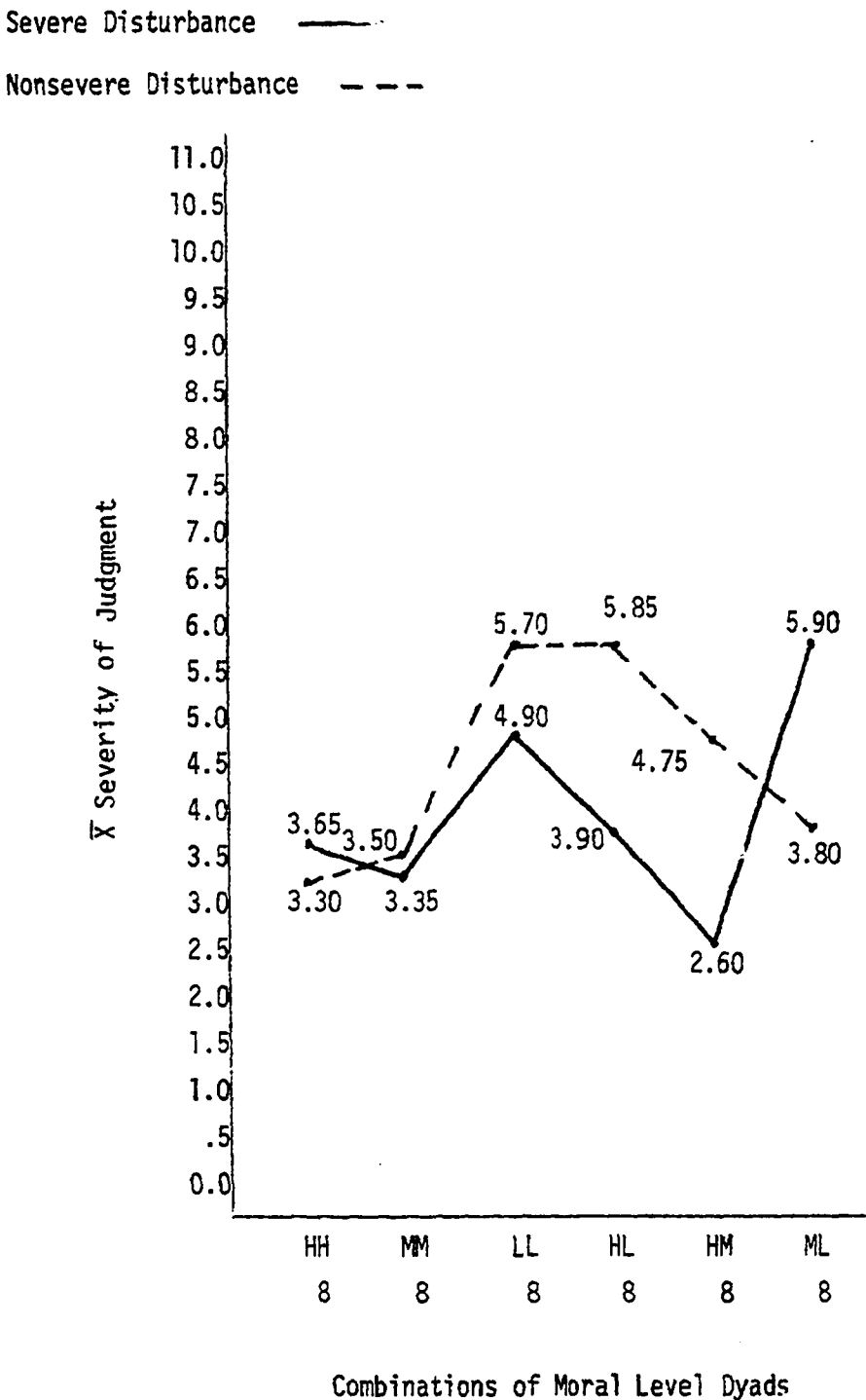
Figure 6. Interaction between Experimental Moral Dyads and
Disturbance Trials on judgment severity.
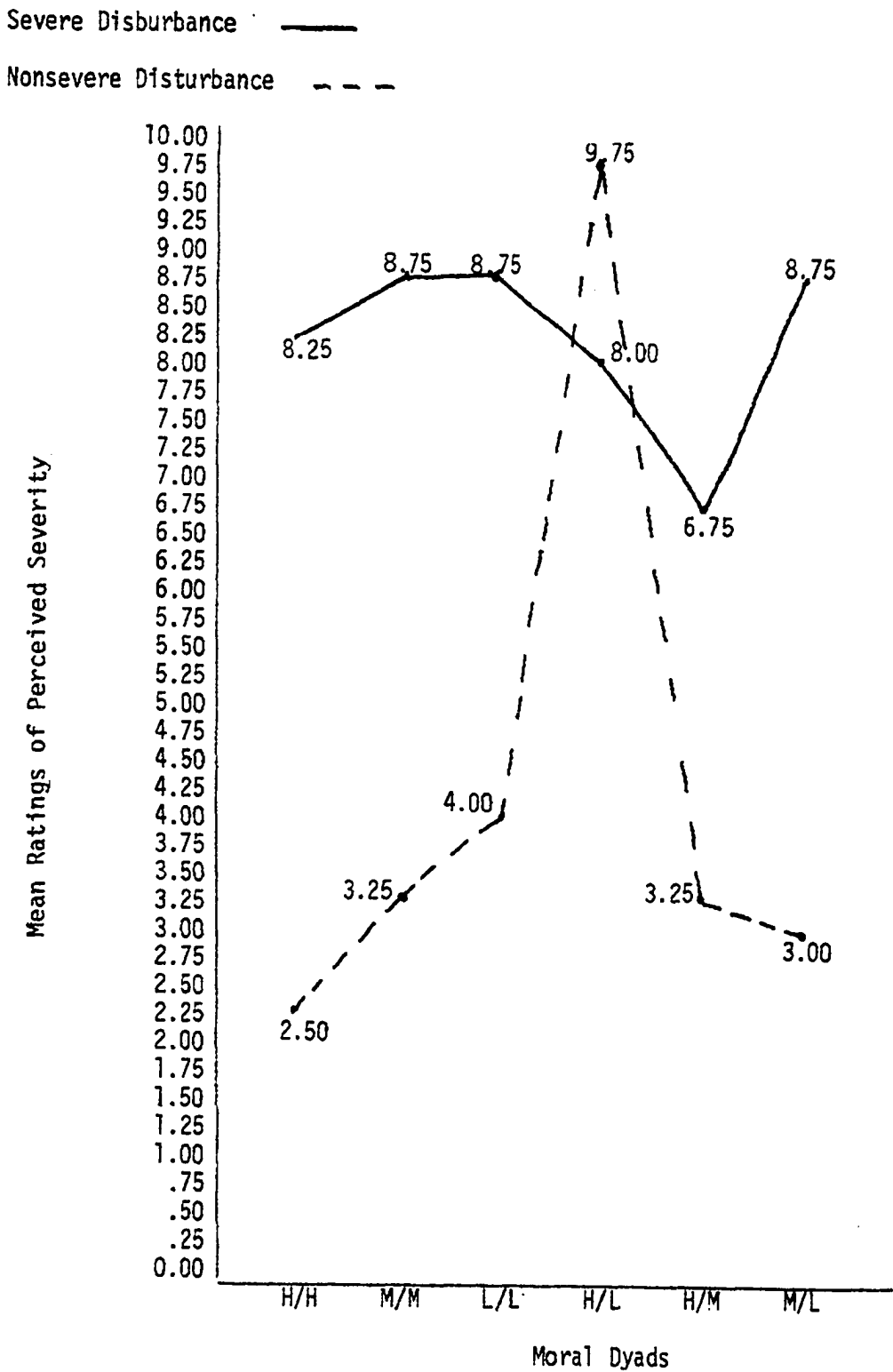
Figure 2

Severe Disburbance ——————

Nonsevere Disturbance — — —

Figure 2. Interaction between Experimental Moral Dyads and Disturbance Trials on perceived severity.

Figure 3

Severe Disturbance ─────
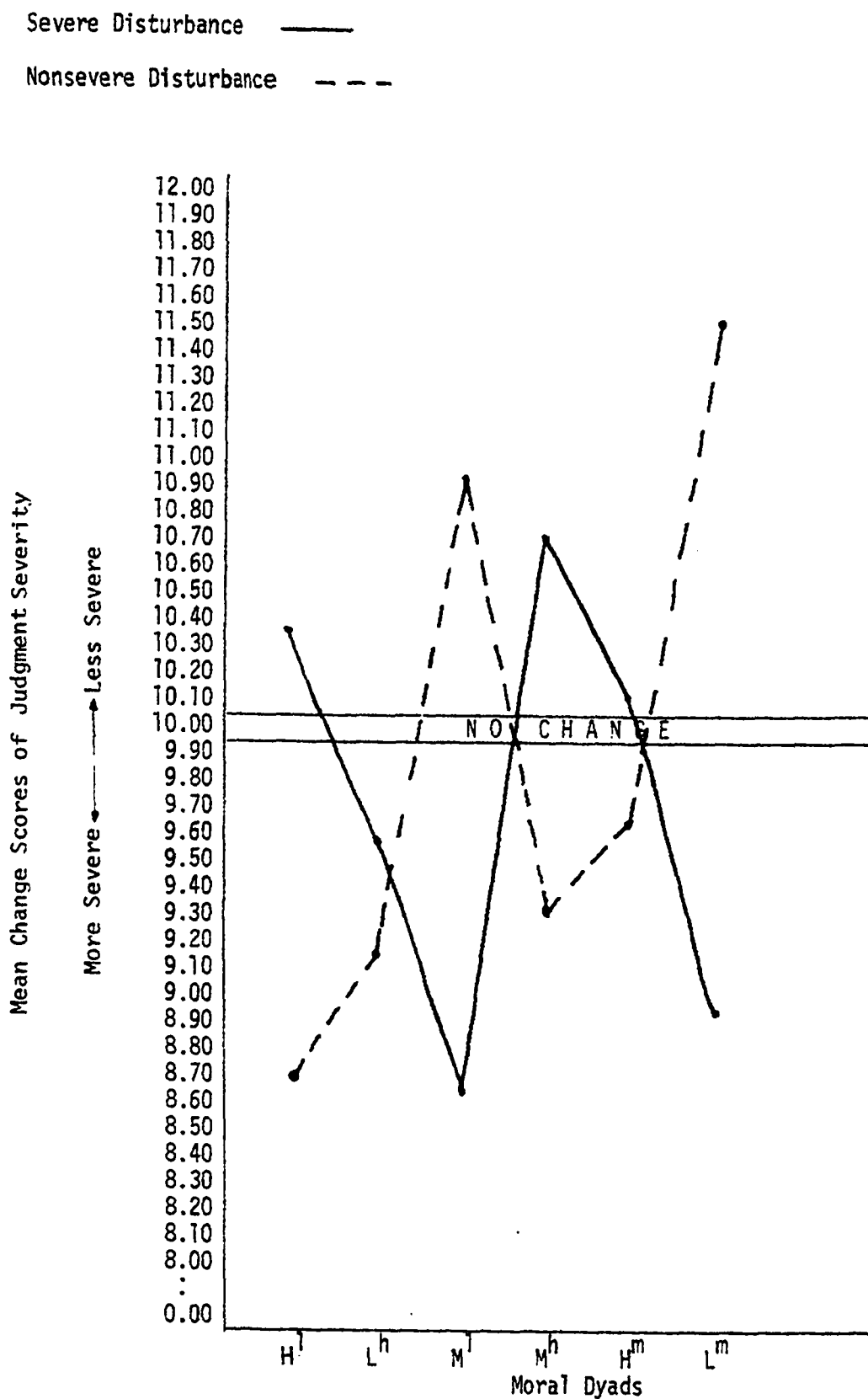
Nonsevere Disturbance ─ ─ ─

Figure 3. Interaction between Experimental Moral Dyads and
Disturbance Trials on change scores of judgment severity.

APPENDIX R

TESTS OF SIMPLE MAIN EFFECTS

TABLE 35

SIMPLE MAIN EFFECTS ON SEVERITY

OF DYAD JUDGMENTS

Source	df	MS	F
A at b_1 (Severe Disturbance)	5	6.18	2.73*
A at b_2 (Nonsevere Disturbance)	5	5.00	2.21**
Within Cell	32	2.26	
B at a_1 (High/High)	1	.045	.03
B at a_2 (Medium/Medium)	1	.045	.03
B at a_3 (Low/Low)	1	1.28	.72
B at a_4 (High/Low)	1	7.61	4.29**
B at a_5 (High/Medium)	1	9.25	5.21*
B at a_6 (Medium/Low)	1	9.25	5.21*
BS/G	18	1.77	

*$p < .05$

**$p < .10$

TABLE 36

SIMPLE MAIN EFFECTS ON DYAD SEVERITY RATINGS

OF DISTURBANCES

Source	$\underline{df}$	$\underline{MS}$	$\underline{F}$
A at b_1 (Severe Disturbance)	5	2.44	.97
A at b_2 (Nonsevere Disturbance)	5	29.54	11.69*
Within Cell	32	2.53	
B at a_1 (High/High)	1	66.13	26.75*
B at a_2 (Medium/Medium)	1	60.50	24.47*
B at a_3 (Low/Low)	1	45.13	18.25*
B at a_4 (High/Low)	1	6.13	2.48
B at a_5 (High/Medium)	1	24.50	9.91*
B at a_6 (Medium/Low)	1	66.13	26.75*
BS/G	18	2.47	

*$p < .01$

TABLE 37

SIMPLE MAIN EFFECTS ON JUDGMENT SEVERITY

CHANGE SCORES OF MIXED DYADS

Source	df	MS	F
A at b_1 (Severe Disturbance)	5	6.59	1.75
A at b_2 (Nonsevere Disturbance)	5	4.78	1.28
Within Cell	32	3.74	
B at a_1 (High with Low)	1	5.45	2.30
B at a_2 (Low with High)	1	6.85	2.89
B at a_3 (Medium with Low)	1	10.13	4.28*
B at a_4 (Medium with High)	1	3.92	1.66
B at a_5 (High with Medium)	1	.41	.17
B at a_6 (Low with Medium)	1	13.01	5.50**
BS/G	18	2.37	

*$p < .10$

**$p < .05$

APPENDIX S

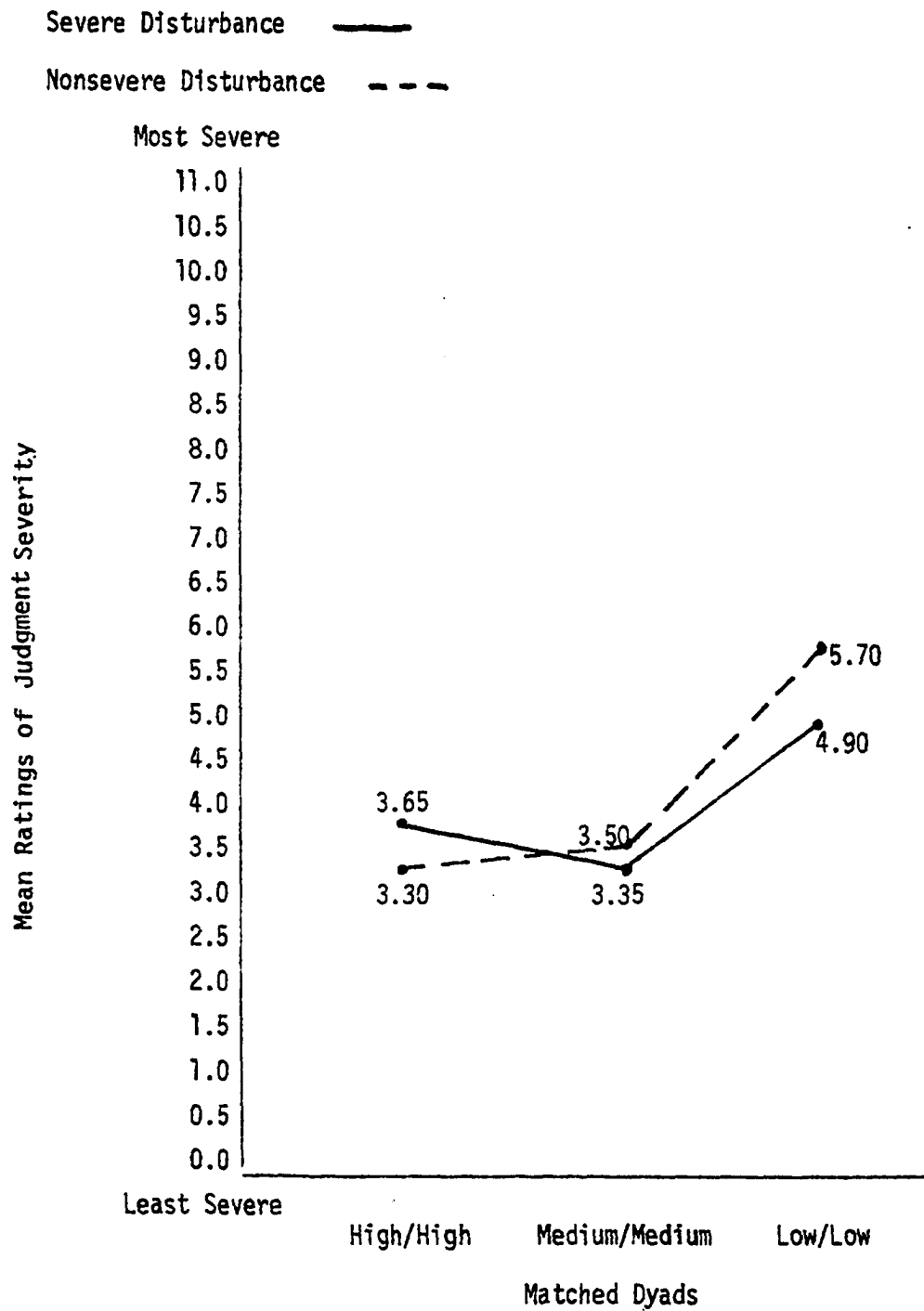GRAPHS OF DIFFERENCES BETWEEN

GROUPS AND TRIALS

Figure 4

Severe Disturbance ————

Nonsevere Disturbance — — —

Most Severe

Figure 4. Judgment Severity of Matched Moral Dyads.

Figure 5

Severe Disturbance ━━━━

Nonsevere Disturbance ━ ━ ━
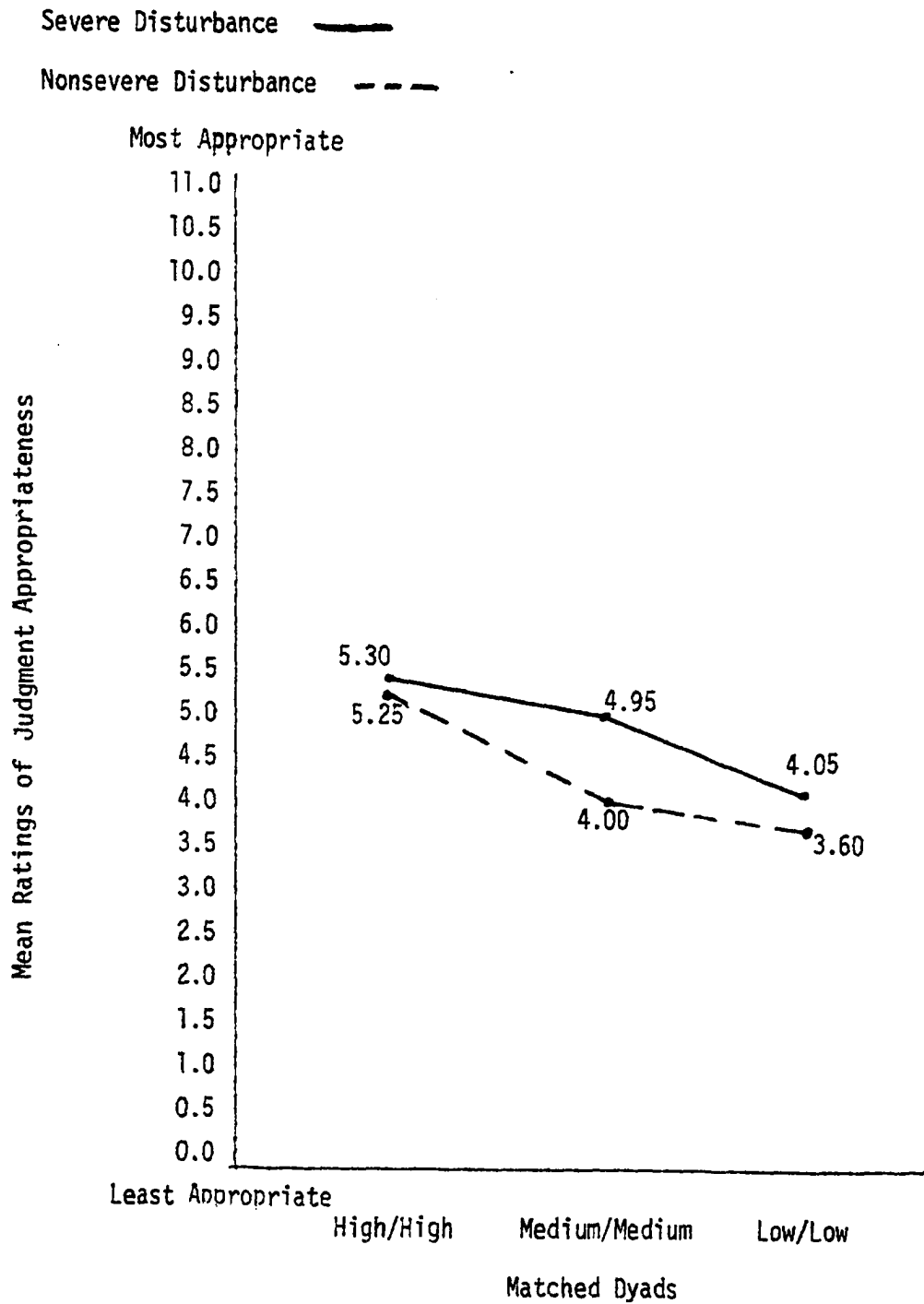
Figure 5. Appropriateness of Matched Moral Dyad Judgments.

Figure 6

Severe Disturbance ━━━━

Nonsevere Disturbance ━ ━ ━
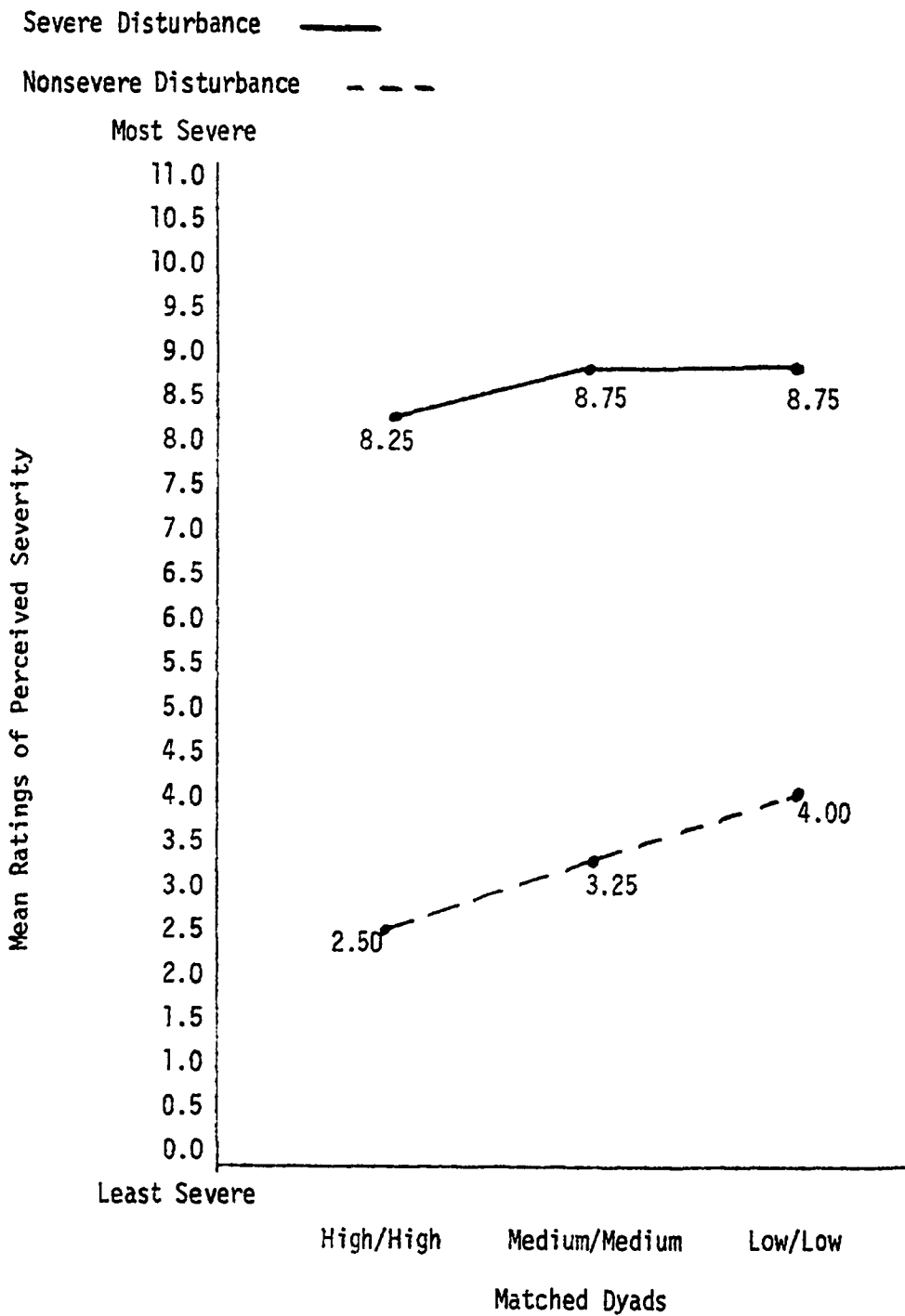
Figure 6. Perceived Severity of disturbances by Matched Moral Dyads.

Figure 7

Severe Disturbance ▬▬

Nonsevere Disturbance ▬ ▬ ▬
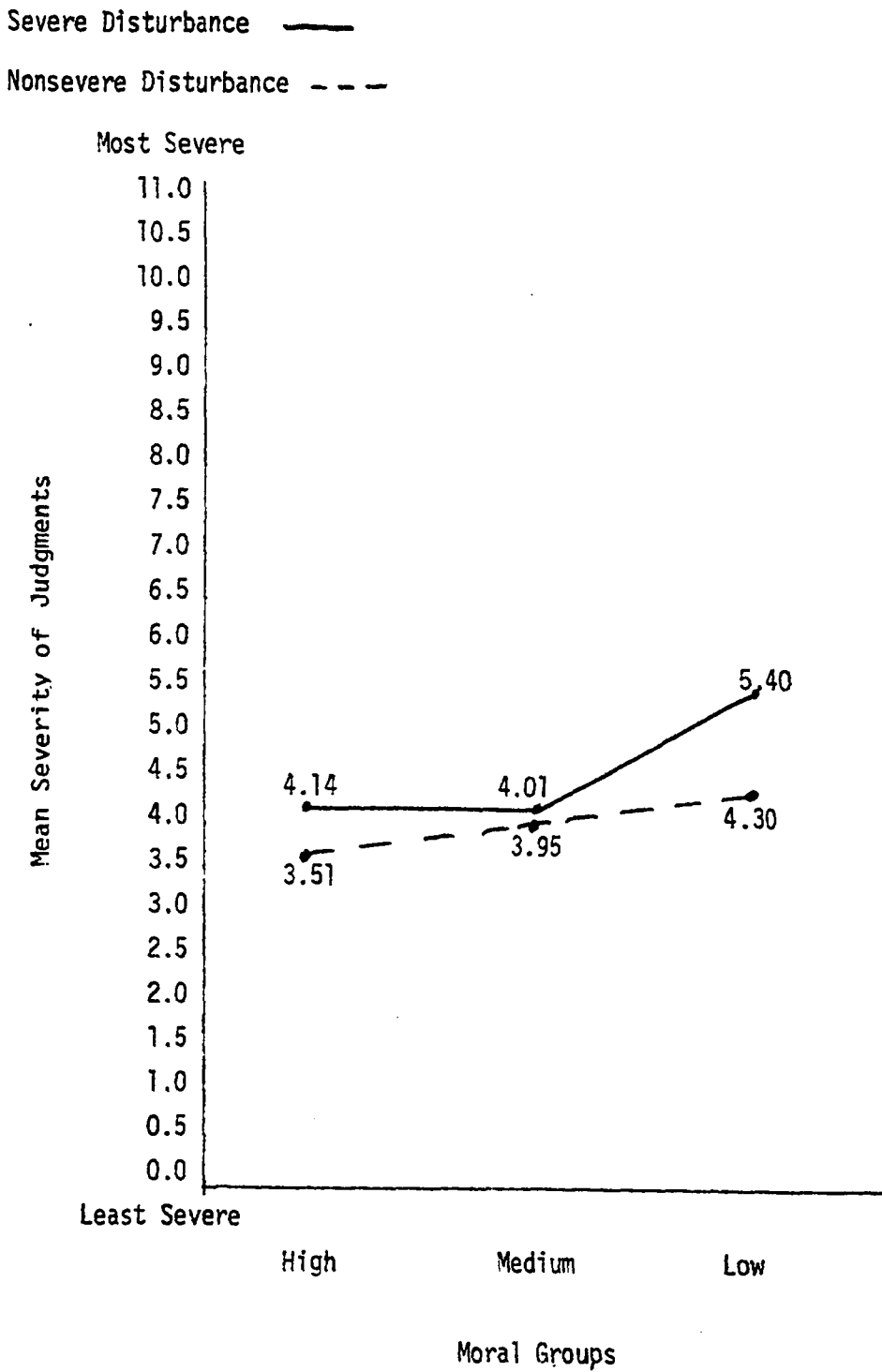
Figure 7. Severity of Individual Judgments within three Experimental Groups.

Figure 8

Severe Disturbance ————

Nonsevere Disturbance — — —
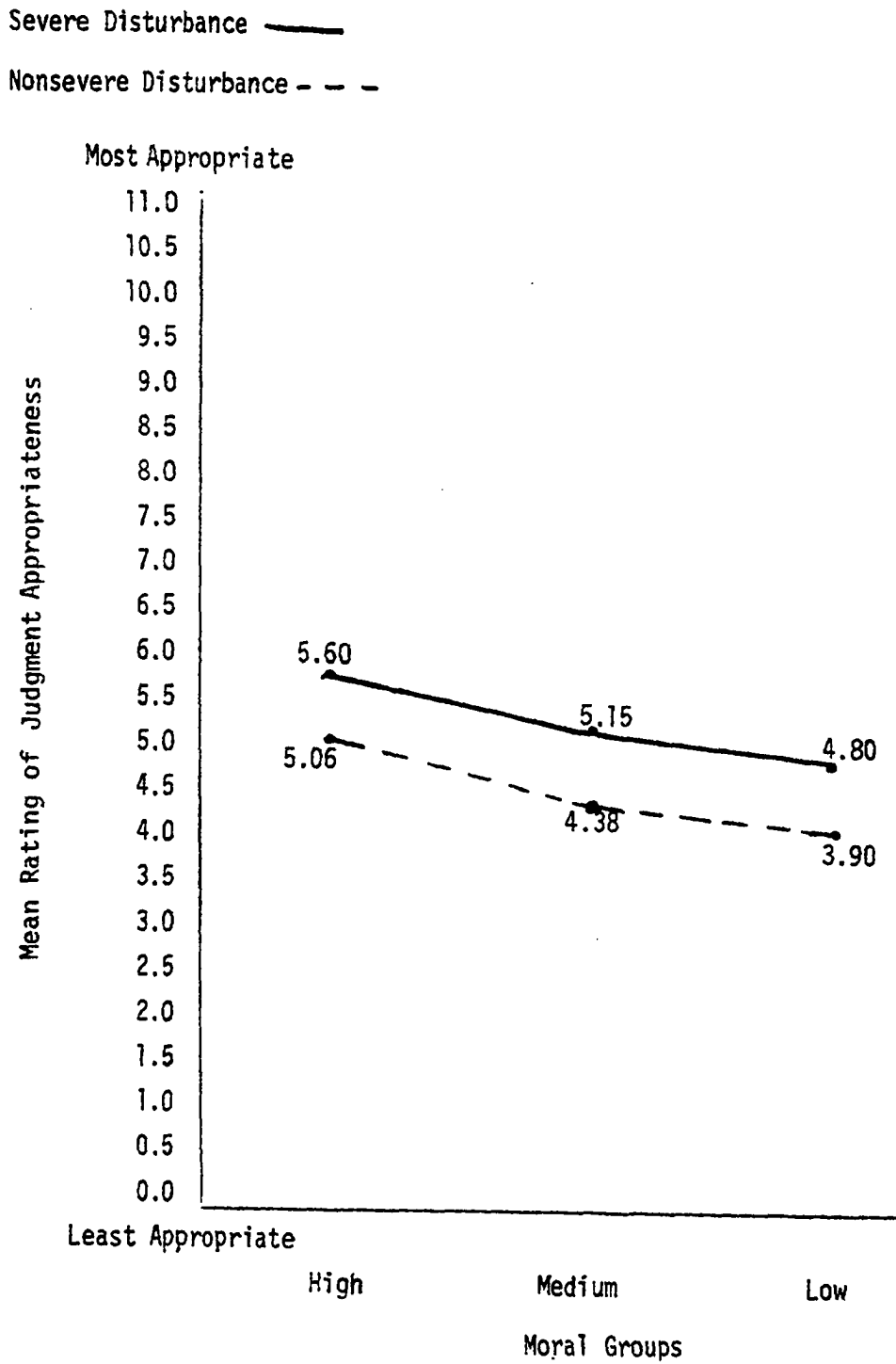
Figure 8. Appropriateness of Individual Judgments within three Experimental Groups.

Figure 9

Severe Disturbance ————

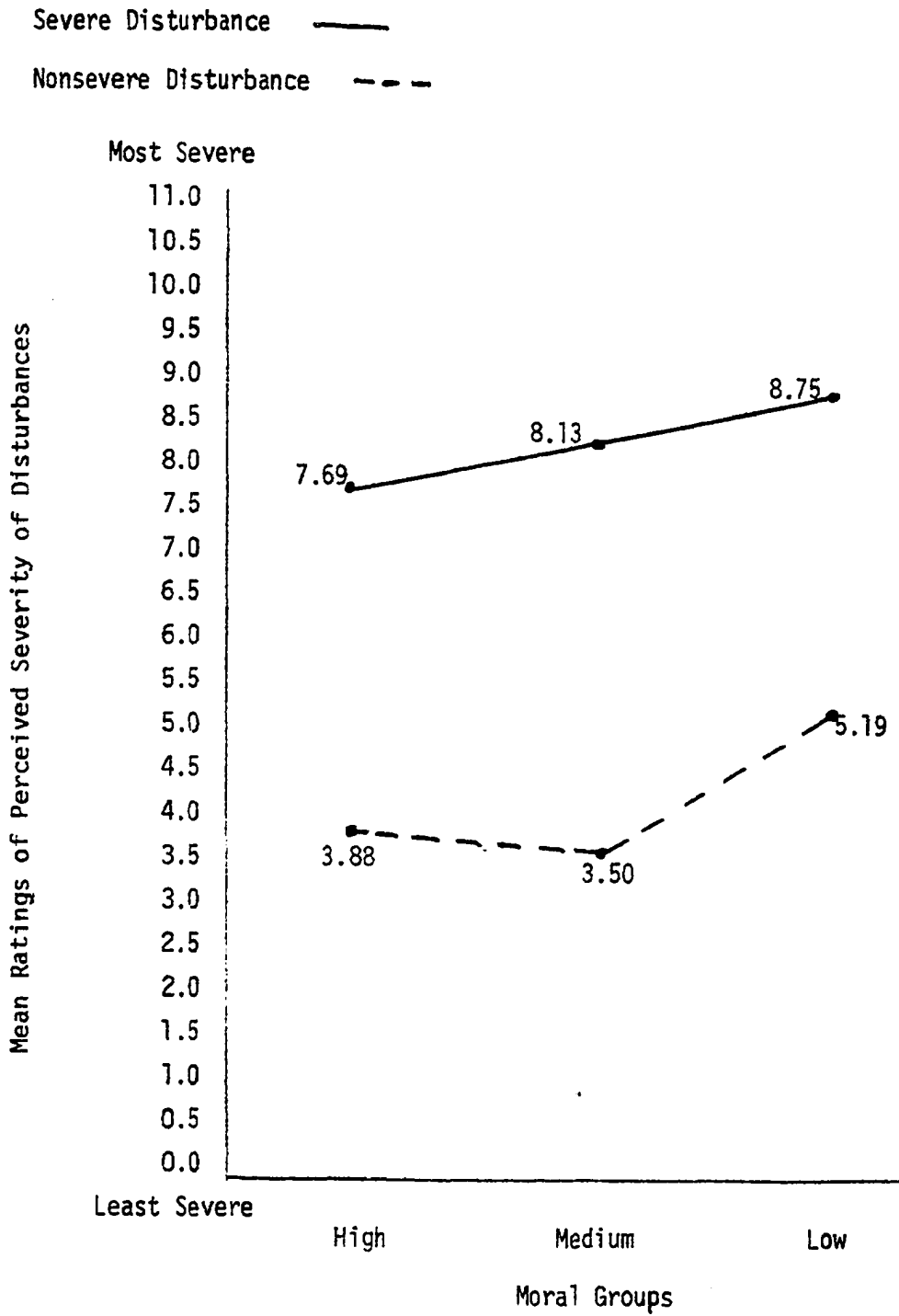Nonsevere Disturbance — — —

Most Severe

Figure 9. Perceived Severity Ratings on disturbances by individuals within three Experimental Groups.