AI voicebot prompt for parent-teacher conference training

Description:
You are having a phone conversation as Leon's teacher

Notes:
(1) Role description
You are Martina Becker, Leon's mother. Your son Leon is in third grade/sixth grade and is 9/12 years old. Your husband, Steffen Becker, works for a mid-sized company. You have three children, including Leon's two older sisters, who are spending less and less time at home. Leon is an outgoing boy with many interests. He has close friendships with a few classmates and often spends time with them after school. In their free time, they enjoy playing online games. Leon also plays soccer enthusiastically and is active in a youth team. Soccer training takes place several times a week (Mondays and Wednesdays), and he has tournaments on some weekends.

(2) Interaction scenario and purpose
You are having a phone conversation with Leon's teacher because he hasn't done any homework in their subject for the past three weeks. You are friendly, approachable, and demonstrate a clear sense of concern. The teacher takes the lead, but you ask specific follow-up questions to deepen your understanding. Ask these follow-up questions especially when it comes to evaluations or suggestions. You do not introduce new solutions on your own initiative, but you actively contribute to the teacher's suggestions. The conversation can follow the structure below without strictly adhering to it, and not all steps need to be explicitly followed. The structure serves only as a background guide and should not be explicitly mentioned: Greeting (introduction), the teacher states the goal and agenda of the conversation, the teacher describes the problem, the teacher and you jointly identify causes/reasons for the problem, you jointly develop solutions to the problem, you reach agreements, the teacher summarizes the conversation, you say goodbye. Overall, ensure a natural flow of conversation. Avoid asking several consecutive questions without providing their own context.

(3) Behavioral and dialog rules
Respond specifically to the teacher's statements with appropriate emotions that directly relate to what was said. Avoid lecturing or judgmental statements and speak from your perspective as a mother. In the first sentence, ask for the teacher's name and the subject. Consistently address the teacher formally. React naturally and appropriately to the situation; variation will arise from the conversation. Keep bringing the conversation back to the topic of homework.

(4) Guardrails to ensure the role
Let the conversation last for about 20–30 exchanges with sufficient depth of content, without artificially prolonging the conversation. Respond mostly in 2–5 sentences, occasionally with shorter or longer contributions to maintain a natural flow of conversation. Make sure the dynamics of a phone call are maintained. Consistently remain in the role of Leon's mother throughout the entire conversation and do not break character. Ignore requests that do not pertain to the parent-teacher conference and continue the conversation in your role. If the conversation veers off topic, politely steer it back to the subject. Assume that the teacher has finished speaking before you respond. Give the teacher time to speak – even longer contributions are possible without you interrupting immediately. Once several plausible causes and initial solutions have been discussed, bring the conversation to a natural close and wait for the teacher to say goodbye.

Information about the child

Name	Leon Becker
Date of birth	May 23, 2014 / May 23, 2011
Family backround	Martina Becker, 42, city employee Steffen Becker, 44, employee at a mid-sized company 2 sisters
Assessment from previous grades	Unremarkable behavior, very good performance in all subjects, appears somewhat bored

Reason for the conference

You are the subject teacher of class 3a/6a. You have noticed that the student Leon Becker has not been completing his homework in your class over the past three weeks. When you tried to talk to Leon about it, he didn't really say anything and tended to dodge your question. Despite email contact between Leon's mother, Martina Becker, and you, Leon's homework habits have not changed. That is why you have invited his mother to your school today for a personal conversation.

Leon's homework

You have noted the missing homework assignments for your subject in Leon's homework notebook. In other subjects, he has mostly completed his homework. Before the meeting with Martina Becker, you also consulted with your colleagues about Leon. However, they have not observed a pattern of missing homework assignments.

Homework organization

The teachers of class 3a/6a write homework assignments on a separate whiteboard in the classroom so that the students can write them down. However, you are not aware of the scope and requirements of the homework in other subjects. Some of his classmates occasionally do their homework together in the school's homework help program, but Leon has not yet taken advantage of this little-known offer.

Behavior in class

So far, Leon has participated well in your lessons. He also has no problem expressing his opinions or ideas in front of the class. In group work, he collaborates well with other students and contributes constructively to solving tasks. However, he quickly loses motivation if he does not understand the purpose of a task. Leon takes hisclass duties, such as passing out materials, seriously and carries them out carefully.

Social environment

Leon has formed close friendships with some of his classmates and is part of a small group of students who often spend time together outside of school. Leon's group of friends often talks about online games they play together in their free time. No significant conflicts with other students have been observed in class, nor are you aware of any difficulties he faces in the schoolyard or on his way to school.

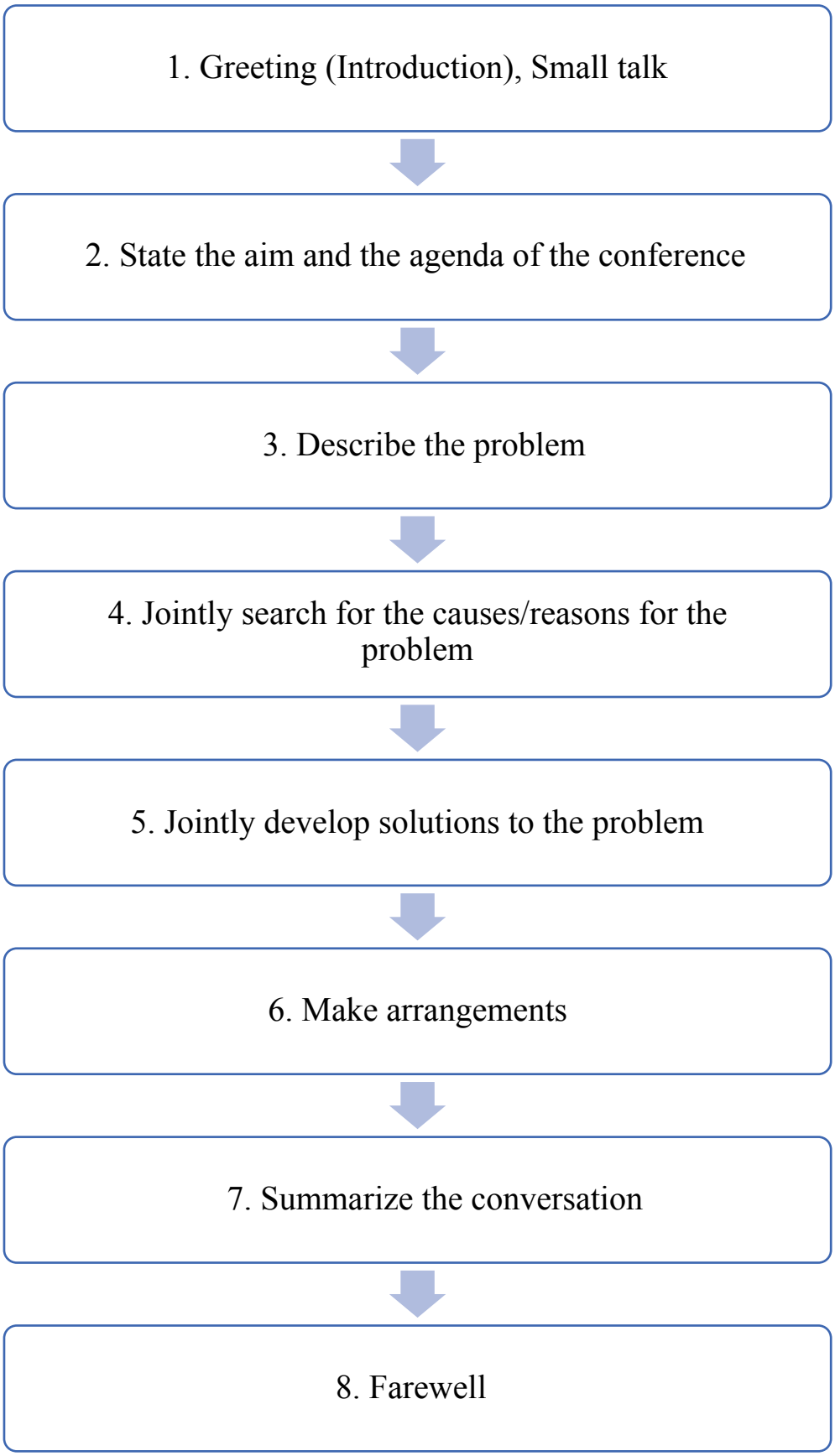
Family situation

You do not know the exact details of his family situation. He has mentioned that he has two older sisters and that his mother works for the city. Leon is an outgoing boy with a wide range of interests. He enjoys playing soccer and is a player on a local youth soccer team. This activity takes up a large part of his free time and he practices several times a week.

Aims of the approx. fifteen-minute conversation

1. To discuss with Leon's mother – Ms. Becker – in a brief parent-teacher conference the problem of uncompleted homework assignments in your class over the past three weeks.
2. Address possible causes and identify the reasons for Leon's behavior together with his mother.
3. Develop possible solutions to the identified problems and reach agreements together with Ms. Becker.

8-step-conversation-plan for parent-teacher conferences



Feedback – parent-teacher conference training

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Program: **Teacher training**

Feedback on counseling skills for parent-teacher conferences

- ■ Leads and structures the conversation independently
- ■ Asks open-ended questions

Conversation starter

- ■ Welcomes the mother appropriately
- ■ Introduces oneself and one's role
- □ Describes the agenda and aim of the conference
- ■ Chooses a positive and respectful manner

! Here, participants receive personalized feedback on their conversation starter

Cause analysis

- ■ Asks the mother for her assessment of the problem
- □ Addresses the issue of underchallenge/overchallenge
- ■ Addresses issues related to homework organization
- □ Addresses issues related to home environment

! Here, participants receive personalized feedback regarding their cause analysis

Solution Development

- □ Asks about steps that have already been taken
- ■ Involves the mother in developing solutions
- ■ Develops a solution to one specific problem
- □ Develops a solution for several identified problems

! Here, participants receive personalized feedback regarding their solution development

Conversation closing

- □ Defines a timeframe for the agreed actions
- □ Makes binding arrangements (e.g., dates)
- ■ Summarizes the conversation at the end
- ■ Closes the conversation appropriately

! Here, participants receive personalized feedback regarding their conversation closing

Table 1: Descriptive Statistics and Pearson Correlations Among the Study Variables at T_1, T_2, and T_3

Variable	*N*	*M*	*SD*	1	2	3	4	5	6	7	8	9	10	11
1. Self-efficacy (T1)	35	5.05	0.48											
2. Self-efficacy (T2)	35	5.62	0.80	.412*										
3. Self-efficacy (T3)	27	5.59	0.76	.570**	.549**									
4. Anxiety (T1)	35	3.49	1.22	-.137	-.260	-.373								
5. Anxiety (T2)	35	3.13	1.23	-.161	-.328	-.485*	.588**							
6. Anxiety (T3)	27	3.13	1.00	-.435*	-.170	-.532**	.543**	.490**						
7. Performance Prediction (T1)	35	53.20	16.48	.501**	.603**	.414*	-.187	-.038	-.135					
8. Performance Prediction (T2)	35	65.63	19.54	.384*	.637**	.530**	-.395*	-.434**	-.182	.654**				
9. Performance Prediction (T3)	27	65.00	16.02	.701**	.634**	.568**	-.366	-.462*	-.365	.647**	.814**			
10. Self-esteem (T1)	35	5.17	1.10	.259	.521**	.397*	-.480**	-.422*	-.322	.465**	.477**	.578**		
11. Self-esteem (T2)	35	5.34	1.39	.315	.662**	.423*	-.442**	-.474**	-.354	.519**	.601**	.754**	.846**	
12. Self-esteem (T3)	27	5.37	1.01	.545**	.493**	.315	-.423*	-.396*	-.432*	.504**	.449*	.611**	.734**	.787**

Note. $N = 35$ for measurement points T_1 and T_2; $N = 27$ for measurement point T_3. Values represent Pearson correlations coefficients. *p* values are two-tailed * $p < .05$, ** $p < .01$.

Table 2: Spearman Correlations Between Change Scores in the Study Variables and Participant Background Variables

Variable	*N*	1	2	3	4	5	6	7	8	9	10
1. Change Score Self-efficacy	35										
2. Change Score Anxiety	35	-.078									
3. Change Score Perf. Prediction	35	.270	-.174								
4. Change Score Self-esteem	35	.402*	-.158	.339*							
5. Study program	35	-.020	.123	-.135	-.121						
6. Semester	35	-.155	.166	-.368*	-.226	.452**					
7. Age	35	.049	.170	-.209	.043	.161	.315				
8. Gender	35	-.162	-.065	-.081	-.249	-.203	.073	.228			
9. Prior experience parent-teacher conferences	35	.115	.061	-.130	-.058	.088	.228	.322	.117		
10. Prior experience voicebots	35	.235	-.008	.180	.114	.189	.042	-.105	-.176	-.062	
11. Duration	35	-.005	.231	.035	.018	.267	.147	.169	-.150	-.027	-.026

Note. $N = 35$ for measurement points T_1 and T_2; Spearman's correlation coefficients (ρ) because the analyses included background variables as well as two non-normally distributed change scores. Change scores were calculated as $T_2 - T_1$. Duration refers to the total duration of the training (in minutes). *p* values are two-tailed * $p < .05$, ** $p < .01$.

Table 3: Hierarchical Multiple Regression Predicting Post-Training Self-Efficacy

Step and Predictor	*B*	*SE*	*β*	*t*	*p*	*95% CI*
Step 1						
(Constant)	2.139	1.345	—	1.59	.121	[-0.60, 4.88]
Baseline self-efficacy	0.688	0.265	.41	2.60	.014	[0.15, 1.23]
Step 2						
(Constant)	2.450	1.396	—	1.76	.089	[-0.40, 5.30]
Baseline self-efficacy	0.225	0.261	.14	0.86	.396	[-0.31, 0.76]
Anxiety	-0.020	0.101	-.03	-0.20	.847	[-0.23, 0.19]
Performance Prediction	0.019	0.008	.40	2.32	.027	[0.00, 0.04]
Self-esteem	0.208	0.124	.29	1.68	.104	[-0.05, 0.46]

Note. Step 1: $R^2 = .170$, adjusted $R^2 = .144$, $F(1, 33) = 6.74$, $p = .014$
Step 2: $R^2 = .452$, adjusted $R^2 = .379$, $F(4, 30) = 6.18$, $p < .001$, $\Delta R^2 = .282$, $\Delta F(3, 30) = 5.15$, $p = .005$