

AN ABSTRACT OF

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Title: EFFECTS OF THE SELF-CONSISTENCY PRINCIPLE OF BEHAVIOR CHANGE  
AND THE RETROFLEXIVE REFORMATION PROCESS OF GROUP COUNSELING  
ON THE ACADEMIC ACHIEVEMENT AND BEHAVIOR OF SELECTED HIGH  
SCHOOL STUDENTS

Abstract Approved: Redacted for Privacy  
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This exploratory study was undertaken to determine the combined effects which two rather unique approaches in the fields of counseling and psychotherapy might have on the behavior and academic achievement of ten selected deviant high school students. These approaches have been termed the 1) self-consistency approach to behavior change and 2) the retroflexive reformation method of counseling.

They are unique in the area of school counseling both in theoretical orientation and in practical application.

Theoretical Orientation

The self-consistency principle of behavior change provided the theoretical orientation for the problem, and the retroflexive reformation approach to counseling provided the practical application. The self-consistency principle focuses primarily upon eliciting behavior change in a person by first changing his actions which once changed will lead to a change in his attitudes. This is in contrast to the traditional

emphasis of group and individual counseling with the emphasis directed first upon changing the person's attitudes which then leads to a change in actions. In light of the relative facility with which actions can be changed (as compared to attitudes) the theoretical orientation which focuses on a change in actions first, becomes vital.

The traditional counseling "talk sessions" were used only to supplement and add meaning to the structured role and status changes of the high school counselee (co-therapist) which were provided to him by the high school counselor. This emphasis away from "introspection sessions" and toward "real life" experiences tended to circumvent many of the ever prevalent traumatic hurdles which are associated with, and so often precede growth through, counseling and psychotherapy.

#### Practical Application

The practical application of the study was centered around the adage, "you learn best that which you teach". In an attempt to employ this concept, ten high school students, judged to be deviant in their behavior were used as co-therapists (retroflexive reformation). Each was assigned to work with an elementary school behavior problem student in an effort to improve the child's behavior. At the end of five months an analysis of behavior change and academic achievement was completed on each high school student.

#### Results of Study

Seven of the ten selected high school students showed behavior improvement as judged by their parents and teachers. The same seven

showed academic achievement improvement ranging from one-tenth of a grade point to one and one-tenth of a grade point which is significant at the ten percent level of probability.

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ON THE ACADEMIC ACHIEVEMENT AND BEHAVIOR  
OF SELECTED HIGH SCHOOL STUDENTS

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CHAPTER I

Introduction

William James said, "The greatest discovery of my generation is that men can alter their lives by altering their attitudes of mind."

That man can, through conscious effort, change his behavior patterns is the underlying premise of all behavior sciences. This basic concept is counseling's *raison d'etre*.

The procedures which have been conceived by men to facilitate behavioral change are many and varied. There is a constant attempt to understand universal elements of human behavior and to integrate them into effective methods of motivation. The literature is replete with theories and evaluations of theories which tend to substantiate or refute current ideologies. That which appears to be functionally beneficial within the context of a given set of circumstances is often found to be sterile if and when there is a change in variables.

As long as there are human beings with unique problems it is conceivable that there will be others who will continue to search for more effective methods of helping them solve their problems. Qualitative and quantitative assessment or evaluation becomes an integral function of this total process.

It is the determination of this researcher that human behavior change is not satisfactorily assessed through the process of clinical

or standardized instruments. A social being is said to be "acting out" against other people or society; or behaving in a deviant manner when others in his environment make such judgments based upon observations of his behavior. Others' statements, feelings, attitudes, values, opinions, perspectives, ad infinitum integrate to form the platform from which another's behavior is defined and interpreted. Each person, small group, and institution has its own limits of tolerance. These limits, even in the most regimented institutions, are subject to flexibility given the correct combination of circumstances. Based on these tolerance limits, behavior is defined as acceptable or not acceptable. Because these judgments are based on the observations and opinions of one's fellow social beings, this basis must need be the reference point from which change in the quality of behavior is assessed.

This process, because of the nature of its subjectivity becomes difficult and often open to criticism. That which is least determinable becomes the most controversial.

Judgments by various people have been made regarding the behavior of the subjects in this study. Because of those value judgments they are being treated, and their lives influenced in certain ways. Those who are making the value judgments, it would appear, would be the appropriate informants from whom to procure statements regarding behavior change in the subjects. This then, is the premise upon which the evaluation of behavior portion of this study was conducted.

### Reason for the Study

The need for effective counseling in the public school system is ever increasing. School personnel are finding it ever more difficult to communicate effectively with young people. Counselors are employing more sophisticated methods to bridge the communication gap and help youth develop adequate self-concepts and ultimately point them toward productive self-satisfying lives. Being effective in this process places critical demands upon the counselor's time and professional skills. Counselors are feeling the need to become more skillful and at the same time are searching for more effective counseling methods. A strong theoretical orientation is an essential characteristic of all counselors. Yet the importance of their ability to engender flexibility into their counseling approach cannot be underestimated.

Counselors need to try new ways to accomplish the goals they help the counselee set for himself. Wrenn (23) states that the counselor must accept the responsibility for using wisely what might be called planned experiences for the development of improved self-understanding and the facing of psychological realities. It is with the idea of "planned experiences" in mind that this study was undertaken. The "blueprint" of the investigation called for a rather unique approach to a simple yet well accepted concept; "You learn best that which you teach." The study attempts to employ that concept using "planned experiences" for the counselees, and adding a unique counseling dimension which Cressey (8) termed retroflexive reformation.

### Statement of Problem

It is the purpose of this study to determine if the self-consistency principle of behavior change:

(That is; a change in roles involves a change in functions which leads to a change in actions... which leads to a change in attitudes)

combined with the retroflexive reformation process of group counseling:

(That is; student "A" joins with the school counselor to change student "B". Student "A" experiences a change in behavior, not "B".)

will affect behavior change and academic achievement within the public school system.

### Background of the term "Retroflexive Reformation"

The term retroflexive reformation was introduced into the literature of the field of sociology in 1955 by Donald Cressey. It was based on the assumption that the behavior, attitudes, beliefs, and values which a person exhibits are not only the products of group contacts but also the properties of groups. This assumption provided an alternative principle on which to base the diagnosis and treatment of criminals. This belief was an antithesis to the then common theory that biological disorders was the base cause of criminality, and an even more popular notion that criminology was analogous to an infectious disease, ... "that (the disorder) can be treated in a clinic, without reference to the persons from who it was acquired." (Cressey) The term itself is an outgrowth of the much more inclusive theory of differential

association applied to correctional work. No historical development of the concept of retroflexive reformation was readily found in the literature, however, a wide review of associated theories tends to bring to fore the following sequence of historical developmental steps:

1. A wide variety of early methods and procedures existed prior to 1949 which had been called group psychotherapy.
2. Differential association was an outgrowth of these early methods.
3. "Round Table Psychotherapy" was an outgrowth of differential association. It was originated and developed in January of 1949 by McCann and Almada and was used exclusively with mental patients.
4. Retroflexive reformation was an extension of "Round Table Psychotherapy" and was described by Donald Cressey. The term retroflexive reformation was first used in the context of penal institutions to change behavior of criminals.

Retroflexive reformation applied the basic tenets of "Round Table Psychotherapy" to the correctional institution setting. The basic assumption of "Round Table Psychotherapy" is that the patient perceives his problems as major catastrophes for which there are no adequate solutions and he considers himself beyond the understanding and help of others. This hypothesis posed three objectives: first, to help the patient gain a proper perspective of his problems; second, to help him realize that others will accept him as an individual and will try to understand and help him if he will let them; and, third, to help him develop an attitude of confidence that he can work out satisfactory

solutions for his problems. To accomplish these objectives McCann and Almada started with the premise that one gains a better understanding of himself when he attempts to understand and help others who are troubled. "He who would find himself must first lose himself." By losing himself and his problems in his growing concern for and appreciation of the problems of his fellow patients, it was felt that a series of psychological adjustments would take place in the patient which would give him insight into his own problems. They felt the therapeutic process would include the following four steps: first, his preoccupation with his own problems would tend to be disrupted as he focused his attention on the problems of others. Second, his faulty perspective of his own problems should tend to be corrected as he compares his problems with the problems of others. Third, his attitude toward receiving the understanding and help of others should tend to be improved as he attempts to understand and help others. Fourth, his attitude toward finding solutions for his own problems should tend to be improved as he watches others find satisfactory solutions for their problems. With this change in attitude, solutions should eventually occur which should restore his self-respect and his sanity. McCann and Almada put these hypotheses into effect at a mental hospital using twenty-five patients. Six of these patients were designated as therapists. One patient, identified as patient "X" was chosen to be the one whose symptoms and problems were discussed in an attempt to help her work out satisfactory solutions to her problems. The setting was the hospital dining room. Patient "X" and the six patient-therapists were seated in the middle of the room. The remainder of the patients were

designated as the "members of the studio audience." Patient "X" was not told that each of the selected six had been primed to question her about her condition and her problems. The sessions were of thirty minute duration and would be on-going for an indefinite period. It was announced that any patient in the Round Table Group who did not freely participate would have to exchange places with a patient in the studio audience. It was further stated that any patient whom the Round Table Group would, by majority, recommend for release from the hospital would be taken before the next hospital staff meeting for a role or discharge consideration. It was further stated that no patient would be allowed parole or discharge from the hospital except by the Round Table Group recommendation. McCann and Almada did not attempt to empirically validate through statistical measurement the effects of this procedure. However, they point out that the study began in February and by December of the same year only one man and one woman of the original seven-team groups were still in the hospital. Further, of all who were recommended by the Round Table Group for parole or discharge from the hospital, only twice did the staff find it necessary to subsequently deny the recommendation. They concluded that "Round Table Psychotherapy" did not seriously retard the recovery of twelve out of the original twenty-four participants. On the other hand, they acknowledge the lack of proof that it had in any way contributed to their recovery. Empirical evidence that their approach did have a significant, positive influence must be verified by future appropriate research.

Out of this study came Cressey's hypothesis that the same procedure could be used in correctional institutions. He called it retroflexive

reformation. This author was unable to uncover any research in the literature which has attempted to verify Cressey's hypothesis. But Cressey points to the general application of the basic tenets of the hypothesis by such groups as Alcoholic Anonymous to 'cure' alcoholism, McCann and Almada in the treatment of psychotics, and acknowledges that the Chicago Area Projects are, generally, organized in accordance with the retroflexive reformation principles but its effect on the ex-convicts, either in their roles as reformers or as objects of reform, appears not to have been evaluated.

It was the aim of this author to apply the basic tenets of the hypothesis but to adapt it in the following ways: 1) use it in the public school setting, with selected high school students determined by school personnel to be behavior problems, and 2) introduce and integrate the element of the self-consistency principle of behavior change which focuses upon the change in the role of the individual and how that change influences first, his actions and second, his attitudes. Lieberman terms this the self-consistency principle of role theory.

#### Explanation of Self-consistency Principle

One of the fundamental postulates of role theory, as expounded by Newcomb (16), and also by Parsons (18), is that a person's attitude will be influenced by the role that he occupies in a social system. This postulate was the object of investigation by Lieberman (15) in which he describes the self-consistency principle of behavior change. He gave a questionnaire to the employees of a large industry which he called in the study, "Rockwell". There were 2500 workers, 145 union stewards and 151

foremen. The intent was to determine the attitude changes if any when there was a role change from worker to either foreman or union steward. Between October 1951 and July 1952 twenty-three workers had been made foremen and thirty-five workers became stewards. In December 1952 the same questionnaire was again filled out by:

1. The workers who became foremen during the experimental period.  
(N=23)
2. A control group of workers who did not become foremen during the experimental period (N=46)
3. The workers who became stewards during the experimental period. (N=35)
4. A control group of workers who did not become stewards during the experimental period (N=35)

The major hypothesis tested in this study was that people who are placed in a role will tend to take on or develop attitudes that are congruent with the expectations associated with that role. The data supported the hypothesis. In general, the attitudes of workers elevated to foreman jobs tended to gravitate in a pro-management direction, and the attitudes of those who became stewards tended to move in a pro-union direction. In both control groups no attitudinal changes were observable. Phase II of the study occurred when, in 1954, as a result of a national economic recession, many workers were laid-off. Eight of the twelve who had been promoted to "foreman" and who were still employed by the company, were relieved of their foreman capacities and returned to the role of worker. The questionnaire was again filled out by them. At the same time it was completed by a similar number of men who

had recently been relieved of their union steward responsibilities. In the case of both groups, but more pronounced with the group who had been foremen, there was a return to the attitudes they had demonstrated in the initial questionnaire. Lieberman states that no definitive answer can be given to the question of why the men showed a reversal of attitudes. He further states that, on the basis of his study, roles can influence attitudes. The data indicated that changes occurred soon after changes in roles had taken place. Inside a period of three years, the stewards and the foremen who had remained in their new roles had developed almost diametrically opposed sets of attitudinal positions. According to Lieberman a distinction should be made between the effects of a change in roles on a person's actions, and on a person's attitudes. Because actions are overt and can be explained in a fairly direct fashion it is somewhat easier to determine the influence a role change has had on them.

However, attitudes are not as overt as actions. Often actions are manifest in such a way as to reveal a person's attitudes, but attitudes may be, and often are covered up. Two chains of events are identified by Lieberman, with regard to role change and its effect on actions and attitudes.

1. Reference group principle: A change in roles involves a change in reference groups which leads to a change in attitudes ...which leads to a change in actions.
2. Self-consistency principle: A change in roles involves a change in functions ... which leads to a change in actions ... which leads to a change in attitudes.

The vital difference in the two principles as it pertains to this study is: in the former chain of events a person's attitudes influence his actions; in the latter chain a person's actions influence his attitudes.

Counseling, both group and individual, has traditionally emphasized the former principle. The accent has been on therapeutic "talk" sessions where the counselor induces the counselee to explore motives, attitudes, behavior traits, value systems, and through self-analysis, feedback from others, catharsis, and surveying of alternatives the counselor anticipates behavior change due to a modification of the client's attitudes.

The self-consistency principle of behavior change, in contrast, focuses upon attitudes being modified not through counseling sessions, primarily, but through attempts to structure the client's environment in such a way that his actions and functions are stressed and the person becomes involved with the actual experiencing of different status performances. This author is not aware of any studies where an attempt has been made to measure the effects of the self-consistency principle of behavior change. Through the design of this study the investigator wishes to structure a role change in the lives of ten selected high school students (i.e., use the self-consistency principle) and articulate this structured change with the retroflexive reformation method of counseling. It is postulated that combining these two theories will induce more permanent change and also eliminate much of the trauma that is associated with the resistance to the therapeutic process which is observed so often in counselees. This elimination of trauma and

counselee resistance, hypothetically, will be due to the indirect therapeutic approach as previously described in the retroflexive reformation process.

#### Hypotheses to be Tested

Through the use of the combined approaches detailed above it is hypothesized that the selected students will:

1. show positive behavior change after treatment
2. show an increase in academic achievement after treatment.

#### Limitations of Problem

Working within the established framework of this dissertation research as mutually agreed upon by the administration personnel of the Camas School District and this author, posed several observable limitations.

First, the research was confined to the use of ten primary counselees. It was determined that utilizing a larger number would tend to create a management, organization problem. There was some consideration given to the question of the usefulness of more than the "problem" high school students in one elementary school. Only one elementary school was used because of time and transportation factors and the scheduling of regular class periods at the high school rendered the use of schools at a greater distance from the high school impractical. However, if these factors were accounted for and articulated with the pre-year planning it was felt they would not present a serious problem in future use of this research design. Another factor which limited the size of the experimental group was the limited

amount of time the two high school counselors felt they could devote to the research in relation to their other duties; specifically to the weekly group staffing (counseling) sessions held with the primary counselees.

Consideration was given to the possibility of an additional group but time and management problems became the deciding factors. It was felt, on the other hand, that to involve more than ten counselees in one counseling group would have perhaps created problems which would have adversely effected the study.

The number of students chosen represented 2% of the total school enrollment and 6% of the graduating class. It further represented 25% of all of the students who had been identified as severe behavior problems.

Cooperation of the teaching staff was essential. Cooperation always takes time, but it was imperative that a cooperative attitude of all involved personnel was developed. It was felt that a therapeutic approach was acquired as a result of this cooperation without which the research would have lost much impetus.

The regimented structure of the high school rules, regulations, and policies became a limiting factor. Those primary counselees who attempted to exploit the research design by skipping their sessions, stopping on the way to the elementary school to smoke, or who used their research involvement as an excuse not to attend another class were viewed by the administration as needing punishment. As the research progressed much of the exploitation dissipated. However, that which did occur was viewed by the administrators, who saw themselves as being

responsible for student behavior, as letting them "get away" with something which warranted punishment. Considerable effort was expended by the author in an attempt to orient the administrators to a therapeutic viewpoint; to get them to "catch the vision" of our intent. If they did not fully agree with our approach at least they maintained an attitude of tolerance and upheld a temporary hands off policy. However, this investigator felt that the "hands off policy" was more for the fulfillment of the research obligation rather than for the therapeutic development of the student.

Another factor of limitation to the study was the degree of subjectivity in the method of evaluating the research. The counselor must be willing and able to accept observations of behavior as the criteria on which to assess change in the counselee.

Finally, parents and teachers were aware that the primary counselees were being studied. This may have influenced the informant in some manner in which he would not have been influenced had he been unaware of this fact.

#### Definitions

1. Primary counselee: the student in whom change in behavior is of primary concern and with whom the counselor works directly.
2. Secondary counselee: the student with whom the primary counselee will work.
3. Academic achievement status: is defined here as the difference between the student's grade point average after treatment and the grade point average from the previous year.

4. Indirect counseling: a method in which direct examination of one's feelings, attitudes, value system, and self-concept is not of primary focus. The counselee examines "self" through "private introspection" as he and the counselor examine behavior and personality traits of a third person with whom they are counseling. This process helps eliminate many of the usual obstacles (i.e., lack of trust, defensiveness, insecurity, disintegration-reintegration process and trauma of transcendence) encountered in the direct counseling procedures.
5. Retroflexive reformation: retroflexive reformation in this study will describe the process whereby the primary counselee joins with the counselor to change behavior of the secondary counselee. It is anticipated that the primary counselee will experience change in behavior.
6. Self-consistency principle: a change in roles involves a change in functions ... which leads to a change in actions ... which leads to a change in attitudes.
7. Experimental group: the experimental group consisted of ten high school students selected by their counselors, principals, and school psychologist as being "acting out" youngsters and for whom traditional counseling in past years had proven ineffectual.

## CHAPTER II

## Related Literature

Were the purpose of this dissertation to report the results of an experiment in chemistry or mathematics it would become essential due to a general, already accepted, proven body of facts to report in detail professional viewpoints, specific information regarding the environmental setting within which the experiment was conducted, and conflicting interpretations of the results of the experiment. In the field of social sciences relating to the problem under discussion, however, no such proven body of facts and theories has been established. Diethelm(10), cogently comments on this fact and observes that

"... nowhere is bias more marked than in the behavioral sciences. The personal psychodynamics of the individual will influence him, theories will affect his way of looking at the facts, his selection of special data, and his differentiation of the essential from the nonessential... none of us are able to avoid bias, but by keeping this possibility in mind we will succeed in being constructively self-critical and avoid the danger of building fortifying systems."

This survey of related literature does not presume to exhaust all of the studies dealing with the evaluations of counseling procedures. However, an attempt was made to research a cross section of both psychotherapy and counseling. Stevenson (21) cogently noted that there have been more publications stating that there are problems in evaluating psychotherapy than there have been experimental attempts to study its effects.

Astin (1) argues that psychotherapy is functionally autonomous, i.e., it continues to be practiced and serves as a major area of interest, apparently for its own sake, while its usefulness remains in doubt.

However, some research has pointed toward positive results using counseling and psychotherapy as methods of behavior change.

In the Clark and Bobele (6) study, two groups of university students undergoing self-actualizing treatment, or sensitivity training were given two administrations of the Personal Orientation Inventory (P.O.I.) in order to ascertain whether P.O.I. indexes would change toward greater self-actualization. Each group had the same two co-trainers. The goals of the trainers were 1) to promote authentic interaction and 2) increase self-awareness among the group members. The two groups each met for one two hour session per week for fourteen weeks. At the beginning and end of the sessions the P.O.I. was administered to each group. One group's members increased toward self-actualization, while the combined scores of the other group's members showed no such change. The group which showed no change, scored high on the pre-P.O.I., and the authors felt that the closer a person is to self-actualized behavior prior to sensitivity training exposure the less movement he will make in that direction as a result of the training exposure.

Clement's (7) research indicates college bound high school students had less anxiety when exposed to small group counseling sessions. The intent of his study was to evaluate small group counseling by determining its specific usefulness in aiding the college-bound adolescent in his preparation for the college environment. There were 180 students randomly selected from the population of 225 college bound seniors. Sixty students formed the experimental group and were randomly assigned to six sub-groups of 10 individuals each. Two counselors, full-time doctoral students, met with three groups each. Six 50-minute sessions were scheduled, one each week, in the spring prior to high school

graduation. Following the spring counseling and testing, the experimental groups were contacted by letter during the summer and again after they had enrolled at the university in the fall. Following the final session in the spring, two instruments were administered to the experimental and control students. An adaptation of Bills' Index of Adjustment and Values (IAV) and an unpublished Self Concept Inventory (SCI) were used to measure anxiety concerning self. As a result of this study, Clements postulates that due to counseling, there is less anxiety in high school students making the transition to college.

Perception of self changed in the positive direction in Catrone's (5) study using thirteen groups of normal high school students. This study grew out of an N.D.E.A. Counseling and Guidance Training Institute. The emphasis of the institute was on training high school counselors in group counseling. As a part of the curriculum, a practicum in group counseling was arranged wherein each pair of co-counselors under supervision, worked with their own group of high school students. The "E" subjects were divided into thirteen counseling groups which ranged in size from five to twelve. All groups included both boys and girls. The groups met for fourteen sessions over a five week period. Each session lasted one and one half hours. Counseling took place in group circles in regular classrooms. The control group was selected from non-remedial summer school students from the same schools from which the "E" group came. The evaluation instrument was a modified form of the Butler and Haigh SIO (Self,-Ideal person,-Ordinary person) Q sort. Pre and post administrations of the Q sort were analyzed and revealed that perceptions of self changed significantly in the direction of "good adjustment" for the experimental group.

Ofman's (17) study reported that group counseling improved scholastic performance. In evaluating the effectiveness of a group counseling procedure he selected five groups of sixty students each to be compared. The groups, while comparable in ability, differed in initial g.p.a. They were selected from students who had shown interest in a "Study Habits Seminar" (SHS). The groups were designated as:

- Group A: Baseline control. G.p.a. of sixty subjects randomly selected over eight semesters.
- Group B: Experimental group. Eight semester g.p.a. of sixty volunteers who remained in the SHS for at least 80% of its duration.
- Group C: Dropout group. Eight semester g.p.a. of sixty volunteers who dropped out before the fourth session and did not re-enter.
- Group D: Control group. Eight semester g.p.a. of sixty volunteers who were refused admission for administrative reasons and who did not enter the SHS.
- Group E: Wait group. Eight semester g.p.a. of sixty volunteers who were refused admission for administrative reasons to the SHS, but who re-entered and participated in the SHS two semesters late.

As a result of exposure to the SHS, three of the five groups showed significant g.p.a. increases over the eight semester period. The dropout and control group showed decreased g.p.a.'s. The authors state with a high degree of certainty that students of comparable ability who began their scholastic career with inappropriately lower

grades, who recognized and expressed their need for help, and participated in the group counseling were aided to perform in a manner more consistent with their ability. In contrast, those subjects who were in the same circumstance, but were refused help, or dropped out of the group, continued to perform in a consistently inappropriately low manner.

Other studies have indicated that counseling in groups had no effect. Laxer (12) used three counselors from junior high schools to counsel students with behavior problems. Each counselor worked with one group of behavior problem students from the ninth grade in his own school. These counselors were actively involved in guidance work in their schools. Each had at least three years of school counseling experience and from seven to nineteen years of teaching experience. The students designated as conduct problem students were selected from ninth grade males between the ages of thirteen and sixteen years. In each of the schools the twenty students who had received the greatest number of detentions for violating school regulations were considered behavior problem students. Excluded from the study were those who lacked fluency in English; those who, in the opinion of the group counselor, would purposely attempt to destroy the group process; and those having had recent police records. The eligible students were matched in terms of recorded detentions, intelligence quotient, average school marks and age. From each pair of students one was randomly assigned to be counseled and the other was assigned to a non-counseled control group. A pre-test battery included:

1. Alpert-Haber Test Anxiety Scales
2. a scale constructed to measure attitudes toward counseling and psychological services

3. Taylor Manifest Anxiety Scale
4. a fifty item Q sort constructed from Cattle's (1946) list of surface traits.

Subjects did two sorts: self and ideal self. Each group received sessions twice a week of forty minutes in length. The duration was eight weeks. There was a minimum total of six hundred minutes exposure to counseling for each group. The tests used in the pretest were re-administered in the same order following group counseling. A comparison of the counseled and the non-counseled (control) groups revealed no significant differences for any of the following seven variables tested:

1.  $V_1$  = Pre and post g.p.a.
2.  $V_2$  = behavior of student as measured by classroom and office detentions.
3.  $V_3$  = measure of self ideal-self congruence as determined by the 50 item Q sort.
4.  $V_4$  = Manifest anxiety as measured by the Taylor Manifest Anxiety Scale.
5.  $V_5$  = Facilitating test anxiety.
6.  $V_6$  = debilitating test anxiety  
(Variables five and six were measured by the Alpert-Haber Test Anxiety Scales.)
7.  $V_7$  = questionnaire designed to measure attitude toward counseling services. The questionnaire consisted of four 5 point scales: (A) attitude to counseling (B) attitude to counselor (C) attitude to psychologist (D) attitude to intelligence tests.

Leib and Snyder (14) chose twenty eight underachieving college students from Psychology 9 classes (Reading and Study Methods) at Ohio University. They were judged acceptable by the criteria of: (a) UA (underachievement) measured by marked discrepancies between the grade point average (G.P.A.) predicted by the American College Testing Program Aptitude Test and their attained GPA, and (b) whether they displayed either normal or below normal SA (self-actualized) scores on the support ratio of the Personal Orientation Inventory (P.O.I.). Those judged as underachievers, obtaining a G.P.A. at which only the lowest 25% or less of the individuals of their specific aptitude level were predicted to achieve, were retained for the study. Shostrom's Personal Orientation Inventory attempts to identify the self-actualized person who is more fully functioning and lives a more enriched life than the average or below average individual. Shostrom considers the P.O.I. to approach the problem of mental health in a unique fashion. He feels that it is a measure of positive mental health, rather than a measure of pathology.

The subjects were initially matched into two groups of fourteen subjects each, according to their scores on the Inner Support Scale. Each group met with the group leader as a group discussion section for one hour a day two days per week for a total of eighteen group meetings. The group leader of the experimental group guided group discussions on the general topics of motivation, the negative effects of underachieving (failure in college and susceptibility to selective service obligations), the positive aspects of achieving (success and attainment of goals) independence from conformity and the merits of self-direction, efficient

use of time, specific study problems, difficulties with parental communication, and the resolution of common problems, and conflicts. The control group was presented the material typically covered in a psychology 9 class in an academic manner with an emphasis on lectures with specific questions and answers. Significant increments in self-actualization and grade-point-averages occurred without significant differences between lecture and discussion groups. The authors felt that the special attention awarded these underachievers fulfilled lower level needs and released them for self-actualization, as well as producing significant gains in grades.

Leary and Harvey (13) in an overview of methodology for measuring personality changes in counseling, state that the more carefully designed studies tend to be less frequently associated with positive results in favor of counseling. Cross (9), in reviewing selected studies on outcomes of psychotherapy, rates the study reported by Teuber and Powers (22) as the most adequate example of experimental design available in the literature. The purpose of this study was to evaluate the efforts of counseling in preventing juvenile delinquency. The subjects in this study were six hundred and fifty, six to ten year old boys who were judged by welfare workers to be high juvenile delinquency risks. The study was conducted for eight years with two additional years of follow up. An attempt was made to control for age, intelligence quotient, school grade, delinquency rating, and ethnic and socioeconomic background through application of a matched pairs design. Boys were matched on these characteristics and assigned to treatment or control groups on the basis of a flip of a coin. The experimental groups were

exposed to weekly group counseling sessions, while the control groups received no such exposure. There were fewer court appearances, (i.e., less delinquency) for boys who had received no therapy. This careful delinquency-prevention study showed psychotherapy to have no effect as a preventative measure, and Tueber and Powers state that this study casts grave doubt on the efficacy of counseling in "adjusting" clients to social demands.

Barron and Leary (2) report the results of their study in which one hundred and fifty psychoneurotic patients all drawn from the same clinic population were tested with the M.M.P.I. (Minnesota Multiphasic Personality Inventory) before and after an interval of time during which some of them received psychotherapy immediately, eighty five received group therapy and forty-two received individual therapy. A group of twenty three cases had to be placed on a waiting list until therapeutic facilities were available. They became the control group. The study was conducted for three months.

The aim of the study was to discover what changes, if any, occur in the M.M.P.I. profiles of patients who receive psychotherapy and to compare these changes with whatever changes may be observed in the M.M.P.I. profiles of patients who during the same period of time remained untreated. The psychotherapists who worked with the treatment groups included psychiatrists, social workers, and psychologists. All therapists had at least three years of post doctoral or post graduate training and experience. There were no significant differences between the groups at intake or when retested.

Generally speaking, the more detailed research in the field of counseling is not supportive of claims regarding the ability to produce

significant changes in basic personality through counseling or therapy. Blocher (3) observes that it appears that it is possible to change the verbal behavior of counselees in terms of their willingness to say positive things about themselves. These changes seem to occur regardless of the orientation of the counselee or the number of the interviews.

Record (19) observes that counselors feel the stresses and strains of pressures to "produce" behavior change. These pressures find their sources in parents as well as agencies that are concerned with the care and welfare of youth. Teachers and administrators often times press for behavior change as a result of parent pressures upon them. For those, who of necessity must be concerned with dollars expended and levy passage, justification of programs comes more forcefully into focus.

Many counselors who have direct contact with children are beginning to feel the need to provide more for the student than what is offered through counseling sessions. Analysis of self, attitudes, motives, values, life styles, feedback, introspection, surveying alternatives and catharsis have value in forming and shaping personality. But evidence that these processes in the context of counseling induce productive behavior change is not conclusive.

## CHAPTER III

## Objectives and Procedures

## Objectives:

This investigation was designed to study the effect of the use of the self-consistency principle of behavior change, using the retroflexive reformation counseling method, on the behavior and academic achievement of selected high school students.

The investigator posits two hypotheses:

$H_1$  = The experimental group will show positive behavior change after treatment.

$H_2$  = The experimental group will show increase in academic achievement after treatment.

## Possible Findings

1. All students in the group will show positive observable gains in acceptable behavior and academic achievement.
2. All students in the group will show positive observable gains in one area but not the other.
3. All students in the group will show no gain in either area.
4. No consistent group pattern will be observable, but each student will show a distinct profile or combination of the above.

5. That an individual will lose in one area or both is a possibility.

#### Procedures:

The Camas, Washington School District was selected as the district in which to undertake this investigation. It was selected because it was unique in the field of counseling in the school districts of Southwest Washington. For several years Camas had employed elementary and secondary counselors in each school throughout the district. This fact was of importance to this study because it allowed close observation of both the primary and secondary counselees, and facilitated communication with parents and between teachers.

When the idea for the study was conceived, several meetings were held to establish the framework within which the district personnel felt the study should proceed. The development of this framework was in process for one full academic year. These meetings were attended by the district assistant superintendent in charge of research, the district counselors, and the district school psychologist. When all had agreed upon the value of the research and approved the procedures, separate meetings were held with the elementary and secondary teachers from whose classes the counselees were to be selected.

These meetings with the teachers proved to be of utmost value; especially those held with the elementary teachers, for it was discovered that the teachers' role gradually evolved until it encompassed a liasonship between curious and sometimes anxious parents and the research. They became involved with verbal and written reports to parents. In a real sense they became interpreters, defining and

explaining behavior changes of their students to the parents. Without the cooperation of these willing advocates it was felt that the research may have become burdened with problems which may have tainted the attitudes of the children involved and therefore adversely effected the results.

Ten high school students were selected by the counselors, principal and school psychologist from a list compiled by the counselors. They were selected because of their inability to adjust satisfactorily to school. Each had a history of deviant behavior and had been exposed to either group or individual counseling in previous years.

Each student met with the school psychologist individually for an initial interview. Those who showed no interest in the program or desire to work with younger children were eliminated.

Each student of the ten who were selected was told that he had been selected because of his willingness to help someone else, but that the primary reason was because he had experienced difficulty adjusting to school and his experience might help him to better understand the problems which others were experiencing.

The school district agreed to provide released time for the ten primary counselees. This time amounted to one hour per day, three days per week. Of this hour per day, fifteen minutes was allowed for travel to and from the elementary school. The remaining forty-five minutes was to be spent with the counselee either privately or with his class.

Each primary counselee was expected to sign-in on a provided form (Appendix A) when he entered the elementary building and sign out when he returned to the high school.

In addition to the three hours per week released time spent in the elementary school, one hour per week, was spent in a staffing session. This session included all of the primary counselees and the counselor. These sessions proved to be of great value. Problems, behavior, situations, and attitudes of the secondary counselees were discussed. Insights into the behavior patterns, attitudes and motivation of the secondary counselees were offered. These insights were free interchanges of ideas of the primary counselees and the counselor. Each primary counselee was free to discuss his counselee's case, and whatever personal problems of his own that may have arisen. After each experience, problem, or situation had been discussed, the group would share ideas and suggestions of how to help the counselee be more effective during his next session with his student.

The ten secondary counselees were selected by the school principal, counselor, and psychologist from a list compiled by the counselor and teachers.

Each child met the following criteria:

1. achievement under grade level in at least one of three areas assessed by the Wide Range Achievement Test.
2. have had a complete psychological evaluation within the past year, or a complete psychological evaluation within the last three years and a follow-up within the past year.
3. a parent permission note signed (Appendix C)
4. be free from severe emotional or pathological problems as assessed by the school psychologist.

5. must be having difficulty with interpersonal relationships and general school adjustment.

The elementary school counselor served to coordinate the classroom work assignments for the secondary counselees, scheduled time and locations of sessions, and maintained up-to-date data on the progress of the elementary children both academically and socially. The primary counselees spent time with their subjects in such various activities as recess, classroom play activities, study time, lunch and field trips. Variety was encouraged so the children could be observed and worked with in many different settings. This also served to encourage closer relationships between the primary and secondary counselees.

Each primary counselee who participated in the program received high school credit toward graduation. Each was graded on the basis of willingness to participate, consistent involvement, attendance and meaningful contributions in the group sessions.

#### Evaluation Methods

A parent interview was held with a parent of each primary counselee. Parent's assessments of the student's behavior were discussed and a rating scale (Appendix B) was then devised based upon that student's unique problems. A before and after behavior questionnaire was completed by each student's parents. A similar scale was completed by the student's teachers of the previous year, and also by the current teachers at the end of treatment.

General behavioral descriptions were used upon actual observations of the student's behavior. These were used to chart behavior trends or changes in behavior.

An analysis of past school records was made. This included such items as:

1. frequency of office visits for discipline
2. frequency of truancy
3. frequency of reports on delinquency from agencies outside the school setting:
  - a) local police
  - b) juvenile hall
  - c) protective division of the welfare department
  - d) parents
4. excused absences from school.

This analysis of records was compared with similar records during treatment.

Although the focus of this study was on the primary counselee, sight was not lost of the behavior change of the secondary counselee. However, an intense analysis was not intended, and was limited to the framework of general statements of behavior changes as observed by the school personnel and parents.

#### Analysis of Behavior

To meet the eligibility requirements for psychological services in the State of Washington, each parent was asked to sign a Parent Request for Services form (Appendix C). At that time the program was explained

and the initial parent interview took place. From the behavior descriptions acquired from the parents, a rating scale was developed which became that individual student's behavior profile, and was used in the post-research interview with the respective parent. The rating scale represents only those descriptive statements made by parents or teachers concerning each primary counselee. It was not intended to exhaust all possible behavior traits or personality characteristics. Much effort was expended by the interviewer in an attempt to obtain statements which were congruent with the informant's knowledge and feelings regarding his child. Similar interviews were held with the students' teachers. In each student's case more than one teacher responded to the rating scale. In many cases the teachers' ratings of a certain behavior did not coincide. In such cases a combined average was generated and used as the indicator of representative behavior for that student.

No attempt was made to meet a statistical test of significance in testing the hypothesis. The hypothesis ( $H_1$ ) stated that the experimental group would show positive behavior change after treatment.

The behavior of seven of the ten experimental group students tended to validate the hypothesis. As reported by both the home and school, those seven improved in behavior in school and at home. Three of the primary counselees did not show a positive behavior change. The informants both at school and at home felt that the three who showed no positive behavior change, decreased in acceptable behavior. There were no students whose behavior assessments remained unchanged. All students showed either positive or negative behavior change. Furthermore, the observations of each student reported by the home were

directionally congruent with those reported by the school. That is, each student whose behavior was seen at home to have improved, also was seen at school to have improved. Conversely, those who were reported at home to have degenerated in acceptable behavior also were seen at school in the same light.

In the case of each primary counselee both in the before and after questionnaires, the home respondents viewed their child's behavior as being more deviant than did the informants at school.

It was interesting to note that in the case of those whose behavior was described as having gone in a positive direction, without expectation, the home informants felt they saw greater improvement than did the informants at school. Likewise, the three who were seen to have changed in the negative direction were seen by the home informants as having shown less movement in that direction than was indicated by the school informants. This finding creates several speculative questions:

1. Were the parents more able or more willing to notice positive change?
2. Were the parents more lenient in their requirements for change?
3. Was the home environment a freer (safer) place in which the primary counselee could "practice" change?
4. Was there less need to live up to a reputation or expected image at home? (i.e., was it easier to "break loose" from expected negative behavior?)
5. Were parents more desirous of seeing their children in a more favorable light?

The interviewer observed a dynamic which seemed to be present in each parent interview session. Parents appeared to have difficulty concisely, separating and distinguishing between their concept of their children's behavior based on their own observations of the child and on their concept of their children's behavior based on reports from others. In other words, the parent-respondent would often base his assessment of his child's behavior on such statements as "the school said", "his teachers complained", "juvenile hall told us", or "the police reported that . . .". The question arose regarding the effect the school and other agencies have in influencing the concept development of parents toward their children. This dynamic was more accentuated in the parents whom the school personnel judged to be more inept in dealing with school-student conflicts. In the weekly staffing sessions the primary counselees would often focus on this subject. From the primary counselees' points of view, there appeared to be an active conspiracy against them. There was a consensus of opinion within the group that the conspiracy was mutually established and maintained reciprocally between home and school for the benefit of each and at their own (the student's) expense. They further identified the internal function of the conspiracy as involving the following steps and associated motives:

<u>ACTION</u>	<u>MOTIVE</u>
1. Student is deviant in some way	Attention getting, vindictive, fun, etc.

ACTIONMOTIVE

- |  |  |
|--|--|
| 2. Teacher turns student into office   | 1. prestige, 2. survival<br>3. vindictive, 4. moralistic,<br>5. can't deal with problem effectively, 6. receives satisfaction from seeing student dealt with more punitively, 7. etc.  |
| 3. Principal, or person designated to handle discipline problems notifies parents and describes student as incorrigible. Tells parents to "Do something".  | Cumulative of steps one and two plus need to maintain image of being professionally capable of handling discipline problems, i.e., "we could handle the problem if the student were not incorrigible." Total blame is placed on the student. |
| 4. Parents concur that child cannot be managed at home. Has always given them trouble, etc. Most often point to the other children in the family as being well behaved.  | Need to maintain an image of being adequate parents and home managers. Total blame placed on student.  |
| 5. Information flows back to teachers in terms of "you can't expect anything else", "parents can't handle him". Teachers are told to keep an anecdotal record on student's behavior so it can be used for future description of the student. | Satisfy teachers' demands that something be done. Have information to give school board, or court when necessary.  |
| 6. Teacher begins "over observing" student's behavior in order to accumulate data. Often is more rigid and critical of behavior.   | Prestige, vindictive, survival.  |
| 7. Student becomes more diviant. Lives up to negative expectations.  | Hate, fun, vindictive, fulfill expectations, etc.  |

Although these steps may be expressed by the students in an oversimplified, even bias manner, they represent attitudes which apparently have developed through experiences which seemed to be common to each

of them, and which were identified as forces with which they had dealt within the school milieu.

An analysis of the ratings of the various items on the behavior rating scale (Appendix D) showed the following group behavior trends arranged in order of greatest positive change.

#### Analysis of Ratings

##### AT HOME

1. quarrels with siblings or peers
2. quarrels with parents and teachers
3. sarcastic
4. uncooperative
5. lazy
6. threatens to take own life
7. criticizes others
8. physically abusive with parents and teachers
9. must be reminded to do prescribed chores
10. steals from others outside the family
11. attempts to take lives of others
12. is not punctual
13. lies
14. attempts to take own life
15. physically abusive with siblings and peers
16. uses vulgar language
17. antagonistic
18. cannot be trusted

19. does not do what is asked
20. not considerate
21. temper outbursts
22. use of illegal drugs
23. does not attend school on own initiative
24. does not complete work assignments
25. despondent
26. harmful to animals
27. incest
28. selfish
29. sexual perversion
30. threatens to take own life
31. runs away from home

Three items showed neither a positive nor negative behavior trend.

They were:

1. cheats
2. does not help family work toward goals
3. not compassionate

There occurred a negative trend in the following five items, listed in order of most negative first.

1. uses property of others without permission
2. does not attend class
3. sexually permissive outside of family
4. smokes
5. drinks alcohol

AT SCHOOL

The areas of positive change as reported by the teacher-respondents, listed in order of greatest positive change first were:

1. lazy
2. does not complete work assignments
3. quarrels with parents or teachers
4. smokes
5. does not attend class
6. physically abusive with siblings or peers
7. use of illegal drugs
8. does not attend school on own initiative
9. quarrels with siblings or peers
10. sarcastic
11. uncooperative
12. cannot be trusted
13. despondent
14. does not do what is asked
15. lies
16. not considerate
17. uses property of others without permission

Seven items showed neither a positive nor a negative behavior trend:

They were:

1. criticize others
2. drinks alcohol
3. is not punctual
4. must be reminded to do prescribed chores

5. not compassionate
6. sexual perversion
7. steals from others inside the family

Eight items appeared to show a negative behavior trend. They are listed in order of most negative first.

1. antagonistic
2. steals from others outside of the family
3. is not careful of property of others
4. cheats
5. selfish
6. sexually permissive outside of family
7. temper outbursts
8. uses vulgar language

Considering the total group, the parent respondents reported an increase in positive behavior more often in the areas of "personality attributes" and "awareness of rights of others", than in the areas of "responsibility" or "value system!". The composite rating scale of the parent respondents showed the greatest positive change after exposure in the following areas, listed in order of greatest positive change first:

1. awareness of rights of others
2. personality attributes
3. responsibility
4. value system

The same rating scale areas listed in terms of items more frequently reported by parent respondents to show a negative influence following exposure were as follows:

1. value system
2. responsibility
3. awareness of right of others
4. personality attributes

This can be seen more clearly on the following graph.

FIGURE 1

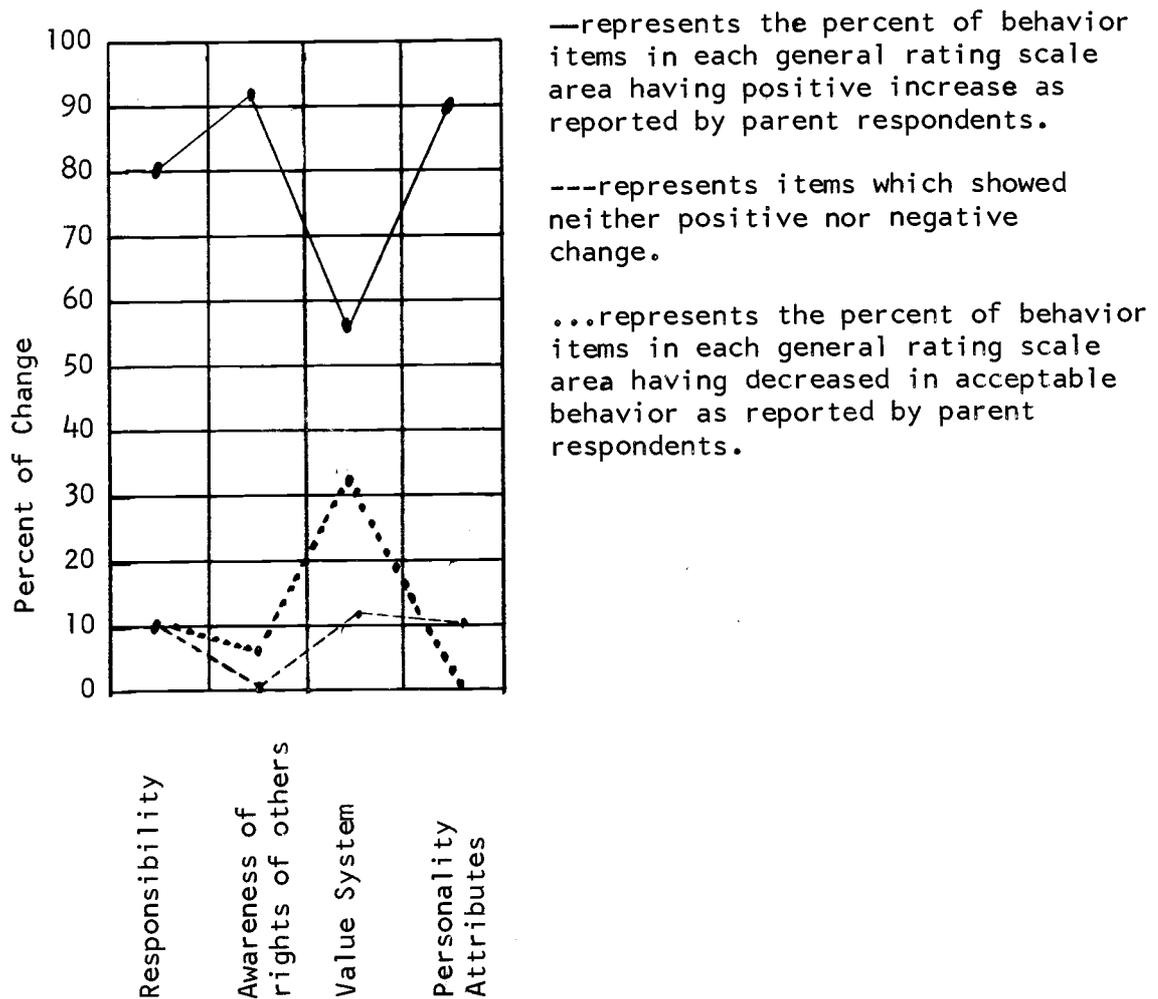
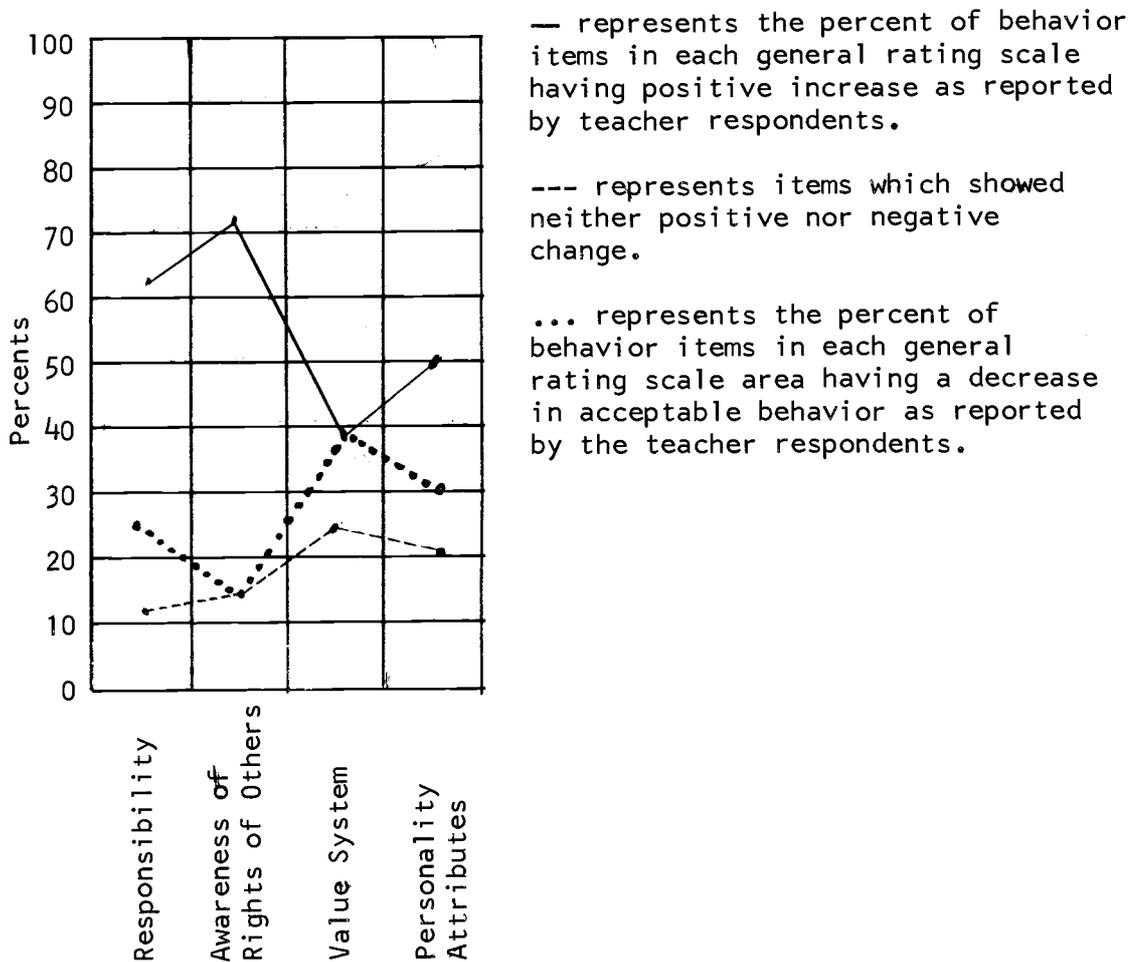


Figure II represents the same information as is observed in Figure I. However, Figure I represents the rating scale observations of the parent-informants, whereas Figure II represents the rating scale observations of the teacher-informants.

FIGURE II



Figures III, IV, and V represent the before and after frequencies of the five different ratings on the behavior rating scale.

Although Figures III, IV, and V show general group behavior change trends, they do not represent an accurate analysis of the total group movement. To illustrate this point, Figure III shows a decrease in the

FIGURE III  
HOME

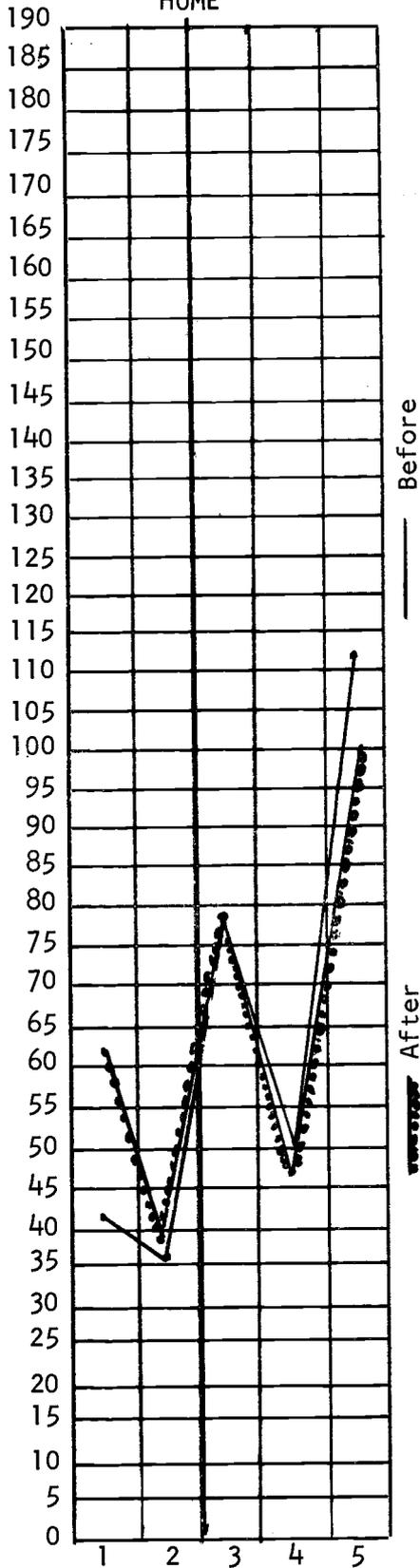


FIGURE IV  
SCHOOL

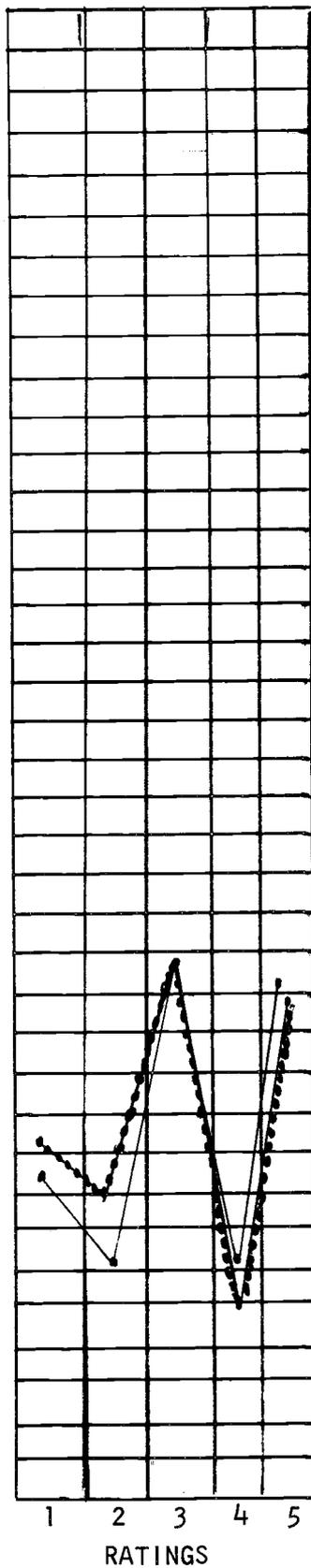
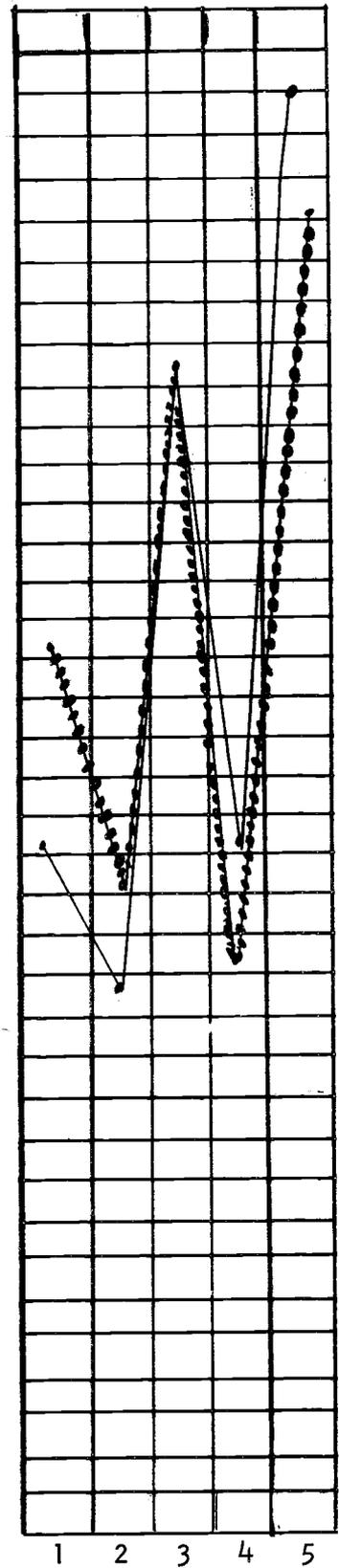


FIGURE V  
COMPOSITE



RATINGS

frequencies of the ratings of 4 and 5 on behavior items as reported by parent-respondents and an increase of the ratings "1" and "2". The frequency of the rating of "3" remained unchanged. The frequency distribution alone does not determine the precise quantity or the quality of the internal mobility of the item ratings. That is; it is not shown, for example, how many "5" ratings became "1" ratings. A movement of a "5" rating to a "1" rating would represent a more dramatic positive behavior change than, say, a five to a "4", a "4" to a "3", a "3" to a "2" and a "2" to a "1". The end results represented graphically, are indistinguishable, however, each represents a different quality of behavior change. An analysis of the rating movement of each individual is given in Appendix F.

#### ANALYSIS OF ACADEMIC ACHIEVEMENT

Hypothesis number two (H<sub>2</sub>) of this study stated that the selected students would show an increase in academic achievement after treatment.

In order to test this hypothesis, a modified matched-pair approach was implemented. One experimental group and two control groups were used.

Chart Showing Distribution of Students.

	N	
Experimental Group	10	Selected Students
Control Group #1	10 + 5	Matched
Control Group #2	15	Not Matched

Each experimental group student was matched with a student who was subsequently assigned to control group number one. In order to increase the number of observations, an additional five students were matched and assigned to control group number one. There was an attempt to control for, 1) sex of student, 2) grade placement, and 3) intelligence quotient. There was no attempt to match control group number two. This group was comprised of the remaining fifteen students of the original forty who had been referred. All groups were comprised of students who had been designated as severe behavior problem students and had been referred for involvement in the counseling research.

Control group II was used in order to 1) conform to the chi-square limitation of no more than twenty percent of the expected cell frequencies to be less than five and 2) to determine what difference if any, there would be between a matched-pair control group and the experimental group and between a non-matched-pair group and the experimental group.

At the end of the five month research period the G.P.A. for each student in the experimental and control groups was acquired from the cumulative records. The combined G.P.A.'s of the two semesters preceding the research were compared to the G.P.A.'s achieved during the research year.

The null hypothesis stated that there would be no increase in academic achievement in the experimental group. Seven of the ten students assigned to the experimental group showed a G.P.A. increase of from .1 grade point to 1.1 grade point with an average grade point increase of .5. The chi-square test of significance was used to test the null hypothesis.

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FIGURE VII

	Increase	No Increase	Totals
Control group #1	4	11	15
Control group #2	5	10	15
Totals	9	21	30

Computing chi-square using Yate's correction for continuity, revealed a  $\chi^2$  value of 3.47. Using one degree of freedom the confidence level remained at .10 (Figure VIII).

FIGURE VIII

	Increase	No Increase	Totals	$(f_o - f_e)^2 / E$
Experimental group	*6.5 4	*3.5 6	10	1.5625
Combined Control Group	*9.5 12	*20.5 18	30	1.0417
Totals	16 .40	24 .60	40	.5208
				<u>.3472</u>

\*using Yate's correction for continuity  $\chi^2 = 3.4722$

Formula computation revealed the following:

$$\begin{aligned}
 \chi^2 &= \frac{N(1ad - bc - \frac{N}{2})^2}{(a+b)(a+c)(b+d)(c+d)} \\
 &= \frac{40(120 - 20)^2}{115200} \\
 &= \frac{40(100)^2}{115200} \\
 &= \frac{40(10,000)}{115200} \\
 &= \frac{400,000}{115,200} \\
 &= 3.472
 \end{aligned}$$

With the use of Yate's correction for continuity the chi-square value becomes 3.47. Using one degree of freedom the null hypothesis can still be rejected at the .10 level of probability. Based upon this information we should expect repeated results to occur by chance no more than 10 times out of every 100 applications.

It is recognized that greater confidence could be placed upon a more respectable level of probability. Rejection of the null hypothesis was desired at the .01 level and hoped for at the .05 level. However, rejection at the .10 level can, with acknowledged limitations, point toward an achievement trend. Future research may prove fruitful if a more definitive research analysis design is employed.

The reader's attention should be called to two areas which would tend to further limit the level of confidence from which these results can be viewed:

1. No attempt was made to define or establish critical limits beyond which one could say a particular grade-point change would be significant, i.e., at what standard deviation would a departure from a person's mean G.P.A. be considered a significant change? In future research it would be desirable to use a larger "N" to lend breadth and flexibility to statistical manipulations.
2. Hawthorne effect: The degree to which the subjects were influenced by factors incidental to the plan or design of the research may be indeterminable. However, in the counseling setting where human beings are

influencing and being influenced, it would be naive not to recognize the effect upon the research there may be by virtue of the personality of the researcher regardless of what the research design might entail.

With these limitations brought into focus, the author wishes to express the over-riding assumption that the exposure to the counseling procedures may have had a positive effect on seven of the ten experimental students, and may have been a negative influence on the three who showed an academic G.P.A. decrease. Further research into the "general types" of students who are more apt to be positively influenced by this counseling process would be appropriate and perhaps beneficial in the use of student selection in the future application of this counseling design.

#### ANALYSIS OF ATTENDANCE

In order to maintain confidentiality regarding the identity of the primary counselee and in an attempt to discourage confusion, each student was assigned a letter-number combination. The five boys in the study were identified B<sup>1</sup>, B<sup>2</sup>, B<sup>3</sup>, etc. The girls were represented by G<sup>1</sup>, G<sup>2</sup>, . . . G<sup>5</sup>.

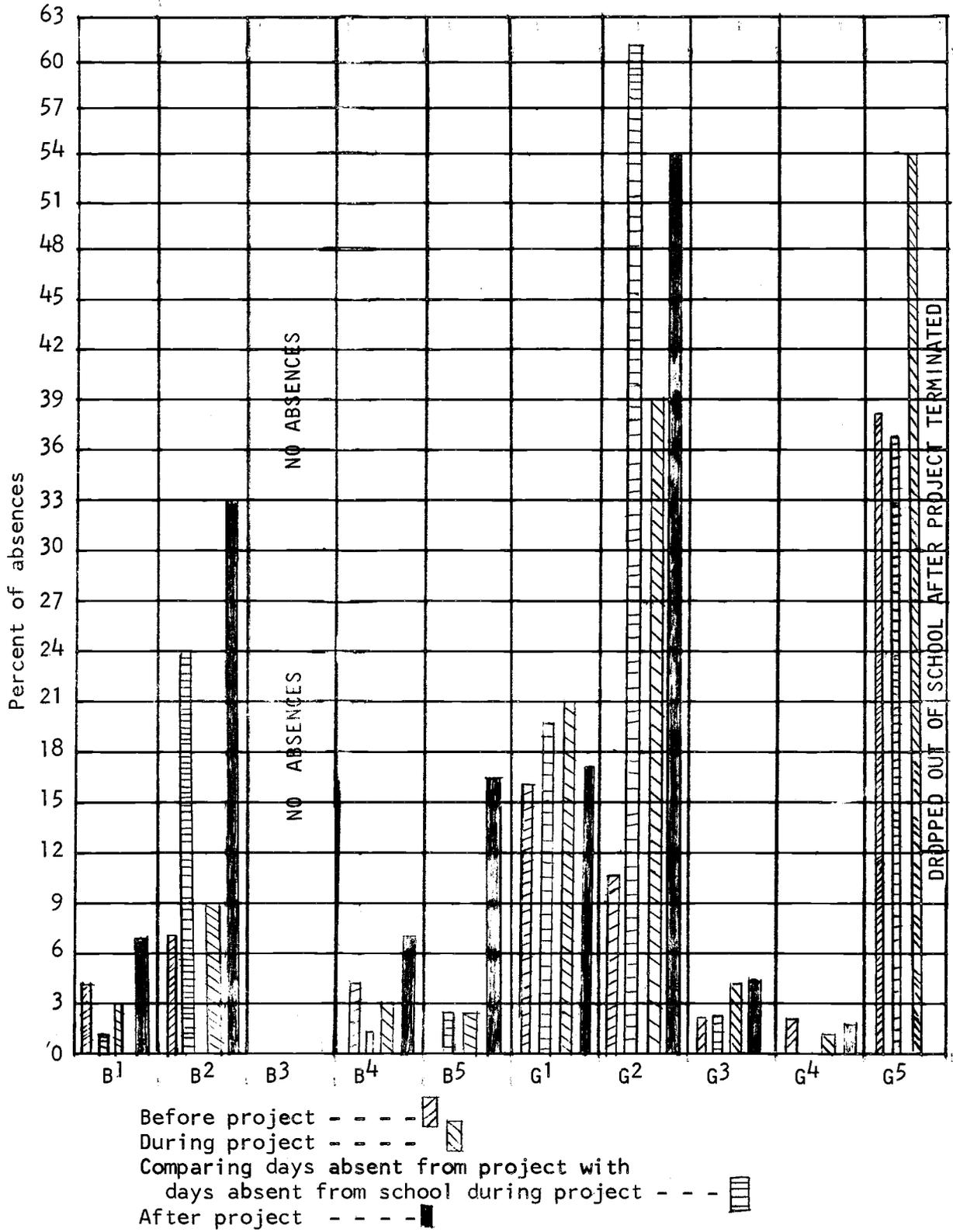
As the research progressed in time it became increasingly more apparent that the attendance of the primary counselee was a factor that could be used as a rough gauge by which to assess the amount of personal commitment or involvement each had to the research design. At the end of the project an analysis of the school attendance records and the record of time spent by each primary counselee with his

secondary counselee, taken from the sign in/out sheets tended to confirm our earlier observation. Students B<sup>2</sup>, G<sup>2</sup>, and G<sup>5</sup>, appeared to regress in interest shown in the project. Their attendance records showed patterns which were somewhat consistent with their waning interest. Both B<sup>2</sup> and G<sup>2</sup> showed excessive absences from the program even when they were in school and should have spent time with their counselees. G<sup>5</sup> showed a somewhat different pattern of attendance. Although she was absent from the project 37% of the time, the records showed that she was present with her counselee 17% of the time that she was absent from school. A report from the attendance secretary at the high school stated that G<sup>5</sup> would come to school but would attend none of her classes. Her participation in the project was the only school-oriented involvement she demonstrated. The research terminated on a Friday. The following Monday G<sup>5</sup> dropped out of school. There appeared to be a relationship between attendance (involvement) and movement in the two areas evaluated in the research.

The lack of involvement and poor attendance in the program on the parts of B<sup>2</sup>, G<sup>2</sup>, and G<sup>5</sup>, take on added meaning pertinent to the research when viewed in the context of the individual analysis of behavior change. They were the three students of whom both the school and the home informants reported a regression in behavior. Furthermore, they were the three students the school personnel (counselors, administrators, teachers) described as not wanting to change. They were described as being deliberate in their choice of deviant behavior and seemed satisfied with it as opposed to those being subjected to adverse environmental circumstances and reacting negatively, but wanting to enact changes in

FIGURE IX

Individual Histograms Showing Absences School and Project



their lives. An individual analysis of the academic achievement scores showed B<sup>2</sup>, G<sup>2</sup>, and G<sup>5</sup>, as the three students who decreased in their G.P.A. Figure X shows the group academic achievement. The graph represents the achievement status of each primary counselee based on the differences between the project year and the previous year's G.P.A. Seven out of the ten primary counselees gained in academic achievement. This gain was measured by comparing the grade point average of the previous year with the grade point average of the project year. The gains in G.P.A. ranged from one-tenth of a grade point to one and one tenth grade point with the average grade point gain at five-tenths.

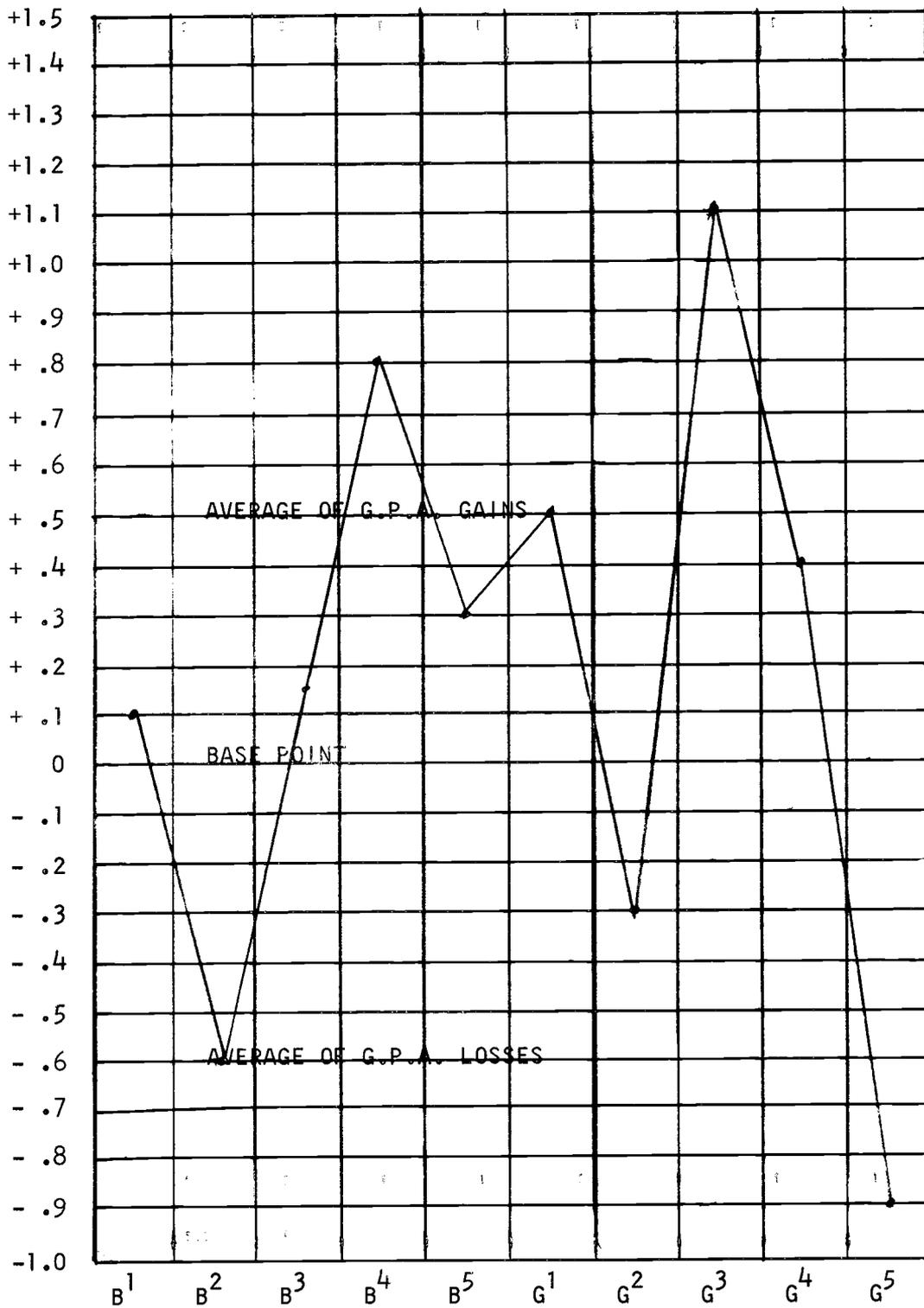
The grade point average losses, based on the previous year and the project year G.P.A. differences ranged from  $-.3$  to  $-.9$  with an average loss of  $.6$  of a grade point. This included three of the ten primary counselees.

In Chapter III (Objectives and Procedures) the author posited several conceivable findings or outcomes of this study:

1. All students in the group will show positive observable gains in acceptable behavior and academic achievement.
2. All students in the group will show positive observable gains in one area but not the other.
3. All students will show no gain in either area.
4. No consistent group pattern will be observable, but each student will show a distinct profile or combination of the above.
5. That an individual will lose in one area or both is a possibility.

FIGURE X

Comparative graph showing composite academic achievement based on differences between project year and previous year G.P.A.'s.



The analysis of data lends support to the rejection of numbers one, two, and three. Both four and five appeared to be most descriptive of the movement of the group.

Although there was no consistent group pattern, there were some group consistencies which bear mentioning.

1. The home and school informants were consistent in their descriptions of deviancy trends, i.e., those students who showed a decrease in deviancy were seen to have improved both at school and at home. Also, those who showed an increase in deviancy were seen to have degenerated in behavior both at school and at home.
2. Those three students who showed an increase in deviancy of behavior, also showed 1) a grade point average loss, 2) non-acceptable involvement in the research, 3) increase in school absences.
3. Those seven students who showed a decrease in deviancy of behavior also showed, 1) grade point average increase, 2) acceptable involvement in the research, 3) school attendance was within acceptable limits.
4. All secondary counselees showed social adjustment in the positive direction as reported by the elementary school teachers, principal, and counselor. However, there appeared to be more growth in the elementary student who was exposed more often to the primary counselee. The "time" element appeared to have greater influence than the skill or personality of the primary

counselee. Conceivably, the individual special attention given the secondary counselee caused a change in self-concept, elevated his prestige status, and facilitated social interaction. Immediate and sometimes pronounced changes were seen in the elementary students. Further investigation into this area might prove fruitful.

5. No primary counselee who showed a general decrease in deviant behavior (7 out of 10) was reported by the school informants to have decreased in his school performance in the following areas:

- A. School attendence
- B. Class attendance
- C. Punctuality
- D. Completion of school assignments

Five of the seven showed positive change in at least one of the areas. Two of the seven showed no change but neither was reported to be having difficulty in these areas initially.

6. No primary counselee who showed a general increase in deviancy (3 out of 10) was reported by the school informants to have increased in school performance in the above four areas. One of the three showed an increase in deviancy in two of the four areas. One showed a deviancy increase in three of the areas. The one who showed no increase in deviancy initially received a maximum rating of "5" in all four areas and showed no change.

Eight of the ten primary counselees had previously been involved with agencies outside of the home and school. These agencies included:

1. Child protective division of department of public assistance
2. Local police
3. Juvenile Hall (probation department)
4. Birth of child out of wedlock
5. Use of drugs
6. Truancy
7. Drinking
8. Attempted suicide

The frequencies of the offenses were rare enough in all cases to warrant a comparative analysis invalid. Although there were no formal reports on record at any of these agencies occurring during the duration of the research project, there is no evidence that the counseling exposure effected that fact in any way.

## INDIVIDUAL STUDENT ANALYSES

STUDENT B<sup>1</sup>

Student B<sup>1</sup> showed an academic achievement increase of +.1 of a grade point (Appendix E, p. 1). B<sup>1</sup> had an I.Q. score of 112, and was matched with a control group student with an I.Q. of 112. The control group student's previous year G.P.A. was 1.4 as compared to 2.2 during the project year; or a gain of +.8 grade point.

The home and school informants reported observed positive changes in his behavior. His composite ratings on the before and after behavior rating scales showed a decrease in deviant behavior both at home and at school. He showed an improvement from eighteen negative behavior items rated typical of his behavior to five being rated as typical. Perhaps the most significant change that was observed in B<sup>1</sup> was his decision to "give up" drugs. He had been an advocate and user of L.S.D. and Marijuana for three years. When B<sup>1</sup> was asked why he decided to quit drugs he stated, "I guess I just never had a reason to before."

B<sup>1</sup> was seen by his teachers and peers as a "loner" who would not become involved in anything associated with school. He was assigned to a first grade student who was having difficulty developing social skills and feelings of adequacy. B<sup>1</sup> and his student developed a strong dependency attachment, which proved to be mutually beneficial. On one occasion his counselee asked him if he used drugs and B<sup>1</sup> said, "No". Later in the staffing session B<sup>1</sup> related the incident to the other primary counselees and expressed how hurt he was that he had lied to his counselee and wondered, "Why did I feel I had to lie?"

"Am I protecting him, and if so, from what?" He deduced that his real feelings were that he would not want to be responsible for being a negative influence on his counselee. He began to see the incongruence between his actions and his feelings. It was felt that this incident had an influence on his movement away from drugs.

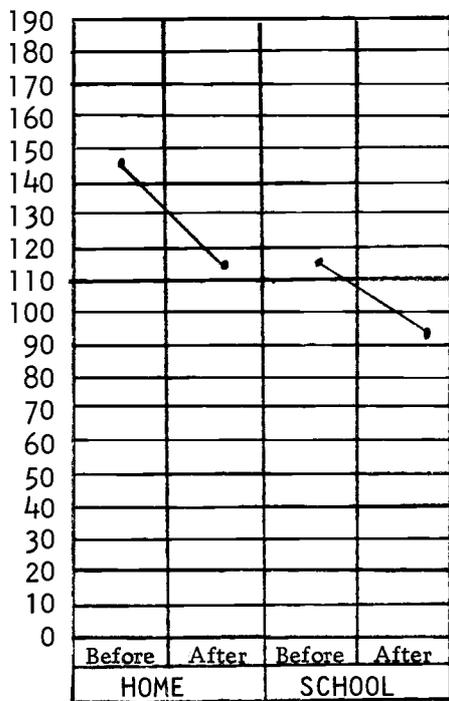
The first grade class went on a field trip to the Portland Zoo. B<sup>1</sup> secured permission to go with them. When they arrived, his counselee would not get off the bus. His teacher had spent considerable time trying to determine the reason. B<sup>1</sup> backed up to the bus door and the boy "hopped on" his back. They spent most of the day together. Not knowing the direction this dependency was going to take, we became somewhat concerned. However, before the project had ended, the secondary counselee was socializing more effectively with his peers, and B<sup>1</sup> found that he no longer was the focus of his counselee's attention or the source of his need fulfillment.

B<sup>1</sup> demonstrated a sense of responsibility that surprised the high school teachers and administration as well as the elementary school staff who had known him when he had attended that school. The elementary principal reported that each time B<sup>1</sup> was going to be absent he would call the school and ask them to excuse him and to let his counselee know he would not be there. This type of behavior was not at all consistent with the expectations the school personnel had of B<sup>1</sup>.

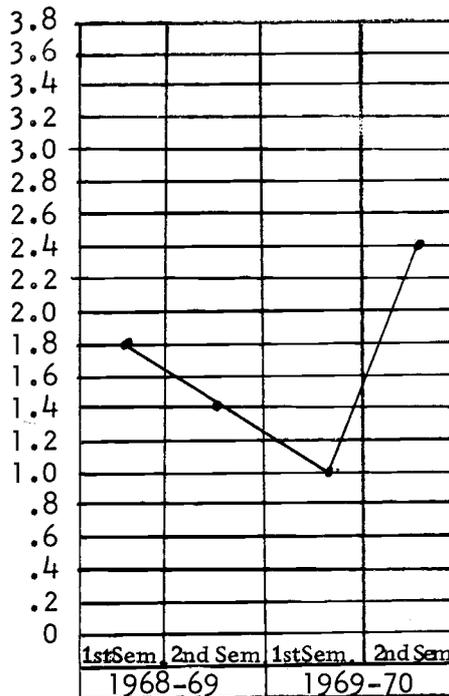
A behavior we saw in nearly all of the primary counselees was a "double standard" of dress. We observed on many occasions the primary counselee wearing different (more appropriate) clothing, subduing the use of makeup, and generally modifying their behavior and countenance

when they entered the elementary classroom. B<sup>1</sup> for example, would comb his long hair and take off his heavy knee-length coat with the collar turned up which he wore continually. Then when he went back to the high school he would mess up his hair and put on his coat again. When confronted about this he stated, "That is what the kids at the high school expect of me."

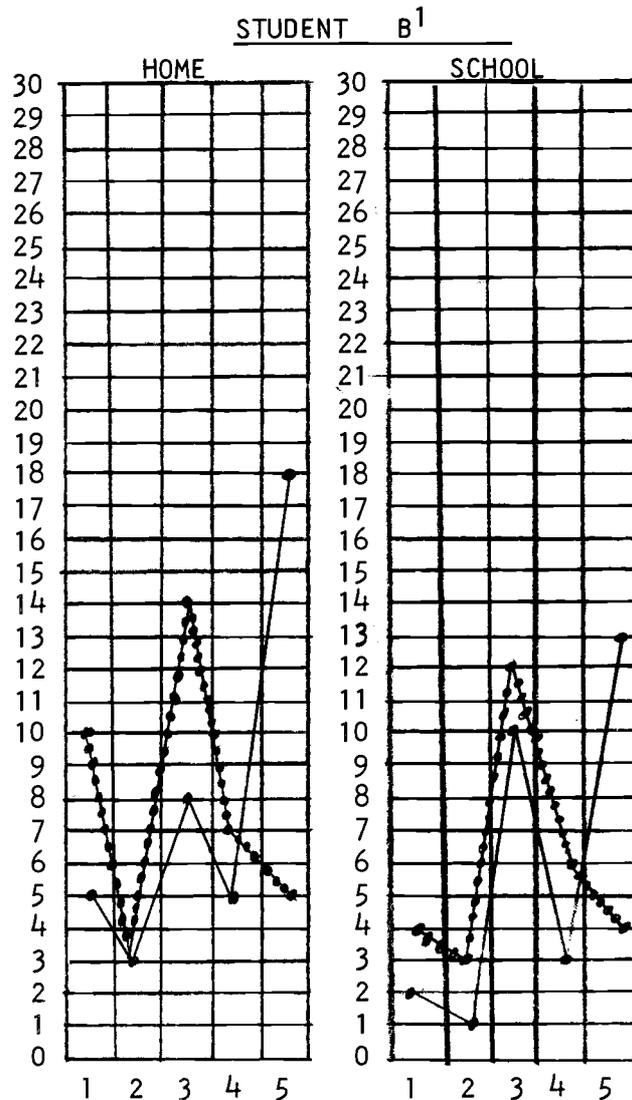
B<sup>1</sup> showed his greatest productive behavior change in the areas of drug usage and in interpersonal relationships. He showed a tendency to quarrel less with teachers, parents, siblings and peers. He also showed behavior change from typical to sometimes in the areas of vulgar language, temper outbursts, and sarcasm (Appendix F, p. 1).



Cumulative Responses of Home and School Informants from Before and After Rating Scales



G.P.A.'s of Project Year and Previous Academic Year



Frequency Distribution of Ratings from Rating Scale

— Before  
 - - - - After

G.P. increase = .1

STUDENT B<sup>2</sup>

Student B<sup>2</sup> showed an academic achievement decrease of  $-.55$  of a grade point (Appendix E, p. 2). His records showed an I.Q. of 111. He was paired with a student with an I.Q. of 112 whose previous year G.P.A. was 1.4 and who achieved a 2.2 during the project year.

The home and school informants reported observed increased deviancy based on composite ratings (Appendix G). B<sup>2</sup> not only decreased in academic achievement and acceptable behavior, he was seen by those in charge of research as one who was exploiting the intent of the project. He demonstrated little emotional commitment or involvement. During the project he showed an increase in absences from school of 2%, and an absence rate from the project when he was not absent from school of 24% (Figure IX).

Home informants reported the only improvements they could observe were his feelings for and treatment of animals. Twenty five of the items rated by the parents showed no change, and nine items were reported to have increased in deviancy. The areas which showed increased deviancy were:

1. school performance
2. lack of emotional stability
3. use of illegal drugs
4. interpersonal relationships
5. respecting property of others. (Appendix G, p. 6-7).

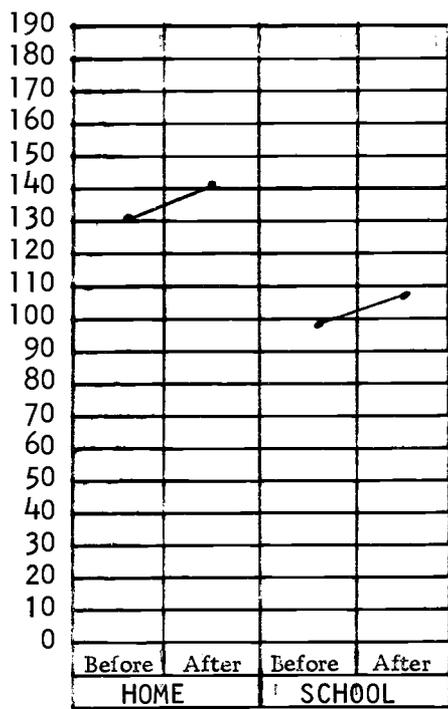
The school respondents reported no improvement in his behavior on any of the rating scale items. They felt that twenty of the items showed no change and seven showed an increase in deviancy. Those items

that were determined as having increased in frequency of deviancy included the following general areas (Appendix G, p. 7):

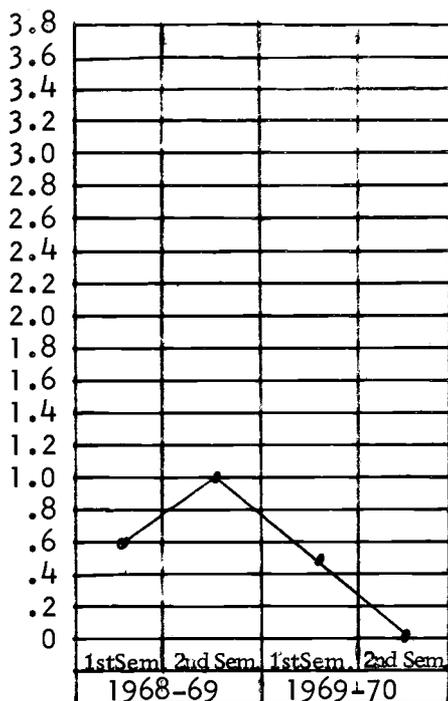
1. interpersonal relationships
  - a. antagonistic
  - b. uncooperative
  - c. non considerate
2. use of alcohol
3. school performance

The home reported an increase in ratings of "typical behavior" from a frequency of thirteen to eighteen while his ratings of "never" and "rare" remained unchanged at a frequency of two.

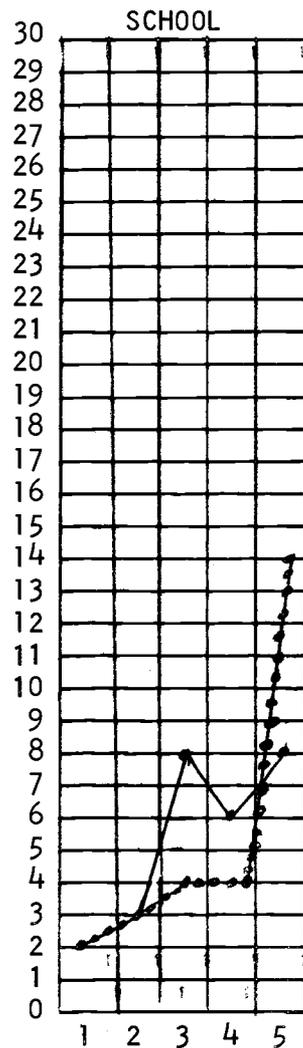
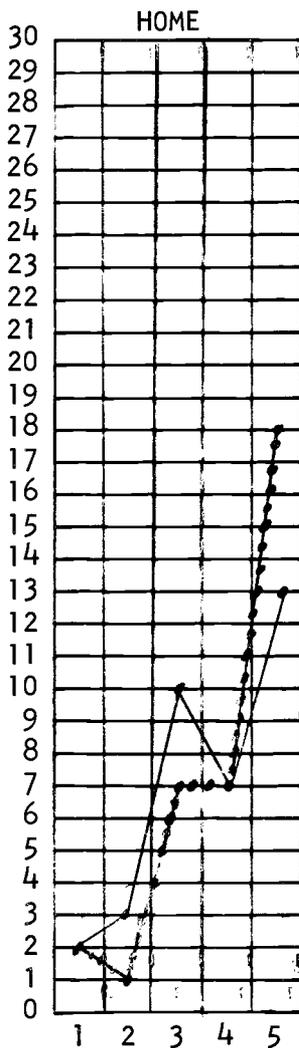
STUDENT B<sup>2</sup>



Cumulative Responses of Home and School Informants from Before and After Rating Scales



G.P.A.'s of Project Year and Previous Academic Year



Frequency Distribution of Ratings from Rating Scale

— Before

•••• After

G.P. increase = -.55

STUDENT B<sup>3</sup>

Student B<sup>3</sup> showed an academic achievement increase of +.15 of a grade point (Appendix E, p. 3). His records showed an I.Q. of 130. He was paired with a student whose I.Q. was 134 who showed a decrease in academic achievement of -.8 of a grade point during the project year.

The home informants observed a slight decrease in deviancy based on his composite ratings (Appendix G, p. 19). The school informants observed no change based on his composite ratings however, there were slight movements in the frequencies of specific ratings.

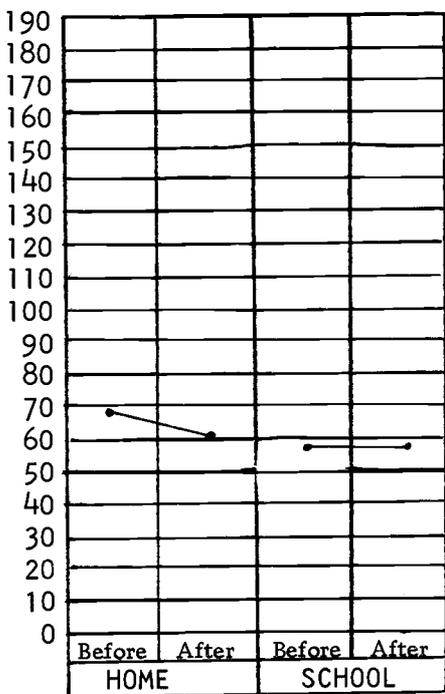
B<sup>3</sup> showed behavior improvement as reported by the home, and an academic achievement increase as well as good interest and involvement in the program. B<sup>3</sup> showed no absences from school or the project for the entire school year.

The home informants reported a behavior improvement in eight areas, no change in seventeen and an increase in deviancy in three (Appendix G, p. 10-11). At home the area of his greatest improvement was interpersonal relationships. He was observed to be less sarcastic with parents and peers, less selfish, more considerate, more cooperative, less critical of others, and less quarrelsome with siblings and peers.

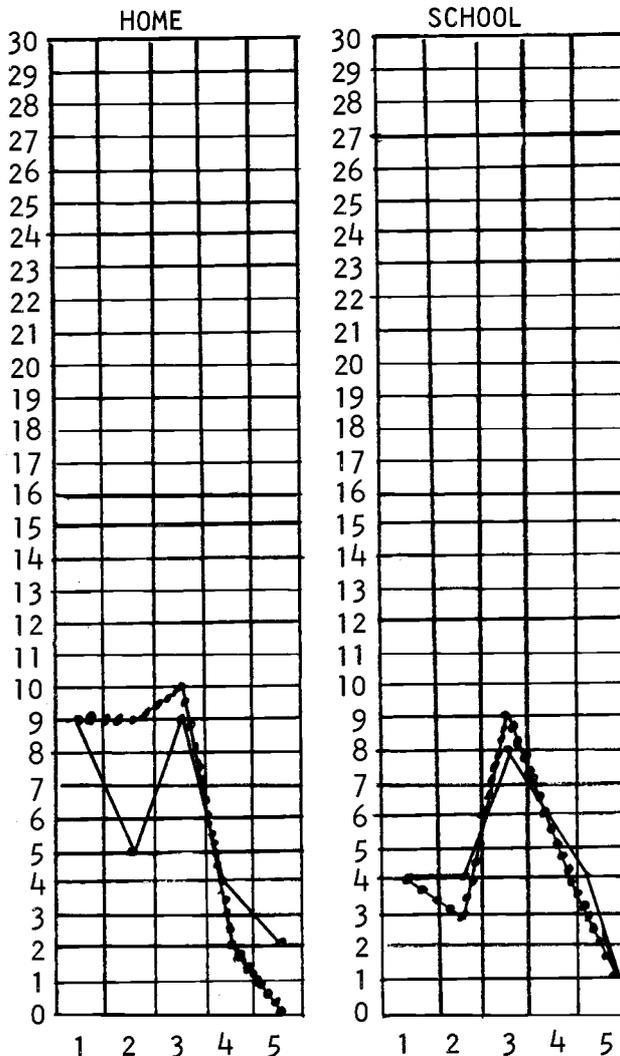
The home respondents reported that B<sup>3</sup> moved from a "never" rating in smoking to a "sometimes" and from a "rare" rating in the use of illegal drugs to a "sometimes". It was interesting to note that B<sup>3</sup> began smoking marijuana before he began smoking regular cigarettes.

The school informants noted improvement in one item; "does not do what is asked", and an increase in deviancy in one item; "temper outbursts". They reported that eighteen of the behavior items showed no change. It is worth noting that the school informants reported no improvement in the items of "interpersonal relationships" which were so dramatically noted in the home.

STUDENT B<sup>3</sup>

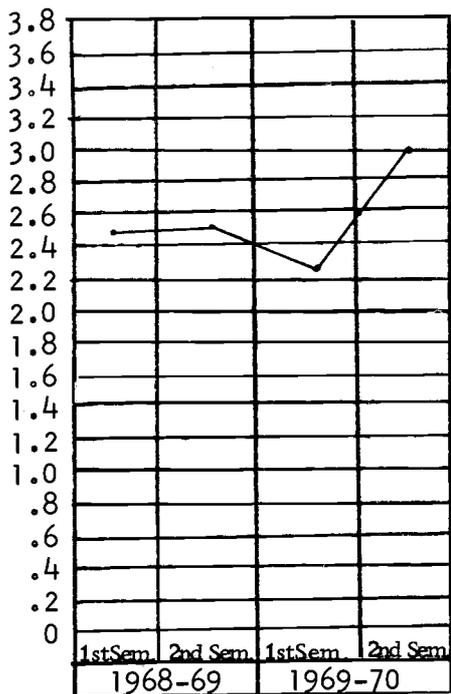


Cumulative Responses of Home and School Informants from Before and After Rating Scales



Frequency Distribution of Ratings from Rating Scale

— Before  
 ..... After



G.P. increase = +.15

G.P.A.'s of Project Year and Previous Academic Year

STUDENT B<sup>4</sup>

Student B<sup>4</sup> showed an academic achievement increase of +.85 of a grade point (Appendix E, p. 4). His records showed an I.Q. of 128. He was paired with a student whose I.Q. was 122 who showed a decrease in academic achievement of -.2 of a grade point during the project year.

The home and school respondents reported improvement in the behavior of B<sup>4</sup> based upon his composite ratings (Appendix G). However, the home reported greater improvement than did the school. The home reported a decrease from seven to zero "typical behavior" ratings and an increase from one to nine in the frequency of the "never" rating. The school reported a decrease from two to zero "typical behavior" ratings and an increase from eleven to fourteen "never" ratings.

B<sup>4</sup> showed excellent involvement in the project. His attendance at school showed a one percent increase during the project, and his records show that two percent of the time he was absent from school on project days, he was present on the project.

The home respondents reported a decrease in deviancy in eighteen behavior items and no change in thirteen. No behavior items were reported to have increased in deviancy.

The home reported the greatest improvement in the general area of honesty. B<sup>4</sup> had a history of dishonesty. His most recent experience was auto theft. He showed a movement from "typical behavior" to "never" in the behavior items, "steals from others outside the family" from a rating of "often but not typical" to "never" in the item, "steals from others inside the family", and from "typical" to "rare" on the "cannot be trusted" item. B<sup>4</sup> was assigned to a fourth grade student who had

been referred for psychological services because his parents and teachers had not been successful in stopping him from "taking" things. B<sup>4</sup> was asked to work directly with that particular problem. The parents and teachers reported satisfactory improvement in the secondary counselee.

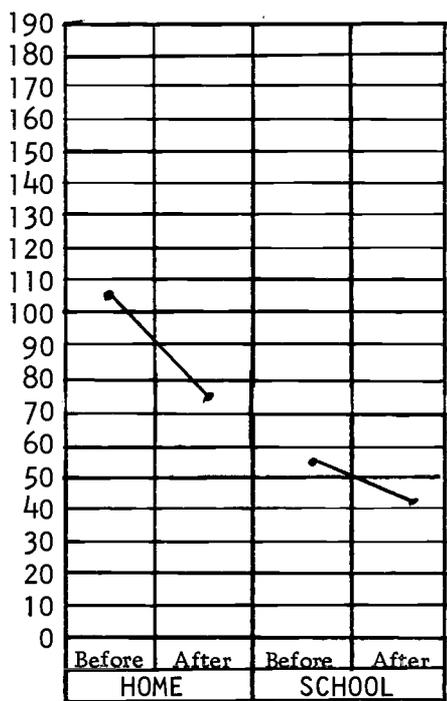
B<sup>4</sup> also showed behavior improvement reported by the home in the general areas of:

1. Interpersonal relationships
2. School performance

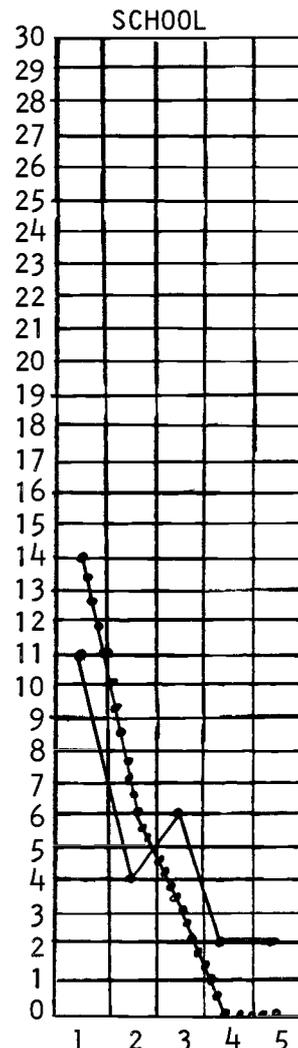
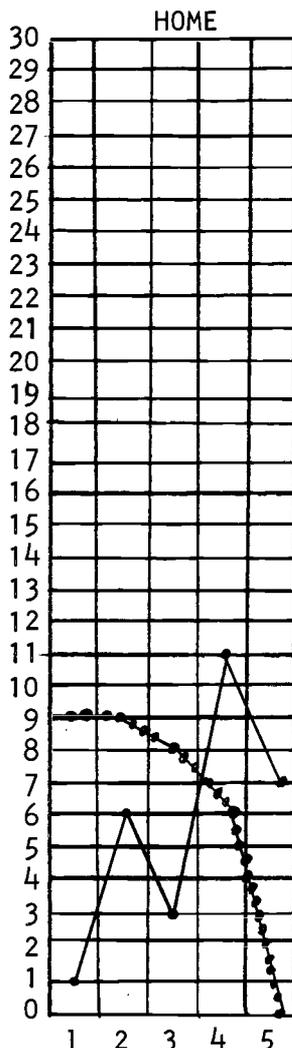
He was seen by his parents to be less antagonistic, less sarcastic, less critical of others, less quarrelsome with peers and siblings, less abusive with peers and siblings, less quarrelsome with parents and teachers, more cooperative, and more helpful in the family unit. The parents reported no increase in deviancy in any of the items.

The teachers reported improved behavior in eight of the behavior items and no change in sixteen (Appendix G, p. 14-15). There were no responses of increased deviancy on any of the items as reported by the school. The area of greatest improvement as seen by the teacher was interpersonal relationships. This was compatible with the home reports. He was seen at school to be less sarcastic, less lazy, less despondent, less antagonistic, more considerate of teachers and peers, and generally more cooperative.

STUDENT B<sup>4</sup>



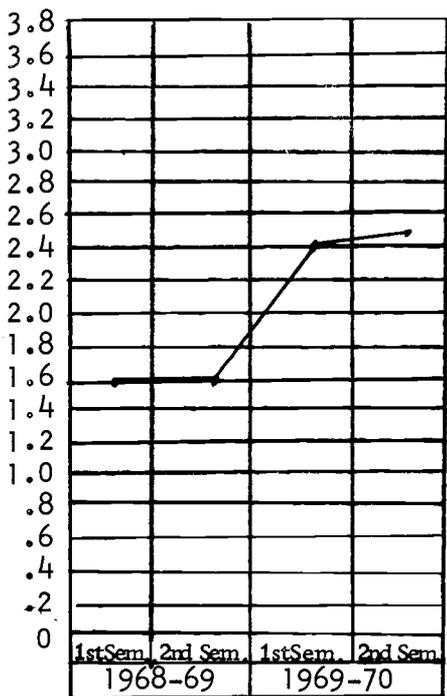
Cumulative Responses of Home and School Informants from Before and After Rating Scales



Frequency Distribution of Ratings from Rating Scale

— Before  
 ..... After

G.P. increase = +.85



G.P.A.'s of Project Year and Previous Academic Year

STUDENT B<sup>5</sup>

B<sup>5</sup> showed an academic achievement increase of +.33 of a grade point (Appendix E, p. 5). His records showed an I.Q. score of 116. He was paired with a student whose I.Q. was 115, who showed a decrease of -.2 of a grade point during the project year.

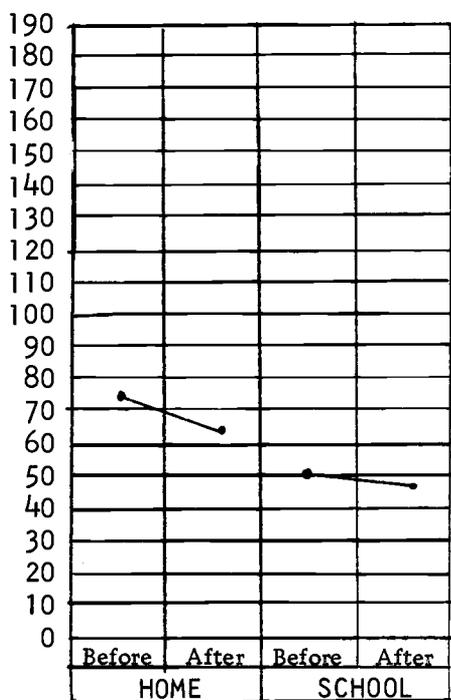
The home and school respondents reported improvement in the behavior of B<sup>5</sup> (Appendix G). His parents reported an observed improvement in eight of the behavior items, and no change in nineteen. The items which decreased in deviancy included the following general areas:

1. Interpersonal relationships
2. Responsibility

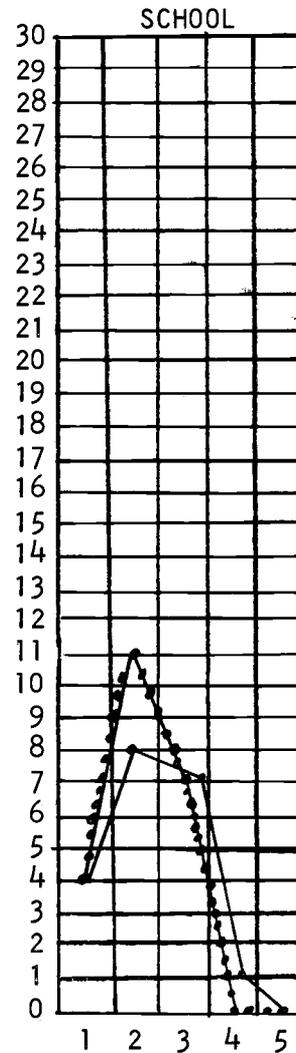
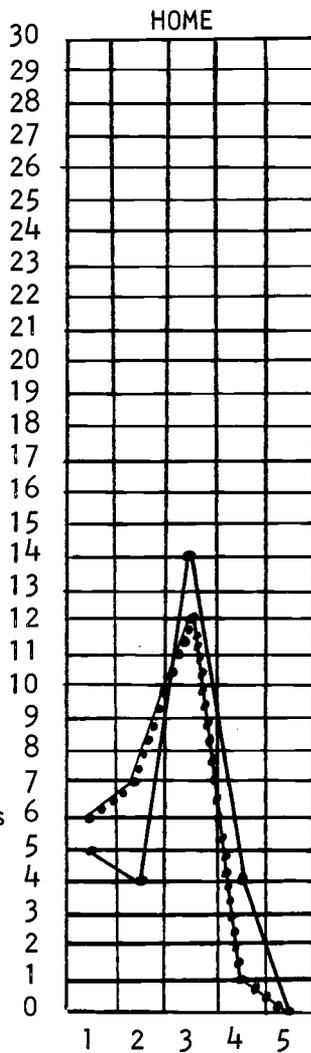
He was seen at home to be less quarrelsome with siblings and peers, less physically abusive with siblings and peers, more cooperative, more compassionate, more patient, and less vulgar in his language.

The school respondents reported an observed improvement in three of the behavior items, and no change in nineteen (Appendix G, p. 17-18). He showed improvement in his school performance (i.e., completing assignments, quality of work, less cheating, etc.), and appeared to be less quarrelsome with teachers. He showed no increase in deviancy on any of the behavior items as reported by the school (Appendix G, p. 18).

STUDENT B<sup>5</sup>



Cumulative Responses of Home and School Informants from Before and After Rating Scales

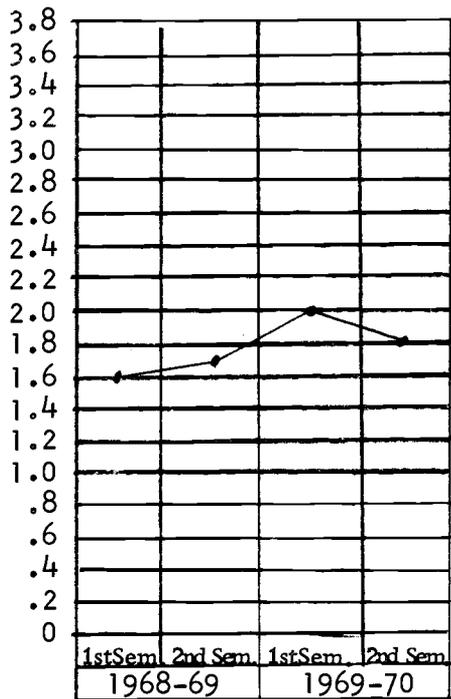


Frequency Distribution of Ratings from Rating Scale

— Before

..... After

G.P. increase = +.33



G.P.A.'s of Project Year and Previous Academic Year

## INDIVIDUAL STUDENT ANALYSIS

STUDENT G<sup>1</sup>

G<sup>1</sup> showed an academic achievement increase of +.5 of a grade point (Appendix E, p. 6). Her records showed an I.Q. of 100. She was paired with a student whose I.Q. was 101, who showed an increase of +.5 of a grade point during the project year.

The home and school respondents reported improvement in the behavior of G<sup>1</sup> (Appendix G). Her parents reported a decrease in deviancy in seven areas and no change in twenty three. No items were reported by the parents to have increased in deviancy.

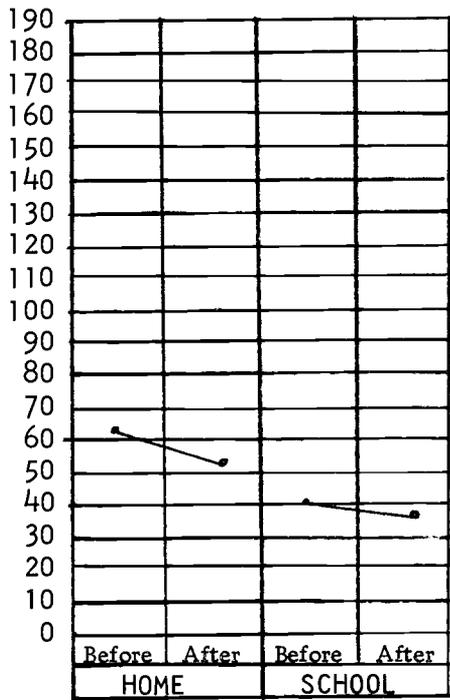
The year preceding the project, G<sup>1</sup> had given birth to a child out of wedlock. It was reported that she had gone through a period of severe depression and social trauma, during which time she had felt to take her own life and had on occasion attempted to do so. Her parents reported behavior improvement in the following areas:

1. No longer threatens to take life
2. No longer attempts to take life
3. Decrease in sexual permissiveness
4. Less lying
5. Less lazy
6. Less quarreling with parents
7. Completes more work assignments

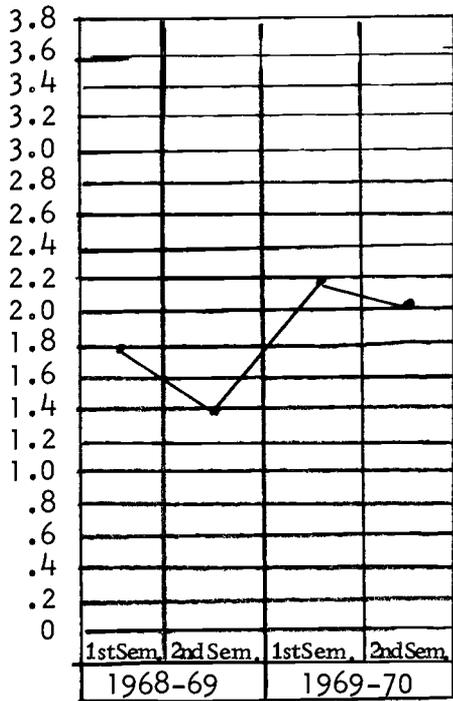
The teachers at school reported improvement in two behavior items:

1. Completes more work assignments
2. Not as lazy

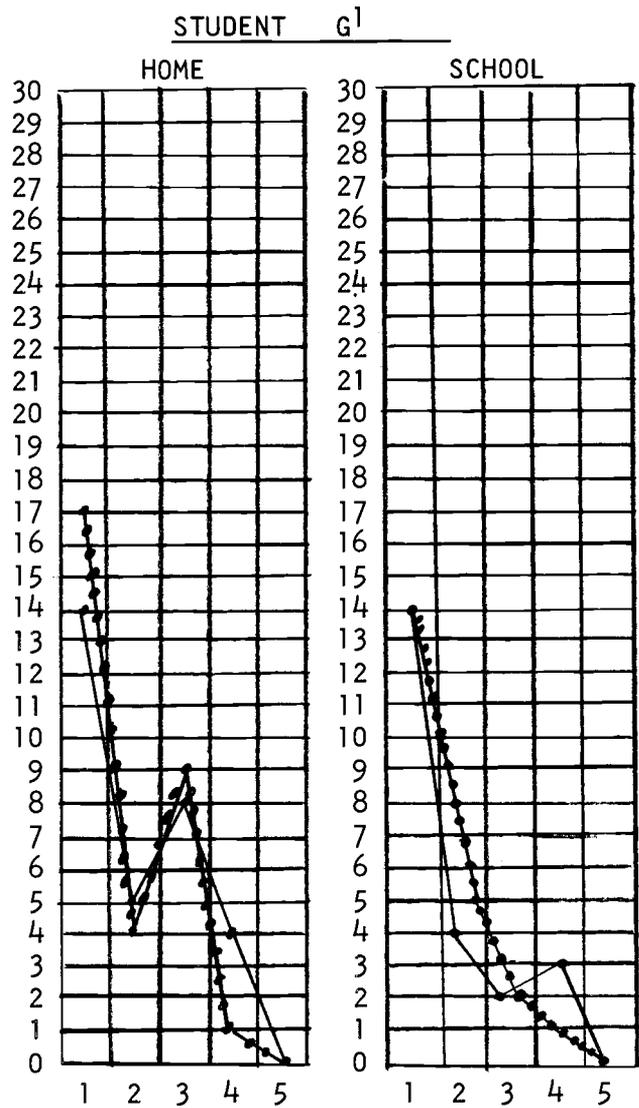
Twenty one of her rating scale items showed no change (Appendix G, p. 20-21). G<sup>1</sup> showed good emotional involvement in the project although her absences from school increased five percent during the project. However, there were days when G<sup>1</sup> would be present in the project when she was absent from school. There were no behavior items to have increased in deviancy as reported by the teachers.



Cumulative Responses of Home and School Informants from Before and After Rating Scales



G.P.A.'s of Project Year and Previous Academic Year



Frequency Distribution of Ratings from Rating Scale

— Before  
 ..... After

G.P. increase = +.5

STUDENT G<sup>2</sup>

G<sup>2</sup> showed an academic achievement decrease of  $-.3$  of a grade point (Appendix E, p. 7). Her records showed an I.Q. of 105. She was paired with a student whose I.Q. was 103, who also showed a decrease of  $-.3$  of a grade point during the project year.

The parents and teachers were consistent in their reports that G<sup>2</sup> had shown an increase in deviancy during the project year. The parents saw G<sup>2</sup> as being more deviant than did the teachers.

The parent respondent saw G<sup>2</sup> to have improved in three behavior items, shown no change in twenty five, and demonstrated an increase in deviancy in nine of the items (Appendix G, p. 22-23). G<sup>2</sup> was reported by her parents to be less sexually permissive (incest), and had not attempted to take her own life or the life of others since the beginning of the project. The parents reported an increase in deviancy in nine of the items which included the following general areas:

1. Interpersonal relationships
2. Sexual permissiveness
3. Responsibility

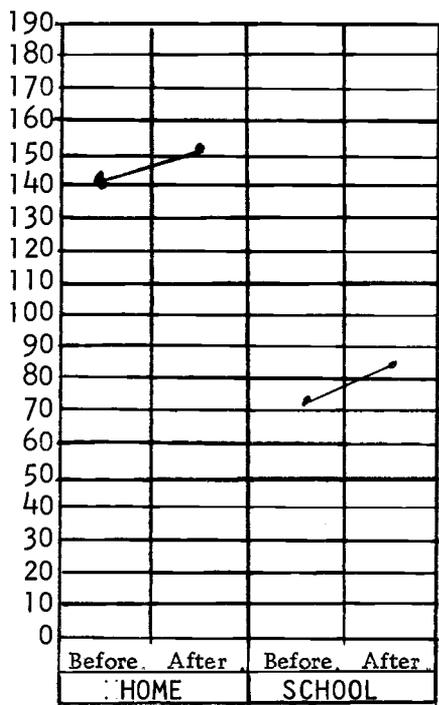
She was seen to be more selfish, more critical of parents, more physically abusive with siblings and peers, less trustworthy, less concerned about the care of property of others, cheated more, and more sexually permissive.

The school informants reported no items which showed a decrease in deviancy. Sixteen items showed no change and five showed an increase

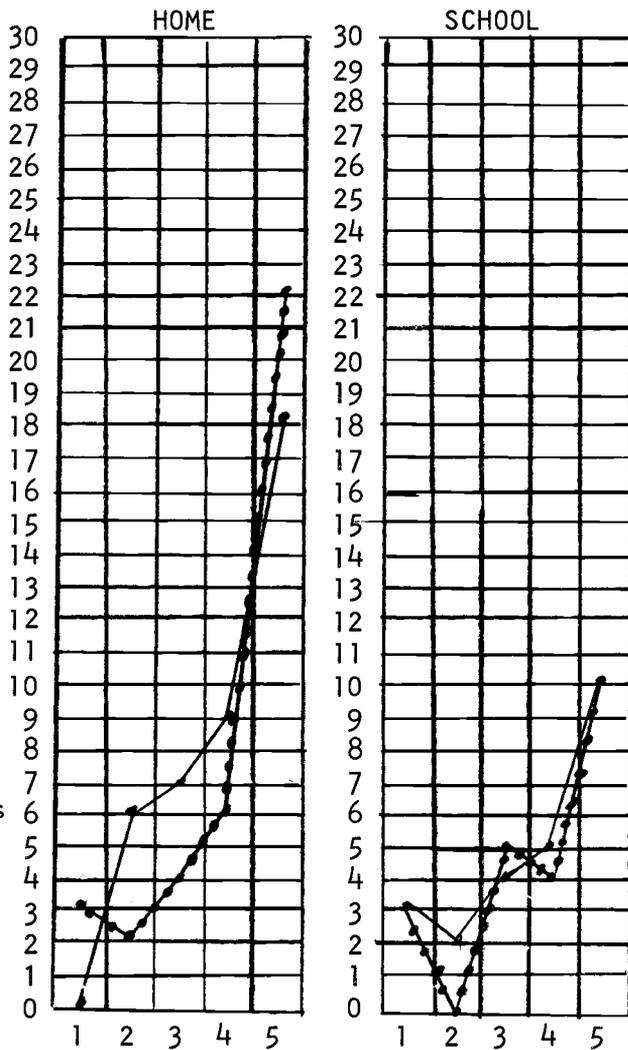
in deviancy. The area which showed increased deviancy was interpersonal relationships. As seen by the school she was more quarrelsome with teachers, more antagonistic, lazier, showed more frequent temper outbursts, and was less prone to do what was asked (Appendix G, p. 23-24).

G<sup>2</sup> showed a 28% increase in school absences during the project. She further, was absent from the project twenty two percent of the time when she was in school.

STUDENT  $G^2$

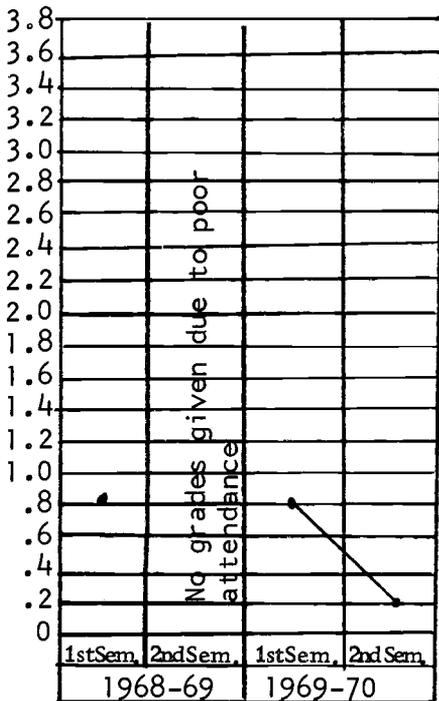


Cumulative Responses of Home and School Informants from Before and After Rating Scales



Frequency Distribution of Ratings from Rating Scale

— Before  
 ..... After



G.P. increase = -.3

G.P.A.'s of Project Year and Previous Academic Year

STUDENT G<sup>3</sup>

G<sup>3</sup> showed an academic achievement increase of +1.1 grade point (Appendix E, p. 8). Her records showed an I.Q. of 97. She was paired with a student whose I.Q. was 96 and who showed a decrease of -.3 of a grade point during the project year.

Both the home and school respondents felt that G<sup>3</sup> had shown improvement in her behavior after the project year. The observations of the parents were consistent with those of the teachers in reporting the amount of change they saw. However, the parents saw her as being more deviant in her behavior than did the school.

The parents reported a decrease in deviancy in nine behavior items. No change in twenty nine items and an increase in deviancy in one item. The general areas which showed improved behavior were:

1. Interpersonal relationships
2. Emotional stability
3. Respectful of property of others

She was seen to be less lazy, less critical of others, lied less, less quarrelsome with siblings and peers, less physically abusive with siblings, showed less stealing, less running away from home, and showed no further attempts to take her own life or the life of another.

Her teachers reported improvement in behavior in six items, no change in twenty one, and an increase in deviancy in one item. The areas which seemed to improve were:

1. Interpersonal relationships
2. School performance

She was less critical of others, less lazy, less quarrelsome with teachers and peers, and showed a decrease in lying (Appendix G, p. 25-26). Her parents felt she showed increased deviancy in using property of others without permission.

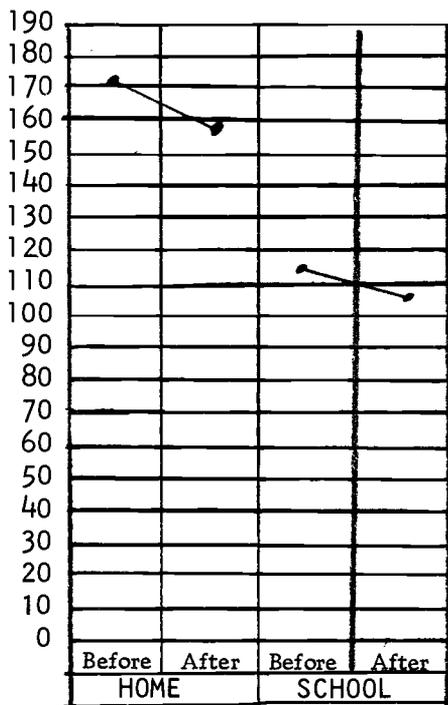
The teachers reported that they saw improved behavior in six areas, no change in twenty-one, and an increase in deviant behavior in one item. The areas of greatest improvement seen in school were (Appendix G, p. 27-28):

1. Interpersonal relationships
2. School performance

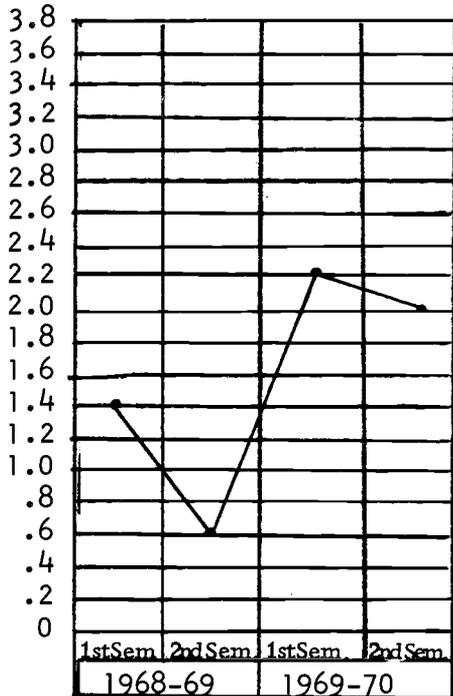
She was seen at school to be less critical of others, less lazy, lying less, less quarrelsome with teachers and peers, and was more apt to complete school assignments.

She was seen to have become more deviant in sexual permissiveness.

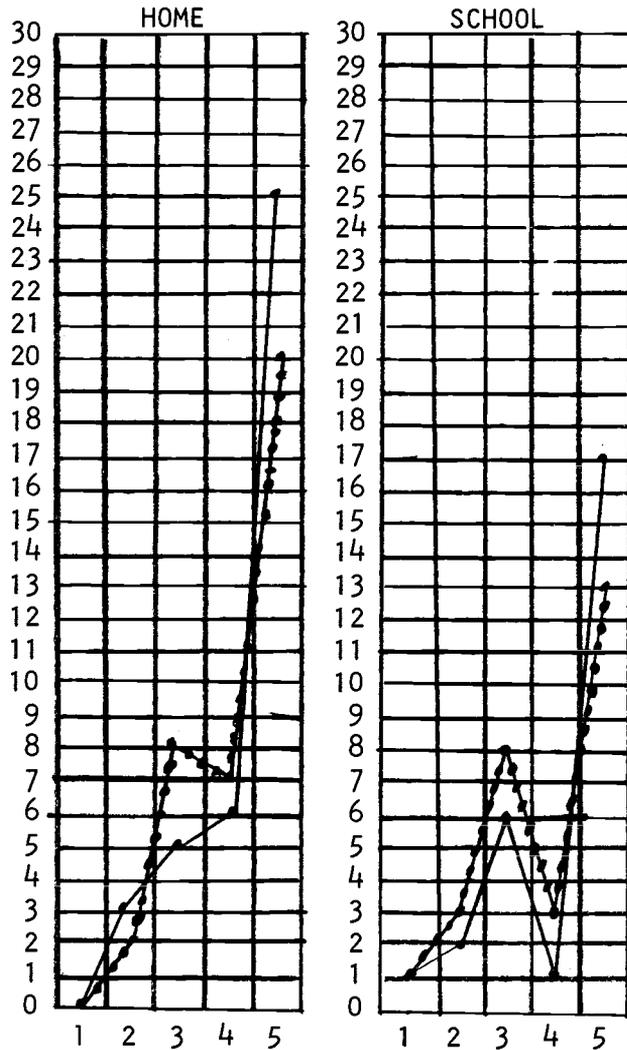
STUDENT G<sup>3</sup>



Cumulative Responses of Home and School Informants from Before and After Rating Scales



G.P.A.'s of Project Year and Previous Academic Year



Frequency Distribution of Ratings from Rating Scale

— Before  
 ..... After

G.P. increase = +1.1

STUDENT G<sup>4</sup>

G<sup>4</sup> showed an academic achievement increase of +.35 of a grade point (Appendix E, p. 9). Her records showed an I.Q. of 94. She was paired with a student whose I.Q. was 92 who showed a decrease of -.3 of a grade point during the project year.

Both parents and teachers reported improvement in the behavior of G<sup>4</sup> after the project was completed. The parents were consistent with the teachers in the amount of gross behavior change but the parents reported G<sup>4</sup> to be more deviant in behavior than did the school.

The parents reported a decrease in deviancy in eleven behavior items, no change in twenty two, and an increase in deviancy in two items (Appendix G, p. 29). The areas which showed improvement were as follows:

1. Interpersonal relationships
2. Responsibility
3. Respect for rights of others

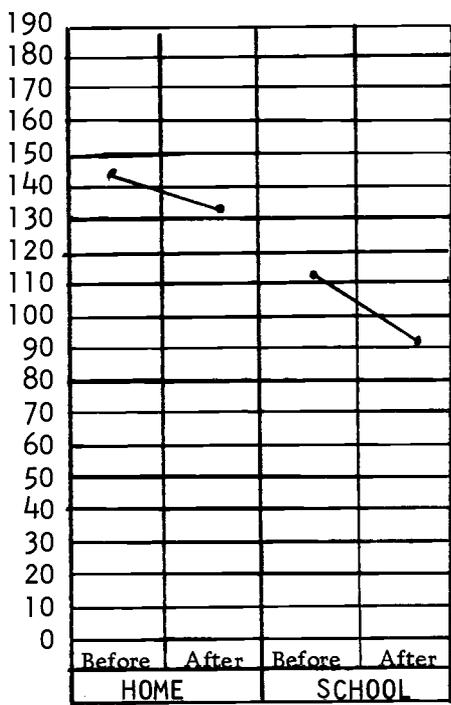
She was seen at home to be less sarcastic, less quarrelsome with parents, peers and siblings; cheating less, more wholesomely oriented sexually, more cooperative, more interested in school, showing more interest in punctuality, and less likely to make threats to take the lives of others. She was reported by her parents to show an increase in temper outbursts and using property of others without permission.

The teachers reported an observed improvement in thirteen items, no change in thirteen and an increase in deviancy in one item (Appendix G, p. 30-31). The general areas of improvement in the behavior of G<sup>4</sup> were:

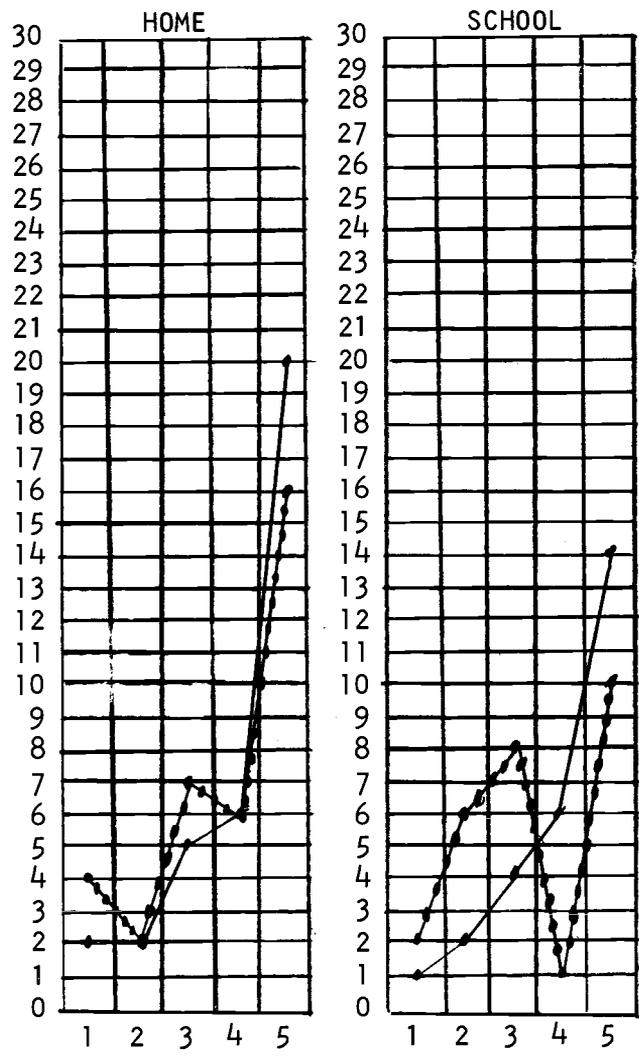
1. School performance
2. Interpersonal relationships
3. Control and emotional stability

She was seen by her teachers to be more able to attend school on her own initiative, attending class more, more punctual, completing more work assignments, less quarrelsome with teachers and peers, less vulgar in language, less impulsive and impatient, less selfish, more cooperative, and had not been known to use drugs during the project year (Appendix G, p. 30-32). She was seen by the teachers to have become more antagonistic.

STUDENT G<sup>4</sup>

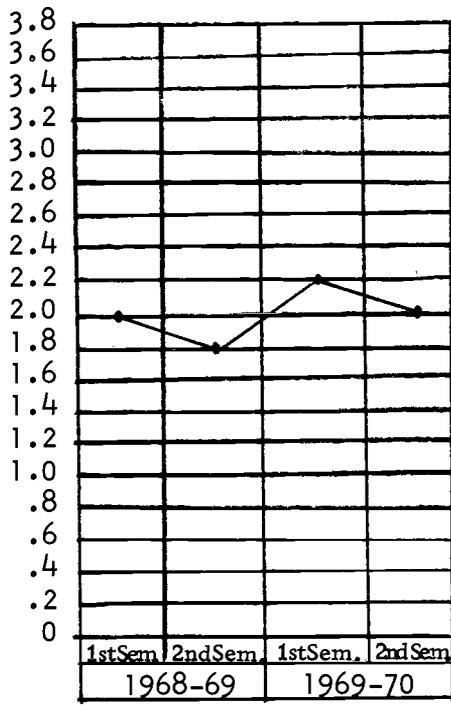


Cumulative Responses of Home and School Informants from Before and After Rating Scales



Frequency Distribution of Ratings from Rating Scale

— Before  
 ..... After



G.P.A. increase = +.35

G.P.A.'s of Project Year and Previous Academic Year

STUDENT G<sup>5</sup>

G<sup>5</sup> showed an academic achievement decrease of -1.0 of a grade point (Appendix E, p. 10). Her records showed an I.Q. of 94. She was paired with a student whose I.Q. was 98 who showed a decrease of -.1 of a grade point during the project year.

Both parents and teachers reported the behavior of G<sup>5</sup> to have increased in deviancy during the project year. The parents reported G<sup>5</sup> to be more deviant than did the school. The parents reported an improvement in one item on the rating scale, eighteen items showed no change, and ten items were reported by the parents to have increased in deviancy (Appendix G, p. 33-34). The items of improvement dealt with her relationships with others. She tended to criticize others less. The general areas in which she showed an increase in deviant behavior were:

1. School performance
2. Interpersonal relationships

She was seen by her parents to be more sarcastic, more selfish, drinking more alcohol, more sexually permissive, less apt to complete school assignments, attend class, or go to school on own initiative. The teachers reported improvement in one behavior item, no change in twelve, and an increase in deviancy in eleven items (Appendix G, p. 34-35). She seemed to show some improvement in trustworthiness.

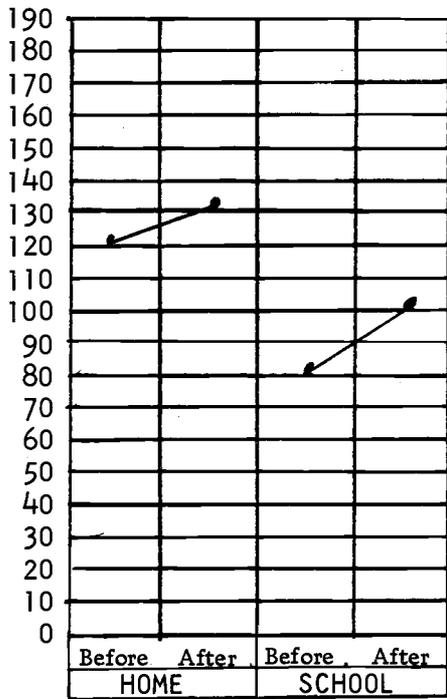
The general areas in which her teachers saw her increase in deviant behavior were:

1. Interpersonal relationships
2. School performance
3. Respect for property of others

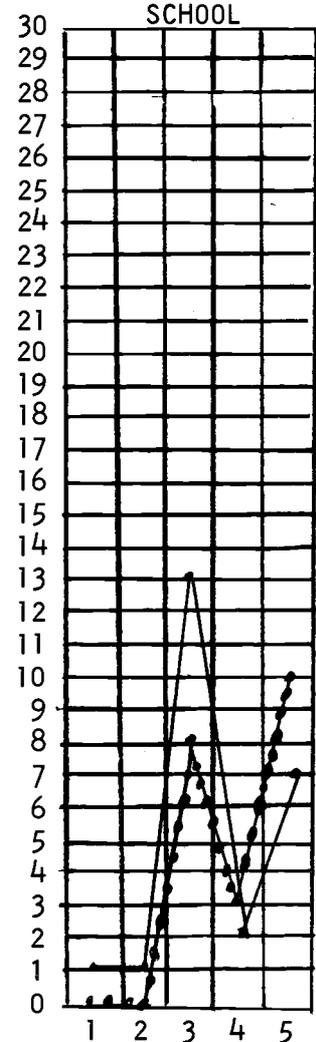
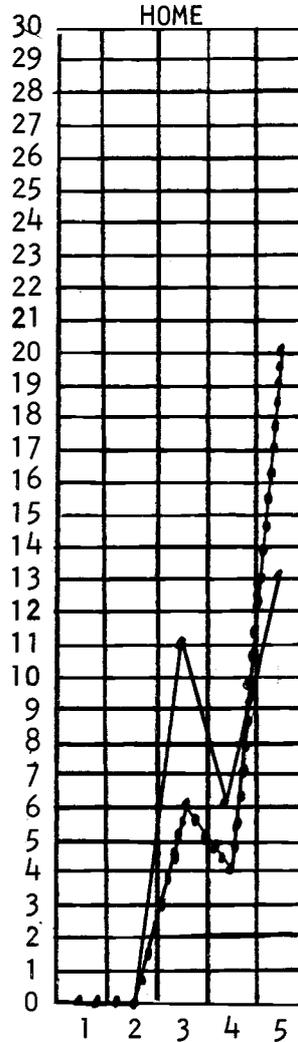
She was seen by the teachers to be more critical of others, more sarcastic, less cooperative, less apt to do school assignments, attend class, or attend school on own initiative. She was reported to be less apt to attend school on her own initiative. She was reported to be less careful with the property of others, more prone to have temper outbursts, cheating more, and more involved with the use of illegal drugs.

G<sup>5</sup> was absent from the project thirty seven percent of the time. She also showed a sixteen percent increase in absences from school during the project. G<sup>5</sup> dropped out of school immediately following the project termination.

SCHOOL G<sup>5</sup>

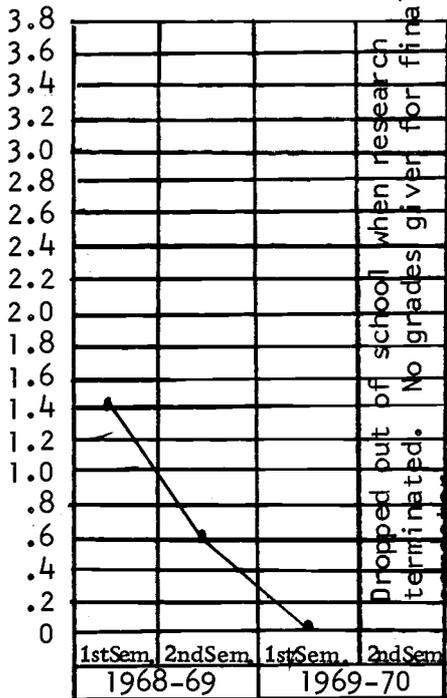


Cumulative Responses of Home and School Informants from Before and After Rating Scales



Frequency Distribution of Ratings from Rating Scale

— Before  
 ..... After



G.P. increase = -1.0

G.P.A.'s of Project Year and Previous Academic Year

## CHAPTER IV

## Conclusions and Implications

Based on the outcome of this research, the methods employed and described herein to induce productive academic and behavior change in students within the school setting can be effective in influencing certain selected high school students. The process appears to be limited in its effectiveness to students who basically desire to alter their lives in a constructive way, but who are reacting negatively to hostile or incompatible elements in their environment. The retroflexive reformation method of counseling as previously described may have no positive impact on changing the behavior of high school students who are deliberate in their "acting out behavior", who seemingly enjoy the deviancy and who see no need - or have no desire to change their behavior. This method may even have a negative influence upon that general type; negative in that it may provide a stage where they can more freely "act out" their deviancies with limited interruption. In this way the negative forces which govern their behavior may tend to be enhanced; even nurtured.

Care should be taken in the selection of the students to be involved in future application of this method of counseling. No specific behavior traits can be isolated and described, based on the results of this study, which are more apt not to benefit from such a counseling experience, but some intuitive generalizations may be made which may be used as indicators. The high school students who may not benefit from exposure to the process may tend to exhibit the following

behavior traits:

1. Overly manipulative
2. Critically self-centered
3. Chronic liar
4. Exploits others for benefit of self.

It was noted that the primary counselees used in this study found it difficult to benefit from constructive criticism. During the staffing sessions and individual encounters with the psychologist and school counselors, the primary counselees appeared to respond more favorably to 1) criticism through generalities and 2) praise through individual acknowledgement. Praise, or commendations, made to the group in general seemed to have little desired effect. There appeared to be a lack of ability to identify with success, internalize it, and derive meaningfully from it. This process was most effectively negotiated through being specific about the details of a situation, and specifying the person involved. This lack of ability to identify with success as readily as with failure may be the result of repeated exposure to criticism and failure and limited practice in dealing effectively with success expressions and experiences.

A favorable implication in the employment of the retroflexive reformation process of counseling is the use of counselor time. Through this process the counselor can influence directly and indirectly twice the number of students as he would be able to influence in the same amount of time using the traditional group counseling approach, and approximately twenty times as many as when using one to one counseling.

### Implications for Future Research

This research has not only answered some questions, it has in the process, created some questions which may be of interest to future researchers.

1. Is "quality" when counseling socially maladjusted elementary school children of prime importance or is the "time" or "exposure" factor the primary influencing variable without regard to counselor skills or techniques?
2. To what extent does the school and other agencies influence, for better or worse, parents' concept development toward their children?
3. What are the "long range" effects of the retroflexive reformation on students? i.e., relative permanency of behavior changes?
4. Are there specific, identifiable behavior traits which are possessed by some students which tend to render counseling a negative force in their lives? What are they?
5. What is the effect of generalized vs. specific criticism and praise on selected high school students?

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## APPENDICES



## APPENDIX B

RATING SCALE

STUDENT \_\_\_\_\_

	Before		After	
	Home	School	Home	School
I. Responsibility				
A. Does not do what is asked				
B. Does not help family work toward goals				
C. Cannot be trusted				
D. Must be reminded to do prescribed chores				
E. Is not careful with property of others				
F. Does not attend school on own initiative				
G. Does not attend class				
H. Is not punctual				
I. Does not complete work assignments				
J. Runs away from home				
II. Awareness of Rights of Others				
A. Quarrels with siblings of peers				
B. Physically abusive with siblings or peers				
C. Quarrels with parents or teachers				
D. Physically abusive with parents or teachers				
E. Makes threats to take lives of others				

	Before		After	
	Home	School	Home	School
F. Attempts to take lives of others				
G. Threatens to take own life				
H. Attempts to take own life				
I. Uses property of others without permission				
J. Steals from others				
1. Inside family				
2. Outside family				
K. Harmful to animals				
III. Value System				
A. Use of illegal drugs				
B. Sexually permissive				
1. Incest				
2. Outside of family				
C. Smokes				
D. Drinks alcohol				
E. Cheats				
F. Lies				
G. Uses vulgar language				
H. Sexual perversion				
IV. Personality Attributes				
A. Temper outbursts				
B. Antagonistic				
C. Despondent				

	Before		After	
	Home	School	Home	School
D. Uncooperative				
E. Lazy				
F. Criticizes others				
G. Not compassionate				
H. Not considerate				
I. Selfish				
J. Sarcastic				

5 = typical behavior

4 = often but not typical

3 = sometimes

2 = rare

1 = never

0 = no response

APPENDIX C

PARENT REQUEST FOR SERVICE FORM

COOPERATIVE CLARK COUNTY PROGRAM  
For Exceptional Children  
601 North Devine Road  
Vancouver, Washington

SCHOOL \_\_\_\_\_

I would like to request the services of \_\_\_\_\_  
(person or service)

to help \_\_\_\_\_ with some of the school problems

we have previously talked about.

I understand that since there are many requests for special help  
for children, the school will not begin any assistance until this  
request has been sent to the school.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

## APPENDIX D

## COMPARATIVE RATING SCALE ANALYSIS

	HOME			SCHOOL		
	Before	After	Diff.	Before	After	Diff.
<b>I. Responsibility</b>						
A. Does not do what is asked	4.1	3.9	+.2	3.6	3.5	+.1
B. Does not help family work toward goals	4.2	4.2	0			
C. Cannot be trusted	3.5	3.3	+.2	2.5	2.4	+.1
D. Must be reminded to do prescribed chores	4.5	4.1	+.4	1.4	1.4	0
E. Is not careful with property of others	3.9	3.7	+.2	2.6	2.8	-.2
F. Does not attend school on own initiative	3.6	3.5	+.1	3.7	3.5	+.2
G. Does not attend class	.8	1.2	-.4	3.2	2.9	+.3
H. Is not punctual	2.9	2.6	+.3	3.0	3.0	0
I. Does not complete work assignments	3.7	3.6	+.1	3.7	3.2	+.5
J. Runs away from home	2.2	2.1	+.1			
	Positive	.80		Positive	62.5	
	Negative	.10		Negative	12.5	
	Neutral	.10		Neutral	25.0	

**II. Awareness of Rights of Others**

A. Quarrels with siblings or peers	3.7	3.0	+ 7	1.5	1.3	+.2
B. Physically abusive with siblings or peers	2.1	1.8	+ 3	1.3	1.0	+.3
C. Quarrels with parents or teachers	4.5	3.9	+ 6	2.5	2.0	+.5

	HOME			SCHOOL		
	Before	After	Diff.	Before	After	Diff.
D. Physically abusive with parents or teachers	2.4	2.0	+ .4	.8	.7	+ .1
E. Makes threats to take lives of others	1.5	1.2	+ .3			
F. Attempts to take lives of others	.7	.4	+ .3			
G. Threatens to take own life	.9	.8	+ .1			
H. Attempts to take own life	.8	.4	+ .4			
I. Uses property of others without permission	3.2	3.7	-.5	1.7	1.5	+.2
J. Steals from others						
1. Inside family	2.0	1.5	+ .5	.1	.1	0
2. Outside family	2.2	1.8	+ .4	.6	.9	-.3
K. Harmful to animals	.6	.5	+ .1			
		Positive	.92	Positive	.72	
		Negative	.08	Negative	.14	
		Neutral	.0	Neutral	.14	

### III. Value System

A. Use of illegal drugs	2.4	2.2	+.2	1.4	1.1	+ .3
B. Sexually permissive						
1. Incest	.6	.5	+.1			
2. Outside of family	2.7	3.1	-.4	1.1	1.2	-.1
C. Smokes	3.6	3.8	-.2	3.9	3.4	+.5
D. Drinks alcohol	3.4	3.5	-.1	3.1	3.1	0
E. Cheats	1.8	1.8	0	1.8	1.9	-.1

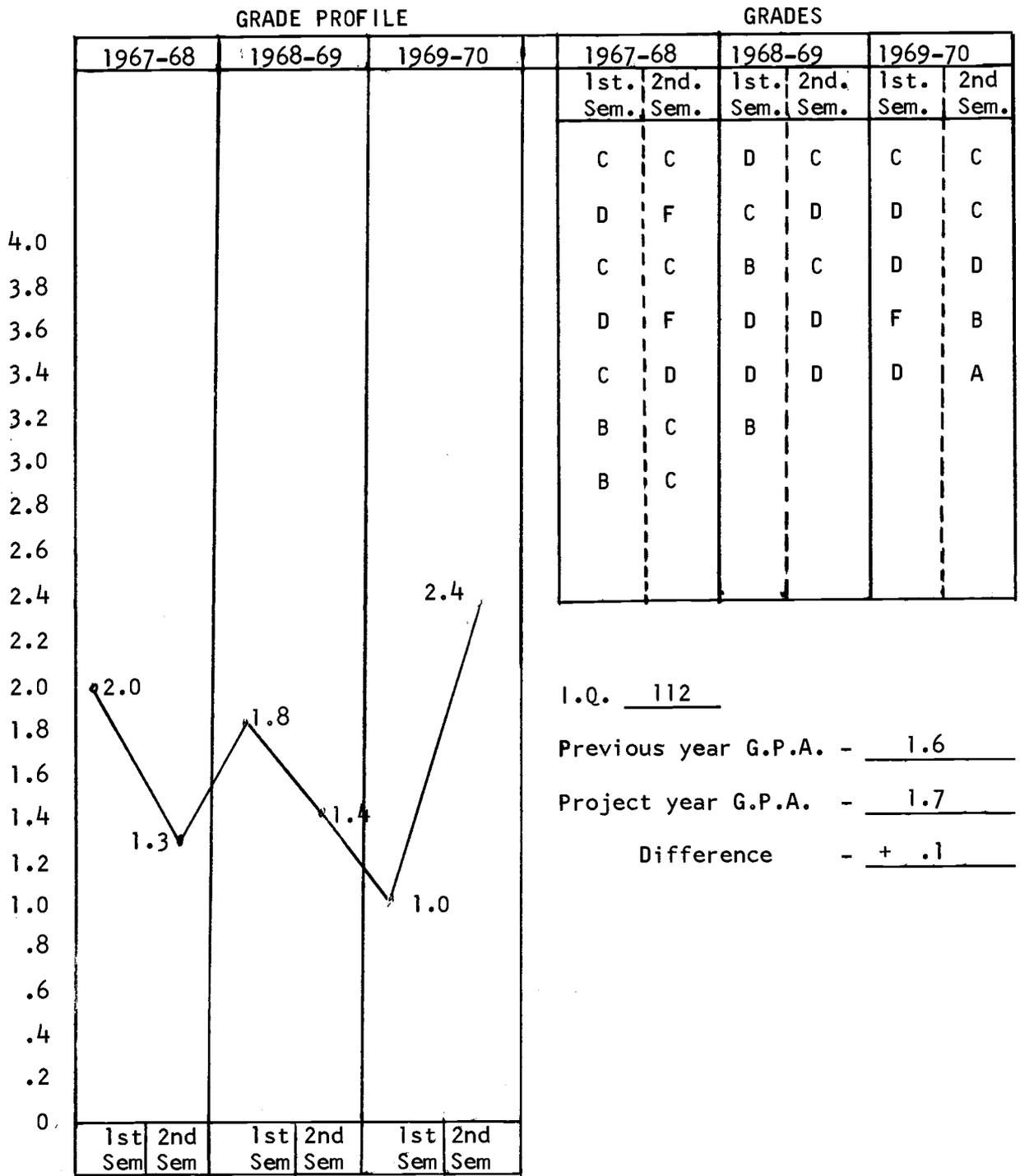
	HOME			SCHOOL		
	Before	After	Diff.	Before	After	Diff.
F. Lies	3.6	3.3	+.3	2.4	2.3	+.1
G. Uses vulgar language	3.9	3.6	+.3	3.0	3.1	-.1
H. Sexual perversion	.6	.5	+.1	.1	.1	0
	Positive	.56		Positive	.3750	
	Negative	.34		Negative	.3750	
	Neutral	.10		Neutral	.2500	

## IV. Personality Attributes

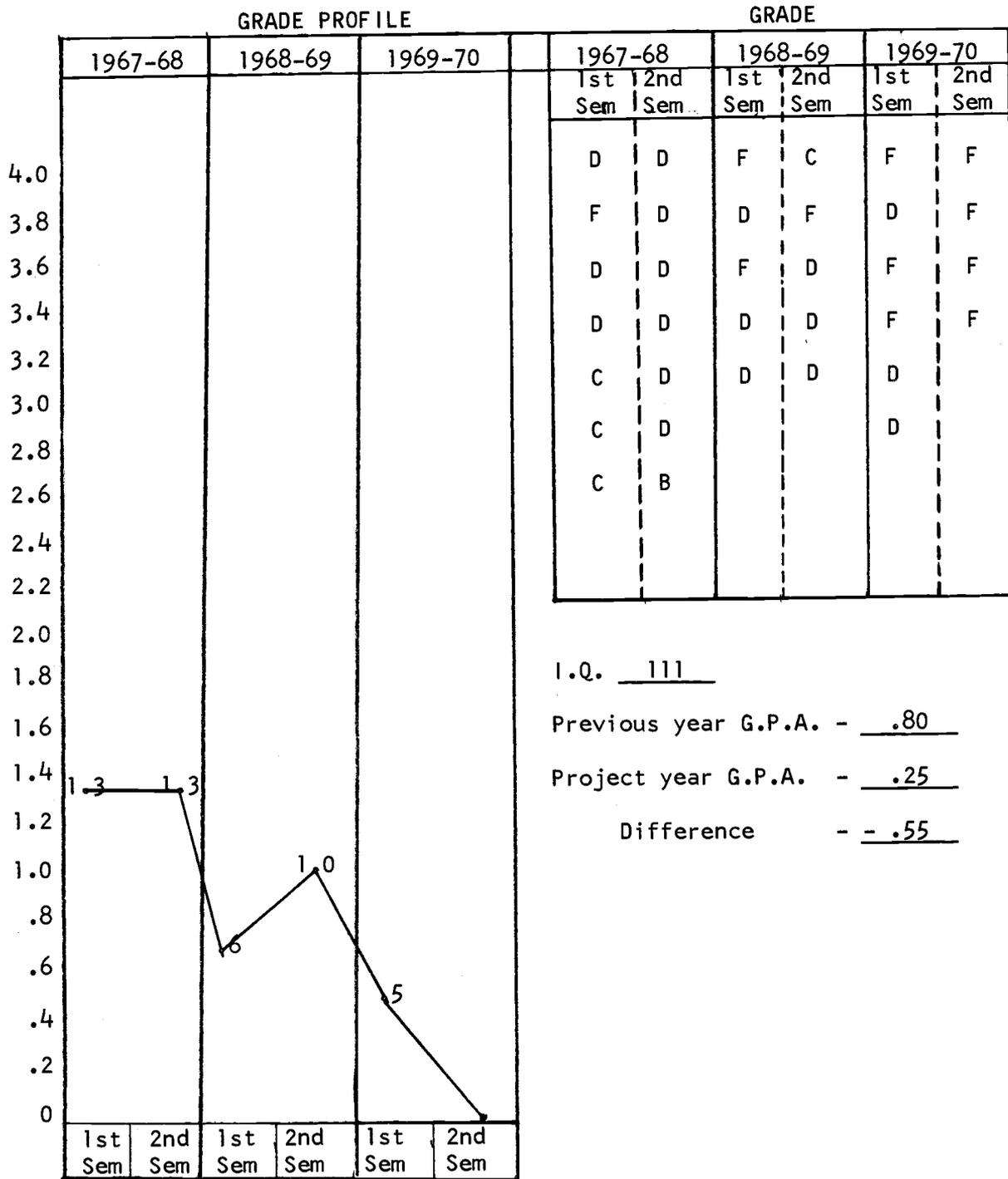
A. Temper outbursts	2.9	2.7	+.2	2.4	2.5	-.1
B. Antagonistic	3.4	3.2	+.2	3.1	3.4	-.3
C. Despondent	2.0	1.9	+.1	2.2	2.1	+.1
D. Uncooperative	3.7	3.1	+.6	3.4	3.2	+.2
E. Lazy	4.1	3.6	+.5	3.9	3.2	+.7
F. Criticizes others	4.2	3.8	+.4	2.7	2.7	0
G. Not compassionate	2.8	2.8	0	2.0	2.0	0
H. Not considerate	3.8	3.6	+.2	3.9	3.8	+.1
I. Selfish	4.3	4.2	+.1	2.0	2.1	-.1
J. Sarcastic	4.7	4.1	+.6	4.6	4.4	+.2
	Positive	.90		Positive	.50	
	Negative	0		Negative	.30	
	Neutral	.10		Neutral	.20	

APPENDIX E

STUDENT B<sup>1</sup>



STUDENT B<sup>2</sup>



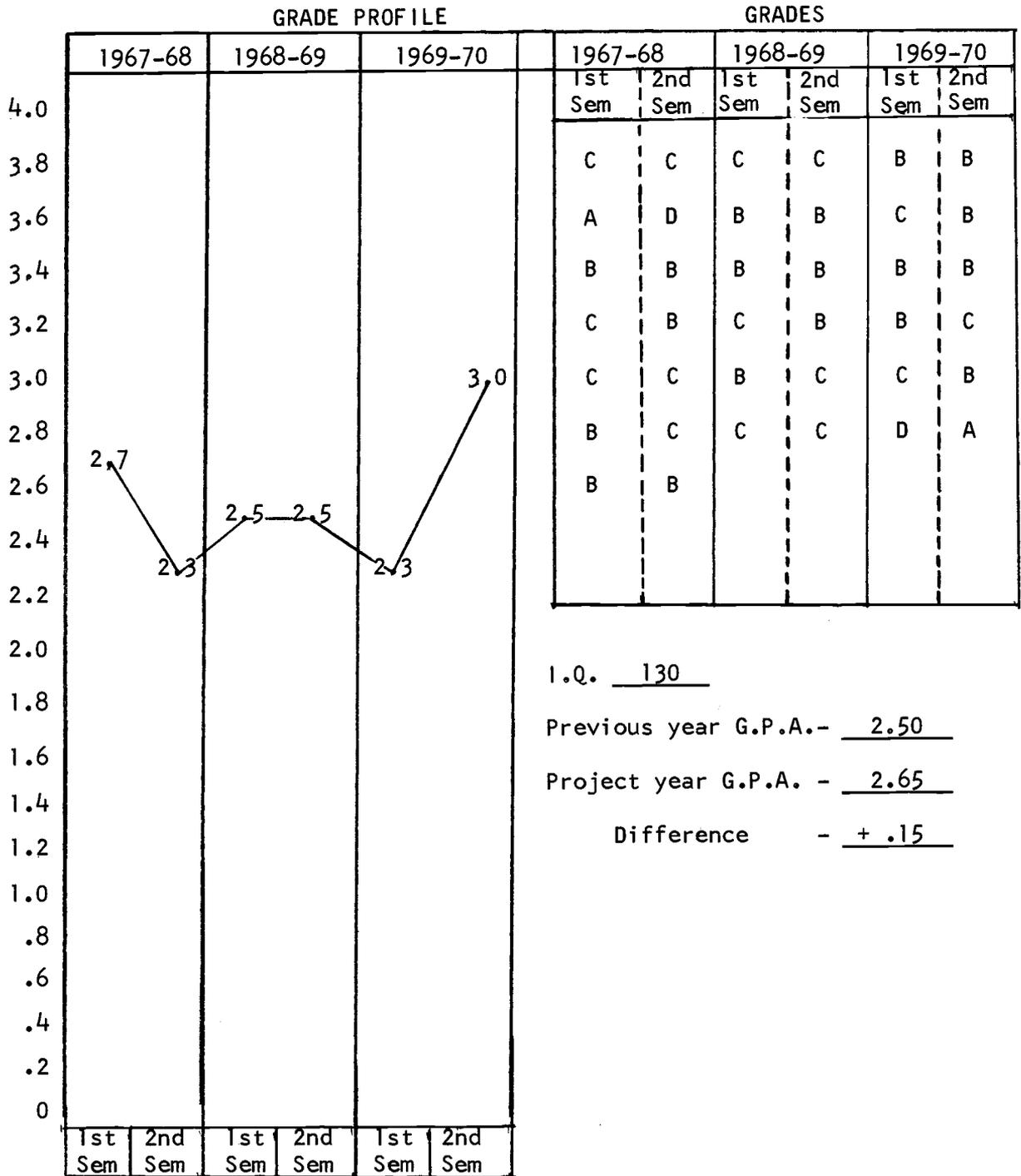
I.Q. 111

Previous year G.P.A. - .80

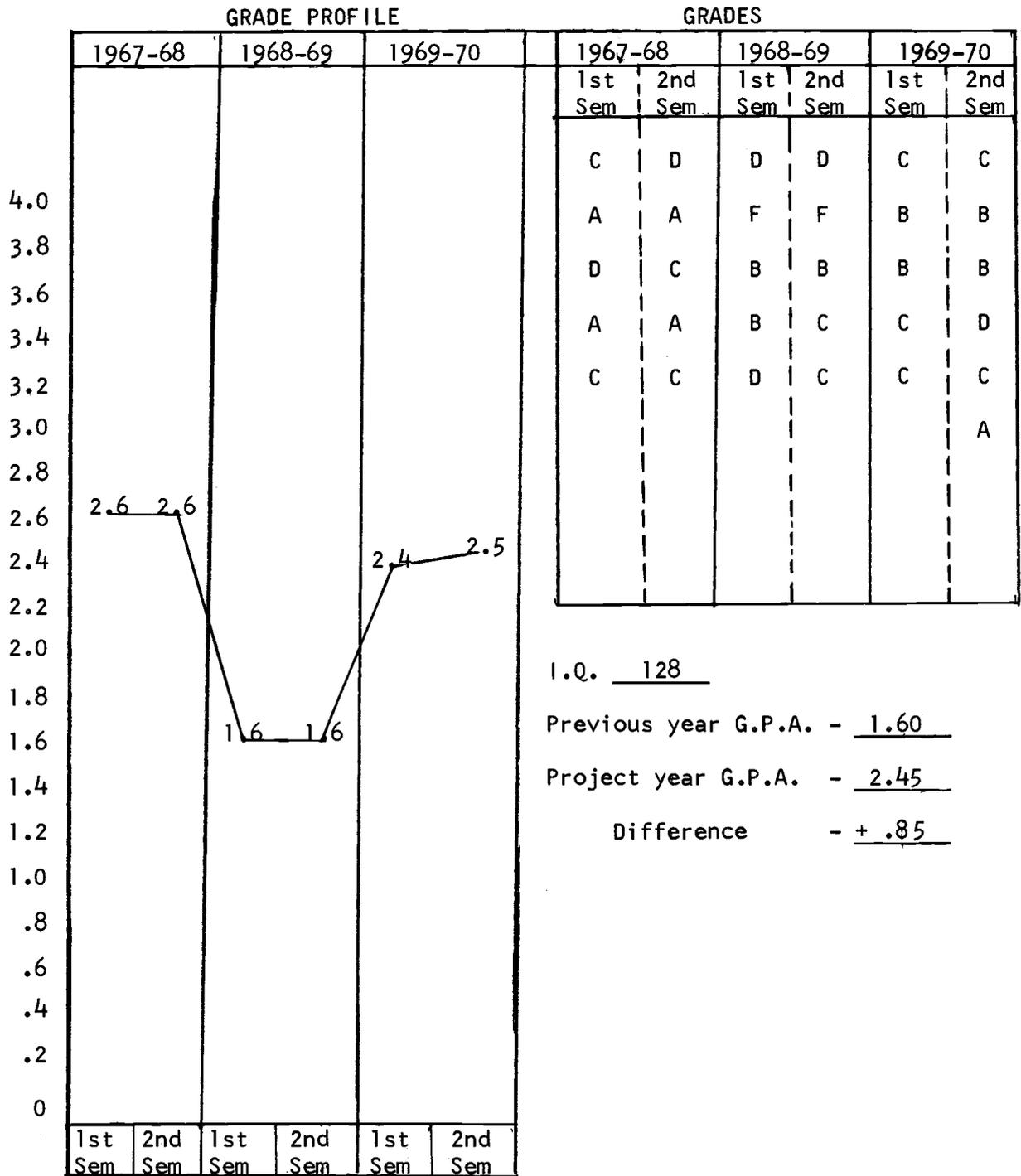
Project year G.P.A. - .25

Difference - .55

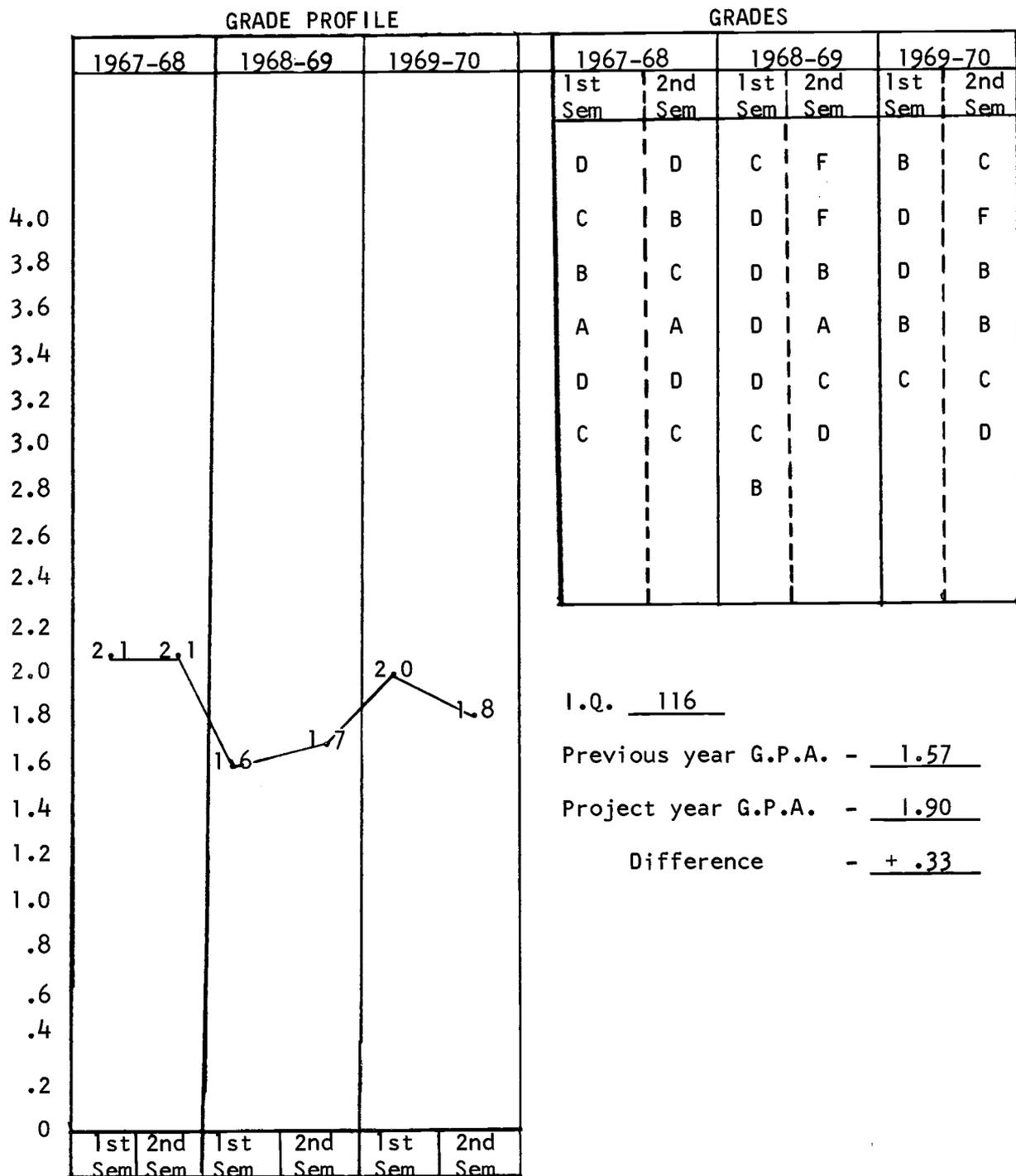
STUDENT B<sup>3</sup>



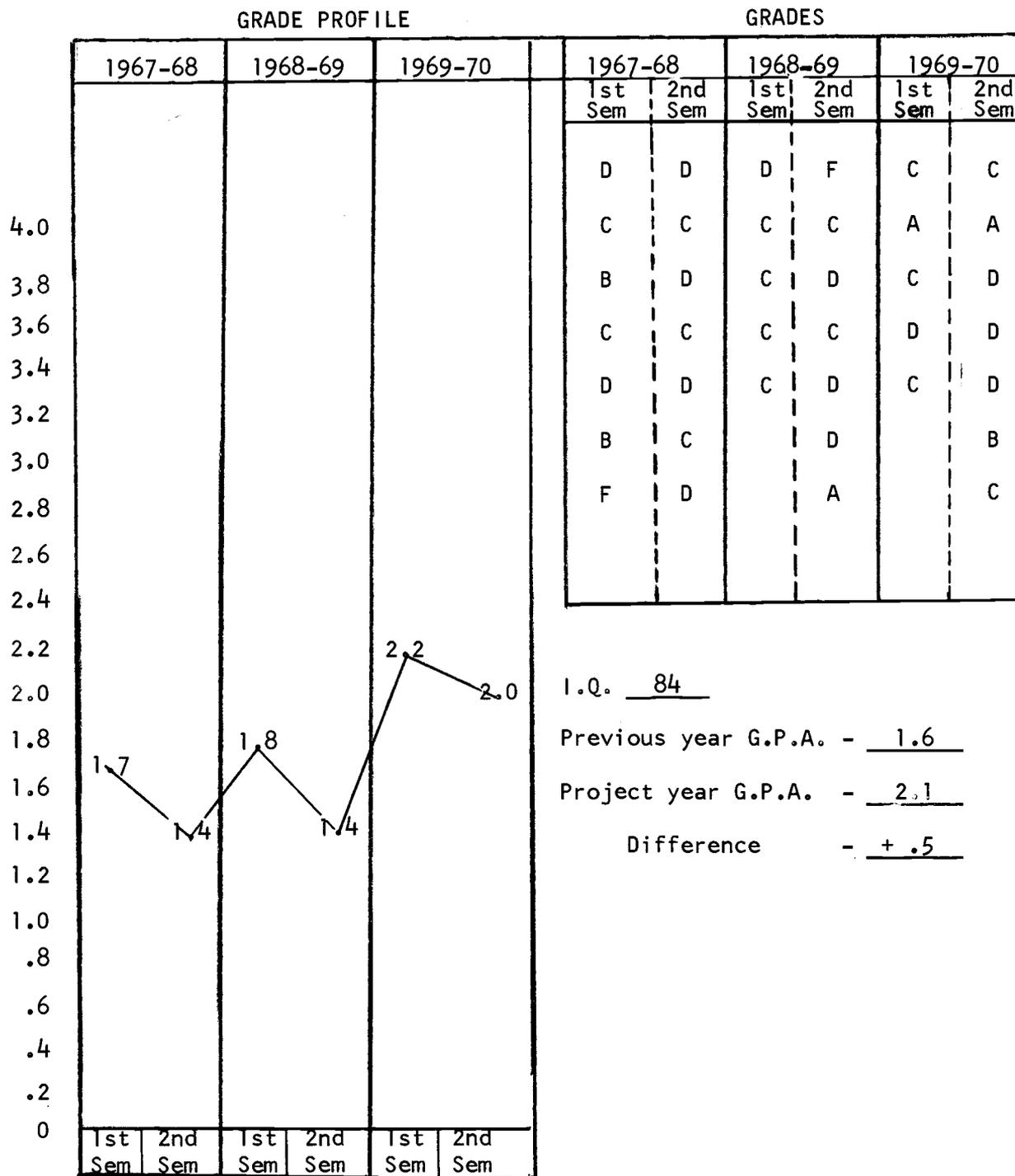
STUDENT B<sup>4</sup>



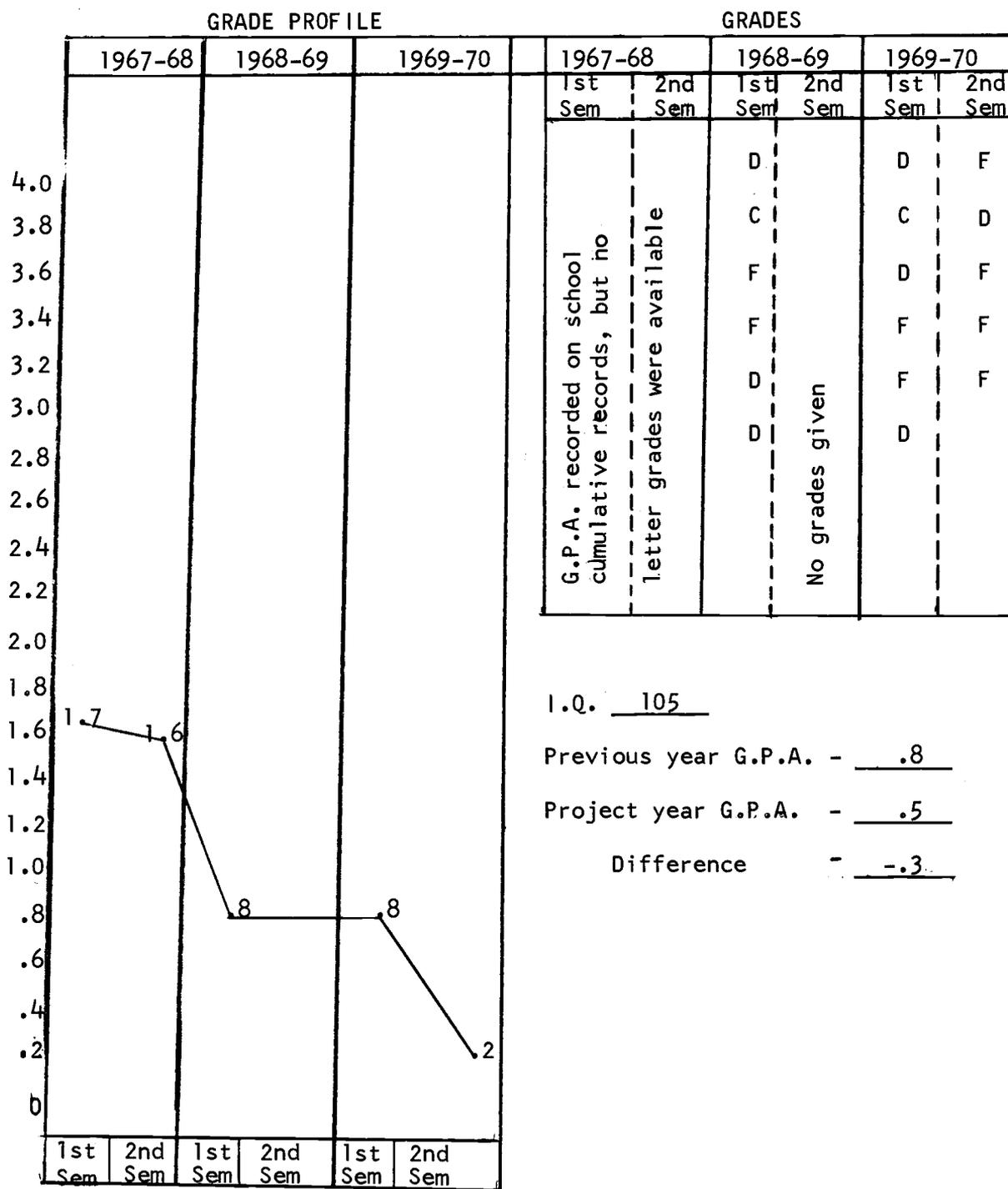
STUDENT B<sup>5</sup>



STUDENT G<sup>1</sup>



STUDENT G<sup>2</sup>



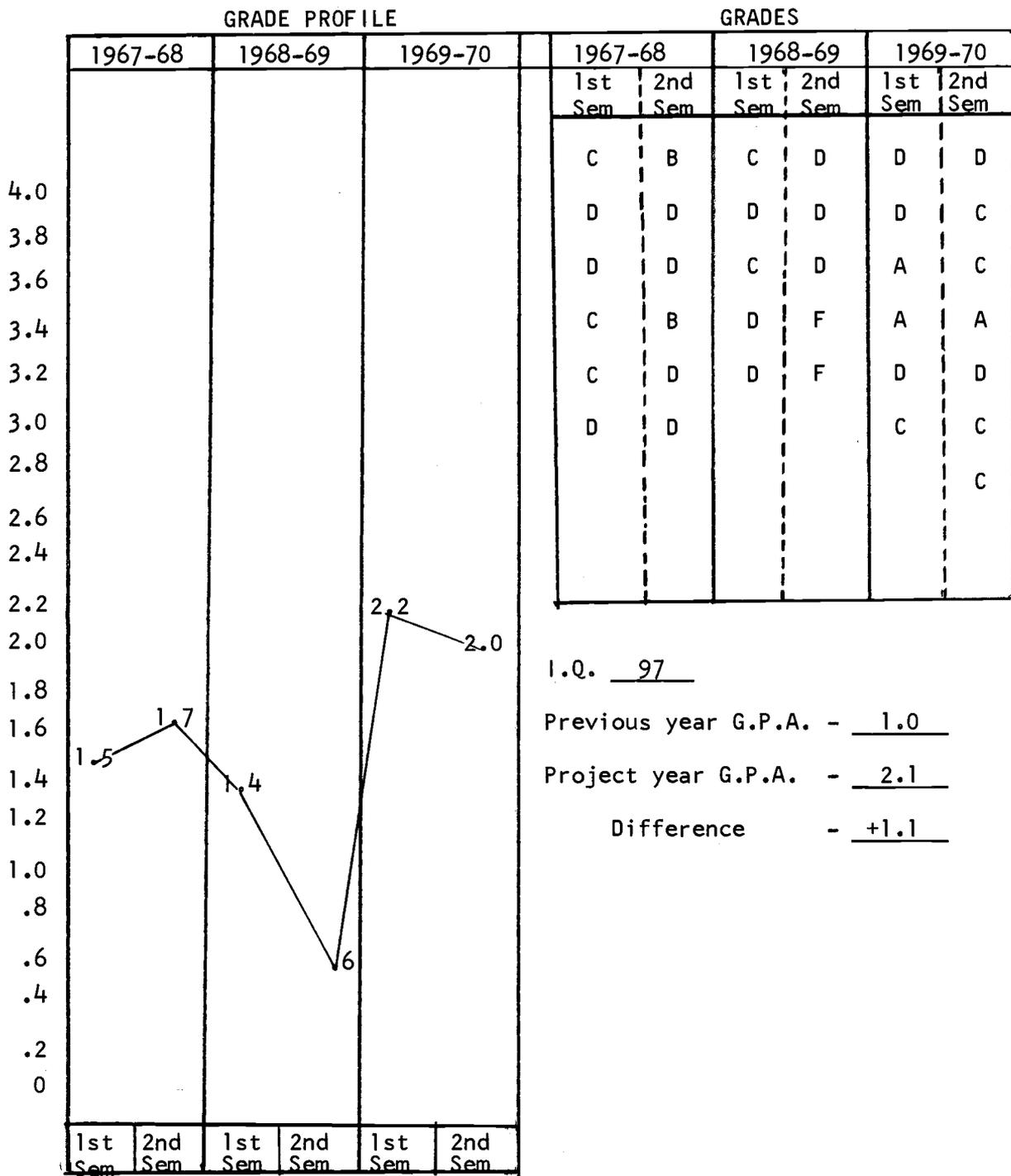
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Previous year G.P.A. - .8

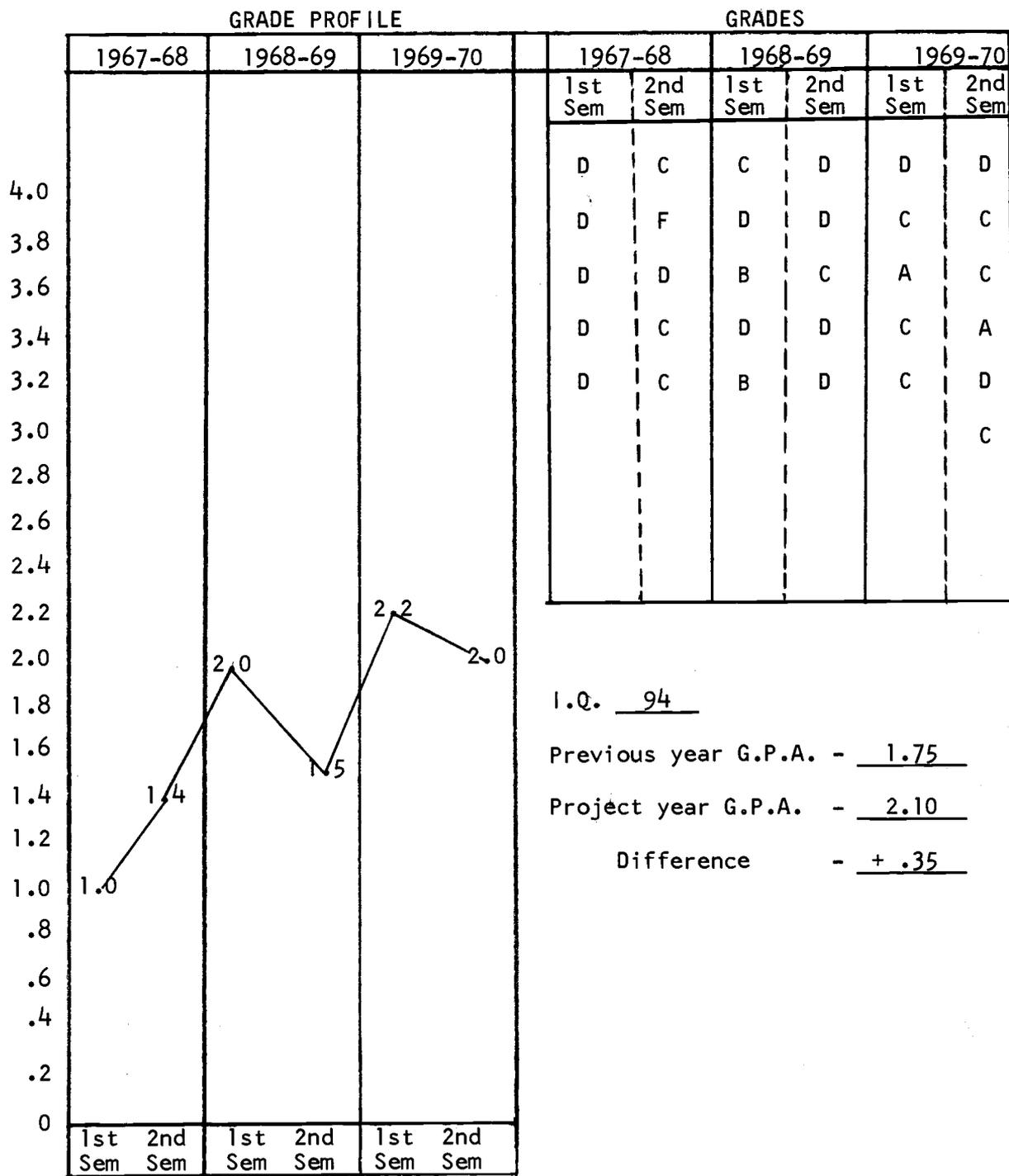
Project year G.P.A. - .5

Difference - -.3

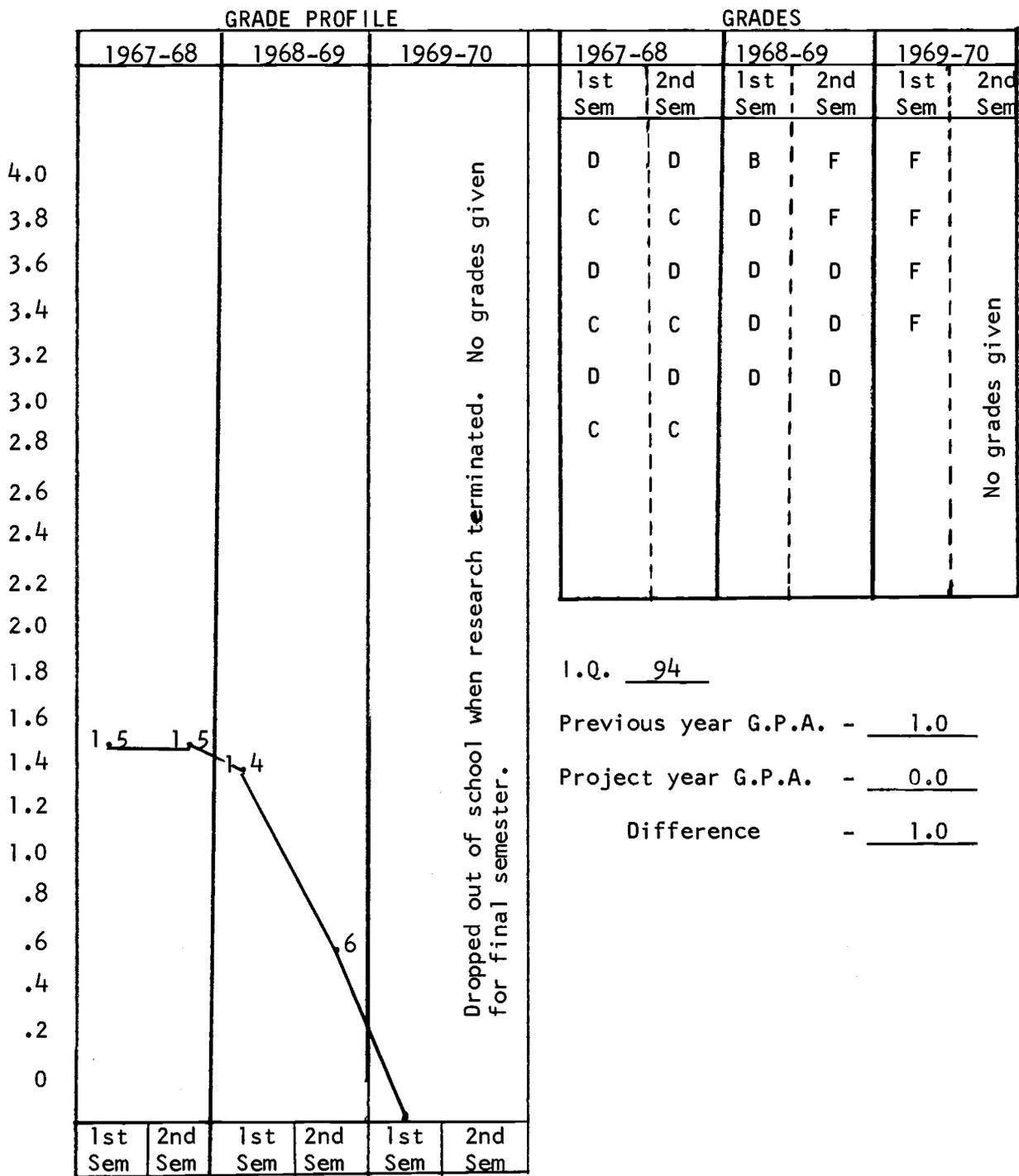
STUDENTS G<sup>3</sup>



STUDENT G<sup>4</sup>



STUDENT G<sup>5</sup>



## APPENDIX F

(page 1)

RATING SCALESTUDENT B<sup>1</sup>

	Before		After	
	Home	School	Home	School
I. Responsibility				
A. Does not do what is asked	5	4	5	3
B. Does not help family work toward goals	5	0	5	0
C. Cannot be trusted	5	3	3	3
D. Must be reminded to do prescribed chores	5	0	4	0
E. Is not careful with property of others	5	5	4	5
F. Does not attend school on own initiative	3	5	3	3
G. Does not attend class	0	5	0	3
H. Is not punctual	4	3	3	3
I. Does not complete work assignments	0	5	0	5
J. Runs away from home	2	0	1	0
II. Awareness of Rights of Others				
A. Quarrels with siblings or peers	4	3	3	3
B. Physically abusive with siblings or peers	3	3	2	2
C. Quarrels with parents or teachers	5	3	3	2
D. Physically abusive with parents or teachers	4	2	2	1
E. Makes threats to take lives of others	3	0	2	0
F. Attempts to take lives of others	2	0	1	0

(page 2)

	Before		After	
	Home	School	Home	School
G. Threatens to take own life	1	0	1	0
H. Attempts to take own life	2	0	1	0
I. Uses property of others without permission	5	4	3	4
J. Steals from others				
1. Inside family	3	0	1	0
2. Outside family	3	0	3	2
K. Harmful to animals	1	0	1	0
III. Value System				
A. Use of illegal drugs	5	5	1	1
B. Sexually permissive				
1. Incest	1	0	1	0
2. Outside of family	5	0	5	0
C. Smokes	5	5	5	5
D. Drinks alcohol	5	5	4	4
E. Cheats	1	1	1	1
F. Lies	3	5	3	5
G. Uses vulgar language	5	5	3	3
H. Sexual perversion	1	1	1	1
IV. Personality Attributes				
A. Temper outbursts	5	3	3	3
B. Antagonistic	5	5	5	5
C. Despondent	3	3	3	3
D. Uncooperative	5	5	4	4

(page 3)

	Before		After	
	Home	School	Home	School
E. Lazy	5	5	4	4
F. Criticizes others	4	4	4	4
G. Not compassionate	3	3	3	3
H. Not considerate	4	3	3	3
I. Selfish	5	3	4	3
J. Sarcastic	5	5	3	4

5 = typical behavior

4 = often but not typical

3 = sometimes

2 = rare

1 = never

0 = no response

(page 4)

RATING SCALESTUDENT B<sup>2</sup>

	Before		After	
	Home	School	Home	School
I. Responsibility				
A. Does not do what is asked	5	4	5	5
B. Does not help family work toward goals	5	0	5	0
C. Cannot be trusted	5	3	5	3
D. Must be reminded to do prescribed chores	5	3	5	3
E. Is not careful with property of others	4	4	5	4
F. Does not attend school on own initiative	5	5	5	5
G. Does not attend class	3	5	5	5
H. Is not punctual	5	3	5	5
I. Does not complete work assignments	4	4	5	5
J. Runs away from home	3	0	3	0
II. Awareness of Rights of Others				
A. Quarrels with siblings or peers	4	1	5	1
B. Physically abusive with siblings or peers	4	2	4	2
C. Quarrels with parents or teachers	5	3	5	3
D. Physically abusive with parents or teachers	4	1	4	1
E. Makes threats to take lives of others	0	0	0	0
F. Attempts to take lives of others	0	0	0	0

(page 5)

	Before		After	
	Home	School	Home	School
G. Threatens to take own life	0	0	0	0
H. Attempts to take own life	0	0	0	0
I. Uses property of others without permission	3	2	5	2
J. Steals from others				
1. Inside family	1	0	1	0
2. Outside family	1	0	3	0
K. Harmful to animals	2	0	1	0
III. Value System				
A. Use of illegal drugs	2	0	4	0
B. Sexually permissive				
1. Incest	0	0	0	0
2. Outside of family	3	0	3	0
C. Smokes	5	5	5	5
D. Drinks alcohol	3	3	3	4
E. Cheats	2	5	2	5
F. Lies	5	4	5	4
G. Uses Vulgar language	5	5	5	5
H. Sexual perversion	0	0	0	0
IV. Personality Attributes				
A. Temper outbursts	3	5	4	5
B. Antagonistic	3	3	3	5
C. Despondent	3	2	4	2
D. Uncooperative	3	3	3	5

(page 6)

	Before		After	
	Home	School	Home	School
E. Lazy	5	5	5	5
F. Criticizes other	3	3	3	3
G. Not compassionate	4	4	4	4
H. Not considerate	4	4	4	5
I. Selfish	5	0	5	0
J. Sarcastic	5	5	5	5

5 = typical behavior

4 = often but not typical

3 = sometimes

2 = rare

1 = never

0 = no response

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RATING SCALESTUDENT B<sup>3</sup>

	Home	School	Home	School
I. Responsibility				
A. Does not do what is asked	4	3	4	2
B. Does not help family work toward goals	3	0	3	0
C. Cannot be trusted	1	0	1	0
D. Must be reminded to do prescribed chores	3	0	3	0
E. Is not careful with property of others	2	0	2	0
F. Does not attend school on own initiative	1	1	1	1
G. Does not attend class	1	1	1	1
H. Is not punctual	1	1	1	1
I. Does not complete work assignments	3	3	3	3
J. Runs away from home	0	0	0	0
II. Awareness of Rights of Others				
A. Quarrels with siblings or peers	3	0	2	0
B. Physically abusive with siblings or peers	1	0	1	0
C. Quarrels with parents or teachers	3	4	3	4
D. Physically abusive with parents or teachers	1	1	1	1
E. Makes threats to take lives of others	0	0	0	0
F. Attempts to take lives of others	0	0	0	0

(page 8)

	Before		After	
	Home	School	Home	School
G. Threatens to take own life	0	0	0	0
H. Attempts to take own life	0	0	0	0
I. Uses property of others without permission	2	0	3	0
J. Steals from others				
1. Inside family	0	0	0	0
2. Outside family	0	0	0	0
K. Harmful to animals	0	0	0	0
III. Value System				
A. Use of illegal drugs	2	2	3	2
B. Sexually permissive				
1. Incest	0	0	0	0
2. Outside of family	0	0	2	0
C. Smokes	1	3	3	3
D. Drinks alcohol	2	2	2	2
E. Cheats	1	0	1	0
F. Lies	1	0	1	0
G. Uses vulgar language	2	2	2	2
H. Sexual perversion	0	0	0	0
IV. Personality Attributes				
A. Temper outbursts	0	2	0	3
B. Antagonistic	3	4	2	4
C. Despondent	3	3	1	3
D. Uncooperative	4	3	2	3

(page 9)

	Before		After	
	Home	School	Home	School
E. Lazy	5	4	4	3
F. Criticizes others	4	3	3	3
G. Not compassionate	3	3	3	3
H. Not considerate	3	4	2	4
I. Selfish	4	3	2	3
J. Sarcastic	5	5	3	5

5 = typical behavior

4 = often but not typical

3 = sometimes

2 = rare

1 = never

0 = no response

(page 10)

RATING SCALESTUDENT B<sup>4</sup>

	Before		After	
	Home	School	Home	School
I. Responsibility				
A. Does not do what is asked	3	3	2	2
B. Does not help family work toward goals	4	0	3	0
C. Cannot be trusted	5	0	2	0
D. Must be reminded to do prescribed chores	5	0	3	0
E. Is not careful with property of others	4	3	3	3
F. Does not attend school on own initiative	3	2	2	2
G. Does not attend class	1	1	1	1
H. Is not punctual	1	1	1	1
I. Does not complete work assignments	4	3	2	3
J. Runs away from home	1	0	1	0
II. Awareness of Rights of Others				
A. Quarrels with siblings or peers	5	1	4	1
B. Physically abusive with siblings or peers	2	1	1	1
C. Quarrels with parents or teachers	5	0	4	0
D. Physically abusive with parents or teachers	1	0	1	0
E. Makes threats to take lives of others	0	0	0	0
F. Attempts to take lives of others	0	0	0	0

(page 11)

	Before		After	
	Home	School	Home	School
G. Threatens to take own life	0	0	0	0
H. Attempts to take own life	0	0	0	0
I. Uses property of others without permission	3	1	3	1
J. Steals from others				
1. Inside family	4	1	1	1
2. Outside family	5	1	1	1
K. Harmful to animals	0	0	0	0
III. Value System				
A. Use of illegal drugs	1	1	1	1
B. Sexually permissive				
1. Incest	0	0	0	0
2. Outside of family	0	0	0	0
C. Smokes	0	0	0	0
D. Drinks alcohol	2	0	2	0
E. Cheats	0	1	0	1
F. Lies	2	1	1	1
G. Uses vulgar language	2	2	2	1
H. Sexual perversion	0	0	0	0
IV. Personality Attributes				
A. Temper outbursts	4	1	3	1
B. Antagonistic	4	3	3	2
C. Despondent	2	4	2	3
D. Uncooperative	5	5	4	3

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	Before		After	
	Home	School	Home	School
E. Lazy	4	5	4	3
F. Criticizes others	4	2	3	2
G. Not compassionate	2	0	2	0
H. Not considerate	4	3	4	1
I. Selfish	4	2	4	2
J. Sarcastic	5	4	3	2

5 = typical behavior

4 = often but not typical

3 = sometimes

2 = rare

1 = never

0 = no response

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RATING SCALESTUDENT B<sup>5</sup>

	Before		After	
	Home	School	Home	School
I. Responsibility				
A. Does not do what is asked	3	2	3	2
B. Does not help family work toward goals	3	0	3	0
C. Cannot be trusted	1	1	1	1
D. Must be reminded to do prescribed chores	4	2	3	2
E. Is not careful with property of others	3	0	3	0
F. Does not attend school on own initiative	2	2	2	2
G. Does not attend class	0	1	0	1
H. Is not punctual	3	2	2	2
I. Does not complete work assignments	3	4	3	3
J. Runs away from home	1	0	1	0
II. Awareness of Rights of Others				
A. Quarrels with siblings or peers	3	1	2	1
B. Physically abusive with siblings or peers	2	0	1	0
C. Quarrels with parents or teachers	4	3	4	2
D. Physically abusive with parents or teachers	1	1	1	1
E. Makes threats to take lives of others	0	0	0	0
F. Attempts to take lives of others	0	0	0	0

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	Before		After	
	Home	School	Home	School
G. Threatens to take own life	0	0	0	0
H. Attempts to take own life	0	0	0	0
I. Uses property of others without permission	3	3	3	3
J. Steals from others				
1. Inside family	0	0	0	0
2. Outside family	0	0	0	0
K. Harmful to animals	0	0	0	0
III. Value System				
A. Use of illegal drugs	0	0	0	0
B. Sexually permissive				
1. Incest	0	0	0	0
2. Outside of family	0	0	0	0
C. Smokes	2	3	2	3
D. Drinks alcohol	2	2	2	2
E. Cheats	0	3	0	2
F. Lies	3	0	3	0
G. Uses vulgar language	3	2	2	2
H. Sexual perversion	0	0	0	0
IV. Personality Attributes				
A. Temper outbursts	3	2	2	2
B. Antagonistic	3	2	3	2
C. Despondent	0	0	0	0
D. Uncooperative	4	2	3	2

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	Before		After	
	Home	School	Home	School
E. Lazy	3	3	3	3
F. Criticizes others	3	3	3	3
G. Not compassionate	1	0	1	0
H. Not considerate	4	3	3	3
I. Selfish	1	0	1	0
J. Sarcastic	3	3	3	3

5 = typical behavior

4 = often but not typical

3 = sometimes

2 = rate

1 = never

0 = no response

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RATING SCALESTUDENT G<sup>1</sup>

	Before Home School		After Home School	
I. Responsibility				
A. Does not do what is asked	2	2	2	2
B. Does not help family work toward goals	3	0	3	0
C. Cannot be trusted	1	0	1	0
D. Must be reminded to do prescribed chores	3	0	3	0
E. Is not careful with property of others	1	1	1	1
F. Does not attend school on own initiative	4	4	4	4
G. Does not attend class	0	3	0	3
H. Is not punctual	2	2	2	2
I. Does not complete work assignments	4	4	3	2
J. Runs away from home	0	0	0	0
II. Awareness of Rights of Others				
A. Quarrels with siblings or peers	1	1	1	1
B. Physically abusive with siblings or peers	1	1	1	1
C. Quarrels with parents or teachers	3	1	1	1
D. Physically abusive with parents or teachers	1	1	1	1
E. Makes threats to take lives of others	0	0	0	0
F. Attempts to take lives of others	0	0	0	0

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	Before		After	
	Home	School	Home	School
G. Threatens to take own life	2	0	1	0
H. Attempts to take own life	2	0	1	0
I. Uses property of others without permission	0	0	0	0
J. Steals from others				
1. Inside family	0	0	0	0
2. Outside family	0	0	0	0
K. Harmful to animals	0	0	0	0
III. Value System				
A. Use of illegal drugs	1	0	1	0
B. Sexually permissive				
1. Incest	0	0	0	0
2. Outside of family	3	0	2	0
C. Smokes	3	3	3	3
D. Drinks alcohol	3	2	3	2
E. Cheats	0	0	0	0
F. Lies	4	1	3	1
G. Uses vulgar language	2	0	2	0
H. Sexual perversion	0	0	0	0
IV. Personality Attributes				
A. Temper outbursts	1	1	1	1
B. Antagonistic	1	1	1	1
C. Despondent	3	2	3	2
D. Uncooperative	1	1	1	1

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	Before		After	
	Home	School	Home	School
E. Lazy	4	4	3	3
F. Criticizes others	1	1	1	1
G. Not compassionate	1	1	1	1
H. Not considerate	1	1	1	1
I. Selfish	1	1	1	1
J. Sarcastic	1	1	1	1

5 = typical behavior

4 = often but not typical

3 = sometimes

2 = rare

1 = never

0 = no response

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RATING SCALESTUDENT G<sup>2</sup>

	Before		After	
	Home	School	Home	School
I. Responsibility				
A. Does not do what is asked	5	3	5	4
B. Does not help family work toward goals	5	0	5	0
C. Cannot be trusted	3	4	5	4
D. Must be reminded to do prescribed chores	5	4	5	4
E. Is not careful with property of others	4	0	5	0
F. Does not attend school on own initiative	5	5	5	5
G. Does not attend class	0	5	0	5
H. Is not punctual	4	5	4	5
I. Does not complete work assignments	5	5	5	5
J. Runs away from home	3	0	4	0
II. Awareness of Rights of Others				
A. Quarrels with siblings or peers	4	1	4	1
B. Physically abusive with siblings or peers	3	1	5	1
C. Quarrels with parents or teachers	5	2	5	3
D. Physically abusive with parents or teachers	5	1	5	1
E. Makes threats to take lives of others	3	0	3	0
F. Attempts to take lives of others	2	0	1	0

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	Before		After	
	Home	School	Home	School
G. Threatens to take own life	3	0	3	0
H. Attempts to take own life	2	0	1	0
I. Uses property of others without permission	4	0	5	0
J. Steals from others				
1. Inside family	2	0	2	0
2. Outside family	3	0	3	0
K. Harmful to animals	0	0	0	0
III. Value System				
A. Use of illegal drugs	5	3	5	3
B. Sexual permissive				
1. Incest	2	0	1	0
2. Outside of family	3	0	5	0
C. Smokes	5	5	5	5
D. Drinks alcohol	4	4	4	4
E. Cheats	2	0	3	0
F. Lies	5	0	5	0
G. Uses vulgar language	5	0	5	0
H. Sexual perversion	0	0	0	0
IV. Personality Attributes				
A. Temper outbursts	4	2	4	3
B. Antagonistic	5	4	5	5
C. Despondent	0	3	0	3
D. Uncooperative	5	5	5	5

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	Before		After	
	Home	School	Home	School
E. Lazy	5	4	5	5
F. Criticizes others	4	0	5	0
G. Not compassionate	2	0	2	0
H. Not considerate	4	3	4	3
I. Selfish	4	0	5	0
J. Sarcastic	5	5	5	5

5 = typical behavior

4 = often but not typical

3 = sometimes

2 = rare

1 = never

0 = no response

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RATING SCALESTUDENT G<sup>3</sup>

	Before		After	
	Home	School	Home	School
I. Responsibility				
A. Does not do what is asked	5	5	5	5
B. Does not help family work toward goals	5	0	5	0
C. Cannot be trusted	5	5	5	5
D. Must be reminded to do prescribed chores	5	0	5	0
E. Is not careful with property of others	5	5	5	5
F. Does not attend school on own initiative	5	5	5	5
G. Does not attend class	0	3	0	3
H. Is not punctual	0	3	0	3
I. Does not complete work assignments	5	5	5	3
J. Runs away from home	4	0	2	0
II. Awareness of Rights of Others				
A. Quarrels with siblings or peers	5	3	4	2
B. Physically abusive with siblings or peers	5	2	3	2
C. Quarrels with parents or teachers	5	5	5	3
D. Physically abusive with parents or teachers	4	1	4	1
E. Makes threats to take lives of others	5	0	5	0
F. Attempts to take lives of others	2	0	1	0

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	Before		After	
	Home	School	Home	School
G. Threatens to take own life	3	0	3	0
H. Attempts to take own life	2	0	1	0
I. Uses property of others without permission	4	0	5	0
J. Steals from others				
1. Inside family	4	0	4	0
2. Outside family	5	3	4	3
K. Harmful to animals	3	0	3	0
III. Value System				
A. Use of illegal drugs	2	0	2	0
B. Sexually permissive				
1. Incest	3	0	3	0
2. Outside of family	5	3	5	4
C. Smokes	5	5	5	5
D. Drinks alcohol	5	5	5	5
E. Cheats	4	3	4	3
F. Lies	5	5	4	4
G. Uses vulgar language	5	5	5	5
H. Sexual perversion	3	0	3	0
IV. Personality Attributes				
A. Temper outbursts	5	5	5	5
B. Antagonistic	5	5	5	5
C. Despondent	3	2	3	2
D. Uncooperative	5	5	5	5

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	Before		After	
	Home	School	Home	School
E. Lazy	5	5	3	3
F. Criticizes others	5	5	3	3
G. Not compassionate	4	4	4	4
H. Not considerate	5	5	5	5
I. Selfish	5	5	5	5
J. Sarcastic	5	5	5	5

5 = typical behavior

4 = often but not typical

3 = sometimes

2 = rare

1 = never

0 = no response

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RATING SCALESTUDENT G<sup>4</sup>

	Before		After	
	Home	School	Home	School
I. Responsibility				
A. Does not do what is asked	4	5	3	5
B. Does not help family work toward goals	5	0	5	0
C. Cannot be trusted	5	5	5	5
D. Must be reminded to do prescribed chores	5	5	5	5
E. Is not careful with property of others	4	3	4	3
F. Does not attend school on own initiative	5	5	3	3
G. Does not attend class	0	5	0	2
H. Is not punctual	5	5	4	3
I. Does not complete work assignments	5	5	5	3
J. Runs away from home	5	0	5	0
II. Awareness of Rights of Others				
A. Quarrels with siblings or peers	4	4	2	3
B. Physically abusive with siblings or peers	0	1	0	1
C. Quarrels with parents or teachers	5	4	4	2
D. Physically abusive with parents or teachers	1	0	1	0
E. Makes threats to take lives of others	4	0	2	0
F. Attempts to take lives of others	1	0	1	0

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	Before		After	
	Home	School	Home	School
G. Threatens to take own life	0	0	0	0
H. Attempts to take own life	0	0	0	0
I. Uses property of others without permission	3	4	5	2
J. Steals from others				
1. Inside family	3	0	3	0
2. Outside family	2	0	1	0
K. Harmful to animals	0	0	0	0
III. Value System				
A. Use of illegal drugs	3	2	3	1
B. Sexually permissive				
1. Incest	0	0	0	0
2. Outside of family	5	5	5	5
C. Smokes	5	5	5	5
D. Drinks alcohol	5	5	5	5
E. Cheats	5	2	4	2
F. Lies	5	5	5	5
G. Uses vulgar language	5	4	5	3
H. Sexual perversion	2	0	1	0
IV. Personality outbursts	4	3	5	2
A. Temper outbursts	4	3	5	2
B. Antagonistic	5	4	5	5
C. Despondent	3	3	3	3
D. Uncooperative	5	5	4	4

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	Before		After	
	Home	School	Home	School
E. Lazy	5	4	5	3
F. Criticizes others	4	0	4	0
G. Not compassionate	3	0	3	0
H. Not considerate	5	5	5	5
I. Selfish	5	3	5	2
J. Sarcastic	5	5	3	5

5 = typical behavior

4 = often but not typical

3 = sometimes

2 = rare

1 = never

0 = no response

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RATING SCALESTUDENT G<sup>5</sup>

	Before Home School		After Home School	
I. Responsibility				
A. Does not do what is asked	5	5	5	5
B. Does not help family work toward goals	4	0	5	0
C. Cannot be trusted	4	4	5	3
D. Must be reminded to do prescribed chores	5	0	5	0
E. Is not careful with property of others	5	3	5	5
F. Does not attend school on own initiative	3	3	5	5
G. Does not attend class	3	3	5	5
H. Is not punctual	4	5	4	5
I. Does not complete work assignments	4	4	5	5
J. Runs away from home	3	0	4	0
II. Awareness of Rights of Others				
A. Quarrels with siblings or peers	4	0	3	0
B. Physically abusive with siblings or peers	0	0	0	0
C. Quarrels with parents or teachers	5	0	5	0
D. Physically abusive with parents or teachers	0	0	0	0
E. Makes threats to take lives of others	0	0	0	0
F. Attempts to take lives of others	0	0	0	0

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	Before		After	
	Home	School	Home	School
G. Threatens to take own life	0	0	0	0
H. Attempts to take own life	0	0	0	0
I. Uses property of others without permission	5	3	5	3
J. Steals from others				
1. Inside family	3	0	3	0
2. Outside family	3	2	3	3
K. Harmful to animals	0	0	0	0
III. Value System				
A. Use of illegal drugs	3	1	3	3
B. Sexually permissive				
1. Incest	0	0	0	0
2. Outside of family	3	3	4	3
C. Smokes	5	5	5	5
D. Drinks alcohol	3	3	5	3
E. Cheats	3	3	3	5
F. Lies	3	3	3	3
G. Uses vulgar language	5	5	5	5
H. Sexual perversion	0	0	0	0
IV. Personality Attributes				
A. Temper outbursts	5	3	5	4
B. Antagonistic	5	5	5	5
C. Despondent	0	3	0	3
D. Uncooperative	5	3	5	5

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	Before		After	
	Home	School	Home	School
E. Lazy	5	5	5	5
F. Criticizes others	5	3	4	4
G. Not compassionate	0	0	0	0
H. Not considerate	5	5	5	5
I. Selfish	4	0	5	0
J. Sarcastic	3	3	5	4

5 = typical behavior

4 = often but not typical

3 = sometimes

2 = rare

1 = never

0 = no response

## APPENDIX G

INDIVIDUAL ANALYSIS OF BEHAVIOR CHANGES AND ACADEMIC ACHIEVEMENT

The number ratings (1,2,3,4,5) in the following individual analyses of behavior represent the following frequencies:

5 = Typical behavior

4 = Often but not typical

3 = Sometimes

2 = Rare

1 = Never

0 = Not applicable

STUDENT B<sup>1</sup>

B<sup>1</sup> showed an academic achievement increase of +.1 of a grade point. The home and school informants reported observed positive changes in his behavior. His composite ratings on the before and after behavior rating scales showed a decrease of deviant behavior both at home and at school.

HOME ANALYSIS

Behavior items showing decrease in deviancy:

Ratings

- |        |   |
|--------|---|
| 5 to 3 | 1. Cannot be trusted                        |
| 5 to 4 | 2. Must be reminded to do prescribed chores |
| 5 to 4 | 3. Is not careful with property of others   |

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<u>Ratings</u>	
4 to 3	4. Is not punctual
2 to 1	5. Runs away from home
4 to 3	6. Quarrels with siblings and peers
3 to 2	7. Physically abusive with siblings or peers
5 to 3	8. Quarrels with parents or teachers
4 to 2	9. Physically abusive with parents or teachers
3 to 2	10. Makes threats to take lives of others
2 to 1	11. Attempts to take life of others
2 to 1	12. Attempts to take own life
5 to 3	13. Uses property of others without permission
3 to 1	14. Steals from others inside family
5 to 1	15. Use of illegal drugs
5 to 4	16. Drinks alcohol
5 to 3	17. Uses vulgar language
5 to 3	18. Temper outbursts
5 to 4	19. Uncooperative
5 to 4	20. Lazy
4 to 3	21. Not considerate
5 to 4	22. Selfish
5 to 3	23. Sarcastic

Behavior items showing no change:

5 to 5	1. Does not do what is asked
5 to 5	2. Does not help family work toward family goals
3 to 3	3. Does not attend school on own initiative

<u>Ratings</u>	
1 to 1	4. Threatens to take own life
3 to 3	5. Steals from others outside family
1 to 1	6. Harmful to animals
1 to 1	7. Incest
5 to 5	8. Sexually permissive outside family
5 to 5	9. Smokes
1 to 1	10. Cheats
3 to 3	11. Lies
1 to 1	12. Sexual perversion
5 to 5	13. Antagonistic
3 to 3	14. Despondant
4 to 4	15. Criticizes others
3 to 3	16. Not compassionate

The home reported no behavior changes toward more deviancy.

#### SCHOOL ANALYSIS

Behavior items showing decrease in deviancy:

4 to 3	1. Does not do what is asked
5 to 3	2. Does not attend school on own initiative
5 to 3	3. Does not attend class
3 to 2	4. Physically abusive with siblings or peers
3 to 2	5. Quarrels with parents or teachers
2 to 1	6. Physically abusive with parents or teachers
5 to 1	7. Use of illegal drugs

Ratings

- |        |                         |
|--------|-------------------------|
| 5 to 4 | 8. Drinks alcohol       |
| 5 to 3 | 9. Uses vulgar language |
| 5 to 4 | 10. Uncooperative       |
| 5 to 4 | 11. Criticizes others   |
| 5 to 4 | 12. Sarcastic           |

## Behavior items showing no change:

- |        |   |
|--------|---|
| 3 to 3 | 1. Cannot be trusted                          |
| 5 to 5 | 2. Is not careful with property of others     |
| 3 to 3 | 3. Is not punctual                            |
| 5 to 5 | 4. Does not complete work assignments         |
| 3 to 3 | 5. Quarrels with siblings or peers            |
| 4 to 4 | 6. Uses property of others without permission |
| 5 to 5 | 7. Smokes                                     |
| 1 to 1 | 8. Cheats                                     |
| 5 to 5 | 9. Lies                                       |
| 1 to 1 | 10. Sexual perversion                         |
| 3 to 3 | 11. Temper outbursts                          |
| 5 to 5 | 12. Antagonistic                              |
| 3 to 3 | 13. Despondent                                |
| 4 to 4 | 14. Criticizes others                         |
| 3 to 3 | 15. Not compassionate                         |
| 3 to 3 | 16. Not considerate                           |
| 3 to 3 | 17. Selfish                                   |

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One item was reported to have increased in deviancy:

Ratings

0 to 2

1. Steals from others outside of family

STUDENT B<sup>2</sup>

B<sup>2</sup> showed an academic achievement decrease of  $-.55$  of a grade point. The home and school informants reported observed increased deviancy based on composite ratings.

HOME ANALYSIS

Behavior items showing a decrease in deviancy were:

<u>Ratings</u>	
2 to 1	1. Harmful to animals

Behavior items showing no change:

5 to 5	1. Does not do what is asked
5 to 5	2. Does not help family work toward family goals
5 to 5	3. Cannot be trusted
5 to 5	4. Must be reminded to do prescribed chores
5 to 5	5. Does not attend school on own initiative
5 to 5	6. Is not punctual
3 to 3	7. Runs away from home
4 to 4	8. Physically abusive with peers or siblings
5 to 5	9. Quarrels with parents or teachers
4 to 4	10. Physcially abusive with parents or teachers
1 to 1	11. Steals from others inside family
3 to 3	12. Sexually permissive outside of family
5 to 5	13. Smokes
3 to 3	14. Drinks alcohol

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<u>Ratings</u>	
2 to 2	15. Cheats
5 to 5	16. Lies
5 to 5	17. Uses vulgar language
3 to 3	18. Antagonistic
3 to 3	19. Uncooperative
5 to 5	20. Lazy
3 to 3	21. Criticizes others
4 to 4	22. Not compassionate
4 to 4	23. Not considerate
5 to 5	24. Selfish
5 to 5	25. Sarcastic

The behavior items which showed an increase in deviancy were:

4 to 5	1. Is not careful with property of others
3 to 5	2. Does not attend class
4 to 5	3. Does not complete work assignments
4 to 5	4. Quarrels with siblings or peers
3 to 5	5. Uses property of others without permission
1 to 3	6. Steals from others outside of family
2 to 4	7. Use of illegal drugs
3 to 4	8. Temper outbursts
3 to 4	9. Despondent

#### SCHOOL ANALYSIS

Behavior items showing no change in deviancy were:

Ratings

3 to 3	1. Cannot be trusted
3 to 3	2. Must be reminded to do prescribed chores
3 to 3	3. Is not careful with property of others
4 to 4	4. Does not attend school on own initiative
5 to 5	5. Does not attend class
1 to 1	6. Quarrels with siblings or peers
2 to 2	7. Physcially abusive with siblings or peers
3 to 3	8. Quarrels with parents or teachers
1 to 1	9. Physcially abusive with parents or teachers
2 to 2	10. Uses property of others without permission
5 to 5	11. Smokes
5 to 5	12. Cheats
4 to 4	13. Lies
5 to 5	14. Uses vulgar language
5 to 5	15. Temper outbursts
2 to 2	16. Despondent
5 to 5	17. Lazy
4 to 4	18. Not compassionate
5 to 5	19. Sarcastic
3 to 3	20. Criticizes others

Behavior items which showed an increase in deviancy were:

4 to 5	1. Does not do what is asked
3 to 5	2. Is not punctual
4 to 5	3. Does not complete work assignments

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<u>Ratings</u>	
3 to 4	4. Drinks alcohol
3 to 5	5. Antagonistic
3 to 5	6. Uncooperative
4 to 5	7. Not considerate

There were no behavior items reported to have shown positive change as reported by the school informants.

STUDENT B<sup>3</sup>

Student B<sup>3</sup> showed an academic achievement increase of +.15 of a grade point.

HOME ANALYSIS

Behavior items which showed decrease in deviancy were:

<u>Ratings</u>	
3 to 2	1. Quarrels with siblings or peers
3 to 1	2. Despondent
4 to 2	3. Uncooperative
5 to 4	4. Lazy
4 to 3	5. Criticizes others
3 to 2	6. Not considerate
4 to 2	7. Selfish
5 to 3	8. Sarcastic

Items showing no change were:

4 to 4	1. Does not do what is asked
3 to 3	2. Does not help family work toward family goals
1 to 1	3. Cannot be trusted
3 to 3	4. Must be reminded to do prescribed chores
2 to 2	5. Is not careful with property of others
1 to 1	6. Does not attend school on own initiative
1 to 1	7. Does not attend class
1 to 1	8. Is not punctual

Ratings

3 to 3	9. Does not complete work assignments
1 to 1	10. Physically abusive with siblings or peers
3 to 3	11. Quarrels with parents or teachers
1 to 1	12. Physically abusive with parents or teachers
2 to 2	13. Drinks alcohol
1 to 1	14. Cheats
1 to 1	15. Lies
2 to 2	16. Uses vulgar language
3 to 3	17. Not compassionate

The behavior items which showed an increase in deviancy were:

2 to 3	1. Uses property of others without permission
2 to 3	2. Use of illegal drugs
1 to 3	3. Smokes

SCHOOL ANALYSIS

Behavior items which showed a decrease in deviancy were:

3 to 2	1. Does not do what is asked
--------	------------------------------

Items which showed no change were:

1 to 1	1. Does not attend school on own initiative
1 to 1	2. Does not attend class
1 to 1	3. Is not punctual
3 to 3	4. Does not complete work assignments
4 to 4	5. Quarrels with parents or teachers

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Ratings

1 to 1	6. Physically abusive with parents or teachers
2 to 2	7. Use of illegal drugs
3 to 3	8. Smokes
2 to 2	9. Drinks alcohol
2 to 2	10. Uses vulgar language
4 to 4	11. Antagonistic
3 to 3	12. Despondent
3 to 3	13. Uncooperative
3 to 3	14. Criticizes others
3 to 3	15. Not compassionate
4 to 4	16. Not considerate
3 to 3	17. Selfish
5 to 5	18. Sarcastic

Items which showed an increase in deviancy were:

2 to 3	1. Temper outbursts
--------	---------------------

STUDENT B<sup>4</sup>

B<sup>4</sup> showed an academic achievement increase of +.85 of grade point.

HOME ANALYSIS

Behavior items which showed a decrease in deviancy were:

Ratings

- |        |  |
|--------|--|
| 3 to 2 | 1. Does not do what is asked                     |
| 4 to 3 | 2. Does not help family work toward family goals |
| 5 to 2 | 3. Cannot be trusted                             |
| 5 to 3 | 4. Must be reminded to do prescribed chores      |
| 4 to 3 | 5. Is not careful with property of others        |
| 3 to 2 | 6. Does not attend school on own initiative      |
| 4 to 2 | 7. Does not complete work assignments            |
| 4 to 2 | 8. Threatens to run away from home               |
| 5 to 4 | 9. Quarrels with siblings or peers               |
| 2 to 1 | 10. Physically abusive with siblings or peers    |
| 5 to 4 | 11. Quarrels with parents or teachers            |
| 4 to 1 | 12. Steals from others inside family             |
| 5 to 1 | 13. Steals from others outside family            |
| 2 to 1 | 14. Lies   |
| 4 to 3 | 15. Antagonistic                                 |
| 5 to 4 | 16. Uncooperative                                |
| 4 to 3 | 17. Criticizes others                            |
| 5 to 3 | 18. Sarcastic                                    |

Behavior items showing no change:

<u>Ratings</u>	
1 to 1	1. Is not punctual
1 to 1	2. Runs away from home
1 to 1	3. Does not attend class
1 to 1	4. Physcially abusive with parents or teachers
3 to 3	5. Uses property of others without permission
1 to 1	6. Use of illegal drugs
2 to 2	7. Drinks alcohol
2 to 2	8. Uses vulgar language
2 to 2	9. Despondent
4 to 4	10. Lazy
2 to 2	11. Not compassionate
4 to 4	12. Not considerate
4 to 4	13. Selfish

There were no items showing an increase in deviancy.

#### SCHOOL ANALYSIS

The behavior items showing a decrease in deviancy were:

3 to 2	1. Does not do what is asked
3 to 1	2. Threatens to run away from home
3 to 2	3. Antagonistic
4 to 3	4. Despondent
5 to 3	5. Uncooperative

<u>Ratings</u>	
5 to 3	6. Lazy
3 to 1	7. Not considerate
4 to 2	8. Sarcastic

Items showing no change were:

3 to 3	1. Is not careful with property of others
2 to 2	2. Does not attend school on own initiative
1 to 1	3. Does not attend class
1 to 1	4. Is not punctual
3 to 3	5. Does not complete work assignments
1 to 1	6. Quarrels with siblings or peers
1 to 1	7. Physically abusive with siblings or peers
1 to 1	8. Uses property of others without permission
1 to 1	9. Steals from others inside family
1 to 1	10. Steals from others outside family
1 to 1	11. Use of illegal drugs
1 to 1	12. Cheats
1 to 1	13. Lies
1 to 1	14. Temper outbursts
2 to 2	15. Criticizes others
2 to 2	16. Selfish

There were no items which showed an increase in deviancy.

STUDENT B<sup>5</sup>

B<sup>5</sup> showed an academic achievement increase of +.33 of a grade point.

HOME ANALYSIS

The behavior items which showed a decrease in deviancy were:

<u>Ratings</u>	
4 to 3	1. Must be reminded to do prescribed chores
3 to 2	2. Is not punctual
3 to 2	3. Quarrels with siblings or peers
2 to 1	4. Physically abusive with siblings or peers
3 to 2	5. Uses vulgar language
3 to 2	6. Temper outbursts
4 to 3	7. Uncooperative
4 to 3	8. Not compassionate

The items which showed no change were:

3 to 3	1. Does not do what he is told
3 to 3	2. Does not help family work toward family goals
1 to 1	3. Cannot be trusted
3 to 3	4. Is not careful with property of others
2 to 2	5. Does not attend school on own initiative
3 to 3	6. Does not complete work assignments
1 to 1	7. Runs away from home
4 to 4	8. Quarrels with parents or teachers
1 to 1	9. Physically abusive with parents or teachers

Ratings

3 to 3	10. Uses property of others without permission
2 to 2	11. Smokes
2 to 2	12. Drinks alcohol
3 to 3	13. Lies
3 to 3	14. Antagonistic
3 to 3	15. Lazy
3 to 3	16. Criticizes others
1 to 1	17. Not compassionate
1 to 1	18. Selfish
3 to 3	19. Sarcastic

There were no items which showed an increase in deviancy.

SCHOOL ANALYSIS

The behavior items which showed a decrease in deviancy were:

4 to 3	1. Does not complete work assignments
3 to 2	2. Quarrels with parents or teachers
3 to 2	3. Cheats

The items which showed no change were:

2 to 2	1. Does not do what is asked
1 to 1	2. Cannot be trusted
2 to 2	3. Must be reminded to do prescribed chores
2 to 2	4. Does not attend school on own initiative
1 to 1	5. Does not attend class
2 to 2	6. Is not punctual

Ratings

1 to 1	7. Quarrels with siblings or peers
1 to 1	8. Physically abusive with parents or teachers
3 to 3	9. Uses property of others without permission
3 to 3	10. Smokes
2 to 2	11. Drinks alcohol
2 to 2	12. Uses vulgar language
2 to 2	13. Temper outbursts
2 to 2	14. Antagonistic
2 to 2	15. Uncooperative
3 to 3	16. Lazy
3 to 3	17. Criticizes others
3 to 3	18. Not considerate
3 to 3	19. Sarcastic

There were no items which showed increase in deviant behavior.

STUDENT G<sup>1</sup>

G<sup>1</sup> showed an academic achievement increase of +.5 of a grade point.

HOME ANALYSIS

Items which showed a decrease in deviant behavior were:

<u>Ratings</u>	
4 to 3	1. Does not complete work assignments
3 to 1	2. Quarrels with parents or teachers
2 to 1	3. Threatens to take own life
2 to 1	4. Attempts to take own life
3 to 2	5. Sexually permissive outside of family
4 to 3	6. Lies
4 to 3	7. Lazy

Behavior items showing no change:

2 to 2	1. Does not do what is asked
3 to 3	2. Does not help family work toward goals
1 to 1	3. Cannot be trusted
3 to 3	4. Must be reminded to do prescribed chores
1 to 1	5. Is not careful with property of others
4 to 4	6. Does not attend school on own initiative
2 to 2	7. Is not punctual
1 to 1	8. Quarrels with siblings or peers
1 to 1	9. Physically abusive with siblings or peers
1 to 1	10. Physically abusive with parents or teachers

<u>Ratings</u>	
1 to 1	11. Use of illegal drugs
3 to 3	12. Smokes
3 to 3	13. Drinks alcohol
2 to 2	14. Uses vulgar language
1 to 1	15. Antagonistic
1 to 1	16. Temper outbursts
3 to 3	17. Despondent
1 to 1	18. Uncooperative
1 to 1	19. Criticizes others
1 to 1	20. Not compassionate
1 to 1	21. Not considerate
1 to 1	22. Selfish
1 to 1	23. Sarcastic

There were no items which showed an increase of deviancy.

#### SCHOOL ANALYSIS

The items which showed a decrease in deviancy were:

- 4 to 2     1. Does not complete work assignments
- 4 to 3     2. Lazy

The behavior items which showed no change were:

- 2 to 2     1. Does not do what is asked
- 1 to 1     2. Is not careful of rights of others
- 4 to 4     3. Does not attend school on own initiative
- 3 to 3     4. Does not attend class

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Ratings

- |        |     |   |
|--------|-----|---|
| 2 to 2 | 5.  | Is not punctual                             |
| 1 to 1 | 6.  | Quarrels with siblings or peers             |
| 1 to 1 | 7.  | Physically abusive with siblings or peers   |
| 1 to 1 | 8.  | Quarrels with parents or teachers.          |
| 1 to 1 | 9.  | Physically abusive with parents or teachers |
| 3 to 3 | 10. | Smokes                                      |
| 2 to 2 | 11. | Drinks alcohol                              |
| 1 to 1 | 12. | Lies  |
| 1 to 1 | 13. | Temper outbursts                            |
| 1 to 1 | 14. | Antagonistic                                |
| 2 to 2 | 15. | Despondent                                  |
| 1 to 1 | 16. | Uncooperative                               |
| 1 to 1 | 17. | Criticizes others                           |
| 1 to 1 | 18. | Not compassionate                           |
| 1 to 1 | 19. | Not considerate                             |
| 1 to 1 | 20. | Selfish                                     |
| 1 to 1 | 21. | Sarcastic                                   |

There were no items which showed an increase in deviancy.

STUDENT G<sup>2</sup>

G<sup>2</sup> showed an academic achievement decrease of -.3 of a grade point.

HOME ANALYSIS

The behavior items which showed a decrease in deviancy were:

Ratings

- |        |                                     |
|--------|-------------------------------------|
| 2 to 1 | 1. Attempts to take own life        |
| 2 to 1 | 2. Sexually permissive (incest)     |
| 2 to 1 | 3. Attempts to take lives of others |

Items which showed no change were:

- |        |  |
|--------|--|
| 5 to 5 | 1. Does not do what is asked                   |
| 5 to 5 | 2. Does not help family work toward goals      |
| 5 to 5 | 3. Must be reminded to do prescribed chores    |
| 5 to 5 | 4. Does not attend school on own initiative    |
| 4 to 4 | 5. Is not punctual                             |
| 5 to 5 | 6. Does not complete work assignment           |
| 4 to 4 | 7. Quarrels with siblings or peers             |
| 5 to 5 | 8. Quarrels with parents or teachers           |
| 5 to 5 | 9. Physically abusive with parents or teachers |
| 3 to 3 | 10. Makes threats to take lives of others      |
| 3 to 3 | 11. Threatens to take own life                 |
| 2 to 2 | 12. Steals from others inside family           |
| 3 to 3 | 13. Steals from others outside family          |
| 5 to 5 | 14. Use of illegal drugs                       |

<u>Ratings</u>	
5 to 5	15. Smokes
4 to 4	16. Drinks alcohol
5 to 5	17. Lies
5 to 5	18. Uses vulgar language
4 to 4	19. Temper outbursts
5 to 5	20. Antagonistic
5 to 5	21. Uncooperative
5 to 5	22. Lazy
2 to 2	23. Not compassionate
4 to 4	24. Not considerate
5 to 5	25. Sarcastic

Items which showed an increase in deviancy were:

3 to 5	1. Cannot be trusted
4 to 5	2. Is not careful with property of others
3 to 4	3. Runs away from home
3 to 5	4. Physically abusive with siblings or peers
4 to 5	5. Uses property of others without permission
3 to 5	6. Sexually permissive outside of family
2 to 3	7. Cheats
4 to 5	8. Criticizes others
4 to 5	9. Selfish

#### SCHOOL ANALYSIS

There were no items which showed a decrease in deviancy.

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The items which showed no change were:

<u>Ratings</u>	
4 to 4	1. Cannot be trusted
4 to 4	2. Must be reminded to do prescribed chores
5 to 5	3. Does not attend school on own initiative
5 to 5	4. Does not attend class
5 to 5	5. Is not punctual
5 to 5	6. Does not complete work assignments
1 to 1	7. Quarrels with siblings or peers
1 to 1	8. Physically abusive with siblings or peers
1 to 1	9. Physically abusive with parents or teachers
3 to 3	10. Use of illegal drugs
5 to 5	11. Smokes
4 to 4	12. Drinks alcohol
3 to 3	13. Despondent
5 to 5	14. Uncooperative
3 to 3	15. Not considerate
5 to 5	16. Sarcastic

Items which showed an increase in deviancy were:

3 to 4	1. Does not do what is asked
2 to 3	2. Quarrels with parents or teachers
2 to 3	3. Temper outbursts
4 to 5	4. Antagonistic
4 to 5	5. Lazy

STUDENT G<sup>3</sup>

G<sup>3</sup> showed an academic achievement increase of +1.1 grade point.

HOME ANALYSIS

Behavior items which showed a decrease in deviancy were:

<u>Ratings</u>	
4 to 2	1. Runs away from home
5 to 4	2. Quarrels with siblings or peers
5 to 3	3. Physically abusive with siblings or peers
2 to 1	4. Attempts to take lives of others
2 to 1	5. Attempts to take own life
5 to 4	6. Steals from others outside family
5 to 4	7. Lies
5 to 3	8. Lazy
5 to 3	9. Criticizes others

Items which showed no change were:

5 to 5	1. Does not do what is asked
5 to 5	2. Does not help family work toward goals
5 to 5	3. Cannot be trusted
5 to 5	4. Must be reminded to do prescribed chores
5 to 5	5. Is not careful with property of others
5 to 5	6. Does not attend school on own initiative
5 to 5	7. Does not complete work assignments
5 to 5	8. Quarrels with parents or teachers

<u>Ratings</u>	
4 to 4	9. Physically abusive with parents or teachers
5 to 5	10. Makes threats to take lives of others
3 to 3	11. Threatens to take own life
3 to 3	12. Harmful to animals
4 to 4	13. Steals from others inside family
2 to 2	14. Use of illegal drugs
3 to 3	15. Sexually permissive (incest)
5 to 5	16. Sexually permissive outside of family
5 to 5	17. Smokes
5 to 5	18. Drinks alcohol
4 to 4	19. Cheats
5 to 5	20. Uses vulgar language
3 to 3	21. Sexual perversion
5 to 5	22. Temper outbursts
5 to 5	23. Antagonistic
3 to 3	24. Despondent
5 to 5	25. Uncooperative
4 to 4	26. Not compassionate
5 to 5	27. Not considerate
5 to 5	28. Selfish
5 to 5	29. Sarcastic

Items which showed an increase in behavior deviancy were:

4 to 5	1. Uses property of other with out permission
--------	---

SCHOOL ANALYSIS

Items which showed a decrease in deviancy were:

<u>Ratings</u>	
5 to 3	1. Does not complete work assignments
3 to 2	2. Quarrels with siblings or peers
5 to 3	3. Quarrels with parents or teachers
5 to 4	4. Lies
5 to 3	5. Lazy
5 to 3	6. Criticizes others

The items which showed no change were:

5 to 5	1. Does not do what is asked
5 to 5	2. Cannot be trusted
5 to 5	3. Is not careful with property of others
5 to 5	4. Does not attend school on own initiative
3 to 3	5. Does not attend class
3 to 3	6. Is not punctual
2 to 2	7. Physically abusive with sibling or peers
1 to 1	8. Physically abusive with parents or teachers
3 to 3	9. Steals from others outside family
5 to 5	10. Smokes
5 to 5	11. Drinks alcohol
3 to 3	12. Cheats
5 to 5	13. Uses vulgar language
5 to 5	14. Temper outbursts
5 to 5	15. Antagonistic

<u>Ratings</u>	
2 to 2	16. Despondent
5 to 5	17. Uncooperative
4 to 4	18. Not compassionate
5 to 5	19. Not considerate
5 to 5	20. Selfish
5 to 5	21. Sarcastic

One item showed an increase in deviancy:

3 to 4 1. Sexually permissive outside family

STUDENT G<sup>4</sup>

G<sup>4</sup> showed an academic achievement increase of +.35 of a grade point.

HOME ANALYSIS

The behavior items which showed a decrease in deviancy were:

Ratings

- |        |   |
|--------|---|
| 4 to 3 | 1. Does not do what is asked                |
| 5 to 3 | 2. Does not attend school on own initiative |
| 5 to 4 | 3. Is not punctual                          |
| 4 to 2 | 4. Quarrels with siblings or peers          |
| 5 to 4 | 5. Quarrels with parents or teachers        |
| 4 to 2 | 6. Makes threats to take lives of others    |
| 2 to 1 | 7. Steals from others outside of family     |
| 5 to 4 | 8. Cheats                                   |
| 2 to 1 | 9. Sexual perversion                        |
| 5 to 4 | 10. Uncooperative                           |
| 5 to 3 | 11. Sarcastic                               |

Items which showed no change were:

- |        |   |
|--------|---|
| 5 to 5 | 1. Does not help family work toward goals   |
| 5 to 5 | 2. Cannot be trusted                        |
| 5 to 5 | 3. Must be reminded to do prescribed chores |
| 4 to 4 | 4. Is not careful with property of others   |
| 5 to 5 | 5. Does not complete work assignments       |
| 5 to 5 | 6. Runs away from home                      |

Ratings

1 to 1	7. Physically abusive with parents or teachers
1 to 1	8. Attempts to take lives of others
3 to 3	9. Steals from others inside family
3 to 3	10. Use of illegal drugs
5 to 5	11. Sexually permissive outside of family
5 to 5	12. Smokes
5 to 5	13. Drinks alcohol
5 to 5	14. Lies
5 to 5	15. Uses vulgar language
5 to 5	16. Antagonistic
3 to 3	17. Despondent
5 to 5	18. Lazy
4 to 4	19. Criticizes others
3 to 3	20. Not compassionate
5 to 5	21. Not considerate
5 to 5	22. Selfish

The behavior items which showed an increase in deviancy were:

3 to 5	1. Uses property of others without permission
4 to 5	2. Temper outbursts

SCHOOL ANALYSIS

The behavior items which showed a decrease in deviancy were:

5 to 3	1. Does not attend school on own initiative
5 to 2	2. Does not attend class

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Ratings

- |        |   |
|--------|---|
| 5 to 3 | 3. Is not punctual                            |
| 5 to 3 | 4. Does not complete work assignments         |
| 4 to 3 | 5. Quarrels with siblings or peers            |
| 4 to 2 | 6. Quarrels with parents or teachers          |
| 4 to 2 | 7. Uses property of others without permission |
| 2 to 1 | 8. Use of illegal drugs                       |
| 4 to 3 | 9. Uses vulgar language                       |
| 3 to 2 | 10. Temper outbursts                          |
| 5 to 4 | 11. Uncooperative                             |
| 4 to 3 | 12. Lazy                                      |
| 3 to 2 | 13. Selfish                                   |

Items showing no change were:

- |        |  |
|--------|--|
| 5 to 5 | 1. Does not do what is asked                 |
| 5 to 5 | 2. Cannot be trusted                         |
| 5 to 5 | 3. Must be reminded to do prescribed chores  |
| 3 to 3 | 4. Is not careful with property of others    |
| 1 to 1 | 5. Physically abusive with siblings or peers |
| 5 to 5 | 6. Sexually permissive outside of family     |
| 5 to 5 | 7. Smokes                                    |
| 5 to 5 | 8. Drinks alcohol                            |
| 2 to 2 | 9. Cheats                                    |
| 5 to 5 | 10. Lies                                     |
| 3 to 3 | 11. Despondent                               |
| 5 to 5 | 12. Not considerate                          |
| 5 to 5 | 13. Sarcastic                                |

One item showed an increase in deviancy:

Ratings  
4 to 5    1. Antagonistic

STUDENT G<sup>5</sup>

G<sup>5</sup> showed an academic achievement decrease of -1.0 grade point.

HOME ANALYSIS

The behavior item which showed a decrease in deviancy was:

Ratings

5 to 4 1. Criticizes others

The items which showed no change were:

- 5 to 5 1. Does not do what is asked
- 5 to 5 2. Must be reminded to do prescribed chores
- 5 to 5 3. Is not careful with property of others
- 4 to 4 4. Is not punctual
- 5 to 5 5. Quarrels with parents or teachers
- 5 to 5 6. Uses property of others without permission
- 3 to 3 7. Steals from other inside family
- 3 to 3 8. Steals from others outside family
- 3 to 3 9. Use of illegal drugs
- 5 to 5 10. Smokes
- 3 to 3 11. Cheats
- 3 to 3 12. Lies
- 5 to 5 13. Uses vulgar language
- 5 to 5 14. Temper outbursts
- 5 to 5 15. Antagonistic
- 5 to 5 16. Uncooperative

Ratings

- 5 to 5 17. Lazy  
5 to 5 18. Not considerate

Behavior items which showed an increase in deviancy were:

- 4 to 5 1. Does not help family work toward goals  
4 to 5 2. Cannot be trusted  
3 to 5 3. Does not attend school on own initiative  
3 to 5 4. Does not attend class  
4 to 5 5. Does not complete work assignments  
3 to 4 6. Runs away from home  
3 to 4 7. Sexually permissive outside of family  
3 to 5 8. Drinks alcohol  
4 to 5 9. Selfish  
3 to 5 10. Sarcastic

SCHOOL ANALYSIS

Behavior items which showed a decrease in deviancy were:

- 4 to 3 1. Cannot be trusted

Items which showed no change were:

- 5 to 5 1. Does not do what is asked  
5 to 5 2. Is not punctual  
3 to 3 3. Uses property of others without permission  
3 to 3 4. Sexually permissive outside of family  
5 to 5 5. Smokes

<u>Ratings</u>	
3 to 3	6. Drinks alcohol
3 to 3	7. Lies
5 to 5	8. Uses vulgar language
5 to 5	9. Antagonistic
5 to 5	10. Lazy
5 to 5	11. Inconsiderate
3 to 3	12. Despondent

Items which showed an increase in deviancy were:

3 to 5	1. Is not careful with property of others
3 to 5	2. Does not attend school on own initiative
3 to 5	3. Does not attend class
4 to 5	4. Does not complete work assignments
2 to 3	5. Steals from others outside family
1 to 3	6. Use of illegal drugs
3 to 5	7. Cheats
3 to 4	8. Temper outbursts
3 to 5	9. Uncooperative
3 to 4	10. Sarcastic
3 to 4	11. Criticizes others

## APPENDIX H

## COMPOSITE RATING SCALE SCORES

STUDENT	Before		After		Difference	
	Home	School	Home	School	Home	School
B <sup>1</sup>	145	111	113	95	32	16
B <sup>2</sup>	131	96	140	105	-9	-9
B <sup>3</sup>	69	57	63	57	6	0
B <sup>4</sup>	105	55	75	41	30	14
B <sup>5</sup>	71	50	63	47	8	3
G <sup>1</sup>	61	40	53	37	8	3
G <sup>2</sup>	144	74	153	84	-9	-10
G <sup>3</sup>	170	117	158	108	12	9
G <sup>4</sup>	145	111	133	92	12	19
G <sup>5</sup>	122	85	134	101	-12	-16