

AN ABSTRACT OF THE THESIS OF

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TITLE: THE RELATIONSHIP BETWEEN THE HUMAN DEVELOPMENT PROGRAM AND
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MENT RESPONSIBILITY QUESTIONNAIRE USING SELECTED FOURTH
GRADE STUDENTS

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The purpose of this study was to investigate the relationship between the Human Development Program and locus of control as measured by the Intellectual Achievement Responsibility Questionnaire.

Sixty-one subjects were selected from the fourth grade at the West Salem School in Salem, Oregon for this study. All fourth grade students in the West Salem School were pre-tested with the Intellectual Achievement Responsibility Questionnaire. Thirty subjects were in the treatment group and thirty-one in the control group. Subjects were matched by sex and pre-test scores.

The treatment consisted of nineteen sessions of the Human Development Program Level I. The control subjects experienced no special treatment other than the regular school curriculum during the course of the experiment.

Nine hypotheses testing the relationship between the Human Development Program and locus of control as measured by the Intellectual Achievement Responsibility Questionnaire were formulated. Analysis of each hypothesis showed that a significant relationship did not exist at the .10 level of confidence. The most nearly significant findings were that nineteen sessions of the Human Development Program did relate to an increase in internal responsibility for positive events as measured on the I+ scale of the Intellectual Achievement Responsibility Questionnaire. These findings were found for the total treatment group and for boys alone. The girls alone did not show a significant relationship.

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USING SELECTED FOURTH GRADE STUDENTS

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I. Introduction

Behavioral research has for some time focused on motivation, self-concept, and anxiety as factors in learning. During the last decade, however, the study of locus of control has also begun to receive emphasis. Locus of control focuses on internal control, the belief that one's rewards and punishments come from one's own actions; and external control, the belief that rewards and punishments come from a force outside the self.

Rotter (1971) cites a recent bibliography of studies of locus of control which lists over 300 sources. The Intellectual Achievement Responsibility Questionnaire (IAR) developed by Crandall, Katkovsky, and Crandall has been used in over 200 applied studies.

Rotter (1966 and 1971) indicates that one clear finding of the various locus of control studies is that individuals do differ in their proneness to assign responsibility for both successes and failures to themselves rather than to causes outside the self. Furthermore, that these differences, according to the studies, appear to be stable. Reviews by Joe (1971) and Lefcourt (1966) indicate that internal perceptions consistently relate to achievement performance measures.

Using the Bialer-Cromwell Children's Locus of Control Scale, Shaw and Uhl (1969) found that white upper-middle class subjects

with high external control scores had significantly lower reading scores on the Primary I and II levels of the 1964 Stanford Achievement Test. Also, Clifford (1971) found a significant positive correlation between internality and performance for boys. His study indicates, however, a stronger positive correlation for girls between IQ and performance than between internality and performance. Buck and Austin (1970), and Chance (1965), each found direct relationships between perceptions of internal control as measured on the IAR and academic measures of performance such as achievement test scores and grades in school.

Crandall and Lacey (1972) reasoned that children who felt their rewards and punishments were dependent on their own actions (high internal locus of control) would have developed superior skills to aid them in acquisition of goals. The more frequently, then, the subject perceived positive and/or negative academic events to be a function of his own behavior the more figures he correctly identified on the Embedded Figures Test (EFT). This indicated that those with high internal locus of control were better able to apply goal acquisition skills in a controlled task perceived as pertinent to academic competence. Using Watkin's Embedded Figure Test they investigated the possibility that children who held more internal perceptions might use those skills in a task they perceived as pertinent to academic competency. The Embedded Figures Test (EFT) selected by Crandall and Lacy to test their hypothesis was originally designed as a measure of perceptual field dependence. They reasoned that children would perceive taking the test as an achievement like

situation. The EFT contains achievement cues and arouses achievement-related motivational orientations (Crandall and Sinkeldam, 1961). Thus if internal perceptions (locus of control) were indeed related to better performance on the EFT it would help account for subjects' with high internal scores greater competence in academic tasks. They found a positive relation between the subject's scores on the Intellectual Achievement Responsibility Questionnaire and the number of embedded figures that had been correctly identified.

The Bialer-Cromwell Children's Locus of Control Scale and the Children's Picture Test of Internal-External Control developed by Battle and Rotter contained items which describe several behavioral and motivational areas some of which included dependency, dominance, achievement and affiliation. Crandall, Katkovsky, and Crandall could find no evidence, however, which indicated that those beliefs were consistent across all areas of experience. Therefore they developed a scale (1965) aimed at assessing children's beliefs in reinforcement responsibility exclusively in intellectual-academic achievement situations. The Intellectual Achievement Responsibility Questionnaire (IAR) developed by them limited the source of external control to individuals most often coming into significant contact with children.

Since internal locus of control has a demonstrated relationship with achievement performance measures, it would be helpful to discover the relationship between locus of control and any educational process which claims to affect a change in internal awareness. The purpose of counseling and guidance techniques include

the promotion and facilitation of more effective internal functioning. The Human Development Program, a counseling technique developed by Bessell and Palomares, includes the goal of increasing the inner awareness of the subjects. In studying the effectiveness of this particular counseling technique it appeared that locus of control as assessed by the Intellectual Achievement Responsibility Questionnaire might be one of the variables affected by this counseling program.

Purpose of the Study

The purpose of this study was to investigate the relationship between the Human Development Program and locus of control as measured by the Intellectual Achievement Responsibility Questionnaire with selected fourth grade students as subjects.

Statement of the Problem

This study was undertaken to determine whether or not selected fourth grade students would show a more significant change in the direction of internality of control for both positive and negative events after experiencing nineteen sessions of the Human Development Program, than a control group. The subjects in the control group received no counseling experiences during the course of the experiment. Also the entire fourth grade population was administered both the pre and post tests.

The independent variable in this study was 19 sessions of the Human Development Program. The dependent variables in the study were: internal control; internal control of positive events; and

internal control of negative events. The extraneous variables controlled were: sex; grade placement; and stratification of the sample population based on scores on the pre test.

Theoretical Basis of the Study

The major basis for the Human Development Program is the personality-development theories of Karen Horney (Bessell and Palomares, 1970). Of specific importance is the theory that everyone possesses basic drives to both be competent and be approved. Bessell and Palomares also feel that self and other awareness can be learned by interacting with other individuals. Thus, both similarities and differences can become a part of the individual self through hearing one's self and others articulate them.

They further theorize that awareness is both internal and external. One has varying degrees of awareness of what happens inside himself and what happens outside himself. Furthermore, individuals possess different degrees of awareness of their own and other's effect on what happens.

The design of the Human Development Program, then, is to increase the awareness of both self and others and awareness of the effect each has on the environment and self. They divide the events into feelings, thoughts, and behaviors; and the main themes of the program are awareness, mastery and social-interaction.

This study then was designed to assess the effect of this approach to group counseling on the children's beliefs that they are responsible for both their intellectual-academic successes

and/or failures rather than some force outside the self.

If the Human Development Program does indeed affect a change in internal awareness in the dimensions measured by the Intellectual Achievement Responsibility Questionnaire, then the following null hypotheses will be rejected.

Null Hypotheses

- H₁ There is no significant difference between the control and treatment groups' mean gain score in internal responsibility (I) as measured by the Intellectual Achievement Responsibility Questionnaire.
- H₂ There is no significant difference between the control and treatment groups' mean gain score in internal responsibility for positive events (I+) as measured by the Intellectual Achievement Responsibility Questionnaire.
- H₃ There is no significant difference between the control and treatment groups' mean gain scores in internal responsibility for negative events (I-) as measured by the Intellectual Achievement Responsibility Questionnaire.
- H₄ There is no significant difference between the female control and female treatment groups' mean gain score in internal responsibility (I) as measured by the Intellectual Achievement

Responsibility Questionnaire.

- H₅ There is no significant difference between the female control and female treatment groups' mean gain score in internal responsibility for positive events (I+) as measured by the Intellectual Achievement Responsibility Questionnaire.
- H₆ There is no significant difference between the female control and female treatment group's mean gain score in internal responsibility for negative events (I-) as measured by the Intellectual Achievement Responsibility Questionnaire.
- H₇ There is no significant difference between the male control and male treatment groups' mean gain score in internal responsibility (I) as measured by the Intellectual Achievement Responsibility Questionnaire.
- H₈ There is no significant difference between the male control and male treatment groups' mean score on internal responsibility for positive events (I+) as measured by the Intellectual Achievement Responsibility Questionnaire.
- H₉ There is no significant difference between the male control and male treatment groups' mean gain scores in internal responsibility for negative events (I-) as measured by the Intellectual Achievement Responsibility Questionnaire.

Limitations of the Study

The following limitations are recognized for this study:

1. The sample population was limited to 61.
2. A single age group only was included in the study.
3. The effect of a female counselor was not included.
4. The findings were limited to children in a specific geographical location.
5. A ten week period may be limiting in the results which may be attained.
6. The reliability of the instrument may not be adequate for the entire sample population (Gorsuch et al, 1972).
7. The validity of the instrument may not be adequate in assessing changes theoretically accomplished.
8. Physical predispositions to learning were not able to be considered (Sullivan, 1972).
9. The selection of cues used in the study may have limited the results.

Significance of the Study

While some studies of group counseling have been conducted, little investigation has been made of group counseling in the elementary setting (Howard and Zimpfer, 1972). In addition, almost no studies have been done which used methods in which elements of the treatment have been isolated. This lack has limited the

possibilities of replication of the studies and application of the results to the general population.

The Human Development Program is a group counseling program of a specific nature designed for use with elementary children and which is structured in such a way that the experience is subject to some control. The experience provided can, therefore, be studied with the expectation that it can be duplicated in some degree with other children.

One major goal of counseling is to help individuals assume responsibility for what happens to them (Glasser, 1965). The Human Development Program purports (Bessell and Palomares, 1970) to do that through increasing awareness. Thus, a demonstrated relationship between the Human Development Program as a counseling technique and acceptance of responsibility for both one's failures and one's successes in the dimensions assessed by the Intellectual Achievement Responsibility Questionnaire, would add significantly to the criteria used for selection of specific counseling techniques for specific problems. Also a demonstrated relationship between the treatment and positive changes toward internal responsibility would indicate the desirability of including the Human Development Program as a part of each child's educational program.

Definitions of Terms

The Human Development Program hereafter will be referred to as HDP. HDP is the developmental counseling program developed by Harold Bessell and Uvaldo Palomares. The Program is centered on

the basic drives of children to achieve mastery and gain approval. It is a systematic program which seeks to eliminate the chance factor for growth in the affective domain. It has been described as a curricular approach to preventive mental health.

Awareness is the first major theme of HDP. It means being aware of feelings, thoughts, and behaviors. In addition it is being aware of which of those are real and which are unreal or fantasies.

Mastery is the second theme of HDP. It is the awareness of what one can do. It is also the sense of autonomy and the ability to change one's environment.

Social Interaction is the third major theme of HDP. It is the awareness of the way one causes feelings, thoughts, and behaviors in others and the manner in which others cause the same in him.

Magic Circle is the term used to describe the communication system used in HDP. It is an efficient and sophisticated communications system which is structured in a way that assures prompt and effective feedback.

Facilitator is the term used in HDP for the person who leads the HDP sessions.

Locus of Control is the term used to indicate the location of the person who controls what happens to the individual.

Internal is the term used for placing the responsibility for what happens to oneself within the self.

External is the term used for placing the responsibility for what happens to oneself outside the self. Sometimes it is another person, sometimes it is fate or the gods.

Positive Events are those events which are considered to be good.

Negative Events are those events deemed to be bad.

II. REVIEW OF THE LITERATURE

Although several evaluation reports on the Human Development Program have been written, no formal research studies have been conducted by the developers on this counseling technique (Southard, 1972). Southard also stated in a brochure published by the Human Development Training Institute that 12,000 teachers were using HDP by that date. A search of Dissertation Abstracts and ERIC disclosed no studies significantly related to this study. The descriptors used in the ERIC search were: awareness, developmental counseling; awareness of control; group counseling in elementary schools; disadvantaged programs; Human Development Programs, human relations programs; human development; self-awareness; cross cultural counseling; and social-interaction.

Correspondence with the developers of HDP disclosed that all studies known to them were unpublished. Letters by the author to ten individuals suggested by Palomares' staff resulted in one original document for examination and three extensive summaries. This review of the literature therefore consists of a review of these four documents.

A review of the literature on group counseling with children was not included because the Human Development Program differs from other group counseling in four significant ways: 1. HDP follows a specific pre-determined curriculum; 2. HDP has a set of prescribed behaviors for the facilitator; 3. HDP is designed in a way that allows the classroom teacher rather than the counselor to function

as the facilitator; 4. HDP has as its main goals awareness, mastery, and social interaction as defined.

THE GENERATION OF AFFECTIVE VOCABULARY

Fearn (1970) using 56 subjects from two groups, one a sixth grade in an inner-city school in San Diego and the other from a fifth grade from an affluent section of the same city, tested the null hypothesis: "The experience of the Human Development Program model applied to the whole class setting will not make a measurable difference in the written expression of feelings among children of diverse educational environments."

HDP sessions of one half hour each were conducted twice weekly for nine weeks in each classroom. The focus of the sessions was equally divided among the three areas of the Human Development Program.

The instrument used to assess the generation of affective vocabulary consisted of nine items of which five were visual and four auditory. The subjects were directed to respond to each stimulation by writing their answer to the question, "How does that make you feel?" The final item was the question, "How do you feel right now?" The teacher of each classroom and the investigator both counted the number of responses they judged to be affective and the mean score was used. For the total administration of the instrument the interjudge reliability was .96, and .60 in the fifth grade room alone.

The investigator found the mean gain in the sixth grade room to be 4.41 words or 52% increase over the pre-test mean of eight words. This was found to be significant at the .01 level. The fifth grade group had a mean gain of 4.84 words which was a 31% increase over the pre-test mean of 14 words. The fifth grade gain also exceeded significance at .01 level.

Rejecting the null-hypothesis for both groups the investigator concluded that the Human Development Program as defined and measured constitutes a variable in generating increased affective vocabulary.

Coronado Elementary School

Under the direction of Carlos Savedra the Coronado Elementary School in Albuquerque, N. M. conducted a federally funded study for a bi-lingual, bi-cultural program.

The program consisted of a three track system, English, Spanish, and bi-lingual. The Human Development Program was used with 350 subjects in the experimental school. The program was translated into Spanish for the Spanish and bi-lingual tracks. The subjects were allowed to respond to the cue in either Spanish or English. Coronado and the control school are located in one of the largest low-income, high Spanish speaking areas in Albuquerque.

Savedra reported the experimental school's scores to be significantly higher at the end of the first year compared to the control school's scores. Mean scores are reported for the following instruments used with the kindergarten groups with the control mean followed by the experimental mean: oral competency, 45.7-69.0;

Spanish performance, 7.0-21.9; English performance, 20.1-25.8; affective performance, 14.0-21.2; awareness, .455-.490; mastery, .170-.241 social interaction, .472-.575; peer relations, .422-.570; teacher relations, .126-.268; self-esteem, .195-.225; absentee rate, one day in five - one day in 12.2.

In the first grade the mean scores for the end of the year were reported for the control school followed by the experimental for the following instruments: Inter-American Reading Test in English and Spanish; vocabulary and comprehension score, 21-32; Spanish performance, 15-22; awareness, .295-.547; absenteeism rate, one day in four - one day in 17.2. This demonstrates that the experimental school performances were higher. However, the complete report was not available to the investigator in this study, therefore neither the significance of the gains nor details of the instruments used in the Coronado study were able to be examined.

Headstart Program

Under the direction of Weldon Elbert, the staff of the West Texas Educational Service Center in Midland, Texas compared inclusion of the HDP approach in the regular headstart program used by the staff to the headstart program without the HDP.

The subjects were four and five year olds in the headstart program. Of the more than 100 subjects, 40% were black, 40% brown and 20% anglo. Four headstart classes were used as controls.

All subjects were pre and post-tested with both the social-emotional scale of the Breener pre-school test and the HDP rating

scale (see Appendix C).

Elbert found significant differences for the experimental group at the .01 level when comparing pre and post-tests. Significant differences were not found for the control group at the .05 level. Elbert concluded that the experimental group made 50% more gain than the control group.

K-3 Language Arts Improvement Project

A project designed to explore the affective development of primary-aged children was conducted from January to June 1972 in District #197 of West St. Paul, Minnesota. Seventeen teachers from the public and parochial schools in district at levels K, one, and two volunteered to be trained in HDP and to use it regularly in their classrooms. During the six month period of the study 450 magic circle sessions were conducted.

With the assistance of the Program Evaluation Project, one of the National Institute of Mental Health projects in St. Paul, an instrument was devised to evaluate the study (see Appendix D). The instrument purports to require exact and concrete pin-pointing of behaviors, and to provide a means for quantifying the degree of behavioral change relative to change expected from a particular child.

Findings from the study were in seven areas:

1. Behavioral Expression of Feelings, 16% of the students were less apt than before to express feelings, 48% showed no change and 36% were more apt to show feelings

- by actions;
2. Verbal Expression of Feelings, 3% less expression, 40% no change, and 56% more expression;
 3. Quality of Expression, 2% less types of feelings expressed, 46% no change, and 52% more types of feelings expressed;
 4. Location of the Changes Observed, 12% within the circle, 15% outside the circle, and 73% both in and outside the circle;
 5. Self-Depreciation, 7% more than before, 78% no change and 15% less than before;
 6. Self Approval, 4% less than before, 58% no change, and 37% more than before;
 7. Reading Improvement, No significant changes were observed.

Summary

The paucity of research on a technique reportedly in use by over 12,000 teachers appears to be ample justification for this study. The research findings indicate that a significant gain was made in the generation of affective vocabulary with fifth and sixth grade students. In a bi-lingual experiment significant gains were found in the area of oral competency, Spanish performance, English performance, awareness, mastery, social-interaction, peer relations, teacher relations, self-esteem and in a decrease in absenteeism. Elbert also claimed to have found significant differences at the .01

level in a headstart program using the social-emotional scale of the Breener pre-school test. In a K-3 project using HDP in St. Paul findings were reported to indicate significant change in six of seven areas assessed: Behavioral Expression of Feelings; Verbal Expression of Feelings; Quality of Expression; Location of Change; Self Depreciation, and Self Approval. No change was found in reading improvement. The need for further research is definitely indicated.

III. METHODS AND PROCEDURES

Having determined to study whether or not selected fourth grade students will show a more significant change in internality of control for both positive and negative events after experiencing nineteen sessions of the Human Development Program, than a control group, the following procedures were implemented:

The Sample

In order to provide the greatest validity, a setting was selected where an elementary counseling program was an accepted part of the school program. Further applicability of the findings would be enhanced by the selecting of a school which was somewhat typical of schools in the Pacific Northwest. With these two criteria in mind West Salem Elementary School in Salem, Oregon was selected to be the setting of the experiment.

The fourth grade was chosen as the level for the experiment since evidence indicates that children have stabilized in locus of control by grade four (Crandall, Katkovsky, and Crandall, 1965).

All 76 students in the fourth grade at West Salem Elementary School were administered the Intellectual Achievement Responsibility Questionnaire (IAR) by the building test coordinator whose procedures on the IAR administration had been standardized by the experimenter and the district guidance director. Two students were excluded from the selection procedure because of test irregularities. The boys and girls were treated as separate groups for selection in the treatment and control groups.

Based on IAR scores the girls were ranked by quartile and then their names were written on separate pieces of paper. The district guidance director then drew names from a hat by quartile. Alternate drawees were placed in the treatment groups and the control groups. Thus one girl from each quartile was randomly placed in each of four treatment and four control groups for the study. The same procedure was followed for selection of the boys in the study. The four treatment groups each consisted of four boys and four girls. This procedure in addition to providing a stratified sample of grade four students also allowed for the modeling effect (Carkhuff, 1969) wherein students tend to move toward the level of the most functional model present. In this study that would be the students with the higher scores on the IAR.

The sample population then consisted of 64 fourth grade students. Sixteen boys were in the treatment group and 16 boys in the control group. During the experiment one girl in the treatment group moved. One boy in the treatment group and one in the control group also moved. The final sample then had an N of 61 with 30 in the treatment group and 31 in the control group.

Instrument Used in the Study

The Intellectual Achievement Responsibility Questionnaire developed by Crandall, Katkovsky, and Crandall in 1965 was chosen as the instrument to be used in the study.

The instrument consists of 34 forced choice items with 17 items for positive achievement experiences and 17 items for negative achievement experiences. The experiences are those the IAR designers

consider to occur routinely in the daily lives of children. Each item has two choices: one that the child caused the event and the other that the event was caused by the behavior of another individual in the child's environment. A total Internal Score (I) is given and an Internal Positive (I+) and an Internal Negative (I-) subscore. The designers of the instrument felt that the dynamics for internalizing responsibility for positive events might be different from those of internalizing responsibility for negative events. In that respect the IAR differs from all the other Internal-External scales having two subscores. At the level used in this study the IAR has test-retest reliability correlations of .69 for total I, .66 for I+, and .74 for I-. These correlations were significant at $P < .001$.

The IAR has been used extensively in a number of National Institute of Mental Health studies (NIMH). Crandall (1972), has received over 200 requests to use the IAR in other research. It was chosen for this study for the following reasons:

1. "It is specific to academic and intellectual reinforcement outcomes."
2. "It distinguishes between I-E perceptions of positive vs. negative events and provides subscale scores for each."
3. "It limits external agents to important adults or peers with whom the child comes in daily face-to-face contact." (NIMH Progress Report, 1970)
4. It is specific to the extent that it is able to delimit the extent to which the Human Development

Program affects awareness of internality of responsibility for intellectual achievement for both positive and negative events.

The IAR is administered in groups with the examiner reading the instructions (see Appendix A) and each question. In addition he is to instruct the examinees to choose one and only one answer which comes closest for them. They are also told that there are no right or wrong answers and are assured that responses will not be given to others in the school.

Treatment Procedures

In order to follow as closely as possible the format suggested by Bessell and Palomares, four groups of eight each were formed to receive nineteen sessions of the Human Development Program. Each group consisted of four boys and four girls. Each group contained both a boy and a girl selected by random from each of the quartiles established from administering the IAR.

The curriculum selected for the study was based on the first eighteen lessons of the Level I lesson guide for HDP (see Appendix B). Since HDP is sequential in design it was felt that Level I was most appropriate in design for a beginning group at the fourth grade.

The treatment was administered twice per week from the first week in October until 19 sessions had been completed. During the course of the experiment the control group received no counseling experience of any kind.

The facilitator was trained in HDP during the 1971-72 school year by the staff of the Institute for Personnel Effectiveness in Children of which Uvaldo Palomares is president.

For each session the children were seated in a circle which was called the "magic circle." The subjects were given only three rules for the magic circle. The rules were: 1. sit quietly; 2. only one person at a time may talk; and 3. everyone must listen. The Human Development Program was developed to be used by the classroom teacher. The facilitator had three basic rules to follow. The three rules were designed to keep the program developmental which is within the realm of classroom teacher functions rather than therapeutic in nature. The rules are: 1. give a cue from the lesson guide; 2. after the subject responds, ask him, "Can you tell us a little more about it?"; and 3. after the response to the second step ask, "How did that make you feel inside?" In addition to the three basic rules the facilitator was responsible to see that each person had the opportunity to participate and to make certain that no pressure was put on those who did not choose to talk during that session. The facilitator was to respond to the cue himself sometime in the course of each session.

During each session the facilitator gave positive reinforcement to participants by direct eye contact when each was talking and by verbally reinforcing each subject who repeated what another had said. The facilitator taught accurate listening by paraphrasing what was said in response to the cue. He encouraged others to listen by frequently reviewing what had been said and inquiring if anyone

could remember what had been said by each speaker.

The final session was spent in reviewing what had been learned during the magic circle sessions. The facilitator helped the groups focus on both the similarities and differences of the feelings expressed during the sessions.

All students in the fourth grade at West Salem Elementary School were administered the IAR the week following the conclusions of the experiment.

Treatment of the Data

The results of pre-testing and post-testing were analyzed with both a one way and two way analysis of covariance with the initial score as the covariate. The results were also analyzed to determine if the sex of the subject had a significant effect on the mean gain scores.

Summary

Sixty-one subjects were included in this study. Thirty subjects were in the treatment group and 31 in the control group. Nineteen sessions of the Human Development Program were held using cues from the Level I lesson guide. A male counselor trained by the Palomares staff served as facilitator for this experiment in the West Salem Elementary School. The instrument developed by Crandall, Katkovsky and Crandall called the Intellectual Achievement Responsibility Questionnaire was used as both a pre and post-test. The

scores included both a full scale score (I) and two sub scales I+ and I-. Analysis of covariance was used to analyze the data.

IV. FINDINGS

This study was conducted for the purpose of investigating the relationship between the Human Development Program and locus of control as measured by the Intellectual Achievement Responsibility Questionnaire (IAR) with selected fourth grade students. The subjects were placed in the experimental and control groups based on equal placement of the sexes and internality quartile based on quartile placement from the IAR pre-test. For treatment the experimental groups received 19 sessions of the Human Development Program while the control groups received no counseling for the duration of the experiment. Internality was measured using the Intellectual Achievement Questionnaire developed by Crandall, Kathkovsky, and Crandall. These scores were obtained for each subject: I, for total internality; I+, for internality of positive events; and I-, for internality of negative events.

Analysis Procedure

For the purpose of statistical analysis each of the nine hypotheses was stated as null hypotheses. The analysis of covariance in a two-way classification using the pre-test scores as the covariates was utilized in analyzing the data relative to hypotheses I, II, and III. The analysis of covariance in a one-way classification using the pretest scores as the covariate was used in analyzing the data relative to hypotheses IV, V, VI, VII, VII and IX. The .10 level of significance was chosen for testing the significance of each hypothesis (See Appendix E).

The results of the tests for each hypothesis are described below:

Hypothesis One

H₁: There is no significant difference between the control and treatment groups' mean gain score in internal responsibility (I) as measured by the Intellectual Achievement Responsibility Questionnaire.

Data on internal responsibility for 61 fourth grade subjects were obtained from the pre and post tests of the Intellectual Achievement Responsibility Questionnaire. A two-way analysis of covariance to test mean gain scores using the pretest scores as the covariate was used in testing hypothesis one. The adjusted mean gain scores for the control subjects was .6630 as compared to -.2518 for the treatment subjects. The F ratio was .777. The critical value was 2.80 at the .10 level of confidence. Therefore, it was concluded that a significant difference between the control and treatment groups did not exist at the .10 level of confidence. Hypothesis one was not rejected on the basis of these results. The results appear in Table 1.

TABLE 1. A comparison of Internal scores of the control and treatment groups utilizing the pre-test mean, mean gain, adjusted mean gain and F ratio.

Groups	Pre-Test Mean	Mean Gain	Adjusted Mean Gain	F Ratio
N=31 Control	21.8065	.6452	.6630	
N=30 Treatment	21.7333	-.2333	-.2518	.777

Hypothesis Two

H₂: There is no significant difference between the control and treatment groups' mean gain score in internal responsibility for positive events (I+) as measured by the Intellectual Achievement Responsibility Questionnaire.

Data on internal responsibility for positive events were obtained for 61 fourth grade subjects using the pre and post-tests of the IAR. A two-way analysis of covariance using the pre-test scores as the covariate was used in testing hypothesis two. The adjusted mean gain score for the control subjects was .3225 as compared to -.7436 for the treatment group. The F ratio was 2.794. The critical value was 2.80 at the .10 level of confidence. Therefore, it was concluded that a significant difference between the control group and the treatment group did not exist at the .10 level of confidence. Hypothesis two was not rejected on the basis of these results. The results appear in Table 2.

TABLE 2. A comparison of I+ scores of the control and treatment groups utilizing the pre-test mean, mean gain, adjusted mean gain and F ratio.

Groups	Pre-Test Mean	Main Gain	Adjusted Mean Gain	F ratio
N=31 Control	12.3548	.3226	.3325	
N=30 Treatment	12.6667	-.7333	-.7436	2.794

Hypothesis Three

H₃: There is no significant difference between the control and treatment groups' mean gain scores in internal responsibility for negative events (I-) as measured by the Intellectual Achievement Responsibility Questionnaire.

Data on internal responsibility for negative events were collected for 61 subjects using the IAR. A two-way analysis of covariance using the pre-test scores as the covariate was used in testing hypothesis three. The adjusted mean gain score for the control group was .2664 as compared to .5247 for the treatment group. The F ratio was .107. The critical value was 2.80 at the .10 level of confidence. It was, therefore, concluded that a significant difference between the control group and the treatment group did not exist at the .10 level of confidence. Hypothesis three was not rejected on the basis of these results. The results appear in Table 3.

TABLE 3. A comparison of I- scores of the control and treatment groups utilizing the pre-test mean, mean gain, adjusted mean gain, and F ratio.

Group	Pre-Test Mean	Mean Gain	Adjusted Mean Gain	F ratio
N=30 Control	9.4839	.2581	.2664	
N=31 Treatment	9.0333	.5333	.5247	.107

Hypothesis Four

H₄: There is no significant difference between the female control and female treatment groups' mean gain score in internal responsibility (I) as measured by the Intellectual Achievement Responsibility Questionnaire.

Data on internal responsibility for 31 female subjects were obtained from the pre and post-tests of the IAR. A one-way analysis of covariance using the pre-test scores as the covariate was used in testing hypothesis four. The adjusted mean gain for the control subjects 1.05818 as compared to -.12873 for the treatment subjects. The F ratio was .772. The critical value was 2.89 at the .10 level of confidence. Therefore, it was concluded that a significant difference between the control and treatment groups did not exist at the .10 level of confidence. Hypothesis four was not rejected on the basis of these findings. The results appear in Table 4.

TABLE 4. A comparison of internal (I) scores of the female control and treatment groups utilizing the pre-test mean, mean gain, adjusted mean gain, and F ratio.

Groups	Pre-Test Mean	Mean Gain	Adjusted Mean Gain	F Ratio
N=16 Control	21.68750	.81250	1.05818	
N=15 Treatment	20.73333	.13333	-.12873	.772

Hypothesis Five

H₅: There is no significant difference between the female control and female treatment groups' mean gain score in internal responsibility for positive events (I+) as measured by the Intellectual Achievement Responsibility Questionnaire.

Data on internal responsibility for positive events for 31 female subjects were obtained from the pre and post-tests of the IAR. A one-way analysis of covariance using the pre-test scores as the covariate was used in testing hypothesis five. The adjusted

mean gain for the control group was $-.08907$ as compared to $-.90499$ for the treatment group. The F ratio was $.753$. The critical value was 2.89 at the $.10$ level of confidence. Therefore, it was concluded that a significant difference did not exist between the control and treatment group at the $.10$ level of confidence. Hypothesis five was not rejected on the basis of these findings. The results appear in Table 5.

TABLE 5. A comparison of I+ scores of the female control and treatment groups utilizing the pre-test mean, mean gain, adjusted mean gain, and F ratio.

Groups	Pre-Test Mean	Mean Gain	Adjusted Mean Gain	F Ratio
N=16 Control	21.68750	$-.25000$	$-.08907$	
N=15 Treatment	20.73333	$-.73333$	$-.90499$	$.753$

Hypothesis Six

H_6 : There is no significant difference between the female control and female treatment groups' mean gain score in internal responsibility for negative events (I-) as measured by the Intellectual Achievement Responsibility Questionnaire.

Data on internal responsibility for negative events for 31 female subjects were obtained from the pre and post-test of the IAR. A one-way analysis of covariance with the pre-test scores used as the covariate was used in testing hypothesis six. The adjusted mean gain of the control subjects was 1.14725 as compared to $.77627$ for the treatment subjects. The F ratio was $.191$. The critical value was 2.89 at the $.10$ level of significance. Thus it was concluded

that a significant difference did not exist between the control and treatment group at the .10 level of confidence. Hypothesis six was not rejected on the basis of these findings. The results appear in Table 6.

TABLE 6. A comparison of I-scores of the female control and treatment groups utilizing the pre-test mean, mean gain, adjusted mean gain, and F ratio.

Groups	Pre-Test Mean	Mean Gain	Adjusted Mean Gain	F Ratio
N=16 Control	21.68750	1.06250	1.14725	
N=15	20.73333	.86667	.77627	.191

Hypothesis Seven

H₇: There is no significant difference between the male control and male treatment groups' mean gain score in internal responsibility (I) as measured by the Intellectual Achievement Responsibility Questionnaire.

Data on internal responsibility for 30 male subjects were obtained from the pre and post-tests of the IAR. A one-way analysis of covariance using the pre-test scores as the covariate was utilized in testing hypothesis seven. The adjusted mean gain of the control subjects was .28637 as compared to -.41970 for the treatment group. The F ratio was .185. The critical value was 2.90 for a .10 level of confidence. Therefore, it was concluded that a significant difference did not exist between the control and treatment group at the .10 level of confidence. On the basis of this data, hypothesis seven was not rejected. The results appear in Table 7.

TABLE 7. A comparison of I scores of the male control and treatment group utilizing pre-test mean, mean gain, adjusted mean gain and F ratio.

Groups	Pre-Test Mean	Mean Gain	Adjusted Mean Gain	F Ratio
N=15 Control	21.93333	.46667	.28637	
N=15 Treatment	22.73333	-.60000	-.41970	.185

Hypothesis Eight

H₈: There is no significant difference between the male control and male treatment groups' mean gain score in internal responsibility for positive events (I+) as measured by the Intellectual Achievement Responsibility Questionnaire.

Data on internal responsibility for positive events for 30 male subjects were obtained from the pre and post-tests of the IAR. A one-way analysis of covariance using the pre-test scores as the covariate was used in testing hypothesis eight. The adjusted mean gain of the control group was .85983 as compared to -.65983 for the treatment group. The F ratio was 2.896. The critical value was 2.90 at the .10 level of confidence. Therefore, it was concluded that a significant difference did not exist between the control and treatment group at the .10 level of confidence. Hypothesis eight was not rejected on the basis of these findings. The results appear in Table 8.

TABLE 8. A comparison of I+ scores of the male control and treatment groups utilizing the pre-test mean, mean gain, adjusted mean gain, and F ratio.

Groups	Pre-Test Mean	Mean Gain	Adjusted Mean Gain	F Ratio
N=15 Control	21.93333	.933333	.85983	
N=15 Treatment	22.73333	-.73333	-.65983	2.896

Hypothesis Nine

H₉: There is no significant difference between the male control and male treatment groups' mean gain scores in internal responsibility for negative events (I-) as measured by the Intellectual Achievement Responsibility Questionnaire.

Data on internal responsibility for negative events for 30 male subjects were obtained from the pre and post-tests of the IAR. A one-way analysis of covariance using the pre-test scores as the covariate was used in analyzing the data for hypothesis nine. The adjusted mean gain score of the control subjects was $-.71654$ as compared to $.31654$ for the treatment subjects. The F ratio was $.568$. The critical value was 2.90 at the $.10$ level of confidence. On the basis of these findings it was concluded that a significant difference did not exist between the control and treatment group at the $.10$ level of significance. Therefore, hypothesis nine was not rejected on the basis of these findings. The results appear in Table 9.

TABLE 9. A comparison of I-scores of the male control and treatment groups utilizing the pre-test mean, mean gain, adjusted mean gain, and F ratio.

Groups	Pre-Test Mean	Mean Gain	Adjusted Mean Gain	F Ratio
N=15 Control	21.93333	.60000	-.71654	
N=15 Treatment	22.73333	.20000	.31654	.568

Summary

The data obtained in this study was reviewed and analyzed in this chapter. Hypotheses one, two and three which examined the relationship of 19 sessions of HDP and locus of control as measured by the IAR was analyzed with a two-way analysis of covariance. All three null hypotheses were accepted at the .10 level of confidence. Hypothesis two was closest to being significant at the .10 level with an F ratio of 2.794 and a critical value of 2.80. Hypotheses four, five and six which examined the females only were not rejected at the .10 level of confidence. Hypothesis seven, eight, and nine which examined the male population in the study were not rejected at the .10 level of confidence. Hypothesis eight was the most significant of the final three with an F ratio of 2.896 and a critical value of 2.90 for significance at the .10 level of confidence. While all nine hypotheses were not rejected at the .10 level of significance two hypotheses approached statistical significance. The total group appeared to make positive change toward more internal responsibility for positive events and the male population

appeared to make positive change toward more internal responsibility for positive events.

V. SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to investigate the relationship between the Human Development Program and locus of control as measured by the Intellectual Achievement Responsibility Questionnaire. Clifford (1971) found that a significant positive correlation existed between internality and performance for boys. Additional studies found significant relationships between subjects' perceptions of internal control as measured by the IAR and academic performance measures (Buck & Austin, 1970; Chance, 1965). This study was designed then to determine if the variables measured by the IAR would be dependent on a counseling technique designed to increase self awareness. The Human Development Program was selected as the counseling technique to be studied because of its structure which lends itself to replication. Nine hypotheses were formulated to test this relationship. Analysis of each hypothesis showed that a significant relationship did not exist between the human development program and locus of control as measured by the Intellectual Achievement Responsibility Questionnaire at the .10 level of confidence. The most significant positive relationships found were increases in internal responsibility for positive events by the total sample and by boys only. The hypotheses tested were as follows:

Hypotheses

- H₁ There is no significant difference between the control and treatment groups' mean gain score in internal responsibility (I) as measured by the Intellectual Achievement Responsibility Questionnaire.
- H₂ There is no significant difference between the control and treatment groups' mean gain scores in internal responsibility for positive events (I+) as measured by the Intellectual Achievement Responsibility Questionnaire.
- H₃ There is no significant difference between the control and treatment groups' mean gain scores in internal responsibility for negative events (I-) as measured by the Intellectual Achievement Responsibility Questionnaire.
- H₄ There is no significant difference between the female control and female treatment groups' mean gain score in internal responsibility (I) as measured by the Intellectual Achievement Responsibility Questionnaire.
- H₅ There is no significant difference between the female control and female treatment groups' mean gain score in internal responsibility for positive events (I+) as measured by the Intellectual Achievement Responsibility Questionnaire.

- H₆ There is no significant difference between the female control and female treatment groups' mean gain score in internal responsibility for negative events (I-) as measured by the Intellectual Achievement Responsibility Questionnaire.
- H₇ There is no significant difference between the male control and male treatment groups' mean gain score in internal responsibility (I) as measured by the Intellectual Achievement Responsibility Questionnaire.
- H₈ There is no significant difference between the male control and male treatment groups' mean gain score on internal responsibility for positive events (I+) as measured by the Intellectual Achievement Responsibility Questionnaire.
- H₉ There is significant difference between the male control and male treatment groups' mean gain scores in internal responsibility for negative events (I-) as measured by the Intellectual Achievement Responsibility Questionnaire.

Conclusions

As a result of these findings it appears that although there is a positive correlation between locus of control as measured by the IAR and academic performance measures those variables were not significantly affected by 19 sessions of HDP at the .10 level of confidence. Since Savedra claimed to have found significant changes

on a number of measures of academic performance after using the Human Development Program other variables might have been expected to have changed also. Nineteen sessions of HDP were apparently not sufficient to significantly change internal control as measured by the IAR. Noting however, that some changes in assuming internal responsibility for positive events were found, it appears that HDP might affect a change in locus of control as measured in this study if it were used over a longer period of time. If this were found to be true then as a regular part of the curriculum in school, it would be a valuable tool in affecting a variable related to academic performance and heretofore thought to be stable (Rotter, 1971).

An alternative that must be considered is that the Human Development Program is indeed able to affect change in academic performance but that variables other than those measured by the IAR are dependent on HDP. Since HDP is designed to increase awareness this alternative raises two important questions: What set of variables related to awareness is affected by HDP? Does the IAR measure variables which are dependent on HDP?

The failure to reject the null hypotheses in this study is not sufficient cause to conclude that the Human Development Program does not affect the inner awareness of self as it theoretically claims to do. While 19 sessions of HDP did not relate to any change in internal locus of control as measured by the IAR at the .10 level of confidence, other facets of internal locus of control may have been affected. The problem lies in finding or designing instruments which get at the factors the Human Development Program claims

to influence.

A fourth explanation which bears credence is that the set of cues selected to be used in this study affected variables other than those measured by the IAR which might have supported Savedra's findings if achievements had been assessed. It is quite likely, however, that the change noted was due to the HDP sessions conducted, but that more significant change was not noted because too broad a range of cues was used. A replication of the study with cues being selected which bear directly on self-awareness and responsibility rather than following cues from the regular HDP curriculum might produce more significant positive results.

The most nearly significant findings of this study were that internal responsibility for positive events were dependent to some extent on HDP. These findings indicated that HDP was most effective with boys. This may be because the girls in the study already had reached a stable state while the boys were still developing. (Crandall, et al, 1965).

Recommendations

With these findings and conclusions in mind, the following recommendations are made:

1. In order to better assess the effect of time in manipulating locus of control with HDP, this study should be replicated with an increase in the number of HDP sessions and should be conducted over a full school year.

2. Instruments more specifically related to the stated goals of specific counseling techniques should be developed in order to effectively assess the results of both the counseling technique and the individual practitioner.
3. Further studies should be conducted to determine the effectiveness of HDP as a counseling technique. Important contributions would be made by determining its relationship to anxiety, motivation, self-concept, creativity, and independence vs. conformity.
4. Further study of HDP should be conducted with cues selected to more directly relate to the area measured by whatever instrument is used.
5. Elementary schools should consider using the IAR as an instrument to determine which children feel they are least able to affect what happens to them academically. Those children should then be given counseling to assist them in changing this concept.
6. Since the findings of this study did not show HDP to be an effective counseling technique, further intensive and extensive research should be conducted in order to determine whether or not the present widespread use of HDP should be continued.

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APPENDICES

APPENDIX A
THE IAR QUESTIONNAIRE

I+ Response
The IAR Questionnaire
I- Response

Name _____

Grade _____

Birthdate _____

Sex (Male or Female) _____

GENERAL INSTRUCTIONS: This questionnaire describes a number of common experiences most of you have in your daily lives. These statements are presented one at a time, and following each are two possible answers. Read the description of the experience carefully, and then look at the two answers. Choose the one that most often describes what happens to you. Put a circle around the "A" or the "B" in front of that answer. Be sure to answer each question according to how you really feel.

If, at any time, you are uncertain about the meaning of a question, raise your hand and one of the persons who passed out the questionnaires will come and explain it to you.

- + 1. If a teacher passes you to the next grade, would it probably be
 - A. because she liked you, or
 - B. because of the work you did?
- + 2. When you do well on a test at school, is it more likely to be
 - A. because you studied for it, or
 - B. because the test was especially easy?
- 3. When you have trouble understanding something in school, is it usually
 - A. because the teacher didn't explain it clearly, or
 - B. because you didn't listen carefully?
- 4. When you read a story and can't remember much of it, is it usually
 - A. because the story wasn't well written, or
 - B. because you weren't interested in the story?
- + 5. Suppose your parents say you are doing well in school. Is this likely to happen
 - A. because your school work is good, or
 - B. because they are in a good mood?
- + 6. Suppose you did better than usual in a subject at school. Would it probably happen
 - A. because you tried harder, or
 - B. because someone helped you?

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- 7. When you lose at a game of cards or checkers, does it usually happen
A. because the other player is good at the game, or
 B. because you don't play well?
- 8. Suppose a person doesn't think you are very bright or clever.
 A. can you make him change his mind if you try to, or
B. are there some people who will think you're not very bright no matter what you do?
- + 9. If you solve a puzzle quickly, is it
A. because it wasn't a very hard puzzle, or
 B. because you worked on it carefully?
- 10. If a boy or girl tells you that you are dumb, is it more likely that they say that
A. because they are mad at you, or
 B. because what you did really wasn't very bright?
- 11. Suppose you study to become a teacher, scientist, or doctor and you fail. Do you think this would happen
 A. because you didn't work hard enough, or
B. because you needed some help, and other people didn't give it to you?
- + 12. When you learn something quickly in school, is it usually
 A. because you paid close attention, or
B. because the teacher explained it clearly?
- + 13. If a teacher says to you, "Your work is fine," is it
A. something teachers usually say to encourage pupils, or
 B. because you did a good job?
- 14. When you find it hard to work arithmetic or math problems at school, is it
 A. because you didn't study well enough before you tried them, or
B. because the teacher gave problems that were too hard?
- 15. When you forget something you heard in class, is it
A. because the teacher didn't explain it very well, or
 B. because you didn't try very hard to remember?
- + 15. Suppose you weren't sure about the answer to a question your teacher asked you, but your answer turned out to be right. Is it likely to happen
A. because she wasn't as particular as usual, or
 B. because you gave the best answer you could think of?

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- + 17. When you read a story and remember most of it, is it usually
 A. because you were interested in the story, or
B. because the story was well written?
- 18. If your parents tell you you're acting silly and not thinking clearly, is it more likely to be
 A. because of something you did, or
B. because they happen to feel cranky?
- 19. When you don't do well on a test at school, is it
A. because the test was especially hard, or
 B. because you didn't study for it?
- + 20. When you win at a game of cards or checkers, does it happen
 A. because you play real well, or
B. because the other person doesn't play well?
- + 21. If people think you're bright or clever, is it
A. because they happen to like you, or
 B. because you usually act that way?
- 22. If a teacher didn't pass you to the next grade, would it probably be
A. because she "had it in for you," or
 B. because your school work wasn't good enough?
- 23. Suppose you don't do as well as usual in a subject at school. Would this probably happen
 A. because you weren't as careful as usual, or
B. because somebody bothered you and kept you from working?
- + 24. If a boy or girl tells you that you are bright, is it usually
 A. because you thought up a good idea, or
B. because they like you?
- + 25. Suppose you became a famous teacher, scientist, or doctor. Do you think this would happen
A. because other people helped you when you needed it, or
 B. because you worked very hard?
- 26. Suppose your parents say you aren't doing well in your school work. Is this likely to happen more
 A. because your work isn't very good, or
B. because they are feeling cranky?
- 27. Suppose you are showing a friend how to play a game and he has trouble with it. Would that happen
A. because he wasn't able to understand how to play, or
 B. because you couldn't explain it well?

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- + 28. When you find it easy to work arithmetic or math problems at school, is it usually
A. because the teacher gave you especially easy problems, or
 B. because you studied your book well before you tried them?
- + 29. When you remember something you heard in class, is it usually
 A. because you tried hard to remember, or
B. because the teacher explained it well?
- 30. If you can't work a puzzle, is it more likely to happen
 A. because you are not especially good at working puzzles, or
B. because the instructions weren't written clearly enough?
- + 31. If your parents tell you that you are bright or clever, is it more likely
A. because they are feeling good, or
 B. because of something you did?
- + 32. Suppose you are explaining how to play a game to a friend and he learns quickly. Would that happen more often
 A. because you explained it well, or
B. because he was able to understand it?
- 33. Suppose you're not sure about the answer to a question your teacher asks you and the answer you give turns out to be wrong. Is it likely to happen
A. because she was more particular than usual, or
 B. because you answered too quickly?
- 34. If a teacher says to you, "Try to do better," would it be
A. because this is something she might say to get pupils to try harder, or
 B. because your work wasn't as good as usual?

APPENDIX B
HUMAN DEVELOPMENT PROGRAM SESSION TOPICS BY SESSION NUMBER

Human Development Program Session Topics by Session Number

1. Good feelings and bad feelings.
2. Pleasant and unpleasant thoughts.
3. Positive and negative behavior.
4. Mixed feelings about something.
5. Mixed thoughts about something.
6. Positive and negative parts of certain behaviors.
7. Mastery in language.
8. Mastery in mathematics.
9. Self powers to do and to be.
10. Ability to do for self.
11. Power to get what one needs.
12. Power to get into trouble.
13. Getting and giving approval.
14. Getting and giving disapproval.
15. Giving and earning approval for kind behavior.
16. Getting attention.
17. Making another feel good or bad.
18. Feeling included or excluded.
19. Review.

Counselor Behaviors for Leading Human Development Program Activities

1. ACTIVE LISTENING
 - a. show external signs of listening by eye contact, nodding appropriately, smiling, gestures, posture, etc.
 - b. ask open-ended questions: "Would you like to tell us more about that?"
 - c. ask specific questions only if you are sure they are non-threatening and sure that the person welcomes them as help.

- d. ask specific questions to clarify what the other means to say, to help him put into words what he wants to communicate.
- e. allow for times of silence and thought. Calm silence is trust-building. Don't feel you have to jump in every time someone else stops talking.
- f. observe signals that people want to talk; leaning forward, seeking eye contact with you, stealing glances at you, pursing their lips, moving their seats in, etc. Invite them to speak: "Do you have something, Jack?"
- g. never take the "ball" away from participants. They are the stars.

2. FOCUS ON FEELINGS

- a. go from experience to feeling: "How did that make you feel?"
- b. encourage comprehensive description of the feeling: "How did the feeling come on you?" "At what moment, if there was one, did you have that feeling of joy?"
- c. accept all feelings as real without labeling them good or bad: "You really felt that deeply, didn't you?" "It sounds like that feeling was important to you."
- d. notice and point out feeling-reactions participants have to others' feelings: "You seemed involved in what Bill was saying. Have you experienced the same thing?"
- e. note group feelings: "The group was really with you."
- f. remember a word or phrase the person used that is feeling-based, and phrase a question around it. "When you were telling about camping and finding the waterfall, you mentioned the sound of the water. You said it as if that were a part of the feeling for you." If you were accurate, the person will be able to describe the feeling more fully.

3. GIVE RECOGNITION

- a. look at each one gently and calmly when you speak to him.
- b. learn each one's name and if you forget, ask for it again. Don't be afraid to make a mistake.
- c. thank each participant for his contribution when he speaks unless participants are responding quickly and appropriately to each other. Then give recognition by non-verbal means: nods, eye contact, smile.
- d. praise good listening when another can review or respond to what a speaker says: "You were listening."
- e. give recognition for participants' expressing of feelings, of group support, of risk-taking: "You really looked happy when you spoke about that." "The group was deeply involved in what you were saying."

"It sounded like you shared something that was really personal and important to you." Then let the person say more if he wants to.

4. PARAPHRASE

- a. use words the speaker himself used as much as possible.
- b. particularly when a participant is able to speak on the topic only in incomplete ideas, repeat back to him the gist of what he says briefly so he can realize how far he's progressed with the idea, and can continue further with it if he wants to.
- c. don't put words in his mouth, but do supply words for which he already has a concept or experience and needs words to express. There is a fine line between taking over what he is saying, and saying just enough to assist him in putting a complete idea together.
- d. use paraphrasing to obtain his help in making you understand what he means: "You mean...?" Don't stop his momentum, however, just to clarify for yourself some detail. Stay in his frame of reference.

5. REVIEW

- a. from time to time, when the flow of conversation slows down or when several have spoken, ask for a review: "Let's see where we've come..." Then ask if anyone in the group would review what was said.
- b. be able yourself to repeat succinctly what each person has said. In the beginning, you will do most of the reviewing. If the person reviewing does not touch accurately on a particular individual, either ask that individual or someone else if they could fill in or add to what was said in review.
- c. the purpose is to give another increment of recognition to those who spoke and to those listening attentively enough to review accurately.
- d. review can be used to bring digressions back to the topic. Don't "put down" someone who digressed, but thank him sincerely: "Thank you, Ed. Now let's see what we've talked about so far."
- e. either yourself or a participant should review at the conclusion, mentioning each by name and addressing him rather than speaking about him: "Ronnie, you said..." rather than "he said..."

6. FOCUS ON SIMILARITIES AND DIFFERENCES

- a. the purpose of this is to show young people how much the same they are and that their differences are not a bad thing.
- b. reviewing and paraphrasing flow naturally into focusing on similarities and differences: "Let's see where we've come. Jim, you said... which sounds something like what Billy was saying."

- c. the ability to verbalize similarities and differences implies a fairly advanced stage of development that we are not likely to find in very small children.
- d. once the young people are able to paraphrase each other's answers to some degree and can review well, ask them first if they can identify similarities and differences before you do it yourself: "Does anyone hear a sort of pattern in what we have said?" "Do we seem to experience a sense of success or competence in similar or different ways?"
- e. little of this can be used, perhaps once a session. Do not push for a daily lesson to be learned" or drive for a "pat" sense of closure not felt first by the children themselves.

7. INVOLVE EVERYONE

- a. to encourage the reticent child, ask him if he would like to whisper his answer to you or to someone next to him. When he tells, respond encouragingly, then ask if he would like to tell the group also.
- b. ask him if the group could try to guess what his answer might be. Once he says okay, he becomes involved in saying yes or no, and usually tells eventually.
- c. deal with disrupters' feelings without blame: "You seem to feel angry today... Would you like to tell us how you feel? ...is there anything we can do to help you get over the feeling?"
- d. watch carefully for signs that reticent children want to be invited in. When you see such signs, ask gently: "Jack?" "Would you like to take a turn?"
- e. involve the timid by inviting them to review what someone just said. If they can get even one word out, you can give recognition for their good listening. They must go from tiny success to tiny success.
- f. touch children who are "acting out" while giving eye attention to the one speaking. Perhaps have children change seats to separate troublesome pairs.
- g. if a child does not take a turn today, remember this and be sure to give him an early chance (and many chances) tomorrow.

8. TRANSFER LEADERSHIP

- a. ask if they have questions for each other.
- b. become aware of how any are ready to jump in, and permit the silences that will allow them to. Use facial expression, glance, and gesture to encourage this-spontaneity.
- c. make general statements encouraging others' spontaneous responses to speakers: "If any of you have responses to what someone says, jump right in."

- d. from time to time give specific invitations: "Does anyone have a comment for Jack?"
- e. as soon as someone is ready, offer him formal leadership of the group, from announcing the topic to the conclusion. He may also conduct a group discussion to decide upon a topic, majority vote deciding. Intervene only if the group is becoming a disaster; and then only to get it running again.
- f. an intermediate stage is to turn over leadership in the middle of a session to a child who is almost doing it already.
- g. give supportive recognition afterwards for everything the child leader did well, plus helpful critique.
- h. participate in all the circles, but gradually turn over leadership of two-thirds of the circles to the young people.

APPENDIX C
DEVELOPMENTAL PROFILE

**METHODS
IN HUMAN
DEVELOPMENT**



NAME: _____
(Last) (First) (Middle)

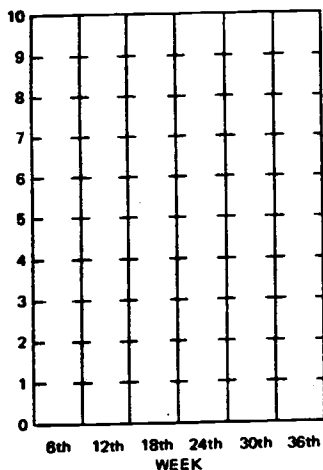
GRADE: _____ SCHOOL: _____

TEACHER: _____ YEAR: _____

Developmental Profile

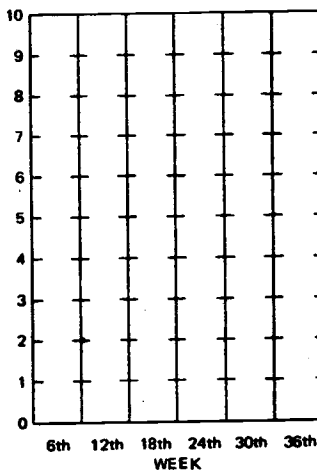
AWARENESS

(1) AWARENESS OF SELF



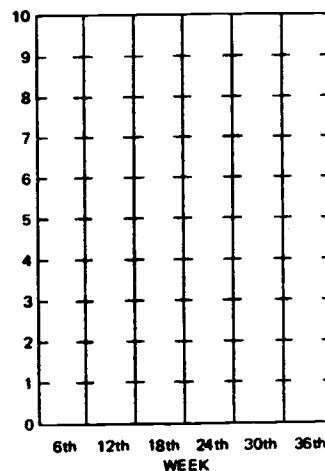
MASTERY

(1) SELF CONFIDENCE



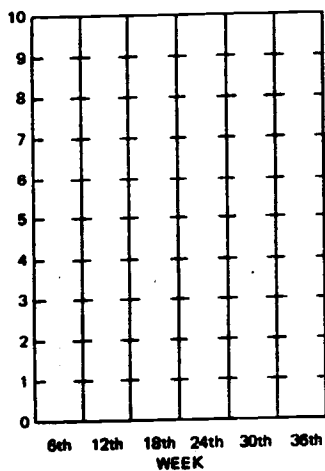
SOCIAL INTERACTION

INTERPERSONAL
(1) COMPREHENSION



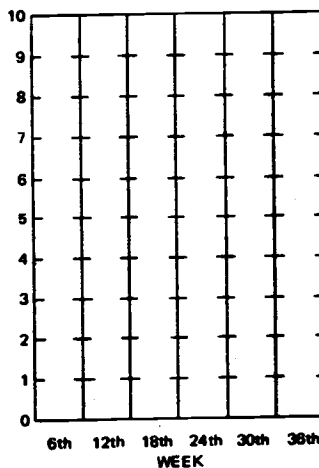
AWARENESS

(2) SENSITIVITY TO OTHERS



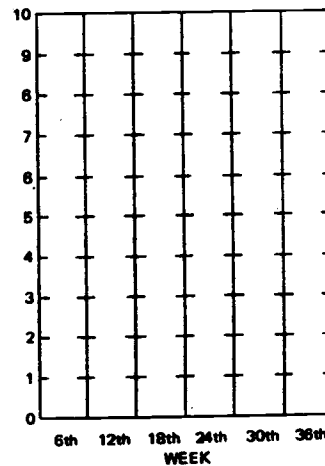
MASTERY

(2) EFFECTIVENESS



SOCIAL INTERACTION

(2) TOLERANCE



COMMENTS: _____

INSTRUCTIONS: At the end of each six week period, the teacher should make use of the following scales to analyze the child's development. Using the descriptions given, he should be able to determine the number most indicative of his perceptions of the child. This number can then be entered on the appropriate scale, and as subsequent numbers are recorded, any developmental trends should become apparent.

AWARENESS

(1) AWARENESS OF SELF

The aware child knows how he feels, what he thinks, and what he is doing. Although he is conscious of himself, he is not self-conscious, insecure or embarrassed. This awareness does not produce anxiety. He accepts and can acknowledge how he really feels, thinks, and acts.

- (10) Very aware; always conscious of his feelings, wishes, fears, and the meaning of his behavior (positive or negative).
- (8) Most of the time aware, ready to acknowledge what he feels, thinks and does. Only occasionally uses denial.
- (5) Often aware of his feelings, behavior and thoughts, and willing to recognize them as such. However, often reacts without awareness or uses denial.
- (2) Usually unconscious or unaware of himself. Denies his real feelings and thoughts, and cannot recognize his own actions for what they are.
- (0) Unconscious; full of denial; completely unable to recognize his true feelings, thoughts, or behavior.

(2) SENSITIVITY TO OTHERS

The sensitive child is concerned about the well being of other people. He readily ascertains what others are feeling and adjusts his behavior in ways that are thoughtful and beneficial to them.

- (10) Acutely aware and very concerned about other people's feelings and reactions. Readily modifies his behavior in response to this awareness and concern.
- (8) Most of the time aware and concerned about how others are truly feeling and reacting. Generally modifies behavior in accordance with his concern for others.
- (5) Often aware and concerned, but in many instances seems unaware and relatively unconcerned about other people's feelings and reactions. Frequently his behavior generates negative feelings in others.
- (2) Usually unaware and disinterested in what other people are feeling but can recognize what is going on in others when directly called to his attention. He seldom responds to the feelings of others.
- (0) Inensitive and unconcerned as to what is going on in and with other people. Tends to pursue his own behavior no matter how it may affect another person.

MASTERY

(1) SELF CONFIDENCE

The confident child is eager to try new things. He is self-assured and realistic when coping with challenge. His acceptance of himself permits freedom of expression which is natural and uninhibited, without being dramatic or exhibitionistic.

- (10) Always eager to try anything that is new. Approaches challenge with assurance and reacts freely and naturally.
- (7) Most of the time seeks out and meets new and challenging situations with confidence. Generally reacts freely and naturally, but is inhibited upon occasion.
- (5) Usually tries anything new that is presented to him, but seldom seeks out challenging situations on his own. Often is inhibited rather than free and natural in his expression.
- (2) Frequently avoids challenges, but will deal with them when encouraged. Responses are inhibited and stilted.
- (1) Almost always shies away from challenges. Requires repeated encouragement before reluctantly trying. Responses almost always lack spontaneity and naturalness.

(2) EFFECTIVENESS

The effective child copes appropriately. He is emotionally stable, and flexible enough to successfully implement his own desires or meet the external demands of his environment.

- (10) Always deals appropriately and successfully with his inner needs and external demands. Flexible enough to shift approach, yet stable enough to maintain direction.
- (7) Typically gets his needs met. Usually able to accept and adjust to changing circumstances.
- (5) Often successful, but frequently fails to get his needs met. Has trouble shifting from original viewpoint or behavior. Realization of a need to shift may be upsetting to him.
- (2) Mostly ineffective, but occasionally successful in his efforts. Usually unable to adapt to new information or demands and is upset and loses his bearings when circumstances change.
- (1) Rarely succeeds in his efforts. Rigid. Very unresponsive to new information or demands. Generally agitated or immobilized by change in circumstances.

SOCIAL INTERACTION

INTERPERSONAL (1) COMPREHENSION

This trait assesses the child's understanding of how one person's behavior causes approval or disapproval of that behavior in another person.

- (9) Very high comprehension. Child almost always recognizes the effect of any given behavior.
- (7) Usually comprehends what the second person's reaction will be to the first person's behavior.
- (5) Sometimes perceives the interpersonal effects, but just as often fails to comprehend how one person's behavior affects another person's attitude.
- (2) Seldom comprehends interpersonal interaction. Usually at a loss in being able to see how one person's behavior affects another person's reaction.
- (1) Virtually no comprehension of how a person's behavior causes attitudes in other people. Almost always fails to comprehend the interaction.

(2) TOLERANCE

The tolerant child recognizes and accepts individual differences. He accepts and gives full regard to others who have different feelings, thoughts, and reactions than his own. But he does not necessarily approve or yield to their influence.

- (10) Extremely tolerant. Understands and accepts differences as natural. Tolerates a very broad spectrum of feeling, thoughts, and behavior in others.
- (7) Reasonably tolerant about individual differences.
- (4) Mildly tolerant, but tends to not accept certain natural variations.
- (2) Usually intolerant. Tends to regard people who differ from him as being unacceptable, even wrong.
- (0) Very intolerant. His way of feeling, thinking and reacting is the only way that he can accept. People who are different are completely unacceptable.

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APPENDIX D
HUMAN DEVELOPMENT PROGRAM

INDEPENDENT SCHOOL DISTRICT NO. 197
1037 Bidwell Street
West St. Paul, Minnesota 55113

HUMAN DEVELOPMENT PROGRAM

Rating Scales for Handling Feelings

Developed with the assistance of the National Institute
of Mental Health
(Student Evaluation)

1. Behavioral Expressions of Feelings. Feelings can be expressed through actions, such as hitting, crying, hugging, etc. Has there been any change in the use of behaviors (versus words) to express feelings since the start of the H.D.P.?

less apt than before to express feelings through actions _____
no change _____ more apt than before _____
2. Verbal Expression of Feelings. This is the other side of the coin referred to above. Has there been any change in readiness to use words (versus actions) to express feelings.

talks more about feelings than before _____ no change _____
less apt to talk about feelings than before _____
3. Quality of Verbal Expression. Has there been a change in the type of feelings he/she talked about? For example, before he/she talked only about good feelings, now does he/she also talk about bad feelings?

less apt than before to express certain types of feelings _____
no change _____ Describes more types of feelings than before _____
4. The above noted changes apply to the behavior of this child:

mainly within the circle _____ mainly outside the circle _____
both _____

Comments: _____

5. Self Concept. Self concept is reflected in many ways. The following are just a few of the ways self concept could be reflected.

Rating for Handling Feelings (con't)
Page Two

Handling frustrations. How does this child respond to possible failure, and possible rejections. Note any change or lack of change since the beginning of the H.D.P. _____

What method does the child use in seeking attention? _____

Frequency of self deprecation.

running him/herself down more than before _____ no change _____
less than before _____

Frequency of self approval.

express acceptance of him/herself more often than before _____
no change _____ less apt to express acceptance _____

6. Please list reading scores for each student in the Human Development Program at the beginning of the program. (Example: Ginn) If this seems like a difficult task, we will collect this data for you, if the records can be made available to us.

7. Please list grades for each student for the entire year, so far and then final grades when available.

mt
4-25-72

APPENDIX E

The following justification for selecting the .10 level of confidence is offered:

1. The decision to use the HDP cues in the regular sequence rather than selecting only those cues directly related to the IAR caused the experimenter to believe that a .10 level of confidence would indicate significance.
2. The lack of evidence that the IAR was directly related to the awareness HDP purports to affect caused the author to believe that a .10 level of confidence would indicate a sufficient level of significance for rejecting or not rejecting the null hypotheses.