

*Psychologists have been thinking about entering this domain of school
the County as an ideal place from which to effect excellent behavior (Carnegie, 1973)
w/PA articles*

Values & Self-Concept

Recently there has been a great deal of ~~xxx~~ literature hypothesizing the importance of the affective domain in educational settings (G. Brown, 1971, Simon, 1971). These theorists suggest that by focusing on the affective domain such as ~~emotions~~ emotions, feelings, self-concept, ~~xxx~~ values clarification, student will thereby be ~~xxx~~ in a better position to perform at a more advanced cognitive level.

Balow, 1966, ("The emotionally, socially handicapped", Review of educational literature, 1966, 26, pp. 120-133, Washington D.C.D, American Educational Research Association) argues that although there has been some form of emotional disturbance found in academic underachievers, it is very difficult to determine the causal direction of that relation. A study by Ash Craft (C, Later School Achievement of ~~xxxx~~ Treated and Untreated Emotionally Handicapped ~~6th~~ Children, Proceedings of the 78th Annual Convention of the American Psychological Association, 1970, 5, 651-52) noted that the treatment of ~~xxx~~ emotional disorders had no affect in school performance in children's grades 3-6 as compared with untreated control group.

~~xxxx~~ Finally, Cobb, J.A., (The Relationship of _____ Classroom behavior (?) to Achievement of 4th grade Pupil, Unpublished doctoral dissertation, University of Oregon, 1969) reviewed a number of studies in which personality variables were manipulated in an attempt to increase the academic achievement in elementary school students. None of the studies produced evidence of increases in achievement ~~xxxx~~ following personality changes. This current study was to determine to look at whether teaching students in a remedial ~~xx~~ reading class certain skills which to ~~xx~~ observe their own behavior and in addition teaching them ways to begin to focus on themselves, their values, their goals within life. would facilitate: 1. orderly classroom conduct, 2. Improvement of reading skills. 3. and some kind of self-concept change.

The rationale for this study

There have been several studies which have shown that inappropriate behavior in the classroom ~~might~~ could be extinguished and more appropriate social behavior excellerated. These studies have been carried out in regular classrooms (Cobb, et al, Both social reinforcers (Becker, W.C., Matson, C.H., Arnold, C.R., and Thomas, D.R., The Contingent Use of Teacher Attention and Praise in reducing Classroom Behavior Problems, Journal of Special Education, 1967, 1, 287-307) and non-social, token reinforcers (~~Kuypers~~ Kuypers, D.A., Becker, W.C., and O'Leary, K.D., "How to make a Token system fail. Exceptional Children, 1968, 35, 1-109) have been used with both groups (Schmidt, G.W., and _____, R.E., "Affects of Group Events Upon Classroom noise, Journal of Applied Behavior Analysis, 1962, 2, 171-179) and individual contingencies (Paterson, G.R., Cobb, J.A., and Rey, R..S. (?), Direct intervention in the Classroom ~~has~~ — A Set of procedures for the aggressive child. In F.W. Clark, D.R. Evans, L.A. Hamerlynck]Editors, Implementing Behavioral Programs for Schools and Clinics, Champaign, Illinois: Research Press, 1972]) Successful interventions have been carried out by focusing directly on the behavior of the target child (Coleman, R., A conditioning technique applicable to elementary Classrooms. Journal of applied behavior Analysis, 1970, 3, 293-297) or be modifying the teacher (HALL, R. D., LUMPT, D., + Jackson, D. J.,

The Effect of Teachers attention on Study Behavior.

Journal of Applied Behavior Analysis, 1968, 1, 1-12)

Rational for Present Study

All of the above studies have used the manipulation of teacher attention on student appropriate/~~in~~appropriate behavior or have used token economy system for similar ends. As pointed out by Furster, 1971, (?) it was quite possible that the token system accomplishes the same end by having the teacher or the dispenser of the token focus on the specific appropriate/~~in~~appropriate behaviors. There have recently been, however, studies which have shown the effectiveness teaching students to self-monitor their own actions as the first ~~step~~ in behavior change (Browden, Hall, & Mitz, 1972, Thoresen & Mahony, 1974 [?])

What the early generalizations about the self-monitoring research suggest is that the behavior will ~~g~~ change ~~at~~ at least temporarily in the desired direction depending upon how the person sees the valence of that behavior. In other words if ~~h~~ the students want to decrease their behavior, such as, talking-out, negatively valence (?) behavior, if he is asked to monitor that, the very act of observing that behavior will begin to diminish it. An important conceptual point, however, is that the student needs to feel that the behavior is something he wants to change, Therefore, the current study determined that the most important intervention will be to combine a type of values clarification, awareness component with the

self-monitoring/ self-management component. In this way, the first two sessions could be devoted to allowing the students the opportunity to explore a different career, goals, options, and meaning which they found in their own lives, and then to determine ~~with~~ whether school or the reading skills in which they were engaged were appropriate to those goals. It was hypothesized that the students would in fact see the relevance and therefore when asked to monitor appropriate/inappropriate behavior, in class, it was hypothesized that that behavior ~~would~~ would then change. It was decided that without the values clarification component, to just have students self-monitor inappropriate behavior, perhaps, would have no reactive effect~~x~~ at all because it would be possible they wouldn't be motivated to change their behavior. In other words, they can beware acting they were acting inappropriately, felt fine they were acting inappropriately, and were not willing to make any changes. Awareness then would probably, it was hypothesized, would have no effect (ft. This is an interesting important point in terms of self-management literature. Even though self-management or will power can be conceptualized from a behavioral standpoint as a learning skill, motivation is something different from this "self-management". In other words, a _____ person must be motivated by whatever external or internal contingencies ~~x~~ to buy into a self-management package. This distinction between motivation and will power is often

overlooked in behavioral literature) ~~Method~~. Method. Subjects.

Subjects were all students at a local high school who were in the remedial reading class. The class consisted of 16 students, 8 of ~~whom~~ whom volunteered to be in a "group in which people can talk about themselves". Parent consent forms were signed. There were two methodological problems which show themselves immediately. One is that students volunteered for the group ~~whom~~ which in self could be a sign of motivation to make some kinds of changes; however, conversely it could ~~be~~ also be a sign of attempting to get out of class. Secondly, the teacher had singled out this particular group as needing change because it was so "rotty and out of control".

Achievement Tests

Achievement Tests were given before the group began as well as the semantic differential. For the name of reading achievement test *See G. Mann -*

Observations

The two week baseline was taken in which raters coded inap/app beh.. The students were monitored at 15 seconds intervals and in a regular fashion. After the entire group had been sampled the observer returned to the first ~~x~~ child and began the sequence again. This way the behavior of the student was ~~x~~ sampled several times during each observation session. There were two raters, one full time and one part-time. Each rater was trained on a criterion tape till 100% agreement was

reached. An observer reliability was calculated by dividing the total number of agreements by the total number of agreements and disagreements. Raters continued to code in the 6 wk. group session and for one wk. follow-up.

Intervention

The specific details of the intervention training are listed in the index.

Hypothesis

There are several hypothesises which are important to make explicit here.

the first hyp. is that by teaching students values clarification and then teaching them self-observation, self-management skills, that would change the students app/inapp. behavior in the desired direction. more than the other half of the class who serve as a control group and whose motivation is not manipulated and who are not self observation, self-control skills. Second, it hyp. that by working on emotional kinds of issues, through the values clarification and in addition working on the self-management skills, that there would be a change in the above app/inapp behaviors. This would check out the hyp. which have thus far been disproven, suggesting the correlation between the emotional and inapp beh. Finally the study was going to look at whether if app/inapp. beh. moved in the desired direction ~~xxx~~ within the classroom, reading achievement would also change. This was measured by the pre and post tests of reading achievement. Fourth, an effort was going to be made to see whether self-concept was changed "personality change"

within the 6 session period. and ~~whether~~ whether there was any correlation between self-concept change, academic improvement on the reading tests, and app/inapp behavior within the classroom. One other ~~and~~ methodological point which should be made is that ~~that~~ the teacher and the parents knew which students ~~in~~ were in the class which was experimental conditioned, therefore, it is possible there was a _____ (1966) effect in which a teacher would expect those students motivated to change or motivated to ~~ab~~ take this class, would be differentiated reinforced ~~from~~ from those students who were not motivated to take the class.

The class was initiated at the teachers request and therefore she was favorably disposed to ;it. and very invested in its success. This could have caused her to selectively ~~and~~ and differentially reinforce those students thereby having that be the factor which would cause behavior change in the class as opposed to the experimental intervention itself.

Control Group:

NOTICE THAT THERE ARE TWO COLUMNS. EACH WORD IN THE LEFT-HAND COLUMN HAS A WORD IN THE RIGHT HAND COLUMN WHICH IS ITS EXACT OPPOSITE. PLEASE PUT A CHECK ON THE LINE WHICH DESCRIBES YOU BEST IN EACH PAIR OF WORDS OR SENTENCES.

	Exceedingly 1	Moderately 2	Slightly 3	In Between 4	Slightly 5	Moderately 6	Exceedingly 7	
CREATIVE			⊙	X				UNCREATIVE
ANXIOUS				X			⊙	CALM
HIGH DEGREE OF SELF- AWARENESS		⊙	X					LOW DEGREE OF SELF- AWARENESS
UNFRIENDLY							⊙	FRIENDLY
HIGH IN SELF- CONFIDENCE		X	⊙					LOW IN SELF- CONFIDENCE
I FEEL I HAVE A GREAT DEAL OF CONTROL OVER MY OWN BEHAVIOR (feelings, emotions)		⊙	X					I FEEL I HAVE LITTLE SELF- CONTROL
I FEEL I'M NOT IN CONTROL OF MY IMMEDIATE LIVING ENVIRONMENT (academic, social, home)				⊙				I FEEL I'M IN CONTROL OF MY ACADEMIC, SOCIAL, HOME, ENVIRONMENT
(In the above two: self-control would mean that when I want to study, I study. Control of environment would mean that even though you may study, you may not do well, then the academic environment is out of your control.)								
I HAVE LITTLE THOUGHT ABOUT MY FUTURE GOALS							⊙	I HAVE THOUGHT A LOT ABOUT MY FUTURE GOALS
I AM ABLE TO SPEAK EASILY TO MOST PEOPLE		⊙	X					I HAVE DIFFI- culty speaking WITH MOST PEOPLE

I THINK I'D LIKE TO BE A _____
(Career Goal)

Experimental Group

NOTICE THAT THERE ARE TWO COLUMNS. EACH WORD IN THE LEFT-HAND COLUMN HAS A WORD IN THE RIGHT HAND COLUMN WHICH IS ITS EXACT OPPOSITE. PLEASE PUT A CHECK ON THE LINE WHICH DESCRIBES YOU BEST IN EACH PAIR OF WORDS OR SENTENCES.

	<i>Exceedingly</i> 1	<i>Moderately</i> 2	<i>Slightly</i> 3	<i>In Between</i> 4	<i>Slightly</i> 5	<i>Moderately</i> 6	<i>Exceedingly</i> 7	
CREATIVE			X					UNCREATIVE
ANXIOUS				X				CALM
HIGH DEGREE OF SELF-AWARENESS			X					LOW DEGREE OF SELF-AWARENESS
UNFRIENDLY							X	FRIENDLY
HIGH IN SELF-CONFIDENCE		X						LOW IN SELF-CONFIDENCE
I FEEL I HAVE A GREAT DEAL OF CONTROL OVER MY OWN BEHAVIOR (feelings, emotions)			X					I FEEL I HAVE LITTLE SELF-CONTROL
I FEEL I'M NOT IN CONTROL OF MY IMMEDIATE LIVING ENVIRONMENT (academic, social, home)				X				I FEEL I'M IN CONTROL OF MY ACADEMIC, SOCIAL, HOME, ENVIRONMENT
<p>(In the above two: self-control would mean that when I want to study, I study. Control of environment would mean that even though you may study, you may not do well, then the academic environment is out of your control.)</p>								
I HAVE LITTLE THOUGHT ABOUT MY FUTURE GOALS							X	I HAVE THOUGHT A LOT ABOUT MY FUTURE GOALS
I AM ABLE TO SPEAK EASILY TO MOST PEOPLE			X					I HAVE DIFFICULTY SPEAKING WITH MOST PEOPLE

I THINK I'D LIKE TO BE A _____
(Career Goal)

Comparison of Control & Experimental Groups

E = X
C = O

NOTICE THAT THERE ARE TWO COLUMNS. EACH WORD IN THE LEFT-HAND COLUMN HAS A WORD IN THE RIGHT HAND COLUMN WHICH IS ITS EXACT OPPOSITE. PLEASE PUT A CHECK ON THE LINE WHICH DESCRIBES YOU BEST IN EACH PAIR OF WORDS OR SENTENCES.

	Exceedingly 1	Moderately 2	Slightly 3	In Between 4	Slightly 5	Moderately 6	Exceedingly 7	
CREATIVE			X					UNCREATIVE
ANXIOUS				X				CALM
HIGH DEGREE OF SELF-AWARENESS		X						LOW DEGREE OF SELF-AWARENESS
UNFRIENDLY							X	FRIENDLY
HIGH IN SELF-CONFIDENCE			X					LOW IN SELF-CONFIDENCE
I FEEL I HAVE A GREAT DEAL OF CONTROL OVER MY OWN BEHAVIOR (feelings, emotions)		X						I FEEL I HAVE LITTLE SELF-CONTROL
I FEEL I'M NOT IN CONTROL OF MY IMMEDIATE LIVING ENVIRONMENT (academic, social, home)				X				I FEEL I'M IN CONTROL OF MY ACADEMIC, SOCIAL, HOME, ENVIRONMENT
<p>(In the above two: self-control would mean that when I want to study, I study. Control of environment would mean that even though you may study, you may not do well, then the academic environment is out of your control.)</p>								
I HAVE LITTLE THOUGHT ABOUT MY FUTURE GOALS							X	I HAVE THOUGHT A LOT ABOUT MY FUTURE GOALS
I AM ABLE TO SPEAK EASILY TO MOST PEOPLE			X					I HAVE DIFFICULTY SPEAKING WITH MOST PEOPLE

I THINK I'D LIKE TO BE A _____
(Career Goal)

S.O.

Experimental Group

	Before	N	AFTER	N
Creative	2.2	6	2.8	5
Anxious	3.4	7	3.6	5
Self-aware	2.4	7	2.8	5
unfriendly	6.1	7	5.2	5
Self-confid.	2.4	7	2.8	5
control behav.	3.4	7	3.6	5
control environ.	3.8	7	3.6	5
future	4.8	7	3.6	5
Speak to people	3.4	7	2.6	5

Control Group

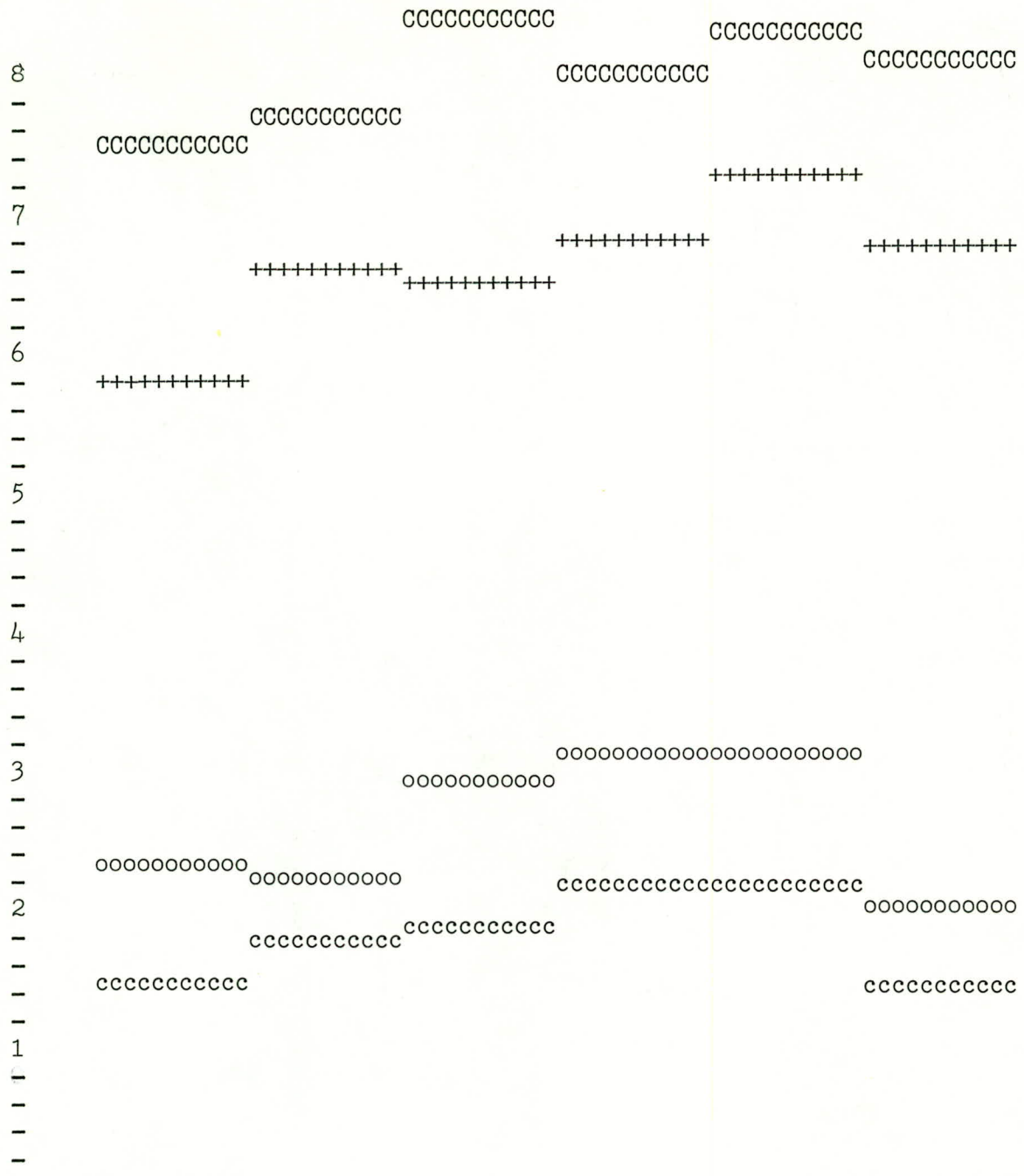
Creative	2.9 2.9	8	2.5	4
Anxious	3.6	7	4.3	4
Self-aware	2.9	8	2.3	3
unfriendly	5.3	8	5.3	4
Self-conf	2.3	8	2.8	4
control behav.	3.0	8	2.8	4
control environ.	6.3	8	3.3	4
future	4.3	8	4.3	4
Speak to people	3.3	8	2.2	4

CAREER GOALS

NAME	BEFORE	AFTER
<u>EXPERIMENTAL:</u>		
D.M.	I don't know yet	Stewardess or whatever comes my way.
J. T.	Vet	Vet
J. M.	?	?(Drawing of a guitar player)
D. M.	Don't know right now	Haven't decided
R. S.	Cop	Motorcross rider or a brick dryer
T. P.	Nurse or Doctor(don't know for sure.)	
J. M.	?	
<u>CONTROL:</u>		
J. B.	Rich Bum	Rich Bum
A. B.	?	XXXXXX
D. L.	?	Some kind of construction worker, I do not want to work in an office and wear a suit to work.
M. D.	Commercial Artist	Commercial Artist
M. R.	Police Officer	
R. L.		
M. P.	Carpenter	
B. O.	Tec-rep at Xerox	
R. T.	(refused)	

RATER RELIABILITY

<u>WEEK</u>	<u>TOTAL AGREE</u>	<u>TOTAL DISAGREE</u>	<u>PERCENTAGE</u>
Baseline	95	10	90%
Week 1	64	13	89%
Week 4a	75	63	55%
Week 4b	133	13	92%
Week 5	34	57	38%



Baseline Week 1 Week 2 Week 3 Week 4 Week 5

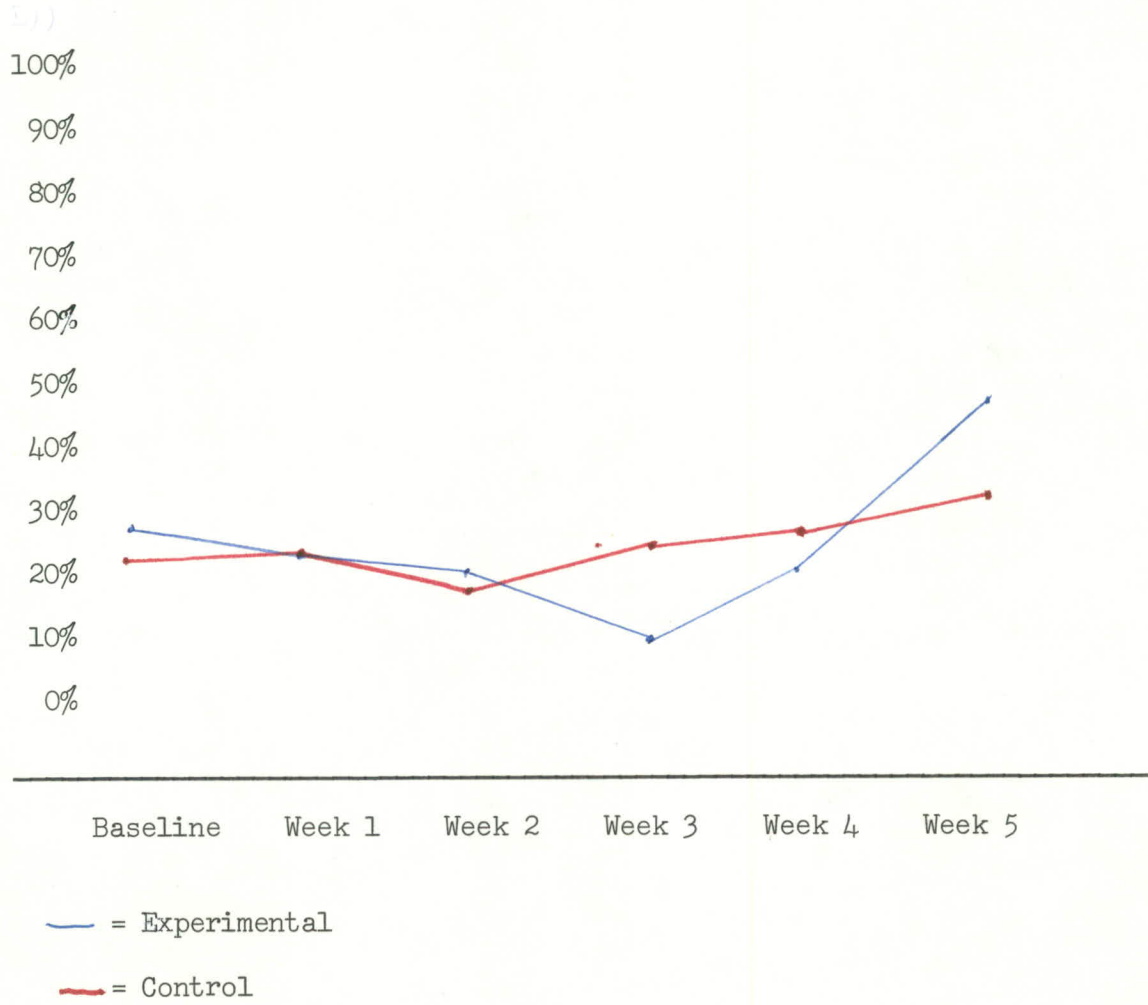
+ = Experimental's +
 o = Experimental's -
 C = Control's +
 c = Control's -

8
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-
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1
-
-
-



Baseline Week 1 Week 2 Week 3 Week 4 Week 5

+ = Experimental's +
o = Experimental's -
C = Control's +
c = Control's -



PERCENTAGE OF ABSCENTISM