

THE EFFECTS OF GROUP ASSERTION TRAINING ON
AGGRESSIVE BEHAVIORS OF SEVENTH AND
EIGHTH GRADE MALES

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem.	3
Definition of Terms	4
Significance of the Study	5
Limitations	6
Null Hypotheses.	6
Organization of the Study	7
II. REVIEW OF THE LITERATURE	8
Currently Used Approaches	8
The Concept of Assertive Behavior	12
Components of Group Assertion Training.	13
Group Assertion Training for Aggressive Behaviors	16
Summary	19
III. METHODOLOGY.	21
Introduction.	21
Instrumentation	21
Pittsburgh Adjustment Survey Scales.	21
Sears' Aggression Scale.	23
Teacher's Tally Sheet.	25
Sample	25
Procedure.	26
Selection of Teachers.	26
Selection of Subjects.	29
Arrangement for the Group Meetings	30
Contacting the Subjects.	31
Treatment Group.	32
Attention-Placebo Group.	33
Control Group.	34
Posttesting.	34
Design of the Study.	35
Statistical Procedure.	35
Summary	36
IV. RESULTS OF THE STUDY	37
Introduction.	37
Results Related to Null Hypotheses.	37

Chapter	Page
Null Hypothesis I.	37
Null Hypothesis II	38
Null Hypothesis III.	39
Summary	39
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	41
Summary	41
Conclusions	43
Recommendations	45
SELECTED BIBLIOGRAPHY	47
APPENDICES.	54
APPENDIX A - PITTSBURGH ADJUSTMENT SURVEY SCALES	55
APPENDIX B - SEARS' AGGRESSION SCALE	60
APPENDIX C - TEACHER'S TALLY SHEET	66
APPENDIX D - TEST SCORE DATA	68
APPENDIX E - ATTENTION-PLACEBO GROUP ACTIVITIES.	74
APPENDIX F - TREATMENT GROUP SESSIONS.	83
APPENDIX G - ATTENTION-PLACEBO GROUP SESSIONS.	95

LIST OF TABLES

Table	Page
I. Amount of Tallies and Type of Aggressive Behaviors Occurring During the Pretreatment Observation Period . . .	27
II. Kruskal-Wallis Chi Square Values Between Treatment Group, Attention-Placebo Group, and Control Group Scores on the Sears' Aggressive Scale.	38
III. Pittsburgh Adjustment Survey Scales Aggressive Behavior Subscale Treatment Group	69
IV. Pittsburgh Adjustment Survey Scales Aggressive Behavior Subscale Attention-Placebo Group	69
V. Pittsburgh Adjustment Survey Scales Aggressive Behavior Subscale Control Group	70
VI. Sears' Aggression Scale Treatment Group.	70
VII. Sears' Aggression Scale Attention-Placebo Group.	71
VIII. Sears' Aggression Scale Control Group.	71
IX. Teacher's Tally Sheet Treatment Group.	72
X. Teacher's Tally Sheet Attention-Placebo Group.	72
XI. Teacher's Tally Sheet Control Group.	73

CHAPTER I

INTRODUCTION

Student misbehavior is a lingering problem that plagues most public school teachers at one time or another. The student whose aggressive behavior disrupts the class, who defies the teacher's authority and who at times is physically threatening, poses a serious problem to his/her teacher and to peers in the classroom.

Feldhusen, Thurston, and Benning (1971) stated that the student who demonstrates aggressive behavior may often make it impossible for the teacher to carry out planned learning activities. Classmates then are diverted from the learning task. Adams (1973) states that teachers frequently report that a pupil's conduct in the classroom seemingly influences the extent to which that pupil will learn. He further states, "consistently one hears such statements as . . . 'he doesn't learn a thing in this class because he's too busy getting into trouble,' or 'the whole class is disrupted by his aggressive behavior'" (p. 155).

Statistics obtained from a nationally representative sample of 642 junior and senior high schools, pertaining to the more violent demonstration of aggressive classroom behaviors indicate that 22 percent of assaults and robberies among secondary school students occurred during class time. Twenty-four percent of attacks against secondary school teachers occurred during class time (National Institute of Education, 1978).

The National School Boards Association (1977) conducted a survey of over 100 school districts throughout the United States. The results published in "Report: Discipline in Our Big City Schools" indicate that the concentration of the problem lies at the junior high level. The results showed that the incidence of refusing to obey at the junior high level was two times as frequent as at the senior high level. The frequency for fighting was three times as great at the junior high level as the senior high.

Solutions to the problem of aggressive behavior in the classroom are varied. The list of behavior modification approaches in dealing with disruptive classroom behavior is impressive (Becker, Madsen, Arnold and Thomas, 1967; Thomas, Becker and Armstrong, 1968; Ullman and Krasner, 1965; Krumboltz and Thoresen, 1969; Axelrod, 1971; O'Leary and Drabman, 1971; Wolf, Giles and Hall, 1968). However, most of these studies deal with the elementary school level population and all focus on contingency management with token (or point) reinforcements.

Other writers offer suggestions for the development of new school programs to deal with the problems of aggressive, disruptive, and often violent student behavior. Cavan and Ferdinand (1975) recommend (1) the employment of counselors and social workers to deal specifically with individual problem youth and their families, (2) special ungraded classes for severe misbehavior cases, and (3) development of new special vocational programs for high school students to motivate them to remain in school.

Kindsvatter (1978) suggests a procedure which the individual teacher can use in dealing with aggressive classroom behaviors. The major strategy is for the teacher to hold a private teacher-student conference

However, this training has been generally aimed at the nonassertive, passive student. Little attention is given to the management of aggressive behavior in the classroom at the junior high level. The junior high student whose aggressive behavior disrupts the classroom may also benefit from assertion training. Since research is lacking on the use of assertion training as a means of reducing aggressive behavior in the classroom this study is designed to answer the question: What are the effects of assertion training on aggressive behaviors of seventh and eighth grade males?

Definition of Terms

The following are definitions of terms used in this study:

Aggressive Behavior--Any of the following behavior traits from the Pittsburgh Adjustment Survey Scales (Ross, Lacey, and Parton, 1965) exhibited by seventh and eighth grade males and occurring three or more times in the classroom during a one week period:

Hits and pushes other students, threatens to hurt other students when he is angry, tries to get other students into trouble, he does things just to get attention, disturbs other students with his boisterous behavior, he teases other students, and puts up an argument when told not to do something (p. 1019).

Assertive Behavior--

Behavior which enables a person to act in his own best interest, stand up for himself without undue anxiety, to express his rights without destroying the rights of others (Alberti and Emmons, 1974, p. 2).

Nonassertive Behavior--

Having difficulty in being able to ask for some need to be satisfied; difficulty in meeting other people, speaking up in a discussion, expressing feelings to friends, returning some merchandise to a store, and not being able to accept a compliment from someone (Cotler, 1976, p. 166).

counselor. The results may provide insight into another method for dealing with aggressive behavior in the classroom, which can be incorporated into the teacher's repertoire of classroom management. School counselors may be able to utilize the assertive training group in their counseling programs which often include small group meetings. The study could also provide a technique relevant to classroom management for teacher education programs.

Limitations

The following limitations must be considered:

1. Only one counselor conducted the treatment and attention-placebo groups. Although there is no indication in the literature that two counselors are required for successful group assertive training, Cotler (1976) suggests that since assertive training tends to be a very active and potentially draining experience for the counselor, the addition of a co-counselor allows for recuperation and time to observe the group process.
2. The study is limited to only one school. Consequently the results are not generalizable to all seventh and eighth grade males.

Null Hypotheses

The .05 level of significance is necessary in order to reject the following null hypotheses:

1. There is no significant difference between the treatment group, the attention-placebo group, and the control group in aggressive behavior as measured by the Aggressive Behavior subscale of the Pittsburgh Adjustment Survey Scales.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents a review of the literature relevant to this study. Included are examinations of various approaches for dealing with aggressive behavior in the classroom, the concept of assertive behavior, components of assertive training, and group assertion training for aggressive behaviors.

Currently Used Approaches

Over the last 15 years, there has accumulated an impressive body of knowledge indicating that the systematic use of behavior modification techniques can dramatically reduce deviant behavior in school settings. These techniques principally involve the precise assessment of the behavior to be changed, the structuring of the classroom to minimize deviance, and the contingent use of rewards by teachers, parents, and others (Quay, 1978).

Heaton, Safer, Allen, Spinnato and Prumo (1976) developed a contingency management program aimed at better managing and educating junior high school students having histories of severe misconduct. Their subjects (N = 46) were selected by assistant principals in three junior high schools. All incoming eighth grade students who had been the most serious discipline problems for the teachers and administrators in their respective schools were selected. The subjects were divided into two

groups. Group A (N = 14) was designated as the treatment group while Group B (N = 32) served as the control. Dependent measures included certain indices of school misconduct and were compared for treatment and control groups. The following five indices of school misconduct were measured: (1) office visits for discipline reasons, (2) attendance, (3) number of nonsmoking suspensions, (4) withdrawal from school associated with misbehavior, and (5) transfer to another school for discipline reasons.

Group A was exposed to a contingency management program. Points were given contingently for starting, maintaining, and completing assigned work and for displaying appropriate classroom behavior. The control group remained in their regular school classes. The results of the program found significant differences between the experimental and control groups in all of the five indices of school misconduct previously mentioned (i.e., Withdrawal from school and transfers to another school, $p < .025$; Mean student absence ratio, $p < .025$; Mean student discipline ratio, $p < .01$; and Mean student suspension ratio, $p < .005$).

There have been many successful attempts to modify aggressive behaviors of children in public schools by utilizing pressure and controls applied by fellow classmates (Surratt, Ulrich, and Hawkins, 1969; Wolf, Hanley, King, Lachowicz, and Giles, 1970; Evans and Oswalt, 1968; Carlson, Arnold, Becker, and Madsen, 1968; Barrish, Saunders, and Wolf, 1969; Allen, Hart, Buell, Harris, and Wolf, 1964). A study conducted by Brown, Reschly, and Sabers (1974), utilized a Head Start classroom of 20 children, 12 boys and eight girls, who were all four years of age. The study consisted of four phases aimed at controlling aggressive behavior in the classroom. Aggressive behavior was defined

as kicking, hitting, biting, or pushing another student. The study examined whether an intrinsic classroom motivator (peer influence) in conjunction with extrinsic reinforcement (candy) and punishment (time-out room) would be more effective than the extrinsic reinforcers and punishment alone in modifying aggressive behavior in the classroom.

All subjects were observed continuously in the classroom for three hours each morning for 43 days. The experiment was divided into four experimental phases. Phases I and III utilized candy as a reward and a small time-out space as punishment. During Phases II and IV subjects worked in groups instead of individually in an attempt to obtain rewards.

Aggressive pupil behavior was recorded by an independent observer during the experiment. For one-half hour during each of the four experimental phases, a second observer recorded data for reliability checks.

The results of the study indicated that the incidence of total classroom aggressive behaviors were reduced as a result of the modification program. The lowest frequencies of aggressive behaviors were recorded during Phases II and IV. The authors concluded that the utilization of group contingencies, extrinsic rewards, and punishment was more effective in controlling aggressive classroom behavior than the utilization of only rewards and punishment.

Another approach for dealing with aggressive behavior in the classroom is found in a pilot program at North Junior High School in Pittsfield, Massachusetts, utilizing small group counseling. The program, referred to as The Behavioral Attitude Change (BAC) Program (Fuchs, Fenn and Reid, 1978), deals with those students who exhibit serious and chronic behavior problems (e.g., serious and repeated

disruptive classroom behavior, impulsiveness and lack of self-control, etc.) and who do not respond to the usual punitive measures of the school.

The program has three phases. The introduction period includes a statement of the objectives and goals. The student is encouraged to speak out for what he/she feels is important for self, and in return, he/she is expected to listen to what the counselor may feel is important. The student is asked to tell what he/she has been doing to get himself/herself into trouble.

The second phase is a period in which free discussion sessions occur. A group of eight students which is composed of both boys and girls meets 45 minutes daily. Three rules are strictly enforced regarding this phase of the program:

1. The student is assured he will have his say no matter what it is and that some relief for him will result.
2. No names will be mentioned.
3. What is said will not be repeated outside the meeting (p. 99).

The final phase, a follow-up period, is an ongoing process of keeping in contact with the student after he/she leaves the group. This phase is accomplished by checking his/her progress with his/her teachers and administrators. According to the authors, follow-up is vitally important, especially when counseling personnel receive reports that indicate possible regression.

The program then is basically designed to

. . . provide an opportunity for the students to talk with someone with whom they feel comfortable, someone they can trust, in an informal, relaxed, and non-threatening atmosphere. A great deal of time is devoted in getting the students to understand themselves and others, such as parents and teachers, and how others see them (p. 103).

The authors caution that the effectiveness of these alternatives varies with the individual case. Consequently, no specific time is given for the program. Students proceed through the program at their own pace according to their needs and their willingness to listen.

The National Institute of Education (1978) conducted a study of student violence, defined as, "the proportion of students in a school who reported being attacked or robbed" (p. 129), using junior and senior high schools in urban, suburban, and rural areas. At the conclusion of the study, student violence was reported to be lower in schools where the students rated classrooms as being well disciplined, where rules are strictly enforced, and where the principal is considered strict.

The Concept of Assertive Behavior

Early definitions of assertive behavior were often vague and non-specific. Wolpe and Lazarus (1966) defined assertive behavior as "all socially acceptable expressions of rights and feeling" (p. 39). Wolpe's (1973) definition of assertive behavior, "the proper expression of any emotion other than anxiety toward another person" (p. 81), dealt primarily with interpersonal anxiety. Fensterheim (1972) defines assertive behavior as, "the act of declaring oneself, of stating this is who I am, what I think and feel; it characterizes an active rather than passive approach to life" (p. 161). Three response classes of assertiveness were identified by Galassi, DeLeo, Galassi, and Bastien (1974): (1) expression of positive feelings, (2) expression of negative feelings, and (3) expression of self-denial. The ability to express and disagree with opinions contrary to one's own (Lawrence, 1970), the

ability to initiate and maintain social interactions (O'Connor, 1969), and the ability to make self-enhancing rather than self-denying responses and decisions in conflictual situations (Goldstein, Martens, Hubben, Van Belle, Schaaf, Weirsmas, and Goedhart, 1973) provide a more operational definition of assertive behavior. Rich and Schroeder (1976) provide a definition of assertive behavior that is operational and functional,

. . . assertive behavior is the skill to seek, maintain, or enhance reinforcement in an interpersonal situation through an expression of feelings or wants when such expression risks loss of reinforcement or even punishment (p. 1081).

The assertive individual judges social encounters and determines appropriate responses. He can assert himself when necessary. When he must, he is able to decline requests. His assertive behavior allows him to be issue-oriented; he does not deliberately injure others. The assertive individual is neither acquiescent nor belligerent. He can avoid being taken advantage of and still maintain social interactions. The assertive individual does not need to be over-bearing or negativistic (Rathus, 1975).

Components of Group Assertion Training

Assertion training procedures were originally conducted on a one-to-one basis (Salter, 1949; Wolpe, 1958), however, there has been increased attention given to the use of "assertion groups" (Lazarus, 1968; Headquist and Weinhold, 1970; Alberti and Emmons, 1974; Fensterheim, 1972; Booraem and Flowers, 1972; Bloomfield, 1973; Cotler, 1975). Cotler (1975) stated that he generally found the group model to be more effective than teaching assertive behaviors on a one-to-one basis.

According to Flowers and Booraem (1975), "assertion training is usually best done in groups and involves the client rehearsing their responses to various interpersonal situations" (p. 30). Assertion groups offer several advantages. Group members encourage each other to behave assertively and also offer support. Group consensus concerning what is appropriate behavior may carry more weight than the counselor's own viewpoint. Problem-solving within the group may provide a wider range of suggestions regarding possible responses to a particular situation (Rathus, 1975).

The actual composition of an assertion group varies. Alberti and Emmons (1974) meet with their assertive training groups for one hour twice each week for eight or nine weeks. The group can be limited to a specific number of weeks (e.g., six to 12) or can be open-ended, allowing for new members coming in while others "graduate" from the group (Cotler, 1975). Group size also varies from five to 12 members (Alberti and Emmons, 1974) to eight to 14 members (Cotler, 1975).

A variety of techniques are utilized with assertion training in groups. Instructions, modeling, behavioral rehearsal, response shaping, and homework are a few that are frequently reviewed in the literature (Heimberg, Montgomery, Madsen, and Heimberg, 1977). Instructions have sometimes been given as general performance rules (e.g., "Be polite but firm in your refusal" [McFall and Twentyman, 1973]). The subject is asked to reproduce instances of "polite" and "firm" from his/her response set. The counselor provides no specific verbal content nor nonverbal aspect of the response. Hersen, Eisler, Miller, Johnson, and Pinkston (1973) are more specific in their task instructions (e.g., "Talk long," "Look at your interpersonal partner," "Make sure to request a behavioral change.").

Modeling has been provided in various ways: live models (Lazarus, 1966), audiotaped models (McFall and Lillesand, 1971), videotaped models (Rathus, 1973), filmed models (O'Connor, 1969), and imaginary models (Kazdin, 1974). The modeling literature suggests that modeling displays that are vivid, novel, and that contain several models of the same age and six as the observer, enhance the modeling effect (Rich and Schroeder, 1976).

Behavioral rehearsal can be accomplished a number of ways. One popular method of behavioral rehearsal is proposed by Flowers and Guerra (1974). In this method a role play situation exists with the asserter and another client. The asserter is coached by either a third subject or by the counselor. Although the counselor does most of the coaching at the beginning of the training, the subjects increasingly take over this role. The situations for the role play are usually typical of events that occur in the subject's life. These situations can include incidents where the subject was too aggressive or failed to be as assertive as he/she wished to be. The authors suggest that subjects should be reinforced in the role play for any improvement demonstrated.

Feedback (Response-Shaping) in the form of audio or video playback, counselor coaching, or group reinforcement have been used in studies of assertion training (Hersen, Eisler, and Miller, 1973; McFall and Lillesand, 1971; Rathus, 1973). Self-feedback allows the subject to evaluate his/her self-monitored response against a performance criterion. The subject evaluates his/her behavior against that of the model or against verbal rules. The subject remains responsible for detecting and correcting discrepancies between his/her performance and that of the criterion. Both external and self-reinforcement systems are

generally involved in strengthening the assertive response. In some cases the subject is taught principles of self-reinforcement. More often, verbal reinforcement in the form of praise and acknowledgment from the counselor or members of the group serves to strengthen the response (Rich and Schroeder, 1976).

The use of homework assignments is frequently found in the assertion training literature (Salter, 1949; Wolpe and Lazarus, 1966; Neuman, 1969; Alberti and Emmons, 1974; Booraem and Flowers, 1972; Fensterheim, 1975; Cotler, 1976). As the subject demonstrates progress with assertiveness he/she is requested to complete certain assignments outside of the group and report to the group the outcome of the assignment during the next session. Cotler (1975) suggests that homework assignments be arranged in a hierarchical order beginning with the least stressful task assigned to increase the probability of success. Some investigators (Rathus, 1973) require self-monitoring forms or interpersonal diaries (Hedquist and Weinhold, 1970) for their subjects to note their attempts at being more assertive.

Group Assertion Training for Aggressive Behaviors

Although the use of group assertion training with inhibited passive individuals is well documented (McFall and Marston, 1970; McFall and Lillesand, 1971; Rathus, 1972; Eisler, Hersen and Miller, 1973; Young, Rimm, and Kennedy, 1973; Galassi, Galassi and Litz, 1974; Bander, Steinke, Allen, and Mosher, 1975; Christensen, Arkowitz and Anderson, 1975; Paulson, 1975), there is a paucity of research investigating the use of group assertion training with individuals who exhibit aggressive behavior.

In a pilot investigation, Rimm, Keyson, and Hunziker (1971) conducted six hours of assertive training with adult males who were hospitalized because of antisocial aggressive behavior. A second placebo group received six hours of reflection and advice giving. Results of the investigation indicated that, the experimental group showed greater mean improvement than the controls in terms of objective ratings of the subject's assertive rather than aggressive behaviors.

In another study, Rimm, Hill, Brown, and Stuart (1974) conducted group assertion training as the treatment of inappropriate expression of anger of 13 male volunteers ranging in age from 18 to 28 years. The experimental group (N = 6) participated in six sessions of group assertion training conducted over a three week period, totaling eight hours of treatment. Assertion training consisted of behavior rehearsal, modeling, and feedback concerning eight potentially anger-provoking situations. The attention-placebo group (N = 7) received the same amount of time as the experimental group. Reflection and advice giving were the techniques used for this group. On posttreatment self-ratings, the assertion training subjects rated themselves as less "uptight" and angry than did the controls. All experimental subjects reported reduction of anger whereas three control subjects reported increases in anger and four showed a decrement. This study focused on subjects who tend to exhibit antisocial aggression (as opposed to timid or passive behavior) in various social situations. The practical significance of this study suggests that the subjects who received assertion training, developed responses which were more interpersonally effective, while at the same time, reduced their feeling of anger.

Martínez (1977) utilized assertion training as a treatment for aggressive behavior in delinquents. The subjects for this study were 25 students incarcerated at the Denver Closed Adolescent Treatment Center. The students ranged in age from 14 1/2 to 18 years, with the mean age being 16. There were seven females and 18 males participating in the study. The students were incarcerated due to assaultive, destructive and/or self-destructive behavior. Each student was involved in the ongoing treatment of the facility. Measures employed for this study were daily ratings on assertion, aggression, and activity level, completed by three volunteer staff members who were trained in the use of the rating scale. Two assertiveness inventories, the Self-Expression Scale, and the Situations Test, assessing assertive, aggressive or nonassertive responses to various situations in the environment were used along with a general personality test, the High School Personality Questionnaire (HSPQ); and the Self-Goal-Other Discrepancy Test (MSGO) was used to measure self-concept.

The students were randomly assigned within categories to four groups: Experimental Expressive, Experimental Instrumental, Control Expressive, and Control Instrumental. The students had previously been described as either instrumental or expressive in their personality characteristics. The instrumental delinquent tended to be more task-oriented and prone to acting out. The expressive delinquent tended to be emotionally labile and highly anxious. The experimental groups met together for eight sessions of assertiveness training over a four week period. The control groups met for the same amount of time and were exposed to placebo activities.

The results of the study indicated a significant treatment phase effect ($p < .05$) and a significant treatment period by group interaction effect ($p < .05$). A significant increase ($p < .05$) in scores on the Situations Test on the posttesting over the pretesting situation was found. Scores on the second self-report measure, the Self-Expression Scales by the experimental groups also showed a significant difference ($p < .01$) over the initial testing. The results of this study indicate that aggressive delinquents were capable of learning assertive behaviors.

Summary

This chapter presents a review of the literature related to this study. The various approaches found in the literature for dealing with aggressive behavior in the classroom are reviewed. Authors tend to cite primarily the use of behavior modification programs as effective ways of dealing with aggressive behavior in the classroom. Although many of the programs were aimed at the elementary school level, a few programs have been implemented at the secondary school level.

Available research relating to assertive behavior and assertion training are discussed. Numerous definitions of assertive behavior are found in the literature. However, definitions were often found to be vague. One of the more behavioral definitions was provided by Alberti and Emmons (1974) and is the definition used in this study.

The chapter includes a discussion of group assertion training, specifying the components of such a program. The advantage of group assertion training as opposed to one-to-one were discussed, along with the size of the assertion group and the time and length of most

assertion training groups. This chapter concludes with a discussion of group assertion training as it is applied to aggressive behavior.

CHAPTER III

METHODOLOGY

Introduction

This chapter will discuss the instrumentation, sample, and the procedures for selecting the population used in this study. The group method for the treatment and attention-placebo groups will be described followed by the statistical design used in this study.

Instrumentation

Three instruments were used in this study: The Pittsburgh Adjustment Survey Scales (PASS) (Ross, Lacey, and Parton, 1965) and Sears' Aggression Scales (Sears, 1961). A Teacher's Tally Sheet was used to record the type and frequency of disciplinary offenses relating to aggressive behavior by seventh and eighth grade males in the classroom.

Pittsburgh Adjustment Survey Scales

The Pittsburgh Adjustment Survey Scales (Ross, Lacey, and Parton, 1965) were designed for the objective evaluation of social behavior of six to 12 year old males, using the observations of classroom teachers as the basis of measurement. These scales include measures of aggressive, withdrawn, and prosocial behavior. On the basis of principals' nominations of males selected upon specific guidelines as well adjusted,

aggressive, or withdrawn, the preliminary pool of 111 items was reduced to 94 by retaining those that differentiated between extreme groups at the .01 level or less. This group of items was later reduced to 77 on the basis of factor analysis. These items measured Aggressive Behavior (# items = 25), Withdrawn Behavior (# items = 19), Prosocial Behavior (# items = 20), and Passive-Aggressive Behavior (# items = 13) (see Appendix A).

In using the scale, the teacher rates the application of each item to describe the behavior as follows: 0, nondescriptive; 1, somewhat descriptive; 2, definitely descriptive. Only ratings on subscale I (Aggressive Behavior) were used in this study.

Reliability and Validity of the PASS. Ross, Lacey, and Parton (1965) show corrected reliability coefficients for the individual subscales. The reliability coefficient reported for the Aggressive Behavior subscale is .87. To determine the validity of the instrument, a cutoff score was derived for each scale by selecting the score corresponding to the 85th percentile of the factor-analysis sample. This sample was composed of behavior inventories completed by 214 elementary-school teachers from three consolidated school districts in Washington County, Pennsylvania, and the city schools of Murfreesboro, Tennessee. The sample represented a large socioeconomic range in both rural and urban settings and was nearly equal in distribution from grades one through six. Each of the teachers rated one randomly selected male. Of the 214 inventories collected in the four school systems, five had to be eliminated because five or more items had not been marked. This left a total sample of 209. Ninety-four percent of

the subjects in the Aggressive subgroup fell above the 87th percentile on the Aggressive Behavior subscale. A total of 77 percent of the subjects in the Aggressive subgroup fell above the 87th percentile on the Passive-Aggressive Behavior subscale.

Sears' Aggression Scale

The Sears' Aggression Scale (Sears, 1961) is a self-report of attitudes measuring four aspects of aggression: (1) Prosocial aggression, (2) Antisocial aggression, (3) Projected aggression, and (4) Self-aggression. The scales were composed of 80 declarative sentences with which the subject could express his/her agreement or disagreement on a five-point scale ranging from "strongly agree" to "strongly disagree". All items are scored on a one to five basis, with all but three items being scored with "strongly agree" = 5 and "strongly disagree" = 1. The three items which are an exception to the scoring are scored in reverse order (i.e., "strongly agree" = 1, and "strongly disagree" = 5). The score on a given scale is the raw sum of the numbers (1-5) for the items belonging to that scale (see Appendix B).

The four subscales, their meanings, and the number of items in each measure are as follows:

- (1) Prosocial aggression (8 items)--Refers to socially approved aggressive behavior. References to law enforcement, strictness of control, and punishment for breaking rules were included in the items.
- (2) Antisocial aggression (9 items)--Assesses unacceptable aggressive behavior.
- (3) Projected Aggression (12 items)--Measures the tendency to attribute aggression to sources other than oneself. The agents to whom aggression was attributed included, people, animals, and natural forces.

- (4) Self-aggression (5 items)--Assesses punishment to oneself. The items refer to suicide, punishment from outside sources to self, and accidents to the self.

Reliability and Validity of the Sears' Aggression Scale. The statistical data for this scale is based largely on 160 "originals" who had previously participated in an experiment by Sears, Maccoby, and Levin (1957). Regarding demographic features, the follow-up sample "is a surprisingly close representation of the total original group from which it was drawn" (Sears, 1961, p. 468). This finding adds support for the reliability and validity of the scale. Sears (1961) shows corrected reliability coefficients (Spearman-Brown) on odd-even items for the scales as follows: Projected aggression, .61; Self-aggression, .15; Prosocial aggression, .63; and Antisocial aggression, .64.

Sears (1961) reports two validation series, both performed with sixth grade classes. Two school districts in the San Francisco Bay area were utilized for the validation. The classes had a wide socioeconomic range but the boy-girl ratio was about equal. Items from the first three scales, combined with buffer items were used for the first testing and were presented to two classes (N = 58). Two other sixth grade classes which also had a combined total of 58 students, were administered the last two scales in the same way. A priori scoring of the items provided a total score on each scale for each subject tested with that scale. A rough item validation was performed by dividing the groups in half on the basis of total score for the individual scales and counting the frequency with which each item was scored in the appropriate direction by the upper and lower half of the group.

Substantial changes in the form of the test block were made for the second validation series. Twenty buffer items were combined with the retained items for the aggression scales. Positively and negatively oriented items for which the high aggression response would be "disagree" and "agree" were randomized. The second test blank, containing 80 items, was presented to two other sixth grade classes (N = 57). Item validation was again performed, using for each scale, separately, the upper and lower half of the group on total score. Items failing to be discriminative at the .05 level were not used for the final form of the test.

Teacher's Tally Sheet

A method for recording the type and frequency of aggressive behavior occurring in seventh and eighth grade classrooms was designed for this study (see Appendix C). The aggressive behavior exhibited by a student corresponds to the definition of aggressive behavior found in the Definition of Terms (p. 4) in Chapter I of this study. The Teacher's Tally Sheet provides space for the teacher to place one or more tally marks under one of the seven columns of aggressive behavior, indicating the number of times a student demonstrates a particular aggressive behavior. A one week pretreatment tally period using the Teacher's Tally Sheet was designated to identify the sample for the study.

Sample

Students for this study included 12 eighth grade males and 10 seventh grade males. The students ranged in age from 13 to 15, with a mean age of 13.9. All students in the study attended the Stillwater

Middle School, Stillwater, Oklahoma, during the experimental study.

The 22 students were identified as the sample for the study by receiving a minimum of three tally marks on the Teacher's Tally Sheet from any of the volunteer teachers within the designated one week period. Table I indicates the amount of tally marks each student received for any of the aggressive behaviors listed on the Teacher's Tally Sheet during the pretreatment observation period. Due to the nature of the types of aggressive behavior listed on the Teacher's Tally Sheet (i.e., threatening behavior, disruptive behavior, defiant behavior, etc.) it was determined that any three aggressive behaviors occurring within a week or any of the seven aggressive behaviors occurring three or more times in one week would suggest aggressive behavior.

According to the National Institute of Education (1978) male students are generally the victims as well as the offenders of aggressive behavior in the public schools sampled. The NIE study further reveals that in general, the risk of victimization is greater for secondary school students in the seventh and eighth grades (p. 113). Consequently this study focused on selecting only male students in the seventh and eighth grades.

Procedure

Selection of Teachers

A brief discussion of the problems that teachers face in dealing with aggressive behavior within the classroom was presented to the faculty of the Stillwater Middle School during one of the monthly faculty meetings. An explanation of the Teacher's Tally Sheet was given

TABLE I

AMOUNT OF TALLIES AND TYPE OF AGGRESSIVE BEHAVIORS OCCURRING DURING THE PRETREATMENT OBSERVATION PERIOD

Student	Type of Aggressive Behaviors						
	Hits & Pushes Other Students	Threatens to Hurt Other Students When He is Angry	Tries to Get Other Students Into Trouble	He Does Things Just to Get Attention	Disturbs Other Students With His Boisterous Behavior	He Teases Other Students	Puts Up An Argument When Told To Do Something
1			1	5	5	5	3
2				9	7	1	2
3				6	2	1	2
4				1	1	1	
5	3	4	2	2	3	5	4
6				1	4	1	
7		1	7		5		
8				5	5	5	3
9				1	1	1	
10				3	1	1	1
11			2	2	2		1
12				3			1
13				4	2		
14		1	2	2	6		
15				1	4	1	1
16				3	1		
17			1	2		1	
18					3		
19				3		1	1
20	1	2					1
21	1		1		1		1
22				1	1	1	

and a request was made for volunteers from the seventh and eighth grade teachers to use the Teacher's Tally Sheet to identify students in their classrooms who demonstrate aggressive behavior. At the conclusion of the faculty meeting 14 teachers had signed a sheet volunteering to use the Teacher's Tally Sheet to identify students in their classroom who demonstrate aggressive behavior. Of the 14 volunteer teachers, three taught only eighth grade subjects, three taught only seventh grade subjects, and the remaining eight teachers taught a combination of seventh and eighth grade elective classes. The 14 volunteers included 11 female and three male teachers.

In the week following the faculty meeting the volunteer teachers were contacted. The teachers were informed that the first week of the second semester would be designated as the Teacher's Tally Sheet period. (Only the first seven weeks of the second semester could be utilized for this study. The Spring Break vacation occurred on the eighth week, nine weeks exams, achievement tests, and "end of the school year" activities made it impossible to utilize the remainder of the semester for the study.) Five weeks were required for the treatment sessions; the first and seventh weeks were utilized for the pre and posttreatment Teacher's Tally Sheet periods.

A list of each teacher's class periods was obtained. Each volunteer teacher taught five out of six periods per day. Using the table of random numbers each teacher was randomly assigned two of his/her five class periods to observe their student's behavior. The teachers were instructed to place a mark under any of the aggressive behaviors listed on the Teacher's Tally Sheet that a student in their class demonstrated. The teachers were asked not to inform their students of the Teacher's

Tally Sheet. The Youth Services mail box located in the teacher's mailroom was designated as the place for teachers to place their tally sheets. This box was in an area that assured confidentiality for both teacher and student. The Teacher's Tally Sheets were collected the day they were received. (The teachers were not informed of the experimental treatment in order to reduce selection bias.)

Selection of Subjects

The Teacher's Tally Sheets were collected after the one week tally period. A list was made of all the students whose name appeared on any of the tally sheets. A total of 48 names of seventh and eighth grade male students (24 seventh and 24 eighth) were listed on the tally sheets. The names of those students receiving three or more tally marks were placed on a separate sheet. Twenty-seven of the 48 students received three or more tally marks.

In an effort to have equal sample sizes, 24 students were randomly selected from the list of 27 names having three or more tally marks. The three remaining students had an opportunity to participate in one of the regular Youth Services groups offered each semester. The 24 students were randomly assigned, using the table of random numbers, to one of three groups: the treatment group, the nontreatment group, or the control group. Each group contained eight male students. The treatment group contained four seventh grade males and four eighth grade males. The attention-placebo group also contained four seventh grade males and four eighth grade males. The control group contained three seventh grade males and five eighth grade males.

Arrangements for the Group Meetings

In order to present adequately the concept of assertive behavior it was determined that a minimum of 10 assertion training sessions would comprise the treatment period. The students met twice a week for the five week period. Class schedules for each of the students in the treatment group and the attention-placebo group were obtained. Recognizing that the students participating in the treatment group and the attention-placebo group would miss two class periods each week, every effort was made to select elective class periods for the treatment period (i.e., P.E., Art, etc.). This procedure was encouraged by the middle school administrators.

After examining each of the students' class schedules, two class periods were selected for the group meetings. The selection was accomplished by taking the two most frequently occurring elective class periods for the 16 students. The third and sixth period were found to be the most frequently occurring elective periods. It was determined arbitrarily that the treatment group would meet during third period on Mondays and during sixth period on Wednesdays. The attention-placebo group would meet during third period on Tuesdays and during sixth period on Thursdays.

Each student's teachers for the two periods were contacted. The teachers were requested to permit the student or students to miss their class in order for the student to attend a Youth Services group. The teachers were informed that the group would last for five weeks and that the students would be informed that they would be responsible for keeping up with their assignments. Small group meetings occurring once a week

are a part of the regular Youth Services program at the middle school. Consequently teachers are used to having students out of class for group meetings. All of the teachers who had students participating in the study permitted those students to attend the Youth Services group. As stated previously the teachers were not informed of the experimental study. However, the middle school administrators had granted permission to conduct the study and they were informed of all procedures.

Contacting the Subjects

Students in the treatment group and the attention-placebo group were individually contacted. Each student was asked if he would be interested in participating in a group activity conducted by the Youth Services. The student was informed that the group would meet twice a week for five weeks. Each student was informed that the group was voluntary and that he did not have to participate if he did not wish to do so. All 16 male students agreed to meet for the first meeting of the treatment and attention-placebo group.

At the conclusion of the first meeting two students in the attention-placebo group dropped out. Each of the dropped students stated that his parent(s) preferred that he remain in his classes. Although efforts were made to conduct the group meetings during elective class periods, some students including the two just mentioned had to miss at least one solid subject. For the remainder of the treatment period the attention-placebo group was composed of six students, three seventh grade males and three eighth grade males. The remaining 14 students remained in their group for the conclusion of the study.

Treatment Group

The students in the treatment group received assertion training. Students met for one class period (40-45 minutes) two times a week for five weeks, for a total of 10 sessions. The group was conducted in the Youth Services office located at the Stillwater Middle School. One counselor from the Payne County Youth Services staff conducted the treatment and attention-placebo groups. The counselor has a Master's Degree in social agency counseling. She has knowledge of assertion training methods and techniques which she acquired from workshops and seminars. The counselor reviewed articles and books pertaining to assertion training prior to the experimental study.

Session One. This session began with the counselor introducing herself to the group and briefly explaining the group format. The counselor provided the group with definitions of nonassertive, aggressive, and assertive behavior. Group discussion focused on a hypothetical situation demonstrating nonassertive, aggressive, and assertive behavior responses (see Appendix F).

Sessions Two through Nine. These sessions provided the group members an opportunity to learn seven modes of assertive behavior as outlined by Flowers and Booraem (1975). The sessions included involvement from both the counselor and the group members by use of role playing, modeling, rehearsing, role reversal and other assertion training techniques (see Appendix F).

Session Ten. This session provided the group with a review of the seven modes of assertive behavior that were presented during the five

week treatment period. The counselor requested that the group members provide feedback concerning what they learned and how they felt about having participated in the group (see Appendix F).

Attention-Placebo Group

The students in the attention-placebo group received group counseling. The students met in the Youth Services office located at the Stillwater Middle School. The group met for one class period (40-45 minutes) two times a week for five weeks, for a total of 10 sessions. A Youth Services counselor who has training and experience in group processes conducted the 10 sessions using the following format.

Session One. This session provided the members of the group an opportunity to get acquainted with each other. The group members explored individual interests, hobbies, feelings about sports, etc. (see Appendix G).

Sessions Two through Five. These sessions provided the students an opportunity to discuss their feelings, beliefs, and attitudes concerning life. Activities (see Appendix E) were used to encourage group members to explore their self-concepts and their relationships with others in the world (see Appendix G).

Sessions Six through Ten. The six remaining sessions provided an opportunity for the students to examine their skills in communication and decision-making. Activities (see Appendix E) focused on developing these skills at home and at school (see Appendix G).

Control Group

There were eight students in the control group, three seventh grade males and five eighth grade males. These students continued their regular school schedule during the experimental study.

Posttesting

Following the treatment period, the teachers who participated in the pretreatment tally period used the Teacher's Tally Sheet again for a one week posttreatment period. The tally sheets were collected in the same manner as during the pretreatment period.

The treatment group, the attention-placebo group, and the control group members came to the Youth Services office during the second period on the morning following the last treatment session. All 22 students were present and were administered the Sears' Aggression Scale (SAS). Each student returned to his class after completing the SAS. One student in the control group did not complete his answers on the SAS. His data was not included in the statistical analysis for the study.

Each student participating in the study was also rated by teachers who had volunteered for the Teacher's Tally Sheet period. The teachers were given a list with one or more names of students who participated in the study and who were in their classroom during the five week treatment period. The teachers were asked to complete a Pittsburgh Adjustment Survey Scales (PASS) instrument for each student on their list. The PASS scales were given to the teachers on the day following the last treatment session. Twelve of the 14 volunteer teachers completed the

PASS scales and returned them to the Youth Services office within a week. Two of the original 14 volunteer teachers were not given the PASS scales because one teacher was on maternity leave and the other teacher did not have any of the students from the study in her classes.

Design of the Study

As mentioned in the procedure section, all students participating in the study were randomly assigned to three groups: (1) treatment, (2) attention-placebo, and (3) control. The dependent variable for this study is aggressive behavior. Students who received three tallies or more on the Teacher's Tally Sheet during the one week pretreatment period were randomly assigned to the treatment, attention-placebo, or control group. The dependent variable is operationally defined using scores on the Aggressive Behavior subscale of the Pittsburgh Adjustment Survey Scales (i.e., each teacher's rating for the individual student was averaged to provide a mean PASS score), scores on the four scales of the Sears' Aggression Scale, and pre and posttreatment tally marks received on the Teacher's Tally Sheets.

Statistical Procedure

The statistical techniques used in this study are the nonparametric Kruskal-Wallis One-Way Analysis of Variance of Ranks (Siegel, 1956) and the Wilcoxon Matched-Pairs Signed-Ranks Test (Siegel, 1956). The Kruskal-Wallis One-Way ANOVA was used to test two of the three null hypotheses stated in this study to determine if there are significant differences among the three group's median scores on the four scales of the Sears' Aggression Scale (SAS) and the Aggressive Behavior subscale of the

Pittsburgh Adjustment Survey Scales (PASS). The Wilcoxon Matched-Pairs Signed-Ranks Test (Siegel, 1956) was used to test the third null hypothesis to determine if there is a significant difference among the three groups for tally marks received on the Teacher's Tally Sheets during the pre and posttreatment tally periods.

Summary

This chapter has described the three instruments utilized in this study. The three instruments are: The Pittsburgh Adjustment Survey Scales (PASS), the Sears' Aggression Scale (SAS), and the Teacher's Tally Sheet. The procedures, sample and the selection process were also reported. A description of the ten sessions for both the treatment group and attention-placebo group was provided. The chapter is concluded with a description of the design of the study and the statistical procedure used in the analysis of the data.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

Included in this chapter are the results of the statistical analyses of the data collected within the study. The three null hypotheses presented in Chapter I are restated, the statistical test used to test each hypothesis are presented, and the statistical findings relevant to each hypothesis are reported. The chapter is concluded with a summary of the findings.

Results Related to Null Hypotheses

Null Hypothesis I

There is no significant difference between the treatment group, the attention-placebo group, and the control group in aggressive behavior as measured by the Aggressive Behavior subscale of the Pittsburgh Adjustment Survey Scales.

A Kruskal-Wallis one-way analysis of variance indicates that no significant differences exist ($\chi^2 = 2.99$, $df = 2$, $p > .05$) between the treatment group, the attention-placebo group, and the control group in terms of aggressive behavior as measured by the Aggressive Behavior subscale of the Pittsburgh Adjustment Survey Scales. The null hypothesis was not rejected.

Null Hypothesis II

There is no significant difference between the treatment group, the attention-placebo group, and the control group scores on four scales of a self-report inventory of aggressive behavior as measured by the Sears' Aggression Scale.

The Kruskal-Wallis one-way analysis of variance was utilized to determine if significant differences occurred between the treatment group scores, the attention-placebo group scores, and the control group scores on four scales of the Sears' Aggression Scale. The data in Table II represents the Kruskal-Wallis chi square values found between the three groups scores on the Sears' Aggression Scale. A chi square value of 5.99 was necessary in order to be significant at the .05 level of confidence when there is two degrees of freedom. There is no significant difference between the three group's scores on the four scales of the Sears' Aggression Scale. The null hypothesis was not rejected.

TABLE II
KRUSKAL-WALLIS CHI SQUARE VALUES BETWEEN TREATMENT GROUP,
ATTENTION-PLACEBO GROUP, AND CONTROL GROUP SCORES
ON THE SEARS' AGGRESSION SCALE

	Prosocial Aggression	Antisocial Aggression	Projected Aggression	Self Aggression
Chi Square Value Between Groups	2.98	1.98	3.45	2.38

Null Hypothesis III

There is no significant difference in the number of tally marks received on the Teacher's Tally Sheets for students in the treatment group, the attention-placebo group, or the control group during the pre and posttreatment periods.

The Wilcoxon Matched-Pairs Signed-Ranks Test (Siegel, 1956) was utilized to determine if significant differences occurred between the treatment group's, the attention-placebo group's, and the control group's tally marks received on the Teacher's Tally Sheet during the pre and posttreatment periods. Results of the Wilcoxon Test for tally marks received on the Teacher's Tally Sheets by students in the treatment group, the attention-placebo group, and the control group during the pre and posttreatment periods are: treatment group ($p = .20$), attention-placebo group ($p = .09$), and control group ($p = .06$). The difference between the pre and posttreatment periods in terms of tally marks received by the three groups was not significant at the .05 level. The null hypothesis was not rejected.

Summary

This chapter reported the results of the study. The Kruskal-Wallis one-way analysis of variance was utilized to determine if there is a significant difference between the treatment group, the attention-placebo group, and the control group scores on the Aggressive Behavior subscale of the Pittsburgh Adjustment Survey Scales and scores on the four scales of the Sears' Aggression Scale. The results indicated that no significant difference occurred among the three groups in terms of aggressive behavior as measured by the PASS and SAS.

The Wilcoxon Matched-Pairs Signed Ranks Test was utilized to determine if there is a significant difference in the number of tally marks received on the Teacher's Tally Sheets during the pre and post-treatment periods by students in the treatment group, attention-placebo group, and control group. The results indicate that no significant difference occurred between the three groups in terms of tally marks received on the Teacher's Tally Sheets during the pre and posttreatment periods.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine what effect a five week group assertive training program would have on the aggressive behavior of seventh and eighth grade males. A review of the literature revealed a lack of research in the use of assertion training as a method of treating aggressive behavior.

Students for the study were 22 seventh and eighth grade males who attended the Stillwater Middle School during the investigation period. The students were selected for the study on the basis of receiving three or more tally marks on the Teacher's Tally Sheet during a one week pretreatment tally period. The 22 students were randomly assigned to a treatment group, an attention-placebo group, or a control group. The treatment group met twice a week for five weeks and received seven modes of assertion training as outlined by Flowers and Booraem (1975). The attention-placebo group met twice a week for five weeks and received group counseling. A variety of activities were utilized (see Appendix E) in working with this group. The students in the control group maintained their regular school schedule during the experimental study.

Three instruments were utilized in this study: The Pittsburgh Adjustment Survey Scales, the Sears' Aggression Scale, and the Teacher's Tally Sheet. The students participating in the study were rated on the Aggressive Behavior subscale of the Pittsburgh Adjustment Survey Scales by those teachers who volunteered for the Teacher's Tally Sheet pre and posttreatment tally periods. The teachers received the PASS scales on the day following the last treatment session. All PASS scales were returned to the Youth Services office within one week. Each student participating in the study completed the Sears' Aggression Scale which is a self-report inventory measuring four scales of aggressive behavior. The Sears' Aggression Scale was administered to all 22 students on the day following the last treatment session.

Three null hypotheses were considered for this study. The Kruskal-Wallis one-way ANOVA was utilized in the analysis of the first two null hypotheses to determine if a significant difference occurred between the treatment group, the attention-placebo group, and the control group scores on the Pittsburgh Adjustment Survey Scales and the Sears' Aggression Scale. The analysis revealed that no significant differences occurred between the three group's scores on the two previously mentioned instruments. The findings indicate that students participating in the treatment group, the attention-placebo group, and the control group demonstrated no significant difference in either their display of aggressive behavior or their estimate of their own aggressive behavior.

The Wilcoxon Matched-Pairs Signed-Ranks Test was utilized in analysing the third hypothesis to determine if a significant difference occurred between the pretreatment and posttreatment period in terms of the amount of tally marks the students in the study received on the

Teacher's Tally Sheets. The analysis revealed that there was no significant difference in the amount of tally marks received by students in the treatment group, attention-placebo group, or the control group on the Teacher's Tally Sheets during the pre and posttreatment periods. The findings indicate that the amount of aggressive behavior demonstrated during the pre and posttreatment tally periods was not significantly different for the three groups.

Conclusions

The following conclusions are drawn from the results of the study:

1. The results of the Pittsburgh Adjustment Survey Scales did not show significantly different scores for the treatment group than for the attention-placebo group or the control group. These results indicate that participation in group assertion training had no significant effect on the treatment group members' display of aggressive behavior. It is possible that the size of the treatment group (N = 8) increased the difficulty of learning assertive behavior for the group members. The counselor stated that disruptions within the treatment group were frequent although manageable.

Having eight aggressive males in one small room with ample opportunity for the members to disrupt and distract each other, may have reduced the chances for successfully teaching these aggressive males assertive behavior. Many of the treatment group members demonstrated poor impulse control and high distractability during the treatment sessions. The counselor noted that the group was easier to manage when fewer group members were present, as well as an increase in participation and cooperativeness.

Efforts to teach the treatment group assertive behavior might have been enhanced by the addition of another counselor. It is possible that the addition of another counselor could have increased the effectiveness of the group.

2. Findings of the Sears' Aggression Scale showed that scores on the four aggression scales for the treatment group did not differ significantly from those scores obtained from the attention-placebo group, or the control group. These findings reveal that group assertion training had no significant effect on the way the treatment group felt about their own aggressive behavior. Although the treatment group was introduced to definitions of aggressive, assertive, and nonassertive behavior, the counselor reported that most of the treatment group members had difficulty grasping the concept of assertive behavior. The counselor reported that many of the students in the treatment group found aggressive behavior preferable to assertive behavior even after an assertive mode was presented and explained. According to the counselor, some of the treatment group members indicated that they did not consider their behavior to be any more aggressive than any other student's behavior in the school. Efforts to maintain alternative behaviors (assertiveness) were often minimal from these group members.

The counselor further noted that when the treatment group was exposed to a particular mode of assertive behavior some group members would continue their aggressive behavior during school. Even though they had made a positive effort to understand and at times demonstrate assertive behavior in the group session, these group members reported that they usually maintained their usual (aggressive) behavior. Although the group members stated that it is easier to be aggressive than

assertive, their discussion pointed to peer pressure as a factor in maintaining aggressive behavior.

3. Results of the Teacher's Tally Sheets for the pre and post-treatment periods revealed that there was no significant difference in the amount of tally marks received for aggressive behavior for the treatment group, the attention-placebo group, or the control group. The results indicate that group assertion training had no significant effect on the treatment group in terms of the members' display of aggressive behavior. Although the results of the Teacher's Tally Sheets were not statistically significant, many of the treatment group members reduced their aggressive behavior. Half of the treatment group did not receive any tally marks during the posttreatment tally period.

Recommendations

1. This study should be replicated using fewer students for the treatment group(s). Because of the size of the treatment group and considering the homogeneous nature of the group (aggressive males) the counselor's efforts to introduce a mode of assertive behavior were often interrupted.

2. Group assertion training conducted with aggressive males should include two counselors. Group assertion training activities can prove to be a "draining" experience for the counselor. The addition of a second counselor can help reduce stress as counselors alternate in leading the group activities from session to session. One counselor concentrates on presenting the activity while the other counselor is free to observe the group.

3. It is recommended that further research be conducted to determine if participation in group assertion training has a significant experimental effect on aggressive behavior when participation in group assertion training occurs for more than 10 sessions or over a longer period of time.

4. Further research should consider the use of a male counselor as an appropriate role model for aggressive males.

5. Counselors conducting group assertion training with aggressive males should be offered a specific training program prior to the treatment sessions. The training program should focus on specific techniques relevant to working with aggressive males.

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APPENDICES

APPENDIX A

PITTSBURGH ADJUSTMENT SURVEY SCALES

Pittsburgh Adjustment Survey Scales

For each of the following items indicate whether the item describes the student identified on the cover sheet. If an item does not describe this student encircle the zero, 0; if an item is somewhat descriptive of this student encircle the one, 1; if an item is definitely descriptive of this student encircle the two, 2. Every item must be completed.

	<u>Not</u> <u>Descriptive</u>	<u>Somewhat</u> <u>Descriptive</u>	<u>Definitely</u> <u>Descriptive</u>
He is friendly.	0	1	2
He tends to give up if he has something hard to finish.	0	1	2
He interrupts whomever is speaking.	0	1	2
He is a restless boy.	0	1	2
He starts fights over nothing.	0	1	2
He is a helpful student.	0	1	2
He is alert in class.	0	1	2
He is afraid of loud noises.	0	1	2
He is rude to adults.	0	1	2
On the playground he just stands around.	0	1	2
He acts up when I'm not watching.	0	1	2
He volunteers to recite in class.	0	1	2
His hands shake when he is called on to recite.	0	1	2
He finds fault with what other students do.	0	1	2
He approaches a difficult task with an air of defeatism.	0	1	2
He is considerate of others.	0	1	2
Other students are afraid of him.	0	1	2
He lacks the ambition to do well in school.	0	1	2
He does things to get others angry.	0	1	2
He will put up an argument when told he can't do something.	0	1	2

	<u>Not</u> <u>Descriptive</u>	<u>Somewhat</u> <u>Descriptive</u>	<u>Definitely</u> <u>Descriptive</u>
He does his homework.	0	1	2
He teases other students.	0	1	2
He is afraid of making mistakes.	0	1	2
He is bossy with other students.	0	1	2
He is easily upset by changes in things around him.	0	1	2
He is sure of himself.	0	1	2
He uses abusive language toward other students.	0	1	2
He has changeable moods.	0	1	2
He gives in when another student insists on doing something another way.	0	1	2
He does not respect other people's belongings.	0	1	2
He does not forget things which anger him.	0	1	2
He seems to be off in a world of his own.	0	1	2
Any form of discipline makes him furious.	0	1	2
He likes an audience all the time.	0	1	2
He keeps his angry feelings to himself.	0	1	2
He has to have everything his own way.	0	1	2
He works well by himself.	0	1	2
When angry he will refuse to speak to anyone.	0	1	2
His school performance is far below his capabilities.	0	1	2
He has no friends.	0	1	2
He hates everybody who comes near him.	0	1	2
In competitive games he is able to hold his own with other students.	0	1	2
He will not ask questions even when he doesn't know how to do the work.	0	1	2
He fights back if another student has been asking for it.	0	1	2

	<u>Not</u> <u>Descriptive</u>	<u>Somewhat</u> <u>Descriptive</u>	<u>Definitely</u> <u>Descriptive</u>
He never seems to be still for a moment.	0	1	2
He argues with me.	0	1	2
He is able to concentrate on things.	0	1	2
He boasts about how tough he is.	0	1	2
He seems to think that he's worthless.	0	1	2
He tries to be the center of attention.	0	1	2
He "drags his feet" when requested to do something.	0	1	2
He accepts my suggestions.	0	1	2
He sulks when things go wrong.	0	1	2
He becomes frightened easily.	0	1	2
He resents even the most gentle criticism of his work.	0	1	2
He is never a leader with students his own age.	0	1	2
He is able to see the bright side of things.	0	1	2
He fights with smaller students.	0	1	2
He rarely gets overexcited.	0	1	2
He is fearful of being hurt at play.	0	1	2
He is stubborn.	0	1	2
He never speaks up even when he has every right to be angry.	0	1	2
He is interested in schoolwork.	0	1	2
He tries to get other students into trouble.	0	1	2
He does things just to attract attention.	0	1	2
He never fights back even if someone hits him first.	0	1	2
He prefers to attach himself to an adult rather than play with students.	0	1	2
He is popular with his classmates.	0	1	2
He does things which are normal for students much younger than he.	0	1	2
He never sticks up for himself when other students pick on him.	0	1	2

	<u>Not</u> <u>Descriptive</u>	<u>Somewhat</u> <u>Descriptive</u>	<u>Definitely</u> <u>Descriptive</u>
He threatens to hurt other students when he is angry.	0	1	2
He is not frustrated when trying new things on his own.	0	1	2
He does not take orders when other students are in charge.	0	1	2
He prefers to be alone and play alone.	0	1	2
He finishes his classroom assignments.	0	1	2
He gives other students dirty looks.	0	1	2
He deliberately interrupts what is going on by asking silly questions.	0	1	2
He is slow in making friends.	0	1	2
He seems as happy as most students.	0	1	2
He finds fault with instructions given by adults.	0	1	2
He seems unconcerned when he misbehaves.	0	1	2
He cries easily.	0	1	2
He is afraid of strange adults.	0	1	2
He is self-confident.	0	1	2
When angry he will do things like slamming the door or banging the desk.	0	1	2
He acts in a "dare-devil" fearless manner.	0	1	2
He has difficulty speaking clearly when he is excited or upset.	0	1	2
He has a "chip on his shoulder".	0	1	2
He becomes embarrassed easily.	0	1	2
He never shows his anger.	0	1	2
He disturbs other students with his boisterous behavior.	0	1	2
He sometimes reacts with temper tantrums.	0	1	2
Everyone gets along with him quite easily.	0	1	2

APPENDIX B

SEARS' AGGRESSION SCALE

Name _____

Here are a number of sentences. Just above the first sentence and at the top of each page you will see five statements with a letter next to each one. At the right of the sentences you will see these same five letters (A,B,C,D,E). Read each sentence carefully and then circle the letter at the right of the sentence to show how you feel about what the sentence said. If you agree strongly, circle the letter A. If you just agree with the sentence circle the letter B. If you are not sure, circle the letter C. If you disagree with the sentence circle the letter D, and if you disagree strongly, circle the letter E.

Strongly Agree	A
Agree	B
Not Sure	C
Disagree	D
Strongly Disagree	E

1. It makes me uncomfortable to see two of my friends fighting. A B C D E
2. If someone gets hurt in an auto accident, I usually try to get a good view of what happened. A B C D E
3. My close friends trust me enough so I never have to wonder what they think of me. A B C D E
4. I really enjoy reading an adventure story with a lot of good fights in it. A B C D E
5. When I am hungry, I would like to eat something sweet (like cake) better than something filling (like a meat or peanut butter sandwich). A B C D E
6. A boxing or wrestling match is more exciting when it's a real grudge fight, and the fighters are really mad at each other. A B C D E
7. Every club should have a set of definite rules for the members, and someone should be chosen to enforce the rules. A B C D E
8. It upsets me to think that some thoughtless word or crack of mine might hurt someone's feelings. A B C D E
9. There is a good chance that radiation from atomic bombs will kill off the human race. A B C D E
10. A good cleanly fought football game is about the best sport there is. A B C D E
11. There are really important differences between boys and girls in the kinds of books they like to read. A B C D E
12. When I get angry, I usually feed bad afterwards. A B C D E
13. A lot of adults seem to have it in for kids, and always are causing them trouble. A B C D E

Strongly Agree	A
Agree	B
Not Sure	C
Disagree	D
Strongly Disagree	E

- | | |
|--|-----------|
| 14. I cannot imagine what it would be like really to consider committing suicide. | A B C D E |
| 15. Hitting somebody smaller than you is absolutely never excusable. | A B C D E |
| 16. I think it is important for boys and girls of my age to begin thinking about how to get ahead in life. | A B C D E |
| 17. It makes me nervous to hear a gang of boys getting argumentative even when I'm not involved. | A B C D E |
| 18. Big dogs are likely to be dangerous. | A B C D E |
| 19. Schools ought to pay more attention to track and field sports and swimming, and less to football and boxing. | A B C D E |
| 20. Laws against fighting ought to be more strictly enforced. | A B C D E |
| 21. I usually feel happier on the week-ends than I do during the week. | A B C D E |
| 22. Sometimes I feel that I have about as many enemies as I do friends. | A B C D E |
| 23. When I get too angry, I'm liable to get in trouble. | A B C D E |
| 24. A romantic movie always leaves me feeling dreamy afterward. | A B C D E |
| 25. Sometimes I feel that there are so many bad people in the world that even my own town is about as dangerous to live in as a real jungle. | A B C D E |
| 26. I like almost any kind of work or play at which I can compete with someone else and maybe win. | A B C D E |
| 27. It is all right for a teacher to criticize someone in front of the class if that person has broken a rule. | A B C D E |
| 28. If I had a chance to play a part in a Hollywood movie, I would enjoy it very much. | A B C D E |
| 29. There are too many vicious crimes described in the newspapers. | A B C D E |
| 30. When someone does not pay attention to me, or just seems to look right through me, it is usually because he is secretly mad at me. | A B C D E |
| 31. A good argument is all right if everybody keeps his temper under control. | A B C D E |

Strongly Agree A
 Agree B
 Not Sure C
 Disagree D
 Strongly Disagree E

32. If an older boy is mean to a younger one, the younger one has a perfect right to get even with him in any way he can, even in some secret or sneaky way. A B C D E
33. Stamp-collecting is one of my favorite hobbies. A B C D E
34. I hate to hear people at a baseball game yelling "kill the umpire". A B C D E
35. I have to be careful what I say to people, because they get mad so easily. A B C D E
36. It is perfectly natural for boys to want to fight sometimes. A B C D E
37. I would like to be a politician as a career. A B C D E
38. Sometimes I think I deserve more punishment than I get for the things I do. A B C D E
39. If a person has a quick temper, you just have to expect him to blow up sometimes, and you shouldn't pay too much attention. A B C D E
40. I get along best with my friends when I am with just one or two at a time instead of a whole crowd. A B C D E
41. I usually don't show it when I get angry, but it leaves me shaking inside afterward. A B C D E
42. Farming would be a good job because it gives you a chance to watch things grow. A B C D E
43. I don't think there is anybody who really is trying to do me harm. A B C D E
44. I get nervous when a big crowd of people are coming toward me. A B C D E
45. Teasing kinds of jokes are always a little dangerous because the kidding may get out of hand. A B C D E
46. When a person has broken an important rule, he should definitely be punished for it. A B C D E
47. Everybody in school should have a chance to act in a play sometime. A B C D E
48. Teachers should be very careful never to let a class discussion get too heated or too personal. A B C D E
49. If you treat people decently, they nearly always treat you that way too. A B C D E
50. Just when things are going best for me, I seem to do something that brings down punishment on me. A B C D E

Strongly Agree A
 Agree B
 Not Sure C
 Disagree D
 Strongly Disagree E

70. There is too much fighting and arguing shown on TV. A B C D E
71. My friends get mad at me more often than I get mad at them. A B C D E
72. When I am tired from playing outdoors, I like to be alone while I rest. A B C D E
73. If a sixth grader starts a fight, he would be punished in some way, no matter why he started it. A B C D E
74. It is really fun to save money and watch your savings add up. A B C D E
75. Football would be a better game if you could be sure nobody would get tough and mean. A B C D E
76. I do not like to give a report in front of the whole class. A B C D E
77. It is all right to hurt someone as a punishment for doing wrong, but that is absolutely the only time one person should hurt another. A B C D E
78. It makes me nervous when another person tries to be too friendly with me. A B C D E
79. You have to stand up for your rights--even to the extent of fighting--if you want to get along in the world. A B C D E
80. At my age, girls are usually more interested in dancing than boys are. A B C D E

APPENDIX C

TEACHER'S TALLY SHEET

APPENDIX D

TEST SCORE DATA

TABLE III
 PITTSBURGH ADJUSTMENT SURVEY SCALES AGGRESSIVE BEHAVIOR
 SUBSCALE TREATMENT GROUP

Subject	Number of Teachers Rating	Mean Score
1	3	21
2	3	17
3	2	30
4	3	39
5	2	17
6	1	49
7	5	39
8	3	26

TABLE IV
 PITTSBURGH ADJUSTMENT SURVEY SCALES AGGRESSIVE BEHAVIOR
 SUBSCALE ATTENTION-PLACEBO GROUP

Subject	Number of Teachers Rating	Mean Score
1	3	18
2	2	29
3	4	10
4	4	31
5	3	39
6	3	15

TABLE V
PITTSBURGH ADJUSTMENT SURVEY SCALES AGGRESSIVE BEHAVIOR
SUBSCALE CONTROL GROUP

Subject	Number of Teachers Rating	Mean Score
1	3	19
2	2	0
3	3	6
4	3	28
5	4	31
6	4	23
7	3	11

TABLE VI
SEARS' AGGRESSION SCALE TREATMENT GROUP

Subject	Prosocial Aggression	Antisocial Aggression	Projected Aggression	Self Aggression
1	61	29	37	15
2	70	38	45	20
3	74	39	45	19
4	83	27	47	16
5	63	24	36	12
6	57	20	32	13
7	63	34	45	17
8	61	36	37	14

TABLE VII

SEARS' AGGRESSION SCALE ATTENTION-PLACEBO GROUP

Subject	Prosocial Aggression	Antisocial Aggression	Projected Aggression	Self Aggression
1	66	37	45	16
2	56	37	36	13
3	72	40	44	19
4	51	28	37	15
5	51	32	35	12
6	63	37	36	15

TABLE VIII

SEARS' AGGRESSION SCALE CONTROL GROUP

Subject	Prosocial Aggression	Antisocial Aggression	Projected Aggression	Self Aggression
1	50	36	45	16
2	53	33	28	12
3	66	31	39	15
4	56	32	29	11
5	69	26	31	16
6	63	34	37	13
7	46	37	34	12

TABLE IX
TEACHER'S TALLY SHEET TREATMENT GROUP

Subject	PRE TEST Tallies	POST TEST Tallies
1	3	33
2	4	0
3	4	5
4	5	0
5	8	0
6	4	2
7	3	0
8	7	5

TABLE X
TEACHER'S TALLY SHEET ATTENTION-PLACEBO GROUP

Subject	PRE TEST Tallies	POST TEST Tallies
1	6	5
2	3	0
3	7	10
4	16	11
5	4	0
6	6	0

TABLE XI
TEACHER'S TALLY SHEET CONTROL GROUP

Subject	PRE TEST Tallies	POST TEST Tallies
1	11	6
2	6	13
3	18	7
4	24	0
5	23	8
6	13	5
7	16	1

APPENDIX E

ATTENTION-PLACEBO GROUP ACTIVITIES

IDENTITY AUCTION

<u>Items</u>	<u>Price Paid</u>
1. I wish I could have a motorcycle	_____
2. I would like to leave home for a while	_____
3. I would like to have nice clothes	_____
4. I would like to quit school	_____
5. I would like to travel all over the world	_____
6. I would like a puppy	_____
7. I would like a bicycle	_____
8. I would like to make good grades	_____
9. I wish teachers would not hassle me about homework	_____
10. I wish I was good-looking	_____
11. I wish people wouldn't call me names	_____
12. I wish I had my own stereo	_____
13. I wish I was going with someone	_____
14. I wish I had my own phone	_____
15. I would like to trade my family for a different one	_____
16. I would like to make my own decisions about where I go and who I see	_____
17. I wish my brothers understood me	_____
18. I wish my parents understood me	_____
19. I wish I was smart	_____
20. I wish I had a good friend	_____
21. I wish I could go to bed at a time I choose	_____
22. I wish I could see any movie I choose	_____
23. I wish the group I wanted to belong to liked me	_____

MY PERSONAL COAT OF ARMS

Illustrate each of the following questions with a picture or symbol.

1. What is something you are striving to become?
2. What do you think is your greatest accomplishment?

3. Illustrate 2 things you do well.
4. Illustrate 2 things you treasure.
5. What is 1 thing you wish for others?

The diagram is a large outline of a coat of arms shield. It is divided into six numbered sections by a vertical line and two horizontal lines. The sections are numbered as follows:

- 1: Top-left section.
- 2: Top-right section.
- 3: Middle-left section.
- 4: Middle-right section.
- 5: Bottom-left section.
- 6: Bottom-right section.

6. What 3 things would you most like to be said about you if you died tomorrow?

FEELING CARD STATEMENTS

1. Do you have unfinished business with anyone in this room?
What are you going to do about it?
2. Does this game make you tense?
3. If you could be a child for one week, what would you do?
4. What stands between you and being totally happy?
5. How would you give away \$10,000.00?
6. Say something funny.
7. What's right? What's wrong?
8. If you were a poet, what would you write about?
9. If you had a one hour TV show once, what would you use it for?
10. When was the last time you felt jealous?
11. How do you know when something is real?
12. Tell us a secret.
13. Make up your own question and answer it.
14. With whom would you like to be stranded on a desert island?
15. Where would you like to be right now?
16. Describe the perfect chair.
17. Which would you rather be, very hot or very cold?
18. Are you in love right now?
19. What has been your most creative act?
20. What would you really like to be doing right now?

RANK ORDERING

Read the statements below and rank them by placing a 1 next to the statement that describes what you want first, a 2 for second, and a 3 for third.

In terms of what you want from your life, how would you rank the following?

_____ comfortable life _____ an exciting life _____ a sense of accomplishment

How would you rank the following for yourself as an individual?

_____ Having the respect and admiration of friends

_____ Having self-respect

_____ Enjoying a true friendship with other people

How would you rank the following from first to third in terms of which would be physically most harmful over a long period of time?

_____ one or two shots of hard liquor each day

_____ one joint a day (pot)

_____ one pack of cigarettes a day

How would you rank the following in order to make schools a better place.

_____ working to improve student-teacher relationships

_____ teaching kids about drugs

_____ letting the students have more to say about the rules

Which would you like the least?

_____ to love someone, but lose

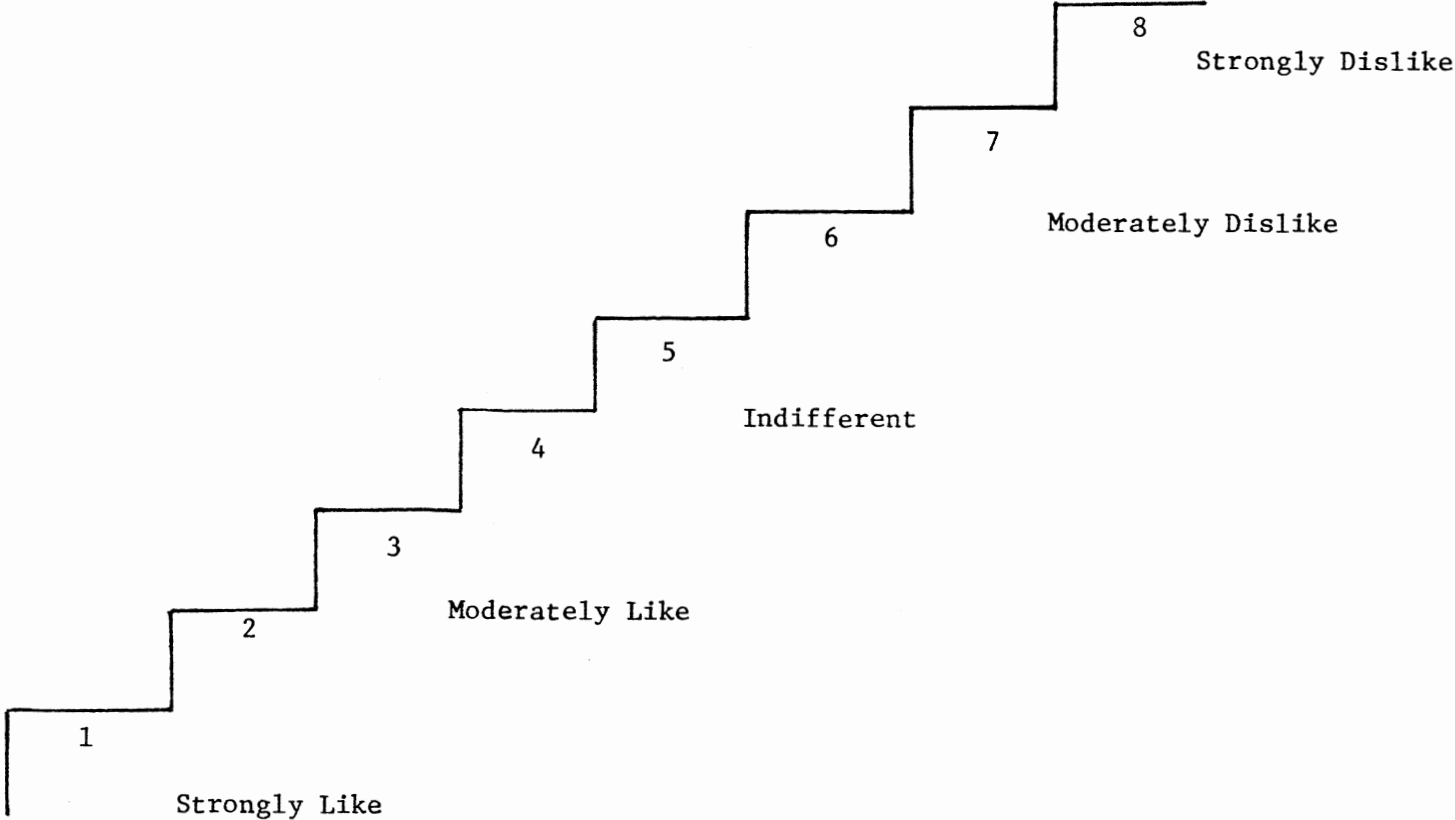
_____ never to love at all

_____ to be loved more than you love someone

FORCED CHOICE LADDER

1. George is a man who is constantly stressing law and order. He is concerned about the violence and law breaking going on in our society. George is a building contractor. Frequently, when he gets parking tickets for his dump trucks he has them "fixed". Occasionally he does special favors for the building inspectors who inspect his work.
2. A high school coach is constantly scolding his gym classes because they do not exercise enough. Yet, he parks his car as close as possible to the school so that he doesn't have to walk far.
3. A man believes that we should have complete freedom of personal choice. He feels that he should be able to swim where he pleases and with whom he pleases. He builds a pool and operates a segregated swim club where he keeps out blacks.
4. A woman was very upset about the commercialization of Christmas. She tried to convince all the aunts and uncles to agree not to send Christmas gifts to their nieces and nephews.
5. A middle school teacher sets high standards for her pupils' performance. Many of her students place very high on national tests. Most mothers want their children to be in her class. The problem is she uses fear to motivate the students, and every morning about three or four of her students feel sick to their stomachs and do not wish to go to school.
6. A young boy tries to get even with the neighborhood grouch. On Halloween he fills a quart milk bottle with urine and leans it, without a lid, against her door. He rings the doorbell and runs. When she opens the door the urine goes all over her wall-to-wall carpet.
7. A middle school student uses threats to scare elementary school children into paying him money for lunch each day.
8. A middle school teacher is very strict about students running in the halls. During every break he goes into the teachers' lounge for a cigarette.

FORCED CHOICE LADDER



DILEMMA

In Brazil, a lady was dying because she was very sick. There was only one drug that the doctors said might save her. This medicine was discovered by a man living in the same town. It cost him \$200 to make it but he charged \$2000 for just a little bit of it. The sick lady's husband, Bob, tried to borrow enough money to buy the drug. He went to everyone he knew to borrow the money. But he could borrow only half of what he needed. He told the man who made the drug that his wife was dying, and asked him to sell the medicine cheaper or let him pay later. But the man said, "No, I made the drug and I'm going to make money from it."

Should Bob try to save his wife's life to stealing the drug if stealing is the only way that he can save her life?

DILEMMA

Mike has waited all week to go to the movies. On Saturday, his parents gave him some money so he could see a John Wayne movie that would only be playing one day. When Mike gets to the movie theatre, there is already a long line with many kids waiting to buy tickets. Mike takes a place at the end of the line.

All of a sudden, a big wind blows the money out of his hand. Mike leaves the line to pick up his money. When he gets back, there are lots more people in line and a new guy named Scott has taken Mike's place. Mike tells Scott that he had that place and asks him to let him back in line. If Scott doesn't let Mike in line, he will have to go to the end of the line and there may not be enough tickets left.

Should Scott let Mike back into the line?

What do you think Scott should do?

APPENDIX F

TREATMENT GROUP SESSIONS

TREATMENT GROUP SESSIONS

Session One. At the beginning of the group session the counselor introduced herself to the group. The counselor briefly discussed when the group would meet, the students' responsibilities for keeping up with assignments missed while attending group sessions, and the students' responsibility for being present at every group session. After this brief introduction the counselor asked for the group members to introduce themselves. Each group member was asked to state his name and his favorite TV program (this approach has proven to be an effective way to break the ice during the first group session). After the group members introduced themselves, the counselor discussed the purpose of the group (i.e., to learn assertive behavior) and explained to the group that students exhibit different kinds of behavior. The discussion focused on three kinds of behavior, nonassertive, aggressive, and assertive (as defined in Chapter I, p. 4 of this study). The counselor defined nonassertive behavior as:

Having difficulty in being able to ask for some need to be satisfied; difficulty in meeting other people, speaking up in a discussion, expressing feelings, returning some merchandise to a store and not being able to accept a compliment from someone (Cotler, 1976, p. 166).

Aggressive behavior was defined as:

Hits and pushes other students, Threatens to hurt other students when he is angry, Tries to get other students into trouble, Does things just to attract attention, Disturbs other students with his boisterous behavior, Teases other students, and Will put up an argument when told not to do something (Ross, Lacey and Parton, 1965, p. 1019).

The counselor defined assertive behavior as:

Behavior which enables a person to act in his own best interest, stand up for himself without undue anxiety, to express his rights without destroying the rights of others (Alberti and Emmons, 1974, p. 2).

The counselor then read a story and at the conclusion gave the group an example of nonassertive, aggressive and assertive behavior responses relevant to the story.

The Story:

Sam is a friendly boy who attends a large middle school. He has a few friends but would like to have more friends at school. One morning while opening his locker a popular player on the football team comes up and stands beside Sam. He tells Sam he has lost his math book and wants to borrow Sam's.

The counselor read the following responses to the group.

Nonassertive Response:

Sam fumbles around through his locker trying to think up some excuse. He finally lets the boy borrow his book. Inside he feels angry at himself for doing something he really didn't want to do. He goes on to his classes. Later while in math class the teacher asks Sam to read a problem in the book. Sam becomes embarrassed, telling the teacher he let someone borrow it.

Aggressive Response:

Sam slams his locker door shut and tells the boy to "drop dead!" "You lost it you can find it" he tells the boy. Later in math class,

Sam snickers out loud when the teacher asks the boy where his math book is.

Assertive Response:

Sam tells the boy that he needs his math book and cannot let him borrow it. He suggests that the boy talk to his teacher about borrowing one on the shelf, until he finds his.

The counselor allowed a brief time for discussion, making sure each group member understood the different types of behaviors mentioned. The group members offered their own examples of assertive situations where an aggressive or assertive response could be given. Many of the group members stated that they preferred the aggressive response given in the example because it was more typical. The counselor pointed out that the sessions to follow would provide opportunities for the group members to learn alternative ways of responding which may prove to be as comfortable or more comfortable for the individual than responding primarily in an aggressive way.

For sessions two through ten, seven modes of assertion as outlined by Flowers and Booraem (1975) were taught.

Session Two. The counselor greeted the students and stated that this session would focus on learning eye contact. Before going further the counselor reminded the group that they were to learn how to demonstrate assertive behavior. The definition of assertive behavior was read again to reinforce the concept in the group members' mind. It was explained that eye contact is an effective way of declaring that one is sincere about what he says. The group members were encouraged to

look people in the eye when talking to them. The group divided into dyads and were given the following assignment:

You are to introduce yourself to your partner. Tell him your name, where you live and how old you are. Concentrate on looking him in the eye while talking to him. When one finishes the other will do the same.

After completing the assignment the group rejoined. The counselor selected a group member and modeled eye contact for the group. A discussion of how the group members felt while practicing eye contact followed. The group members agreed that eye contact was difficult to accomplish. The group was encouraged to practice eye contact between sessions. The counselor then dismissed the group.

Session Three. The counselor greeted the group and asked for a volunteer to share his experience of eye contact with the group. He was encouraged to tell who the people were, where it occurred and how he felt. Two group members shared their experiences in using eye contact. Each volunteer had practiced at home with family members. Both group members agreed that it felt "funny" but that they did not find it difficult to try. The counselor briefly reviewed the concept of eye contact and asked for any questions pertaining to how to accomplish this mode of assertive behavior.

Next the counselor introduced the assertive mode of body posture. A brief discussion on the importance of body posture was given. The counselor informed the group that the importance of their messages to others will be increased if they face the person being spoken to, stand straight or sit up, and assume an asymmetrical posture when both arms or both legs are not held rigidly in the same position. The counselor modeled this mode of assertive behavior for the group. The group was

asked to practice this during the session. A school desk was used during this session to practice assertive body posture for the classroom. Group members were encouraged to remember any feedback they receive between sessions relating to their demonstration of assertive behavior.

Session Four. The counselor reviewed the body posture mode. The group members were given a stack of magazines and scissors. They were asked to find and cut out as many examples of assertive body posture as they could find in the magazines. After 20 minutes, the group shared their examples. All of the group members participated in the activity. Three of the group members chose only pictures of females in various poses that they felt reflected assertive body posture. The remainder of the group selected pictures of males or cartoons of characters in what they considered assertive postures. Most of the pictures reflected a good understanding of assertive body posture.

The counselor reviewed what significance body posture has in relation to assertive behavior. The group was asked to practice eye contact and body posture daily as homework assignments.

Session Five. The counselor introduced the mode of "latency" (allowing time for a person to finish a statement). The aggressive person uses negative latency or interruption. The group members were given a brief definition of what interruption is: "to break into a discussion, etc. or break in upon a person while he is speaking, singing, etc." (Webster, 1970, p. 394). The counselor then selected a group member and asked him to role play a teacher. The rest of the group functioned as students in this "teacher's" classroom. The counselor gave the role play teacher a book and asked him to read this

to the class-group. The counselor asked one member of the group to play along with her in interrupting the "teacher's" reading (i.e., asking to go to the bathroom without being called on, telling on another student's misbehavior outloud, etc.). After five to ten minutes of this the counselor asked the role play teacher how he felt. He said he did not like being interrupted. He shared with the group that he felt frustrated because the "students" would not let him finish a statement without interrupting him. The group discussed various ways student interrupt teachers as well as each other in the classroom. The counselor pointed out that it requires concentration to listen to what's being said without interrupting. She asked the group to practice latency at home and in class to gain a better understanding of this mode of assertive behavior.

This session concluded early in order for the counselor to tape each group member's voice. The counselor informed the group that the tape recording would be used in the next session. Each group member was asked to go to another room in the Youth Service office where a tape recorder was located. They were told that a person would ask them to read a quotation which would be taped. Each group member returned to the group when the taping of his voice was completed. The quotation was: "I am the inferior of any man whose rights I trample underfoot" (Horace Greeley).

Session Six. The counselor introduced the mode of "loudness" to the group. The group was told that "too low a volume is perceived as passive and too high a tone is perceived as aggressive." The counselor pointed out that many people wonder why others avoid or counterattack them when they speak, not aware of how loud and aggressive their voice is.

The counselor played back the taped voices from the last session. The group listened to each others voices as they read the quotation. A discussion followed as to how each member perceived his voice volume and tone. Most of the group members recognized each other's voices. The group identified two extremes from the tape recording. They labeled one group member's voice as "aggressive and loud" and another group member's voice as being "squeaky and frightened". The two group members whose voices were discussed did not protest the group's evaluation.

A discussion followed as to when it is appropriate to use loud volume (i.e., athletic activities, calling someone far away, etc.) and when it may not be (e.g., in the classroom). The group was asked to practice speaking at a volume that is comfortable to them but not too loud. The counselor stated that feedback from peers, parents, teachers, etc. will provide the criteria for everyday volume.

Session Seven. The counselor introduced the mode of "requests". She stated, "Requests involve the person being able to ask for what he wants and feel good about it." The counselor pointed out that everyone has the right to ask someone for something, however one must recognize the other persons right to refuse the request. The definition of assertive behavior was again read. The counselor defined request as, "to ask for, usually in a polite or formal way" (Webster, 1970, p. 631). The counselor added that this was not to be confused with a demand which was defined as, "to ask for as a right or with authority" (Webster, 1970, p. 200). The counselor again set up a role play situation. She selected one student for the student-role, the rest of the group served as students in a classroom. The counselor role played a teacher. She

instructed the group member who was role playing a student to request several things, (i.e., go to the bathroom, sharpen his pencil, get a drink, etc.) each time the teacher refused the student's request. The counselor then asked the group member to share how he was feeling while his requests were consistently refused. The group member stated that he felt like giving up after the teacher refused him the third time. He stated that he felt it would not do him any good to continue to make requests. The group discussed this situation and the counselor shared examples of an aggressive response and an assertive response to the refusals given the student in the role play situation.

Aggressive Response:

The student slams his pencil on the desk and gives the teacher a glaring look. When the bell rings he pushes people out of his way as he leaves the classroom.

Assertive Response:

The student continues his work. When the bell rings he goes to the teacher and tells her he feels she was unfair (if he really feels this) in not letting him sharpen his pencil. Here the counselor points out that the student must be willing to accept that the assertive person will not always get what he asks for. Group discussion followed dealing with the students' reaction to the two responses modeled. The group consensus was that it would be extremely difficult to use the assertive response with any of their teachers. Most of the group preferred the aggressive response because it did not involve a direct confrontation with the teacher.

Session Eight. The counselor introduced the mode of "refusals". The counselor discussed how refusals are a vital part of assertive behavior. The ability to say "no" when you want to and feel good about it is not easy for everyone. The main point to be learned in this mode was to distinguish between reasons and excuses. The counselor stated that assertive refusals are never given with excuses. This was made more clear by the counselor giving an example of a situation where there is an excuse and an assertive refusal.

The counselor related the following hypothetical situation: A group of boys are teasing a younger student during the lunch hour. You are leaving the cafeteria and one of the boys yells at you to come over and "join the fun".

Excuse:

I can't, I've got to get to my locker and get an assignment for the next hour. (This student really doesn't have to get the assignment now but is afraid to tell the boys he doesn't want to tease the younger student because he may get in trouble.)

Assertive Refusal:

No thanks, I don't get much fun out of being a bully.

The counselor asked the group to comment on the two responses. One group member immediately said, "I don't enjoy teasing." Another group member shared his idea that you should always back up a refusal with a reason. Following this discussion the counselor selected a member from the group. She told him that she was going to ask several things of him and that he was to try hard to respond with an assertive refusal.

The counselor asked the following:

- (1) "Hi _____, would you stay after school for about 30 minutes to help me stack some books in the library?"
- (2) "Hey _____, how about helping the custodian stack chairs in the cafeteria?"
- (3) "Would you let me have that ice cream sandwich even though it's the last one in the cafeteria today?"

The group discussed the student's responses. Others in the group were encouraged to offer any different assertive refusals they thought of during the role playing. The group was cooperative throughout this activity. The discussion indicated that the group understood assertive refusals. The counselor thanked the group for their active participation and cooperative behavior.

Session Nine. The counselor introduced the mode of "assertive expression". The counselor explained that this simply means giving and receiving positive expressions. The counselor gave the following examples:

"That's a cool looking bike!"

"You really can throw that ball."

"Your sister is really cute!"

The counselor encouraged the group members to look for the positive things in the people (e.g., peers, teachers, parents, etc.) they associate with everyday. The counselor modeled this mode by pointing out something positive about each member in the group. This seemed to be a positive experience for the group members. A few of the group members stated that they seldom hear compliments from adults.

The counselor then introduced the other side of the coin, that is, receiving positive feedback. The group was informed that assertive responses are as important as assertive expressions. She explained that assertive responses are, "responding to a compliment or positive feedback by offering a simple 'thank you.'" The counselor asked the group to follow her lead and go around the circle giving positive expressions to each other and replying with an assertive response. The counselor concluded this session by encouraging the group members to practice positive expressions on their family and friends and to use it with teachers when they feel comfortable doing it.

Session Ten. This last session was a review of all the modes of assertive behavior presented during the treatment period. The counselor discussed each mode again briefly and for emphasis, modeled the mode. She asked for a volunteer to model any of the assertive modes taught, but none of the group members were interested in volunteering. The counselor asked the group to provide feedback concerning what they learned and how they felt about having been in the group. The group was not very talkative during this last session. Those who did respond to how they felt about having been in the group indicated that they felt it was "fun". The counselor thanked the group for their participation during the five weeks. The group was asked to return the following morning during their second period to take the Sears' Aggression Scale. The group was then dismissed.

APPENDIX G

ATTENTION-PLACEBO GROUP SESSIONS

ATTENTION-PLACEBO GROUP SESSIONS

Session One. At the beginning of the group session the counselor introduced herself to the group. She briefly discussed when the group would meet, the students' responsibilities for keeping up with assignments missed while attending group sessions, and the students' responsibility for being present at every group session. The counselor explained in very general terms that the group would be introduced to a variety of activities throughout the five week period. She further explained that the purpose of the activities would be to assist the group members in getting to know themselves and each other better.

The counselor asked each group member to introduce himself and state a favorite TV program. After each member introduced himself the group members began discussing sports events that had recently been shown on TV. The counselor encouraged the group to discuss their specific views concerning the sports event being discussed. The session concluded with all members participating in the discussion.

Session Two. The counselor explained an activity to the group known as Identity Auction (see Appendix D). Each member of the group was given a sheet of paper with a list of 23 items which they could purchase in an auction. The counselor informed the group that each member was to imagine that he had \$100 to spend at the auction. The group members were told that they were free to spend their money as they wished. They could spread out the money and buy many items (if bidding was low) or they could spend the entire amount on one item. The group participated enthusiastically in the activity. One group member chose

not to bid on any item on the list. He stated that none of the items appealed to him and that he preferred to keep his money.

At the completion of the auction the counselor encouraged the group to discuss what items were most important to each of them and why. The counselor pointed out to the group that the information acquired from the group discussion would provide each member an opportunity to learn more about himself. One group member spent all of his money on item two ("I would like to leave home for a while"). Another group member spent a majority of his money on item 22 ("I wish I could see any movie I choose"). The group discussed parental authority and expressed their feelings about parental permissiveness versus parental strictness. The majority of the group members felt their parents are too restrictive concerning movies and TV.

Session Three. Session three began with the counselor giving the group a few minutes to chat with each other about events of the day or week. This was primarily a means of helping the group settle down for the planned activity. The counselor stated that the group activity for the session would be the Personal Coat of Arms (see Appendix D). The purpose of the activity was explained as answering questions such as, "What is something you are striving to become?", "What do you think is your greatest accomplishment?", etc. in an effort to learn more about yourself. The group members were given a sheet of paper with a picture of a coat of arms drawn on it. Each group member drew a picture or symbol in response to one of six questions listed on the sheet. Each question had a corresponding area for the response to be drawn on the coat of arms. The six questions were:

1. What is something you are striving to become?
2. What do you think is your greatest accomplishment?
3. Illustrate two things you do well.
4. Illustrate two things you treasure.
5. What is one thing you would wish for others?
6. What three things would you most like to be said about you if you died tomorrow?

The counselor encouraged the group to share their responses.

Eventually each member of the group shared his responses to the six questions. The responses to question one ("What is something you are striving to become?") varied from "a farmer" to "a motorcycle racer". Some disagreement ensued regarding the way some group members responded to question three ("Illustrate two things you do well"). Many of the group members drew pictures of sporting events which they felt they were accomplished in. There was considerable disagreement among the group members concerning each others assessment of their own athletic accomplishments. The heated exchange that occurred among the group members seemed to symbolize the fierce competitiveness that is often associated with adolescent males.

Session Four. The counselor found the mood of the group during this session to be tense and excitable. The weather was threatening that day and there was a chance school would be dismissed early due to the snow. The weather was thought to be a factor in the way the group members were behaving during the session.

The counselor attempted to initiate an activity but was interrupted by several group members who stated that they felt the previous activity

was "silly" and they did not want to continue with similar activities. The counselor found the rest of the group to be in agreement with the outspoken members. Consequently, the counselor gave each member of the group a piece of paper and requested that they each write down two or three topics that they would like to discuss during the group session. The majority of the group members had three consistent topics to be discussed: "women, sex, and sports". The group members suggested that outside sources could come to the group to provide information about athletics, such as athletes from Oklahoma State University.

The counselor explained to the group that she did not know whether or not athletes from OSU would be available to speak to the group. Such an undertaking would likely require more time than the remaining group sessions would allow. Since sex education is a part of the group members' science curriculum, the counselor stated she would not attempt to compete with that program. She concluded the session by informing the group members that future sessions might include discussions of issues or questions including sex, sports, women, etc. as long as a discussion of these issues related to the goals of the group and were relevant to the activity planned by the counselor. The group was then dismissed.

Session Five. This session was beset by more behavior problems. The counselor made numerous attempts to initiate an activity for the group but was repeatedly interrupted by one particularly disruptive group member. Considerable efforts were made to accommodate this group member but he was finally asked to leave the group and remain in the office just outside the group room for five minutes. After this time had passed he was asked to return to the group. The remaining group

members were less disruptive after the student had left. However much time had been spent in dealing with the groups' disruptive behavior. The counselor shared with the group her feeling of frustration concerning the groups' disruptive behavior and requested that more cooperation be given from the group members so that the next session could be less disruptive.

Session Six. The counselor greeted the group and stated that the activity for this session would focus on expressing feelings. Twenty cards (see Appendix D) with a variety of feeling statements on them were shuffled and passed around to the group until all the cards were handed out. Each group member responded to the question on his cards (e.g., "How do you know when something is real?). The group discussed the various responses given by each group member. Although some disruptions occurred from a couple of group members, the group as a whole made a good effort to participate in the activity. The counselor thanked the group for this cooperation.

Session Seven. This session introduced an activity that is designed to give group members practice in making choices. The group members were given a sheet of paper entitled, Rank Ordering (see Appendix D). The group was asked to rank order five statements. The statements involved choices concerning self, friends, drugs, alcohol, tobacco, school, and love. The group members were initially cooperative during this session. However as the session progressed the counselor experienced some difficulty with a few of the members. Group members would interrupt each other during the discussion of their responses to the rank ordering

of the statements. Several discussions would occur at once with no one being willing to concede the floor to another. The most disruptive group members were asked by the counselor to "take five". While these members were out of the group session the counselor attempted to establish order among the remaining members. This was accomplished rather easily. The session concluded with all of the group members sharing their choices on a few of the statements. Disruptions within the group prevented members from having enough time to discuss all of their choices on the five statements.

Just before this session concluded one of the group members requested that he be allowed to present a topic for discussion during the next session. He suggested that the topic be superstition. The counselor suggested that the group decide if this would be acceptable to each of them. The group agreed to allow the student to present the topic for discussion in the next session.

Session Eight. This session began with the counselor introducing the group member who had requested to present the topic for discussion for this session. The student had a lot of difficulty getting started. He was not sure of what he wanted to say nor what he wanted the group to discuss concerning superstition. After ten minutes or so, the counselor attempted to assist the group member. However, the group members were not interested in discussing superstition. One group member suggested that the group discuss girls and dating. This topic captured the attention of all the group members and a discussion followed. The group members who had some experience in dating shared their feelings about dating and breaking up with a girlfriend. The

group members were more cooperative during this session and less disruptions occurred. The older group members primarily led the discussion while the younger members who had little or no dating experience were eager to listen and learn.

Session Nine. This session introduced another activity designed to give the group member practice in making value choices. The Forced Choice Ladder (see Appendix D) has eight statements that are to be ranked on a scale of one (strongly like) to eight (strongly dislike).

Each group member was given a sheet of paper containing eight statements and a separate sheet with a drawing of the eight scales. The group members participated cooperatively in the activity. The counselor encouraged the group members to share their choices openly with the group. One statement on the sheet refers to racial prejudice. One of the two black members of the group who had previously been a rather passive participant in the group sessions became very open and verbal with his opinions concerning racial prejudice. Although one group member did not share the same value concerning racial prejudice as the black student, their exchange was not hostile and the group as a whole was supportive toward both members, respecting their right to separate views.

Session Ten. The last session concluded with an activity involving values and decision-making. The activity was entitled Dilemma (see Appendix D). Each group member was given two situations in which some value judgment had to be made. The group members read the dilemma situations and then responded to two questions on one situation and one question on the other.

Most of the group members responded to the questions in a similar way. That is, almost all of the group members felt that stealing would be appropriate if it meant saving your wife's life. In the other situation the responses indicated that the majority felt if you lose your place in line it's your "tough luck". Considering the amount of aggressive behavior demonstrated by many of the group members during the ten sessions, these responses were not surprising. At the conclusion of the session the group members were thanked for their participation and were requested to return the following day to the Youth Service office at the beginning of the second period to take the Sears' Aggression Scale.

VITA

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Candidate for the Degree of

Doctor of Philosophy

Thesis: THE EFFECTS OF GROUP ASSERTION TRAINING ON AGGRESSIVE
BEHAVIORS OF SEVENTH AND EIGHTH GRADE MALES

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