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HAWKINS, Gene Anthony, 1942-  
THE TEACHING OF COMMUNICATION SKILLS TO CHILD  
CARE WORKERS IN TWO NATIVE AMERICAN ORGANI-  
ZATIONS AND ITS EFFECTS ON STUDENTS.

The University of Oklahoma, Ph.D., 1977  
Education, personality development and  
mental hygiene

**Xerox University Microfilms**, Ann Arbor, Michigan 48106

The University of Oklahoma  
Graduate College

The Teaching of Communication Skills  
to Child Care Workers in Two Native  
American Organizations and Its  
Effects on Students

A Dissertation  
Submitted to the Graduate Faculty  
in Partial Fulfillment of the Requirement for the  
Degree of  
Doctor of Philosophy

By  
Gene A. Hawkins  
Norman, Oklahoma  
1977

The Teaching of Communication Skills  
to Child Care Workers in Two Native  
American Organizations and Its  
Effects on Students

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Running head: Communication Skills

### Acknowledgements

The author wishes to express gratitude to all of those persons who have contributed to this study. The guidance given to the author by his dissertation committee is greatly appreciated. Dr. Robert Ragland, Committee Chairman, gave support and reassurance over the past years and guided this study through its development. Dr. George Letchworth, provided the structure and format for the manuscript as well as offered his own expertise in the initial design and later reorganization of the scope of the study. Dr. William Graves aided the author in the statistical analyses and their interpretation. Dr. Omer Rupiper assisted with the selection of measuring instruments.

Thanks is also extended to Mr. John Greany, Director of the Concho Indian Youth Project, for his support. Special thanks goes to the students and child care workers who participated in this study. Mr. Vance Stansell's hours of technical assistance are also greatly appreciated.

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## Communication Skills

### Abstract

The relationship between teaching Parent Effectiveness Training (PET) to child care workers in two Native American organizations with the consequent changes in the attitude of child care workers and the attitude, behavior and anxiety of students was explored. Seventeen child care workers employed by the Bureau of Indian Affairs (BIA) and 13 child care workers employed at a tribal youth project were trained according to the PET model of communication. Communication skills and attitudes about self, job, and dormitory environment were measured by pre- and posttests for all child care workers. Changes in behavior and anxiety, and attitudes about self, child care workers and dormitory environment were measured for fifth and sixth grade students living in both the Bureau of Indian Affairs and in the tribal project dormitories. It was found that the child care workers did learn better empathetic and confrontation skills but that there was no attitude change. The fifth graders, whose child care workers did complete the training expressed less anxiety and changed more in the direction of a positive self-concept than did the sixth graders, whose child care workers did not complete training. The finding that none of the BIA child care workers completed training beyond the third seminar is discussed in the framework of organizational psychology.

The Teaching of Communication Skills  
to Child Care Workers in Two Native  
American Organizations and its  
Effects on Students

Allen (1973) and Dlugokinski and Kramer (1974) working with Indian Boarding Schools in Western Oklahoma, reported that boarding school experiences accentuate, rather than resolve, problems for the Indian children. The increased stresses placed on a child living at an Indian boarding school were found to result from his living away from home, family, friends and cultural traditions. Evidence suggests that the psychosocial development of the child is impaired and that this impairment becomes more severe with the onset of puberty (Allen, 1973; Bryde, 1966; Krush, Bjork, Sindell & Nelle, 1966). Using the MMPI, Krush and Bjork (1965) found that the Indian child revealed greater personality disruptions and greater problems of adjustment when compared to the MMPI norms for non-Indians within the same age group. Feelings of anxiety, depression and emotional alienation were frequently reported on the MMPI questionnaire.

The relationship between the Instructional Aides, hereafter referred to as child care worker (CCW), and the child in an Indian boarding school is of primary importance in the development of the personality and mental health of the child. Redl (1959) states that due to factors in the everyday life experiences of the child which may be considered irrelevant, but which in fact are crucial to normal social and emotional growth, the CCW is the most influential staff member in the therapeutic process with the child. Portnoy (1971) states that the CCW, through the regular exercise of his functions, controls various resources available to the children in his care and thus becomes a powerful and influential model to the child. Portnoy reported the CCWs were imitated more often than were the neutral models and Gold (1971) and Goocher (1971) have proposed the need to "professionalize" CCWs. They view the therapist's focus as being on the understanding and importance of the child's "life style constructs," while the CCW is seen as the "behavior change agent." Change occurs, according to this approach, through the CCWs' modeling a more adaptive life style which does not confirm the child's neurotic constructs about himself and others.

Truax (1967) describes the effective CCW as a prototypical model of a well-integrated functioning person.

Effectiveness of non-professional personnel was found by him to be related to their ability to communicate with a high level of accurate empathetic understanding, non-possessive warmth, and genuineness. There appears to be an abundance of support for the effectiveness of these attitudes and skills in promoting positive growth in others (Barrett-Lennard, 1962; Gordon, 1970; Rogers, 1970).

Neill (1960) after forty years at Summerhill, a school in England, states that a child does have the power within him to grow and develop best in an atmosphere of acceptance and freedom. He points out that the danger for the child is the parent putting obstacles in the way of his growth rather than providing "good growing ground."

The theoreticians whose thoughts underlie the methodology of this study contend, on the basis of research and clinical data, that the warm, accepting, trusting person will provide the best "growing ground" for the child. If the CCWs were trained to communicate these characteristics more effectively, the children in their care would also show changes in attitudes, self-concept and anxiety (Barrett-Lennard, 1962; Rogers, 1970).

One methodology which may help CCWs learn how to communicate in a democratic framework with their charges is

the Parent Effectiveness Training (PET) program developed by Gordon (1970). He adopted and extended the theories of the therapeutic relationship espoused by Rogers (1970) to a preventive program of instruction for parents. Participants are taught effective child-rearing practices; the basic skills taught are: (1) listening skills (reflection of feelings), (2) confrontive skills (congruent messages involving how the child's behavior is interfering with the others needs), and (3) conflict resolution skills (finding solutions that are mutually acceptable and need-satisfying).

The intent of this study was to investigate the effects that the teaching of empathetic listening and confrontation skills (PET) had on CCWs' attitudes concerning their job, self, and working environment, and to determine the effects of two comparison variables (gender and previous experience in a BIA boarding school) on the effectiveness of PET. Further, this paper proposes to determine the effects that PET for the CCWs had on the degree of anxiety, attitudes and behavior of the students. Experience in a bureaucracy, such as a BIA boarding school, results in an attitudinal and behavioral set (Shomper and Phillips, 1973); therefore, CCWs without previous BIA experience will show greater change in attitudes and communication skills. It was thought that

the degree of dogmatism on the part of the CCWs would influence the effectiveness of their training in that those high on dogmatism would not learn the skills of communication as well as would those who scored low on a dogmatism scale (Osborn, 1973). The CCWs were drawn from two organizations: a BIA Boarding School and a tribal directed drug demonstration project, Concho Indian Youth Project (CIYP) which is funded through the National Institute of Drug Abuse (NIDA). Both organizations are located on the same campus located in western Oklahoma, and all students attend the BIA school. The major differences between the two organizations are as follows: (1) only the fifth grade is housed in the CIYP dorm while grades 1-4 and 6-8 are housed in the BIA dorms; (2) the CIYP has a lower staff-student ratio; (3) the CIYP dorm houses both males and females whereas the BIA dorms do not; (4) evening snacks are provided at the CIYP only; (5) CIYP staff have not previously worked in a BIA school; and (6) organizational structure of the CIYP is different than that of the BIA.

The first five evaluation hypotheses concern the influence of the training on the staff; the next four evaluation hypotheses concern the impact of the trained staff upon the students.



## Communication Skills

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1. CCWs with and without previous BIA boarding school experience will differ in empathetic and confrontation skills following their completion of the PET course. The CCWs without previous experience will exhibit a higher level of skill.
2. Female CCWs will start at a higher level of empathetic and confrontation skills than will male CCWs; however, at the completion of the PET course, there will be no difference between male and female CCWs in empathetic and confrontation skills.
3. The self-expressed attitudes of the CCWs concerning self, job, and dorm environment will be more positive following completion of the PET course.
4. CCWs will show increases in their confrontation and empathetic skills following the PET course.
5. CCWs who score high on a dogmatism scale will change less in their attitudes about self, job, and dorm environment and on empathetic and confrontation skills than will those who score low on a dogmatism scale.

6. The children will be less anxious following the CCWs' completion of the PET course.
7. The children's self-expressed attitudes concerning CCWs and dorm environment will be more positive following the CCWs' completion of the PET course.
8. The children's hostile and aggressive behavior will be less following the CCWs' completion of the PET course.
9. The self-expressed attitudes about the self will be more positive for the children following the CCWs' completion of the PET course.

Method

Subjects

Subjects were 17 Indian child care workers (CCWs) (gender not reported) employed by the BIA and 13 CCWs (6 male and 7 female) employed by the tribal youth project. They represent several different American Indian tribes and range in age from 21 to 55 years.

Students from the two organizations were 19 (9 male and 10 female) fifth graders residing at the CIYP dormitory, and 11 (6 male and 5 female) sixth graders residing in the BIA dormitories. All students attend the same school,

located on the BIA campus. Originally there were 24 fifth graders (CIYP) and 12 fourth and 12 sixth graders (BIA). However, all fourth graders were dropped from the study due to their inability to read the pretest instructions. Failure to return to school after enrollment eliminated three students (two fifth graders and one sixth grader), failure of parents to give consent eliminated two of the fifth graders, and one fifth grader dropped out of the program shortly after the project began. As with the CCWs, the students represent many different American Indian tribes from several states.

#### Measures

Five different measuring instruments were employed.

##### The Children's Form of the Manifest Anxiety Scale

(Castaneda, McCandless & Palermo, 1956), a 20-item true or false questionnaire adapted from the Taylor Manifest Anxiety Scale for use with fourth, fifth and sixth graders, was used to measure the self-expressed anxiety of the students. Castaneda et al. found that one-week retest reliabilities averaged .90 and that the effects of grade were not significant.

Attitudes concerning the self and dorm environment and CCWs were measured by a Semantic Differential. This instrument used adjective pairs that have been found by Osgood, Suci, and Tannenbaum (1971) to be heavily loaded on the evaluative factor. The concepts employed on the scales were as follows: instructional aides, television room, toy room, living room, instructional aide's office, bed time, getting ready for school, changing clothes after school, Saturday morning chores, counselor's office and self. Norman (1959) found on test-retest measures for Osgood's Semantic Differential that the median  $r$  (Pearson product-moment coefficient) was .66 and the values ranged from .38 to .77. A four week delay between tests was used.

Empathy and confrontation skills were measured by an instrument composed by the writer. It consisted of three scenarios which could indicate that the child is emotionally upset and three problem situations that could be dealt with by the CCW through confrontation.

The Burks Behavior Rating Scales (Hostile-Aggressive scales, Burks, 1971) was used to measure the behavior of the students before and after the PFT course. Fifty-four items were rated on a one to five point scale with the higher scores indicating greater frequency of occurrence thus more hostility

or aggression. The Hostile-Aggressive Scale of the Burks Behavior Rating Scale consists of nine subscales: poor social confirmity, poor reality contact, poor sense of identity, excessive sense of persecution, poor anger control, excessive suffering, excessive resistance, excessive aggressiveness and excessive sexuality. The Short-Form Dogmatism Scale (Troidahl, 1964), a 20-item multiple-choice questionnaire, was used to measure the degree of emotional and cognitive rigidity of the CCWs.

#### Procedure

Parent Effectiveness Training was taught to the BIA and the CIYP-CCWs. There were 10 sessions, each session approximately two and one-half hours in length over a 10 week period. Pre- and posttests measured attitudes about the dorm environment, CCWs, and the self. Pre- and posttests of empathy and confrontation skills were administered to both groups of CCWs. Each CCW was asked to write how he or she would respond to six different problem situations. They were rated on a one to five point scale on empathy, accuracy of reflection (active listening), and confrontation (congruent messages). Raters were two master's level psychologists authorized by Effectiveness Training Associates to conduct PET courses. They were presented with both pre- and posttests

at the same time so that the difference in time between pre- and posttests would not bias the results. Further, each response set was scored separately to avoid a halo effect. A random sample of three CCWs in both groups (BIA and CIYP) filled out a pre- and posttest behavioral checklist on a random sample of three male and three female children in their charge. Since the boys and girls are housed in separate buildings at the BIA boarding school, the CCWs of these dorms rated only the gender with whom they worked. The CCWs in the CIYP dormitory rated all six randomly selected students, both boys and girls. Measures of emotional and cognitive rigidity were determined for each CCW by use of a dogmatism scale.

Both groups of children (BIA and CIYP) were administered pre- and posttests measuring degree of manifest anxiety, and attitudes about the self, CCWs, and the dorm environment. Pretest measures were not acquired until the CIYP students had been in their new quarters for one month. The CIYP-CCWs had been working in the dormitory for three months prior to the beginning of the pretests.

Due to the small number of subjects and the preference for a Type I error over a Type II error, the alpha level was set at .05.

### Results

The originally-planned procedures were modified since the field study changed from the plan in three ways:

(1) none of the BIA-CCWs attended PET training beyond the third session; (2) only 4 BIA-CCWs completed the posttests; and (3) there was not sufficient information to warrant comparison according to gender with the BIA-CCWs. The foregoing three factors make the statistical analyses difficult to assess. In the discussion section which follows, an attempt will be made to explain the outcome from a different perspective.

A series of one-way analyses of covariance (ANCOVA) were performed comparing the BIA- and CIYP-CCWs. Using the pretest as a covariate, a random sample of four was drawn from CIYP to equate the two groups for each of the dependent measures: attitudes about (1) self, (2) CCW, (3) dorm, and skills in (4) confrontation and (5) empathy (see Tables 1 and 2). None of the differences were significant. Further

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Insert Table 1 about here

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Insert Table 2 about here

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a series of one-way analyses of variance (ANOVA) were performed on the pretest means of the BIA- and CIYP-CCWs

for each of the measures: (1) dogmatism, (2) skills in confrontation, (3) empathy and attitudes about (4) self, (5) CCW, and (6) dorm (see Tables 3 and 4). With the exception of confrontation (see Table 3); none of the comparisons were significant (see Table 4). The BIA-CCWs exhibited better confrontation skills on the pretest.

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Insert Table 3 about here

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Insert Table 4 about here

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One-way ANOVAs were performed on the pretest and the posttest means of the male and female CIYP-CCWs for each of the following measures: skills in (1) confrontation and (2) empathy, and attitudes about (3) self, (4) CCW, and (5) dorm (Tables 5 and 6). None of the comparisons were significant.

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Insert Table 5 about here

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Insert Table 6 about here

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Further one-way ANCOVAs were performed comparing male and female CIYP-CCWs on posttest scores with pretest scores as the covariate for each of the following measures: attitudes about (1) self, (2) CCW, and (3) dorm, and skills in (4) confrontation, and (5) empathy (see Table 7). None of the comparisons were significant. Means, adjusted means and standard deviations for Tables 5-7 are presented in Table 8.

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Insert Table 7 about here

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Insert Table 8 about here

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Correlated measures t-tests were performed comparing all CIYP-CCWs on their pre- and posttest means for each of these measures: skills in (1) confrontation and (2) empathy, and attitudes about (3) self, (4) CCW, (5) dorm. Comparisons on confrontation ( $t(12)=3.86, p<.01$ ) and empathy ( $t(12)=4.99, p<.001$ ) were significant. The CCWs were more skillful in confrontation and empathy on posttests than on pretests (see Table 9).

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Insert Table 9 about here

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The CIYP-CCWs were categorized according to high dogmatism (77 and above) and low dogmatism (72 and below) so as to compare the upper and lower quartiles of each of the measures: attitudes about (1) self, (2) CCW, and (3) dorm, and skills in (4) confrontation, and (5) empathy. Results were analyzed with one-way ANCOVAs using the pre-test scores as the covariate (see Table 11 and 12). None of the comparisons were significant.

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Insert Table 10 about here

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Insert Table 11 about here

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A series of two-way ANCOVAs analyzing gender and grade with the pretests as the covariate were performed on each of the measures: (1) anxiety, and attitudes about (2) self, (3) CCW, and (4) dorm (see Table 12). The comparison

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Insert Table 12 about here

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for grade on the measure for self was significant. Due to a Pearson product-moment correlation coefficient of .067 between pre- and posttests on grade, a two-way ANOVA was performed on these data; results were significant. Means (see Table 13-14) would suggest that the fifth graders changed more in the direction of a more positive self-concept than did the sixth graders during the treatment period.

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Insert Table 13 about here

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Insert Table 14 about here

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A one-way ANCOVA, using pretest as covariate, was performed comparing sixth and fifth graders on their behavioral ratings. Comparison of fifth and sixth graders on behavioral ratings was not significant. Means, adjusted means and standard deviations are found in Table 15.

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Insert Table 15 about here

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Correlation coefficients for the three CIYP behavior raters are as follows: (1) on pretest raters 1 & 2 (.224),

raters 1 & 3 (.267); raters 2 & 3 (.212) and on posttest raters 1 & 2 (.413); raters 1 & 3 (.923), and raters 2 & 3 (.301). Results suggest that rater reliability was low.

One-way ANOVAs were performed on the pretest scores of the male and female fifth graders for each of the measures: (1) anxiety, and attitudes about (2) self, (3) CCW, and (4) dorm. None of the comparisons reached significance (see Table 16).

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Insert Table 16 about here

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Correlated measures t-tests were performed comparing all fifth graders on their pre- and posttest means for each of the measures: (1) anxiety, and attitudes about (2) self, (3) CCW, and (4) dorm. Comparison for anxiety ( $t(18)=2.77$ ,  $p<.02$ ) was significant. Fifth graders expressed less anxiety on posttests than on pretests (see Table 17).

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Insert Table 17 about here

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One-way ANOVAs were performed on the pretest scores of the male and female sixth graders for each of the measures: (1) anxiety, and attitudes about (2) self, (3) CCW, (4) dorm.

With the exception of the pretest attitudes toward respective CCWs, none of the comparisons were significant. (see Table 18). The female sixth graders scored higher on an attitude scale about their CCWs on pretest than did their male counterparts (see Table 14). However, this difference decreased by the posttesting due to the female sixth graders scoring lower on their measured attitudes about their CCWs, than they did on the pretest.

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Insert Table 18 about here

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Correlated measures t-tests were performed comparing all sixth graders on their pre- and posttest means for each of the measures: (1) anxiety, and attitudes about (2) self, (3) CCW and (4) dorm. None of the comparisons were significant. Means and Standard Deviations are in Table 17.

There were eight ANCOVAs performed on results with a negative or low correlation ( $\leq .3$ ) between pre- and posttest. A Pearson product-moment correlation coefficient of .3 represents only 9 per cent association or shared variance. This is a conservative cut off point between the disadvantage of ANOVAs on raw gain scores and the loss of one degree of freedom with the ANCOVAs. Significance levels ( $p \leq .05$ )

for these subjects ranged from  $r = .71(8)$  to  $r = .46(19)$ . ANOVAS were performed on the data and none of the ANOVAS changed the results as reported in this section.

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Insert Tables 19-23 about here

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#### Discussion and Conclusions

The BIA-CCWs at the beginning of the study exhibited greater skills in confrontation than did the CIYP-CCWs. None of the BIA-CCWs participated in the PET training past the third session so the four complete BIA-CCW posttest results cannot be considered as an index of training. While male and female CIYP-CCWs did not differ on either pre- or posttest measures as a group, the CIYP-CCWs did exhibit better empathetic and confrontation skills than did the BIA-CCWs. The results failed to support the hypothesis that PET would cause a positive change in the CCW's attitudes about (1) self, (2) CCW or (3) dorm.

The fifth graders expressed less anxiety and changed more in the direction of a positive self-concept during the treatment period than did the sixth graders whose CCWs did not complete PET. The sixth grade females were found to have significantly more positive attitudes toward their

respective CCWs than did their male counterparts. This difference was not found on the posttest due to a slight decrease in the males and a larger decrease in the female sixth graders' positive attitudes toward their CCWs.

The general outcome of this study requires that it be considered not only in terms of the results, but also in the light of the psychosocial environment within which it was conducted. In other words, it is not sufficient to evaluate the output of this study without also considering the input and throughput. Since the results give some credence to the input and throughput, it will be discussed first.

#### Output

Hypothesis one, which stated that CCWs with and without previous BIA boarding school experience would differ in empathetic and confrontation skills following completion of the PET course, the CCWs without previous experience (CIYP) having a higher level of skill, was not supported. However, there were two main problems with this comparison between CIYP- and BIA-CCWs: (1) only four BIA-CCW completed posttest measures which caused the statistical power to be very low; (2) none of the BIA-CCWs completed PET past the third session, but all had access to the text (Gordon, 1970).

Therefore, the degree of exposure to the PET model was not controlled with the BIA-CCWs, thus leaving some doubt about the representativeness of the four BIA-CCWs who did complete posttest forms.

On pretest measures, the BIA-CCWs exhibited better confrontation skills than did the CIYP-CCWs. This is understandable in light of their having more experience and possibly more confidence and assertiveness in working with students in a boarding school.

The hypothesis which proposed that the female CCWs would initially exhibit more advanced empathetic and confrontation skills was not supported by the data. While females have traditionally been more empathetic (Farson, 1974), selection factors may account for the lack of initial difference. Males employed as CCWs may be different in empathy than males in the general population.

The self-expressed attitudes of the CCWs concerning the self, job (CCW) and dorm environment did not improve following PET as hypothesized. Because PET proposes a different approach to children than the average person employs, the CIYP-CCWs may have consequently found it difficult to feel success and adjust to this approach.



The hypothesis which stated that the CCWs would improve in their confrontation and empathetic skills following the PET training was supported. However, the hypothesis which stated that CCWs who scored high on dogmatism would change less in their skills in confrontation and empathy and in their attitudes about self, jobs, and dorm environment was not supported. The degree of dogmatism failed to differentiate between those who completed PET training and those who did not, nor was it related to effectiveness of training. The degree of dogmatism may differentiate between those who use their learned skills and those who do not. However, further information is needed before this can be determined and may be the subject of continuing research at Concho Indian Youth Project.

The proposed decrease in students' anxiety following their respective CCWs completion of PET course was found. The decrease in anxiety between pre- and posttests was largely due to the decrease in the males anxiety scores. Males pretest scores were higher than the females but on posttest were lower. It was found with the exception of the female sixth graders, pretest attitudes toward their respective CCWs, there were no differences between male and female fifth and sixth graders on comparison variables. The female sixth graders had more positive

attitudes toward their CCWs (all female) on the pretest than did their male counterparts (male sixth graders had male and female CCWs). However, on the posttest there was no difference due to a slight decrease in the males attitudes and a large decrease in the female sixth graders' attitudes about their CCWs. The initial difference might suggest that females have a better sexual identification; therefore, enter relationships with other females with more positive attitudes than do males. Further information would be needed to substantiate this.

The hypothesis that the students' self-expressed attitudes about their CCWs and dorm environment would be more positive following their respective CCWs completion of PET was not supported. A possible explanation could be that the instrument used was not sensitive to the changes in attitude or that due to the ratio of CCW to student, attitude change is slower than when there is a one to one relationship as in a parent-child relationship. The fact that the attitudes of the female sixth grader changed in the negative direction concerning their CCWs (BIA has a one to 18 staff-student ratio) may suggest that the ratio of CCW to student has the greater influence on the student perceptions of the

CCWs than the CCWs own interpersonal skills. Further information would be needed to answer this. With respect to the findings of Allen (1973) and Dlugokinski and Kramer (1974), a further explanation could be that students are reluctant to make a positive emotional investment in a CCW or dorm environment for fear of experiencing yet another loss.

The hypothesis concerning the decrease in the students' hostile and aggressive behavior following their respective CCWs completing PET was not supported. In parent education courses utilizing the PET model, changes in behavior have been found (Lillibridge, 1971). The fact that the ratio of CCWs to students is higher than is that found between parents and their children may dilute the effects of the new model of communication thus requiring longer periods of time before behavior changes occur.

The proposed increase in students' self-concept following their respective CCWs completion of PET course was supported by the results. The fifth graders whose CCWs completed the PET course were found to have more positive self-concept than did the sixth graders whose CCWs did not complete the PET course. All but the male sixth graders increased in self-concept during the treatment period. Sixth grade males scored lower on the self-concept scores on posttest

than pretest. In comparison the largest mean change in the predicted direction was found in the fifth grade males. Changes in self-concept following parents' completion of a PET course was also found by Stearn (1971).

#### Input & Throughput

Lorsch and Lawrence (1968), discuss the need for adequate diagnosis of organizational problems prior to the change effort. According to these authors, the degree of success of collaborative efforts between sub-units or organizations depends upon how divergent the two are with respect to: (1) time orientation of members (short vs. long term goals), (2) interpersonal orientation of members (task vs. interpersonal), and (3) internal formal structure (loose vs. rigid rules). The history of the federal grant that finally materialized into the CIYP is of relevance. The BIA school originally had made two attempts at funding for the purpose of setting up a model dormitory by decreasing the ratio of instructional aides (CCW) and students. After those attempts failed, the Cheyenne-Arapaho Tribal Council changed the purpose of the grant to establishing a drug prevention program which was to be operated in a different building on the same campus. According to the conceptual scheme of Lorsch and Lawrence, the BIA and the Tribal Council projects are

divergent in two areas: time orientation and internal formal structure.

The BIA school desired short-term immediate relief of the staff shortage; whereas the CIYP was aimed at long term prevention goals. The structure of a bureaucracy such as the Bureau of Indian Affairs has been documented by several authors (Shomper and Phillips 1973; Toffler 1970; and Blau 1956). Shomper and Phillips characterize a bureaucracy as "a system of administration marked by constant striving for increased functions and power, by lack of initiative and flexibility, by indifference to human needs or public opinion, and by a tendency to defer decisions to superiors or to impede action with red tape." While it is the writer's opinion that the Concho Indian Boarding School differs in some respects to the above definition, its structure and organization is more rigid and legalistic in its operation than is the CIYP, a newly formed group. Therefore, the two organizations are different in their scope and structure; and as Lorsch would predict, any effort to change would be hindered by a lack of cooperation and by unresponsiveness.

Glasser and Taylor (1973), studied ten successful and ten unsuccessful projects funded under the National

Institute of Mental Health (NIMH) in respect to the quantity and quality of the relationship between the principal investigator and the host agency. They found that successful projects, as opposed to unsuccessful ones, were characterized by the fact that the basic research idea and the project were directly relevant to the needs of the host agency; and that during the design of the project, a two-way communication system was developed between key persons in the host agency and the project so that conflicts would be resolved. In fact, there was no difference between successful and unsuccessful projects with respect to number of conflicts; the difference was in their resolution. In the successful projects, each party was receptive to the other's input, acknowledged their value and used them where appropriate. Consultants were brought into the project to work out some of the less apparent aspects of their relationship.

As stated above, the immediate needs of the BIA school were not satisfied by the CIYP and as a result, the school administration was frustrated in its needs. The writer was told on more than one occasion that the drug problem was not as great any longer and that what was needed was more staff to work with the students. The necessity for cooperation and support from key persons has been reported

by several authors (Cattle, 1970; Chesler, Schmuck, & Lippitt 1963; Runkel 1974; Swaab 1972). While not being able to single-handedly make a project work, administrators and supervisors can hinder a project which does not agree with their goals. The administrators and supervisors at the BIA school were not consulted about the idea and design of the drug prevention project and, therefore had no input as to how to make it more relevant to their needs. Not having an involvement, thus, not feeling a part of the project, the staff may have perceived the evaluation team as judgmental of their competency as an organization and as individuals.

Initial orientation meetings set up by the psychological consultants were characterized by questions concerning control, who would see results, who was better trained, and how, if at all, the project would help them. While these are normal and desired questions upon entering into a change effort in an organization (Runkel, 1974; Schmuck, Arends and Arends, 1974) the process did not continue. Communication broke down in times of high emotion, which is a poor diagnostic sign according to Runkel and Bell (1975). Both the BIA and the CIYP administration and staff discouraged the consultants from dealing with the conflicts between personnel.

Runkel and Schmuck (1974) consider readiness of a school to profit from a change effort to be composed of two elements: readiness for collaboration, which is willingness to communicate during conflict and adjust to interdependent roles, and variety pool, which is openness of communication and ready access to novel ideas. Runkel (1974), found that schools high on both readiness for collaboration and variety pool profited more from change efforts; however, those who were low on either one showed less change. Runkel and Bell (1975), state that if a school is high on variety pool and low on readiness for collaboration, training in openness actually depresses responsiveness below untrained schools. Further, it is logical that if a group were low on collaboration, but high on potentially conflicting ideas, that the situation would be explosive. Therefore, teaching open and honest communication skills to a group which is low on collaboration might be "lighting the fuse." The BIA-CCWs may in fact have handled the training with more wisdom than did the writer.

The reluctance of the administration and fear of open communication are felt by the writer to be major aspects of the BIA-CCWs not attending the training sessions;



however, a more complete picture would be gained by examining the BIA-CCW job and role prescriptions. Katz and Kahn (1964), discuss the taking of organizational roles. They describe the process as the accumulation of a set of prescriptions and proscriptions held by the members of reference groups who in turn are influenced by each other as well as the requirements and structure of the organization. Due to the low ratio of CCWs to students in the BIA dorm, custodial efforts too often take priority over humanitarian care. By keeping it clean and neat and maintaining the status quo, the CCWs carry on. Asking them to learn better communication skills so as to relate more effectively with the students placed them in a role conflict (Kahn, Wolfe, Quinn, Snook, Rosenthal, 1964). They were faced with two opposing expectations, one that they should relate more with the students and the other that they should keep the dorm clean. Cleaning and decorating the dorm were twice reported to the writer as reasons for not attending the sessions. The CCWs were faced with a decision of what takes priority and the bureaucracy took precedence. Further studies of Katz and Kahn (1964) and Korman (1971), show that employees of highly structured and ordered organizations are low on willingness to go beyond the call of duty,

especially if it takes away one hour of free time a week as did this training.

Sources of possible improvement for this design would be the use of a control no-treatment group, which is associated with the same age child. Maturation differences may account for the present results; controlled studies could be more conclusive. Dependent measures for empathetic and confrontation skills have no known reliability; and therefore, results must be considered with this in mind. The use of such packages as developed by Carkhuff (1969) would be more reliable. Further, the writer would be interested in looking at the anxiety of the CCWs as well as their expressed feelings about their competency in their role. Ten weeks may not be long enough to accomplish change in attitude of CCWs and their respective students. A longer interim between pre- and posttesting would determine this.

Those interested in research of this nature would do well to follow closely the guidelines set forth by Schmuck and Runkel (1973) and Glasser and Taylor (1973). A clear and honest communication of expectations and goals from the beginning with key persons; insuring through training or outside consultation an adequate readiness for collaboration and variety pool; a time schedule that will allow

sufficient time for a good start; and a complete diagnosis of the needs, structure and characteristics of the host agency seem to stand out as most important.

In summary, the major finding of this study was that Indian male and female CCWs can be taught empathetic and confrontation skills, and that the students in their charge expressed less anxiety and changed more in the direction of a positive self-concept than those students whose CCWs did not receive the training. This has significance not only in terms of a continuing training program at the host agency but also for the planning of training programs in other Indian boarding schools. Results were only on fifth and sixth graders; generalization beyond these grades requires further research.

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Table 1  
One-Way ANCOVAs Comparing BIA-  
and CIYP-CCWs on Posttests  
with Pretests as Covariate

Measures	Mean Square <sup>a</sup>		F	p
	Between	Within		
Self	.02	.24	.09	.75
CCW	.01	.29	.01	.87
Dorm	.02	.28	.06	.80
Confrontation	15.77	11.19	1.41	.28
Empathy	26.25	9.53	2.75	.16

Note. Means, Adjusted Means and Standard Deviations in  
Table 2.

<sup>a</sup>df = 1,5 for each measure.

Table 2  
Means, Adjusted Means and Standard  
Deviations for BIA- and CIYP-  
CCWs of Pre- and Posttests

Measures <sup>a</sup>	Pre		Post		Adjusted
	M	SD	M	SD	M
<b>BIA</b>					
Confrontation	5.00	.71	5.75	1.48	5.90
Empathy	5.00	2.34	6.00	1.22	6.02
Self	52.75	9.36	51.25	9.70	53.63
CCW	53.25	10.89	50.25	12.34	53.16
Dorm	50.75	10.35	51.25	9.60	47.13
<b>CIYP</b>					
Confrontation	4.75	.43	9.75	3.27	9.60
Empathy	3.75	1.29	9.00	3.53	8.98
Self	53.50	4.39	53.75	7.85	52.62
CCW	53.50	2.59	50.00	6.00	53.59
Dorm	44.50	6.26	43.25	6.68	48.11

<sup>a</sup><sub>n</sub> = 4 for both measures.

Table 3  
One-Way ANOVAs on Pretests  
for BIA- and CIYP-CCWs

Measures	Mean Square <sup>a</sup>		F	p
	Between	Within		
Dogmatism	627.03	307.80	2.04	.16
Confrontation	8.19	1.46	5.62	.02
Empathy	9.58	4.76	2.01	.16
Self	.39	.80	.49	.51
CCW	1.68	.85	1.96	.17
Dorm	1.38	.53	2.62	.11

Note. Means and Standard Deviations in Table 4.

<sup>a</sup>df = 1,28 for each measure.

Table 4  
Means and Standard Deviations for  
BIA- and CIYP-CCWs of Pretests

Measures	Pre-test	
	M	SD
<b>BIA<sup>a</sup></b>		
Dogmatism	84.76	16.82
Confrontation	4.82	1.25
Empathy	5.29	2.49
Self	5.10	.82
CCW	4.90	1.02
Dorm	4.77	.80
<b>CIYP<sup>b</sup></b>		
Dogmatism	75.50	17.11
Confrontation	3.77	1.05
Empathy	4.15	1.46
Self	4.87	.92
CCW	4.42	.70
Dorm	4.34	.55

<sup>a</sup><sub>n</sub> = 17 for each measure.

<sup>b</sup><sub>n</sub> = 13 for each measure.

Table 5  
One-Way ANOVAs on Pretests for  
Male and Female CIYP-CCWs

Measures	Mean Square <sup>a</sup>		F	p
	Between	Within		
Confrontation	.80	1.22	.66	.56
Empathy	.01	2.52	.01	.98
Self	.19	.97	.20	.67
CCW	1.16	.47	2.47	.14
Dorm	.35	.32	1.07	.32

Note. Means and Standard Deviations in Table 8.

<sup>a</sup>df = 1,11 for each measure.

Table 6  
One-Way ANOVAs on Posttests for  
Male and Female CIYP-CCWs

Measures	Mean Square <sup>a</sup>		F	p
	Between	Within		
Confrontation	10.58	13.29	.80	.61
Empathy	.22	17.14	.01	.98
Self	.19	.90	.21	.66
CCW	.05	.68	.07	.79
Dorm	.07	.49	.14	.71

Note. Means and Standard Deviations in Table 8.

<sup>a</sup>df = 1,11 for each measure.

Table 7  
One-Way ANCOVAs Comparing Male  
and Female CIYP-CCWs on  
Posttests with Pretests  
as Covariate

Measures	Mean Square <sup>a</sup>		F	p
	Between	Within		
Self	.02	.55	.04	.79
CCW	.18	.54	.33	.21
Dorm	.01	.51	.01	.96
Confrontation	20.99	11.03	1.90	.19
Empathy	.25	17.63	.01	.96

Note. Means, Adjusted Means and Standard Deviation in Table 8.

<sup>a</sup>df = 1,10 for each measure.



Table 8  
Means, Adjusted Means and Standard Deviations  
for Male and Female CIYP-CCWs  
on Pre- and Posttests

Measures	Pre		Post		Adjusted
	M	SD	M	SD	M
<b>Males<sup>a</sup></b>					
Self	5.0	1.10	5.3	1.10	5.22
CCW	4.1	.65	4.8	.86	4.95
Dorm	4.5	.55	4.6	.70	4.57
Confrontation	3.5	1.26	8.7	4.22	9.11
Empathy	4.2	1.34	10.2	3.62	10.16
<b>Females<sup>b</sup></b>					
Self	4.7	.69	5.1	.61	5.13
CCW	4.6	.61	4.8	.64	4.69
Dorm	4.0	.49	4.5	.59	4.54
Confrontation	4.0	.75	6.8	2.35	6.48
Empathy	4.1	1.55	10.4	3.95	10.43

<sup>a</sup><sub>n</sub>=6 for each measure.

<sup>b</sup><sub>n</sub>=7 for each measure.

Table 9  
Means and Standard Deviations  
for CIYP-CCWs on Pre-  
and Posttests

Measures	Pre		Post	
	M	SD	M	SD
Confrontation	3.8	1.04	7.7	3.47
Empathy	4.2	1.45	10.3	3.81
Self	4.8	.91	5.3	.88
CCW	4.4	.69	4.8	.76
Dorm	4.3	.55	4.6	.64

<sup>a</sup>n = 13 for each measure.

Table 10  
One-Way ANCOVAs Comparing High  
and Low Dogmatism for  
CIYP-CCWs with  
Pretests as  
Covariate

Measures	Mean Square <sup>a</sup>		F	p
	Between	Within		
Self	.11	.53	.21	.66
CCW	1.64	.52	3.11	.13
Dorm	.11	.34	.32	.53
Confrontation	11.49	16.44	.70	.60
Empathy	28.69	15.71	1.84	.23

Note. Means and Adjusted Means and Standard Deviations  
in Table 11.

<sup>a</sup>df = 1,7 for each measure.

Table 11  
Means, Adjusted Means and Standard  
Deviations for High and Low  
Dogmatism CIYP-CCWs

Measures <sup>a</sup>	Pre		Post		Adjusted
	M	SD	M	SD	M
77 Above					
Confrontation	3.40	1.36	8.40	5.08	8.91
Empathy	4.20	1.47	8.40	4.03	8.30
Self	4.80	1.18	5.38	1.03	5.48
CCW	4.32	.54	5.18	.79	5.30
Dorm	4.36	.71	4.44	.81	4.45
72 Below					
Confrontation	4.00	.63	7.20	1.94	6.69
Empathy	4.00	1.09	11.60	3.00	11.70
Self	5.10	.79	5.36	.71	5.26
CCW	4.70	.65	4.58	.64	4.45
Dorm	4.38	.47	4.66	.37	4.65

<sup>a</sup><sub>n</sub> = 5 for each measure.

Table 12

Two-Way ANCOVAs Analyzing Gender and Grade Level  
on Posttests with Pretests as Covariate.

Measure	Mean Square <sup>a</sup>	F	p
Anxiety			
Grade	149.06	4.46	.06
Gender	3.32	.09	.79
Interaction	4.90	.15	.71
Within	33.41		
Self			
Grade	8.09	5.26	.03
Gender	.48	.31	.22
Interaction	.87	.57	.53
Within	1.53		
CCW			
Grade	2.42	2.12	.18
Gender	.05	.04	.87
Interaction	.01	.01	.91
Within	1.14		
Dorm			
Grade	2.75	3.97	.08
Gender	.07	.10	.73
Interaction	1.29	1.87	.23
Within	.69		

Note. Means, Adjusted Means and Standard Deviation in  
Tables 13 and 14.

<sup>a</sup>df = 1,15 for each measure.

Table 13  
Means, Adjusted Means and Standard  
Deviations for Male and Female  
Fifth Graders (CIYP) on  
Pre- and Posttests

Measures	Pre		Post		Adjusted
	M	SD	M	SD	M
<b>Males<sup>a</sup></b>					
Anxiety	30.5	2.96	26.5	3.20	25.77
Self	4.8	1.20	6.1	.93	6.03
CCW	5.7	1.10	5.9	.91	5.94
Dorm	4.8	1.04	5.6	.81	5.63
<b>Females<sup>b</sup></b>					
Anxiety	26.1	12.00	27.0	11.00	27.53
Self	4.7	1.68	5.3	1.36	5.40
CCW	5.5	1.90	5.6	.64	5.62
Dorm	4.9	1.69	5.4	.77	5.44

<sup>a</sup>n = 8 for each measure.

<sup>b</sup>n = 11 for each measure.

Table 14  
Means, Adjusted Means and Standard  
Deviations for Male and Female  
Sixth Graders (BIA) on  
Pre- and Posttests

Measures	Pre		Post		Adjusted
	M	SD	M	SD	M
<b>Males<sup>a</sup></b>					
Anxiety	28.2	5.70	29.8	4.25	30.19
Self	4.8	.80	4.1	.44	4.03
CCW	4.3	.42	4.2	1.20	4.65
Dorm	4.8	.16	4.4	.41	4.40
<b>Females<sup>b</sup></b>					
Anxiety	29.2	5.56	29.3	8.81	28.76
Self	4.4	1.23	5.0	1.35	5.06
CCW	6.1	1.06	5.0	.78	4.44
Dorm	4.8	1.39	5.0	.92	4.94

<sup>a</sup>n = 6 for each measure.

<sup>b</sup>n = 5 for each measure.

Table 15  
Means, Adjusted Means and Standard  
Deviations for Fifth and Sixth  
Graders on Pre- and Posttests  
Scores on Behavioral Ratings

Group	Pre		Post		Adjusted
	M	SD	M	SD	M
Fifth <sup>a</sup>	75.5	10.17	77.8	12.02	74.62
Sixth <sup>b</sup>	68.3	6.14	111	36.84	114.51

<sup>a</sup><sub>n</sub> = 6 for each measure.

<sup>b</sup><sub>n</sub> = 5 for each measure.



Table 16  
One-Way ANOVAs on Pretests for  
Male and Female CIYP  
Fifth Graders

Measures	Mean Square <sup>a</sup>		F	p
	Between	Within		
Anxiety	6.98	56.48	.12	.73
Self	.23	1.22	.19	.67
CCW	.21	1.04	.20	.66
Dorm	.87	.93	.94	.65

Note. Means and Standard Deviations in Table 13.

<sup>a</sup>df = 1,17 for all measures.

Table 17  
Means and Standard Deviations for Fifth  
and Sixth Graders on Pre- and Posttests

Groups	Pre		Post	
	M	SD	M	SD
Fifth <sup>a</sup>				
Anxiety	29.8	7.13	26.80	8.61
Self	4.9	1.05	5.60	1.25
CCW	5.8	.97	5.80	.78
Dorm	5.1	.93	5.50	.79
Sixth <sup>b</sup>				
Anxiety	28.6	5.64	29.5	6.73
Self	4.6	1.04	4.5	1.06
CCW	5.1	1.17	4.6	1.10
Dorm	4.8	.94	4.6	.75

<sup>a</sup><sub>n</sub> = 19 for all measures.

<sup>b</sup><sub>n</sub> = 11 for all measures.

Table 18  
One-Way ANOVAs on Pretests for  
Male and Female Sixth Graders

Measures	Mean Square <sup>a</sup>		F	p
	Between	Within		
Anxiety	2.91	38.63	.08	.78
Self	.57	1.28	.44	.53
CCW	8.32	.75	11.04	.01
Dorm	.01	1.09	.01	.93

Note. Means and Standard Deviations in Table 14.

<sup>a</sup>df = 1,9 for each measure.

Table 19  
One-Way ANOVAs for BIA- and  
CIYP-CCWs on Posttests

Measures	Mean Square <sup>a</sup>		F	p
	Between	Within		
Confrontation	32.00	8.58	3.73	.10
Empathy	18.00	9.33	1.93	.21

Note. Summary Statistics for ANCOVAs and Means and Standard Deviations in Tables 1 and 2.

<sup>a</sup>df = 1,6 for each measure.

Table 20  
One-Way ANOVAs Comparing Male  
and Female CIYP-CCWs  
on Posttests

Measures	Mean Square <sup>a</sup>		F	p
	Between	Within		
Empathy	.22	17.14	.01	.91
Dorm	.07	.49	.14	.71

Note. Summary Statistics for ANCOVAs and Means and Standard Deviations in Tables 7 and 8.

<sup>a</sup>df = 1,11 for each measure.

Table 21  
One-Way ANOVAs Comparing Posttests  
for High and Low Dogmatism  
CIYP-CCWs

Measures	Mean Square <sup>a</sup>		F	p
	Between	Within		
Empathy	25.60	15.80	1.62	.24
Dorm	.90	.65	1.37	.27

Note. Summary Statistics for ANCOVAs and Means and Standard Deviations in Tables 10 and 11.

<sup>a</sup>df = 1,8 for each measure.

Table 22  
Two-Way ANOVAs Analyzing Gender  
and Grade Level on Posttests

Measure	Mean Square <sup>a</sup>	F	p
Self			
Grade	8.19	5.65	.03
Gender	.51	.35	.56
Interaction	.88	.61	.55
Within	1.45		
Dorm			
Grade	3.04	3.99	.06
Gender	.29	.38	.56
Interaction	.88	1.16	.30
Within	.76		

Note. Summary Statistics for ANCOVAs and Means and Standard Deviations in Tables 12, 13 and 14.

<sup>a</sup>df = 1,16 for each measure.

**Appendix A**

**Prospectus**



## Prospectus

### Introduction

The relationship between the child care worker (CCW) and the child in an Indian boarding school is of primary importance in the development of the personality and mental health of the child. Due to the amount of time that the children spend in the dormitories, these surrogate parents have the potential of being influential in the child's psychosocial development. Today, there is an abundance of literature on how to interact with children, (Bettelheim, 1962; Dreikers, 1964; Ginott, 1969; Homan, 1969), as well as on the attitudes and characteristics necessary to be effective in such interactions (Anthony & Benedek, 1970; Bowlby, 1957; Gordon, 1970a; Segal, 1971). However, there is a shortage of training programs available in which CCWs can receive training to be more effective at their jobs. Parent Effectiveness Training (PET), a program developed by Thomas Gordon (1970a) may offer a program in which CCWs can be successfully trained to be more effective surrogate parents. This study will report changes in the attitudes and communication skills of the CCWs taking a PET course and the concomitant changes in attitudes, self concepts, and the degree of anxiety of the children with whom they work.

Earliest efforts to provide education for Indian children were organized by churches with the primary goals of "civilizing" and converting the pupils to Christianity. Between 1794 and 1891, the U.S. Government signed many treaties with Indian tribes, promising such services as education and medical care in exchange for land. By 1838, the government was already operating 87 boarding schools with about 2,900 children in attendance. The Bureau of Indian Affairs (BIA) at present runs 77 boarding schools and an additional 18 dorms from which Indian students attend public school. Children with one-fourth Indian blood or more may attend these schools, for reasons ranging from geographic isolation from public schools or family tradition, to family disorganization or as alternative placement in a correctional institution. Concho was founded in 1871 at Darlington Agency as a school for Arapaho. A separate school for Cheyennes was established several miles away at Caddo Springs. At about the time of Oklahoma statehood in 1907, the two schools were combined at Caddo Springs and named Concho. Originally, Indian boarding schools were run in a militaristic fashion, forbidding children to speak their own languages or even to use their own names. Curriculum emphasis was placed upon agricultural and domestic skills (Bass, 1966).

In the fall of 1968, Concho was rebuilt approximately one-half mile east of its original site. An organizational flow chart of Concho Indian Boarding School is found on Figure 1.

At present, the dormitories provide housing for 128 girls and 128 boys, making a total enrollment of 256 in grades one through eight.

The facilities include open classrooms for grades one-three, four-five, six, and seven, a science laboratory, home economics room, library, educational materials center, gymnasium-auditorium, cafeteria, music building, two dormitories, and a large recreation center. Except for the cafeteria, all of the facilities are air-conditioned.

The school has facilities for instruction in science, industrial arts, home economics, vocal and instrumental music, art, physical education, mathematics, social studies and language arts, with provisions for special instruction in reading.

There is a competitive sports program for boys and girls, and a wide variety of recreational activities. Students attend religious services (according to parent's preference).

There are certain stated objectives in the schools operated by the Bureau of Indian Affairs for Indian children.

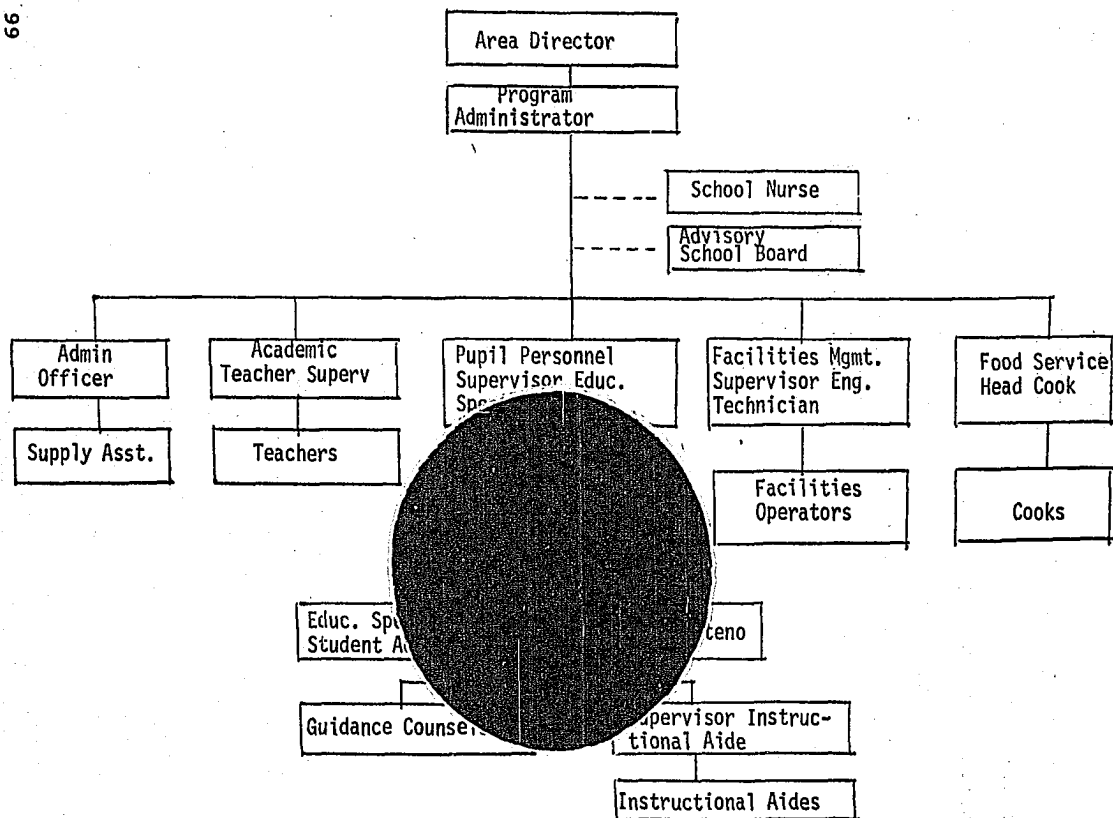


Figure 1. Organizational Chart for Concho Indian Boarding School

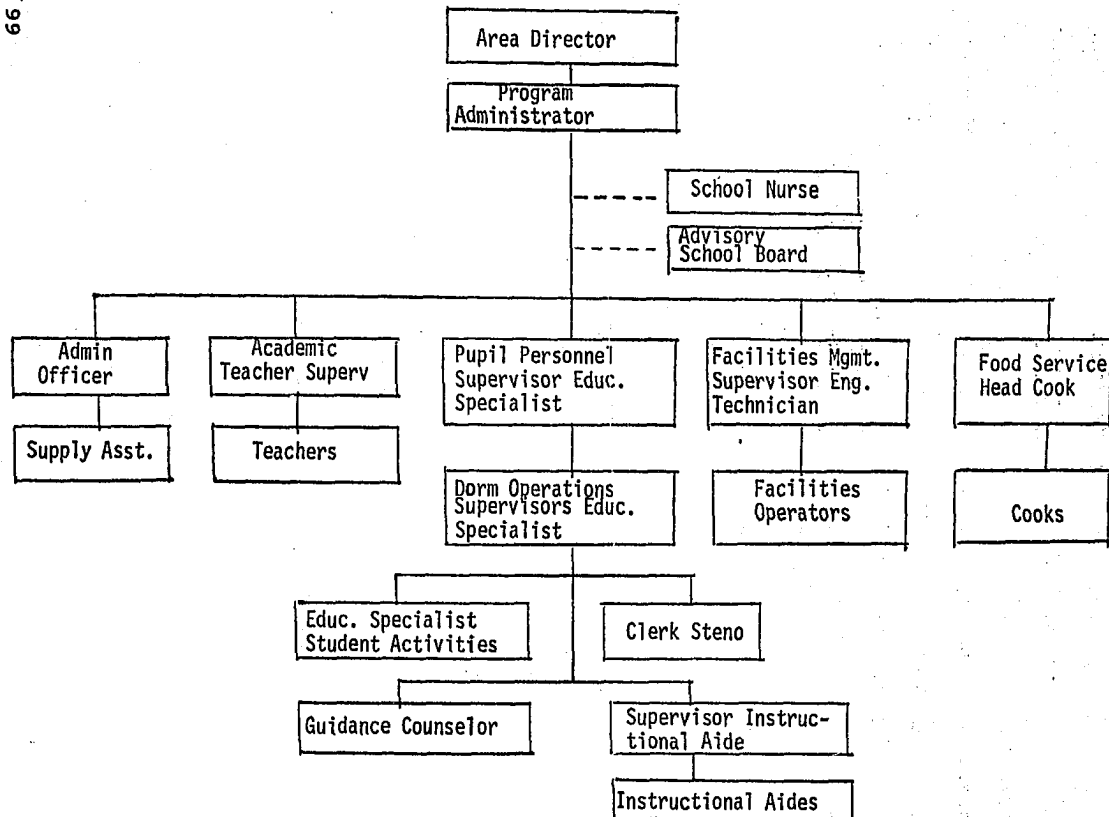


Figure 1. Organizational Chart for Concho Indian Boarding School

They must have the opportunity to realize their full potential and to become useful members of society. Other objectives are:

1. To develop in each child the understanding and appreciation of his privileges and responsibilities as a member of his community, his state, and his nation.
2. To help each child appreciate his Indian heritage and to understand the physical, social and economic characteristics of the world in which he lives.
3. Provide learning situations that will help the student make positive adjustment in adult life.

A School Program Review conducted in April 26-30, 1971, by the Anadarko Area Office of the Bureau of Indian Affairs gives a good, and still relevant picture of the psycho-social atmosphere at Concho. Some of the pertinent findings are as follows:

1. The key administrative positions have changed incumbents during this school year and this condition has created some frustration. The administrative climate is generally optimistic. Although the change of leadership has caused some loss of coordination and continuity, generally, the prognosis is hopeful.

2. The Concho School plant and facilities are relatively new and are adequate.
3. There is confusion concerning the roles and relationships to other school segments, of the library and media center.
4. The students feel they are most motivated in those classrooms where they are active participants rather than passive recipients.
5. Inter and intra communications are a major problem resulting in a lack of cooperative working relationships.
6. The staff is unclear on the roles of staff and line supervisors.
7. There appears to be little supervision of and communication with academic staff.
8. It was alleged by students that three employees have administered corporal punishment to students. This information has been submitted to the Superintendent for appropriate investigation and action. In addition, other academic and dormitory personnel express the opinion that corporal punishment is needed to control students. The staff is aware that corporal or degrading punishment is a violation of the Bureau of Indian Affairs Manual.

9. Individual and organizational training plans have not been developed.
10. The role and implementation of the professional counseling services are unclear.
11. There appears to be confusion over the roles of the Dormitory Aides.
12. Some "acting out" behavior of students appear related to boredom in institutional setting.
13. The administration and coordination of the dormitory operations appear traditional, routine and in need of strengthening.
14. Some staff feel the Plant Manager's manner is rude when they request emergency.
15. The administration and coordination of the Plant Management Program appears satisfactory but weakened by lack of staff rapport in interpersonal relationships.
16. There appears to be a gap between the stated and working philosophy of the school. However, the staff, in most cases, are striving to meet the goals with varying degrees of success.
17. The aides feel they don't have ready access to background information on students.
18. The key position of Director of Pupil Personnel Services has not been filled resulting in lack



of direction of that program.

19. There appears to be no program of staff recognition and reward, including use of the Incentive Awards system.
20. Booths in the girls' restrooms do not have doors and rooms do not have doors, which allows lights at night to shine into the dorm rooms.
21. Many employees feel that their position descriptions are not accurate and up to date.
22. There are instances of reported use of profanity by both staff and students.
23. There is concern by Night Attendants that in many instances their duties are the same as those of Instructional Aides and yet there is no promotion opportunity for them beyond GS-3.
24. It appears that dormitory staff may not be scheduled and utilized to the best advantage.
25. Staff feels that the primary student discipline problems are AWOL, sniffing and student attitude.
26. Staff expressed concern and frustration about the handling and guidance of students with discipline problems.
27. There are insufficient recreation facilities in the dorms.

28. Students feel that the dorm councils could play a more active and constructive role in the structuring of the living conditions in the dorm.
29. Students feel that Academic Staff is trying to help them achieve scholastically.
30. There appears to be some conflict among the Academic Staff.

At present, the same conditions of poor cooperation and interpersonal relationships within and between departments, role confusion, and poor administrative and staff communication exist. Since students come from varied backgrounds and experiences ranging from correctional institutions to lower middle class homes, it is not possible to determine the effects of such an environment of the psychological development of the Concho students; however, some negative effect is felt to exist.

Many Concho students come from homes characterized by pre-existing and long standing family strife. Eight percent of the Concho students are wards of the court, 28% have divorced or separated parents, in 14%, one or both parents are not living, 21% have alcoholic parents and 13% are cared for by grandparents or other relatives. Test records at Concho indicate that academic progress slows appreciatively after the second grade. The average

I.Q. of 4th, 5th and 6th graders as measured by the California Short-form Test of Mental Maturity is 85.

In April 1975, the Cheyenne and Arapaho tribe was awarded a U.S. Department of Health, Education and Welfare grant to start a demonstration project for drug abuse. The project is also housed on the Concho campus, but under the direction of the Cheyenne and Arapaho Tribal Council rather than the Bureau of Indian Affairs. An organizational flow chart is presented in Figure 2. The demonstration project proposes a non-drug education approach. In other words, a re-structuring of the living milieu to meet the childrens' emotional needs more adequately. Prevention and psychosociological research are its main goals. The target population are fifth graders enrolled at the Concho Indian School. These fifth grade students will be housed in a separate building, but will attend school and eat meals with all other students. The major differences between the demonstration project and boarding school dormitories are as follows:

- A. lower staff-student ratio
- B. fewer students to a room
- C. both male and female students reside in one building
- D. evening snacks are provided

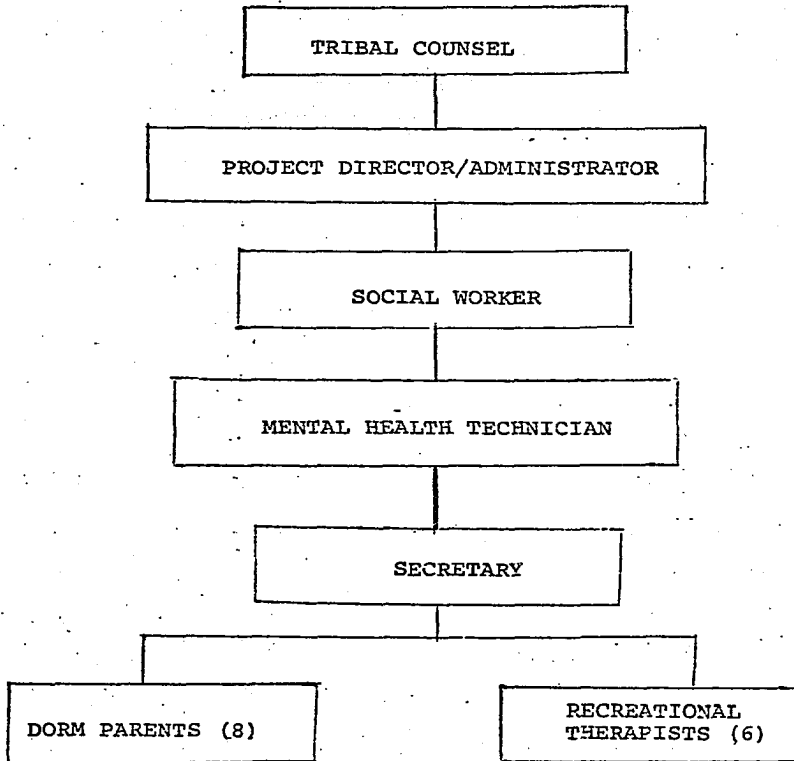


Figure 2. Organizational chart for Concho Indian Youth Project

E. a large, fully-equipped kitchen allows students to take part in the preparation of evening snacks.

F. project staff have not worked in a BIA school.

In summary, the present study is located at the Concho Indian School campus, which incorporates a B.I.A. boarding school and a tribal directed demonstration project. The CCWs and students from both agencies will be used in this study. The major differences between the two agencies lies not only in the staff hired, physical plant of the dorms, student/staff ratio and evening snacks, but also the organizational structure. The Concho Indian School being part of a large federal bureaucracy requires of its staff, legalistic compliance to the role prescriptions and organizational controls. This type of motivational approach (legalistic) produces minimally acceptable quantity and quality of work and affects innovative, and other behavior beyond the call of duty adversely (Katz and Kahn, 1966; Korman, 1971). This is not the case for the tribal directed project due to the short length of time it has been in existence and to the small size. Therefore, it would be expected that the staff of the tribal project would be more open to changes through in service training than would the Concho Indian School staff, especially

when it requires their using free time periods for the training sessions.

Krush and Bjork (1965) and Krush, Bjork, Sindell and Nelle (1966) studied the effects of boarding school experience upon the personalities of Indian youngsters. They found that the boarding school students showed similar profiles on psychological tests but compared to non-Indian controls were more "distressed."

Dr. Robert Bergman (1971), a psychiatrist with extensive experience among the Navahos, points out "The problems that occur are ones involving the breakdown of social controls...alarming numbers of people have lapsed into an alienated apathetic life marked by episodes of delinquency and irresponsibility...many mothers take the attitude they should not have to be burdened with their children...their having been placed by their own parents in an impersonal institution contributes to such attitudes." Changes have been made in the boarding schools, but Oklahoma Indian families continue to pay a price for the old policies under which parents and grandparents were in many instances subjected to the destructive effects of prolonged boarding school experience. That these were often necessary because of family disorganization only compounds the disastrous effects.

Allen (1973) and Dlugokinski and Kramer (1974), working with Indian Boarding Schools in Western Oklahoma, report that boarding school experiences accentuate, rather than resolve, problems for the Indian children. The increased stresses placed on an Indian child concern his living away from home, family, friends and cultural traditions. Evidence suggests that the psychosocial development of the child is impaired and this becomes more severe with the onset of puberty (Allen, 1973; Bryde, 1966, and Krush, et al 1966). Using the MMPI, Krush found that the Indian child revealed greater personality disruptions and problems of adjustment than the norm. Feelings of anxiety, depression and emotional alienation were frequently reported. While the literature recommends increased supportive services (Allen, 1973; Dlugokinski and Kramer, 1974; Goocher, 1971) these are at present minimal. Counseling services are understaffed; counselors are faced with a combination of tasks unrelated to their job descriptions. At Concho, there is a dearth of counselor-child contacts. The counselor-child ratio is one to one hundred and thirty-five; such a ratio would be extremely demanding for a well-trained counselor whose primary role was counseling. This indicates a great need for the professional counselors to use the CCWs

as support staff.

Many writers have emphasized the central importance of the CCW as a supportive agent to a treatment program as well as in a therapeutic milieu (Alt, 1953; Gold & Mihic, 1971; Goocher, 1971; Portnoy, Biller & Davids, 1971; Redl, 1959). Redl (1959) states that due to factors in the everyday life experiences of the child which may be overlooked as irrelevant, but which in fact are crucial to his social and emotional growth, make the CCW the most influential staff member in a therapeutic process. Portnoy, et al. (1971) states that the CCW, through the regular exercise of his functions, controls various resources available to the children in his care and thus becomes a powerful and influential model to the child. Portnoy reported that in his study, the CCWs were imitated more often than were the neutral models. Goocher (1971) and Gold (1971) have proposed the need to "professionalize" CCWs. They view the therapist's focus on the understanding and importance of the child's "life style constructs," while the CCW is seen at the "behavior change agents." Change occurs according to this approach through the CCWs' modeling a more adaptive life style which does not confirm the child's neurotic constructs about himself and others.



Truax (1967) describes the effective CCW as a prototypical model of a well integrated functioning person. Effectiveness of non-professional personnel was found by him to be related to their ability to communicate at a high level of accurate empathetic understanding, non-possessive warmth, and genuineness. There appears to be an abundance of support for the effectiveness of these attitudes and skills in promoting positive growth in others (Barrett-Lennard, 1962; Gordon, 1970; Rogers, 1970).

Neill (1960) after forty years at Summerhill, a school in England, states that a child does have the power within him to grow and develop best in an atmosphere of acceptance and freedom. He points out that the danger for the child is the parent putting obstacles in the way of his growth rather than providing "good growing ground."

From the foregoing, the theoreticians whose thought underlies the treatment program of this study, contend that the warm, accepting, trusting person will provide the best "growing ground" for the child. Thus, it follows that if CCWs were trained to more effectively communicate these attitudes and characteristics, the children in their care would also show changes in attitudes, self concept, and anxiety. There is a limited

amount of research on the influence of the CCW on the character or self-acceptance of the child; however, due to their being parental surrogates, tentative conclusions may be drawn from the studies on parent-child relationships.

Parental attitudes toward child rearing and characteristic modes of interaction have been shown through objective studies to have an influence on the child's behavior and personality. Anderson (1946) reported a study in which the social adjustment and leadership of a adolescent were found to be determined in part by parent attitudes. Six groups each of males and females were divided into the following categories: (1) successful leaders (2) attempted leaders (3) followers (4) voluntary non-participant (5) overlooked and (6) outcasts. The parents were tested and interviewed on attitudes on home practices, child rearing, and behavior they liked and behavior they disliked in their children. Three subscales of parent attitudes were developed, measuring overprotection, dominance and encouraging of social development. Results supported the hypothesis of a relationship with regard to parent attitudes and the status the child achieves in his social groups. Generally, in comparison with parents of unsuccessful children, parents

of successful children were less inclined to protect children from normal risks and responsibilities of life and to prevent them from developing an adequate degree of independence. Also, they tended to be less restrictive in the degree of control which they exercised over the child. The individual personality of the child was given more respect and his rights and opinions were taken into consideration in the family group.

Shoben (1949) administered an inventory on parent attitudes toward child rearing to 100 mothers; 50 mothers were defined as having "non-problem children" and 50 mothers were defined as having "problem children." Shoben's Parent Attitude Survey had three scales measuring maternal dominance, possessiveness, and ignoring. Significant correlations between the three scales and children's adjustment were found.

Baldwin, Kalhorn and Breese (1945) using the Fel Parent Behavior Rating Scale measured parent's attitudes and their effects on child behavior and personality development. Their research found that the parents who were described as "acceptant-democratic" (parents that practiced democracy of policy and decision making, understanding of the child, accepting of the child and rapport with the child) had children who showed greater intellectual development, more spontaneity, originality and more

emotional security and control. The children coming from homes falling into the "actively rejectant" category were emotionally unstable, aggressive and rebellious.

In an extensive study of mothers of first grade children, Sears, Macoby, and Levin (1957) reported the following findings. Mothers who love and accept their children and who use love-oriented techniques of discipline rather than material or physical punishment produce children who are more apt to be responsible for their actions and who have guilt feelings when they have transgressed. By "love oriented techniques", they mean reasoning, withdrawing demonstrations of love, ignoring of unacceptable behavior, and rewarding of acceptable behavior with personal warmth. On the other hand, maternal coldness was associated with development of feeding problems, bed-wetting, higher aggression toward others, and emotional upset. Punishment was felt by the authors to be the cause of such functional problems.

In a study by Clausen (1964) high school students with the greater self-confidence and higher educational aspirations had parents who gave them a voice in decisions, and who did not attempt to dominate one another. The most anxious and rejecting males were from mother-dominated parents.

In a report of findings on the effects of deficient forms of parental discipline, Becker (1964) states that the research indicates that in the case of boys, the more severe the punishment the child receives at home, the greater the child's aggression in school. The relationship was not found in girls. He felt that there is a direct correlation between the mother's use of power-assertion and the child's hostility toward children. Becker stated that a warm and permissive approach to children is correlated with socially outgoing, independent, friendly, creative and responsible youth. Clausen (1964) reported that forms of discipline were effective only when there seemed to be a warm relationship between the parent and the child. Clausen further found that high school students with the higher sense of self-responsibility (responsibility for their actions and a concern for society) were those who had been reasoned with as children rather than simply punished.

This review of parental attitudes toward child rearing reveals several things: (1) parent attitudes are significantly related to child adjustment and personality and (2) some parent attitudes or clusters of attitudes foster a healthier atmosphere for emotional growth of children than others.

Parental attitudes that are over-protective, rejective, severe, dominating and unduly submissive seem to be associated with children's difficulties. On the other hand, parental attitudes that are democratic in character, accepting and empathetically understanding, foster healthy emotional attitudes in their children.

Hereford (1963) demonstrated in a four year study that parental attitude changes are significantly related to the child's behavior changes. Using the discussion group as a means of formulating parental attitude change, Hereford found that parental attitudes did change, resulting in more confidence in themselves as parents, better understanding of the causation of childrens' problems, more acceptance of the child, better understanding and more mutual trust in the parent-child relationship. Such parental attitude changes were related to behavioral changes in the child as measured by sociometric tests of school adjustment.

The literature suggests that the child's perception of his parents, their attitudes and family environment, more so than the expressed attitudes of the parents, determine the adjustment of the child. Ausubel (1954) studied the perceptions of 40 fourth and fifth grade school children with regard to acceptance-rejection and intrinsic-extrinsic valuation of their parents.

Standardized completion materials were administered to the students (thematic materials tests, story completion tests, and a parent attitude rating scale). Results indicated that the essential relationship is that which exists between the child's perception of his parents and his adjustment and not the expressed parental attitude and/or behavior.

Serot and Teevan (1961) also researched the relationship between a child's perceptions of his parents and his personality adjustment. Using a well matched sample of ninth and tenth grade boys and girls, the California Test of Personality and the Swanson Child-Parent Relationship Scale were administered to the children and the parents were given the adult form of the Swanson. Results suggested that a child's perception of his parent-child relationship was correlated to his adjustment; there was little agreement between parental perception of the parent-child relationship and the child's perceptions of the same. Parental perception of the parent child relationship did not correlate with the child's adjustment.

Greenfield (1959) investigated the relationship between recalled forms of childhood discipline practices and psychopathology. Two types of discipline were defined: direct discipline (the child received a spanking,

removal from the group, denial of pleasure) and indirect or psychological punishment (the child did not live up to the parental expectations, the child was told he had hurt his mother or father). Greenfield tested two groups of a student population. Those coming to the counseling clinic were matched for age, income and education with the normal population. It was hypothesized that these students at the counseling clinic would perceive their parent to use more indirect discipline than the controls. This hypothesis was supported. The hypothesis was based on the research that these forms of indirect discipline have a strong guilt directing quality and contribute to maladjustment in children.

Thus, research has shown that the child's perceptions of his parents' attitudes as well as their methods of correction correlate highly with the child's adjustment. Therefore, communication skills (clear and accurate sending and receiving of attitudes and feelings) are of extreme importance.

Marcus, Offer, Blatt and Gratch (1966) found in a study of families with normal children as compared to families with disturbed children that the mothers of the normal children understood their children's self-description and the children clearly understood their mother's expectations of them. In families with



disturbed children there was decreased understanding by both mothers and their children. This implies ineffective two-way communication. It therefore can be concluded that faulty communication may be related to childhood maladjustment. Rogers (1970) feels that the basis of neurotic behavior is a breakdown in communication.

Gordon (1970b) and Rogers (1970) have both defined empathy as seeing the feeling and attitude from the other person's point of view. Gordon (1970a) further defines effective communication operationally as a process involving two elements: (1) clear sending (effective expression) and (2) accurate receiving (effective impression). Congruence, the awareness and expression of internal feelings and attitudes, is the main element involved in clear sending. To feel angry and to be frankly angry is to be congruent. The use of "I messages" (owning or taking the responsibility of one's feelings) is Gordon's method for clear sending and congruence.

Gordon (1970a) has labeled the process of accurate receiving as "active listening" (abandoning one's own ideas, thoughts and judgments and attending exclusively to the thoughts of another). It requires that the listener put his perception of the meaning of the sender

into his own words so that the sender may verify, clarify and correct. It necessitates clarifying the interaction between the sender and the listener.

Complete communication is an active and effective sending and receiving of messages (Figure 3). That message is the meaning, feeling, and emotion underlying the verbal and phenomenological aspects of the messages. The message is understood by the listener through interactive clarification of his perception by the sender, who then knows that he is understood. The importance of the deep, emotional understanding to personality development is best described by Rogers (1970). Because of the clarity of this passage, it will be quoted in full:

If I can create a relationship characterized on my part by a genuineness and transparency; in which I own my real feelings; by a warm acceptance of and prizing of the other as a separate individual; by a sensitive ability to see his world and himself as he sees them; then the other individual in the relationship will experience and understand aspects of himself which previously he has repressed; will find himself becoming better integrated, more able to function effectively; will be more self-directing and self-confident; will become more of a person, more unique and self-expressive; will be more understanding, more acceptant of others; will be able to cope with the problems of life more adequately and more comfortably.

Cognitive and social-psychological theorists have also hypothesized that effective communication facilitates personal growth and increases the relationship between the

Goals	Activities	Outcome Indices
I. Accurate receiving	Child initiates communication.	Child feels accepted and understood.
Effective impression	Parent is a listener.	Child gets to ventilate feelings.
(Active Listening)	Parent is a counselor.	Child does his own problem definition & solving.
	Parent wants to help child.	Child's more basic and deeper problem emerges.
	Parent is a "sounding board".	Child deals with his feelings rather than "facts".
	Parent facilitates child finding his own solution.	Fosters insights.
	Parent accepts child's solution.	Fosters more positive relationship.
	Parent primarily interested in child's need.	Child's focus is to self, not "external to self."
	Parent is more passive.	

Figure 3. The Basic Model of Communication

Goals	Activities	Outcome Indices
II. Clear sending	Parent initiates	Parent expresses and
Effective	communication.	takes responsibility
Expression	Parent is a sender.	for his own feelings.
("I"	Parent is an	Self concept and
messages)	influencer.	esteem of child is
	Parent wants to	not hindered.
	help himself.	Relationship is not
	Parent wants to	hurt.
	"sound off."	Maximizes the child's
	Parent has to	willingness to help,
	find his own	less chance for
	solution.	resistance.
	Parent must be	Harder to argue with
	satisfied with	an "I message."
	solution himself.	Reveals parent as
	Parent primarily	authentic, real and
	interested in	transparent.
	his own needs.	
	Parent is more	
	aggressive.	

Figure 3 (Cont'd). The Basic Model of Communication

interactants. Kelly's (1955) theory of constructs states that understanding through communication involves the validation of self. Constructs, according to Kelly, are the patterns through which man looks at the world. Kelly states that a construct is a dichotomy whose elements always lie in opposition to each other; and it is only through contrast that one arrives at understanding. Man identifies himself through the validation (substantiation of predicted or anticipated hypothesis) of the construct of self. According to Kelly, communication is important to the process of validation, because validation does not occur without agreement. For example, if an individual who has chosen the bad end of the good-bad dichotomy as representative of himself is understood by the listener or accurately construed as feeling that he is bad, but does not find agreement in the listener, he has failed to identify himself as bad. Validation may occur however, if through faulty communication the individual misconstrues the listener as agreeing that he is bad. The person seeing that he is bad is likely to misconstrue even clear communications to the effect that he is bad, so it takes extra effort to communicate clearly. This demonstrates the importance of clear communication and understanding.

Katz and Kahn (1966) describe the process of communication and the effects on the participants from a social psychological frame of reference. The authors discuss the process of role sending and role taking in the context of the personality and attitudes, interpersonal relationship, and communication skills of the interactants. They theorize that the understanding and implementation of one's role requires that the role sender be very clear as to his attitudes and expectations (congruence) of the role taker and express the "sent role" in a clear understandable fashion. The clarity of the sent role and whether or not it is received by the role taker, depends not only on the communication skills of the sender but also on the attitudes and feeling of the role taker toward the role sender. Once the role is received it will be put into behavior; the more accurate the reception the more closely the role behavior will agree with the role expectations of the role sender. Through the accurate sending and receiving of roles, behavior changes and therefore, so do the expectations (attitudes) of the role sender, the personality of the role taker and the interpersonal relationship of the interactants. According to the authors, a breakdown at any point in the process (communication, personality or relationship) will cause

a breakdown in the total process; however, when the communication of roles are accurately sent and received, all three factors improve.

It is evident from the review of the research, that specific parental attitudes and behavior (as perceived by the child) are related to his adjustment in a variety of areas. These positive attitudes and behavior as perceived by the child are democracy in the home, shared trust and faith, acceptance and understanding.

One methodology for helping parents to learn how to communicate with their children in a democratic framework is the Parent Effectiveness Training (PET) program developed by Thomas Gordon. He adopted and extended the theories of the relationship of Carl Rogers to a prevention program for parents. Parents in the program learn effective child-rearing practices, moving more than a common sense model. The basic skills taught are listening skills (among these are reflection of feelings or active listening which attempt to facilitate the child's understanding of his own problem), confrontive skills (congruent messages involving how the child's behavior is interfering with their own needs), and conflict resolution skills (involves finding solutions that are mutually acceptable).

The following is a brief description of eight sessions of the program.

Session 1 is an introductory session with of the entire course. Parents are also taught listening as a method of understanding their problems.

Session 2 is further skill training in listening using role playing and real parent

Session 3 is further skill practice in listening and introduction to confrontation

Session 4 covers the different methods of child conflict resolution. Parents begin skill in democratic problem solving.

Session 5 is a lecture on authoritarian and permissive child rearing and an introduction to methods of influencing children. Also, continued practice in empathetic listening, confrontation and democratic problem solving.

Session 6 helps parents better understand and be involved in democratic problem solving and continued skill training.

Session 7 focuses on further skill practice in democratic problem solving and a discussion of problems using PET with very young children.



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One methodology for helping parents to learn how to communicate with their children in a democratic framework is the Parent Effectiveness Training (PET) program developed by Thomas Gordon (1970a). He adopted and extended the theories of the therapeutic relationship of Carl Rogers to a preventive program of instruction for parents. Parents in this program are taught effective child-rearing practices which are really nothing more than a common sense model of communication. The basic skills taught are listening skills (among these are reflection of feelings or active listening which attempt to facilitate the child's understanding of his own problem), confrontive skills (congruent messages involving how the child's behavior is interfering with their own needs), and conflict resolution skills (involves finding solutions that are mutually acceptable).

The following is a brief description of each of the eight sessions of the program.

Session 1 is an introductory session with an overview of the entire course. Parents are also taught empathetic listening as a method of understanding their children's problems.

Session 2 is further skill training in empathetic listening using role playing and real parent problems.

Session 3 is further skill practice in empathetic listening and introduction to confrontation skills.

Session 4 covers the different methods of parent child conflict resolution. Parents begin skill practice in democratic problem solving.

Session 5 is a lecture on authoritarian versus permissive child rearing and an introduction to non-power methods of influencing children. Also, continued skill practice in empathetic listening, confrontation and democratic problem solving.

Session 6 helps parents better understand the steps involved in democratic problem solving and continued skill training.

Session 7 focuses on further skill practice in democratic problem solving and a discussion of specific problems using PET with very young children.

Session 8 is an open ended discussion of the course and of parents' comments, and further skill practice.

In reviewing the literature, the author found little on PET research; most of what has been done is in the form of unpublished doctoral dissertations.

Larson (1972) performed a study in which three parent class approaches were compared and evaluated. Larson's overall evaluation indicated PET as being superior to the other two approaches in achieving improved parent-child relationships. Specific findings relating to PET were that parents showed the greatest over all gains especially in confidence as parents, insight into the behavior of their children, and trust of their children and greater reduction in problems with their children.

Stearn (1971) studied the relationship between PET and parent attitudes, parent behavior and self-esteem of the child. PET graduates were found to be significantly more democratic in their attitudes toward their families than the no-training control group and the children of the PET graduates increased significantly in self-esteem.

Michael Lillibridge investigated the relationship among PET and changes in parent's self-assessed attitudes and the children's perceptions of their parent's behavior

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(Lillibridge, 1971). PET graduates improved significantly in confidence in themselves as parents, acceptance of their children and trust in their children. The children of PET graduates perceived their parents as significantly more accepting of them generally and as individuals.

Julian Garcia found that PET graduates demonstrated significantly greater confidence in their parental role, and in mutual understanding and trust between parent and child (Garcia, 1971).

Paterson (1971) found that PET graduates scored significantly lower on authoritarian control and higher on mutual problem solving, acceptance of conflict and attitude toward listening. The children of the graduates rated their parents significantly higher on acceptance and positive involvement.

Haynes (1972) compared PET with a lecture-discussion course on adolescent psychology to assess changes in parental attitudes toward child rearing practices. Results indicated that PET results in improved parental attitudes toward child rearing and that this approach is more effective than the lecture-discussion course. Hanley (1973) investigating the effects of PET and a Family Enrichment Program found supportive results.

The conclusion reached from the studies quoted above is that parent education is an effective way of altering parental attitudes, behavior and communication skills with the consequent positive effects on their children's self-esteem, behavior and perception of their parents' acceptance of them, problem solving skills and understanding. However, the results of PET have not been investigated to date with CCWs of an Indian Boarding School. Given that the personality and behavioral conflicts of Indian children in a Bureau of Indian Affairs (BIA) school is greater than the norm and the fact that the counselor-child ratio is extremely high, it becomes quite important that the child care workers be trained to minimize conflicts and maximize the child's ability to solve his own problems.

The intent of this study is to investigate the effects of PET on the CCWs' attitude, empathetic and confrontation skills and to determine the effects of two comparison variables (gender and previous experience in a BIA boarding school) on the effectiveness of PET. Further, this paper proposes to determine the effects of PET for the CCWs on the degree of anxiety, attitudes and behavior of the students. Due to the attitude and behavior which PET teaches being traditionally seen in our culture as feminine (Farson, 1974), the author

believes that the female CCWs will initially show more advanced empathetic and confrontation skills, and more positive attitudes; however, there will be no difference between the two groups following PET course. Further, it is felt that previous experience in a BIA boarding school results in an attitudinal and behavioral set; therefore, CCWs without previous BIA experience will show greater change in attitudes and empathetic and confrontation skills.

The first five evaluative hypotheses concern the influence of the training on the staff; the next four hypotheses concern the impact of the trained staff upon the students.

1. CCWs with and without previous BIA boarding school experience will differ in empathetic and confrontation skills following their completion of the PET course. The CCWs without previous experience will exhibit a higher level of skill.
2. Female CCWs will start at a higher level of empathetic and confrontation skills than will male CCWs; however, at the completion of the PET course, there will be no difference between male and female CCWs in empathetic and confrontation skills.

3. The self-expressed attitudes of the CCWs concerning self, job, and dorm environment will be more positive following completion of the PET course.
4. CCWs will show increases in their confrontation and empathetic skills following the PET course.
5. CCWs who score high on a dogmatism scale will change less in their attitudes about self, job, and dorm environment and on empathetic and confrontation skills than will those who score low on a dogmatism scale.
6. The children will be less anxious following the CCWs' completion of the PET course.
7. The children's self-expressed attitudes concerning CCWs and dorm environment will be more positive following the CCWs' completion of the PET course.
8. The children's hostile and aggressive behavior will be less following the CCWs' completion of the PET course.
9. The self-expressed attitudes about the self will be more positive for the children following the CCWs' completion of the PET course.

#### Method

Child care workers employed at a BIA boarding school and CCWs employed at the Concho Indian Youth Project will



be given Parent Effectiveness Training. Pre- and post-tests will be given to determine changes in the CCWs' self-concept, attitudes concerning the dormitory environment and the hostile and aggressive behavior of the children. The children will also receive pre- and post-tests on their degree of anxiety, self-concept and attitudes about the dormitory environment.

#### Subjects

Subjects will be 15 Indian CCWs (eight male and seven female) employed by the BIA and 10 CCWs (five male and five female) employed by the Concho Indian Youth Project. Both groups are located at the Concho Indian Boarding School at Concho, Oklahoma. They represent several different American Indian tribes and range in age from 21 to 55.

The 24 (12 male and 12 female) fifth graders housed at the demonstration project and the 246 first through fourth and sixth through seventh graders housed at the BIA dormitories attend the Concho Indian School. All activities of the students are the same with the exception that the fifth graders will be housed in a different building. The groups are intact and stratified random sampling will be done on the BIA dormitory children only. The sampling will be performed so that 12 fourth and 12 sixth graders (6 male and 6 female respectively) will be

chosen at random. Therefore, both groups of children (BIA and demonstration project) will be made up of 12 males and 12 females. As with the CCWs, the children represent many different American Indian tribes drawn from several states.

#### Procedure

Parent Effectiveness Training will be given separately to the BIA and demonstration project groups. There will be 10 sessions, each session approximately two and one half hours in length given over a 10 week period. Pre- and posttests measuring attitudes about the dormitory environment, CCW, and the self and empathetic and confrontation skills will be administered to both groups of CCWs. Further, each CCW in both groups (BIA and demonstration project) will fill out a pre- and a post-behavior check-list on their respective children, and a dogmatism scale.

Both groups of children (BIA and demonstration project) will be administered pre- and posttests measuring degree of manifest anxiety, attitudes about the self and attitudes concerning the dormitory environment.

#### Measures

Five different measuring instruments were employed. First, The Children's Form of the Manifest Anxiety Scale

(Castaneda, McCandless & Palermo, 1956) a 20-item true or false questionnaire adapted from the Taylor Manifest Anxiety Scale for use with fourth, fifth and sixth graders was used to measure the self-expressed anxiety of the students.

Attitudes concerning the self and dormitory environment were measured by a Semantic Differential. The instrument used adjective pairs that have been found by Osgood, Suci, and Tannenbaum (1971) to be heavily loaded on the evaluative factors. The concepts employed on the scales were as follows: instructional aides, television room, toy room, living room, instructional aide's office, bed time, getting ready for school, changing clothes after school, Saturday morning chores, counselor's office and self.

Empathy and confrontation skills were measured by an instrument composed by the writer. It consisted of three statements which could indicate that the child is emotionally upset and three problem situations that could be dealt with by the CCW through confrontation. Each CCW was asked to write his or her response to each statement and situation. They were rated on a one to five scale on empathy, and accuracy of reflection (active listening) and confrontation (congruent messages).

Raters were two master's level psychologists authorized by Effectiveness Training Associates to conduct PET courses. They were presented with both pre- and post-testings at the same time so that the difference in time between pre- and posttests would not bias the results. Further, each response set was scored separately to avoid a halo effect.

The Burks Behavior Rating Scales (Hostile-Aggressive scales: Burks, 1971) was used to measure the behavior of the students before and after the PET course. Three CCWs rated a random sample of three male and three female children within their respective dorms. Since the boys and girls are housed in separate buildings at the BIA boarding school, the CCWs of these dorms rated only the gender with whom they worked. The CCWs in the CIYP dormitory rated all six randomly selected students, both boys and girls. Fifty-four items were rated on a one to five point scale with the higher scores indicating greater frequency of occurrence thus more hostility or aggression. The Hostile-Aggressive Scale of the Burks Behavior Rating Scale consists of nine subscales: poor social conformity, poor reality contact, poor sense of identity, excessive sense of persecution, poor anger control, excessive suffering, excessive resistance,

excessive aggressiveness and excessive sexuality. The Short-Form Dogmatism Scale (Troidahl, 1964) a 20-item multiple-choice questionnaire was used to measure the degree of emotional and cognitive rigidity of the CCWs. Analysis

The data will be analyzed with a 2x2 (gender and affiliation) (pre and post) analysis of covariance design with alpha level set at .05. Because experimental control (no treatment group) was not possible, analysis of covariance will be used for statistical control.

Inter-rater reliability behavior rating scales will be measured by a one-way ANOVA with a correlational analog (Winer, 1962). Planned comparisons using Dunn's procedure (Kirk, 1968) and tests of simple main effects will be used if appropriate.

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Appendix B

Children's Form of Manifest Anxiety Scale

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Read each question carefully. Put a circle around the word YES if you think it is true about you. Put a circle around the word NO if you think it is not true about you.

- |   |     |    |
|---|-----|----|
| 1. It is hard for me to keep my mind on anything.             | Yes | No |
| 2. I get nervous when someone watches me work.                | Yes | No |
| 3. I feel I have to be best in everything.                    | Yes | No |
| 4. I blush easily.  | Yes | No |
| 5. I like every one I know.                                   | Yes | No |
| 6. I notice my heart beats very fast sometimes.               | Yes | No |
| 7. At times I feel like shouting.                             | Yes | No |
| 8. I wish I could be very far from here.                      | Yes | No |
| 9. Others seem to do things easier than I can.                | Yes | No |
| 10. I would rather win than lose in a game.                   | Yes | No |
| 11. I am secretly afraid of a lot of things.                  | Yes | No |
| 12. I feel that others do not like the way I do things.       | Yes | No |
| 13. I feel alone even when there are people around me.        | Yes | No |
| 14. I have trouble making up my mind.                         | Yes | No |
| 15. I get nervous when things do not go the right way for me. | Yes | No |
| 16. I worry most of the time.                                 | Yes | No |
| 17. I am always kind.   | Yes | No |
| 18. I worry about what my parents will say to me.             | Yes | No |

NAME		
19.	Often I have trouble getting my breath.	Yes No
20.	I get angry easily.	Yes No
21.	I always have good manners.	Yes No
22.	My hands feel sweaty.	Yes No
23.	I have to go to the toilet more than most people.	Yes No
24.	Other children are happier than I.	Yes No
25.	I worry about what other people think about me.	Yes No
26.	I have trouble swallowing.	Yes No
27.	I have worried about things that did not really make any difference later.	Yes No
28.	My feelings get hurt easily.	Yes No
29.	I worry about doing the right things.	Yes No
30.	I am always good.	Yes No
31.	I worry about what is going to happen.	Yes No
32.	It is hard for me to go to sleep at night.	Yes No
33.	I worry about how well I am doing in school.	Yes No
34.	I am always nice to everyone.	Yes No
35.	My feelings get hurt easily when I am scolded.	Yes No
36.	I tell the truth every single time.	Yes No
37.	I often get lonesome when I am with people.	Yes No
38.	I feel someone will tell me I do things the wrong way.	Yes No
39.	I am afraid of the dark.	Yes No
40.	It is hard for me to keep my mind on my school work.	Yes No

NAME \_\_\_\_\_

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- |   |     |    |
|---|-----|----|
| 41. I never get angry.                                      | Yes | No |
| 42. Often I feel sick in my stomach.                        | Yes | No |
| 43. I worry when I go to bed at night.                      | Yes | No |
| 44. I often do things I wish I had never done.              | Yes | No |
| 45. I get headaches.  | Yes | No |
| 46. I often worry about what could happen to my<br>parents. | Yes | No |
| 47. I never say things I shouldn't.                         | Yes | No |
| 48. I get tired easily.                                     | Yes | No |
| 49. It is good to get high grades in school.                | Yes | No |
| 50. I have bad dreams.                                      | Yes | No |
| 51. I am nervous.   | Yes | No |
| 52. I never lie.  | Yes | No |
| 53. I often worry about something bad happening<br>to me.   | Yes | No |



Appendix C

Attitude Scale: Concho Indian Youth Project

BIRTH DATE \_\_\_\_\_ NAME OR SS# \_\_\_\_\_  
 GRADE \_\_\_\_\_ DATE \_\_\_\_\_

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales:

### 1. Work Detail

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :Bad  
 Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :Cruel  
 Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :Ungrateful  
 Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :Unwilling  
 Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :Ugly  
 Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :Unfortunate  
 Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :Dishonest  
 Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :Negative  
 Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :Hellish  
 Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :Foolish

### 2. Dorm Parents

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :Bad  
 Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :Cruel  
 Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :Ungrateful

Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unwilling  
 Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ugly  
 Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unfortunate  
 Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Dishonest  
 Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Negative  
 Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Hellish  
 Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Foolish

## 3. Living Room

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Bad  
 Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Cruel  
 Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ungrateful  
 Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unwilling  
 Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ugly  
 Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unfortunate  
 Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Dishonest  
 Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Negative  
 Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Hellish  
 Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Foolish

## 4. Recreation Room

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Bad  
 Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Cruel  
 Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ungrateful  
 Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unwilling  
 Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ugly  
 Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unfortunate

NAME \_\_\_\_\_

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Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Dishonest  
 Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Negative  
 Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Hellish  
 Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Foolish

## 5. Getting ready for bed.

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Bad  
 Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Cruel  
 Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ungrateful  
 Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unwilling  
 Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ugly  
 Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unfortunate  
 Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Dishonest  
 Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Negative  
 Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Hellish  
 Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Foolish

## 6. Getting ready for school.

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Bad  
 Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Cruel  
 Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ungrateful  
 Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unwilling  
 Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ugly  
 Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unfortunate  
 Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Dishonest  
 Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Negative

## NAME \_\_\_\_\_

Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Hellish

Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Foolish

## 7. Snack Room

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Bad

Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Cruel

Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ungrateful

Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unwilling

Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ugly

Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unfortunate

Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Dishonest

Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Negative

Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Hellish

Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Foolish

## 8. My Self

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Bad

Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Cruel

Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ungrateful

Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unwilling

Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ugly

Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unfortunate

Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Dishonest

Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Negative

Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Hellish

Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Foolish

**Appendix D**

**Attitude Scale: Bureau of Indian Affairs**

BIRTH DATE \_\_\_\_\_

NAME OR SS# \_\_\_\_\_

GRADE \_\_\_\_\_

DATE \_\_\_\_\_

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales:

## 1. Instructional Aids

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Bad  
 Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Cruel  
 Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ungrateful  
 Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unwilling  
 Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ugly  
 Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unfortunate  
 Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Dishonest  
 Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Negative  
 Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Hellish  
 Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Foolish

## 2. Television Room

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Bad  
 Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Cruel  
 Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ungrateful  
 Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unwilling

Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ugly  
 Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unfortunate  
 Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Dishonest  
 Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Negative  
 Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Hellish  
 Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Foolish

## 3. Living Room

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Bad  
 Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Cruel  
 Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ungrateful  
 Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unwilling  
 Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ugly  
 Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unfortunate  
 Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Dishonest  
 Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Negative  
 Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Hellish  
 Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Foolish

## 4. Instructional Aids Office

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Bad  
 Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Cruel  
 Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ungrateful  
 Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unwilling  
 Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ugly  
 Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unfortunate  
 Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Dishonest  
 Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Negative



NAME \_\_\_\_\_

Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Hellish

Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Foolish

## 5. Getting ready for bed.

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Bad

Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Cruel

Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ungrateful

Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unwilling

Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ugly

Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unfortunate

Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Dishonest

Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Negative

Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Hellish

Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Foolish

## 6. Getting ready for school.

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Bad

Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Cruel

Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ungrateful

Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unwilling

Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ugly

Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unfortunate

Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Dishonest

Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Negative

Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Hellish

Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Foolish

## 7. Saturday morning chores.

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Bad  
Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Cruel  
Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ungrateful  
Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unwilling  
Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ugly  
Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unfortunate  
Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Dishonest  
Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Negative  
Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Hellish  
Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Foolish

## 8. My Self

Good \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Bad  
Kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Cruel  
Grateful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ungrateful  
Willing \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unwilling  
Beautiful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Ugly  
Fortunate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Unfortunate  
Honest \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Dishonest  
Positive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Negative  
Heavenly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Hellish  
Wise \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : Foolish

## Appendix E

### Empathy and Confrontation Scales

Last 4 S.S. #'s \_\_\_\_\_

Date \_\_\_\_\_

Birth Date \_\_\_\_\_

SituationResponse

- |                                |    |
|--------------------------------|----|
| 1. "Go away; leave me alone    | 1. |
| I don't want to talk to        |    |
| you or anybody else. You       |    |
| don't care what happens        |    |
| to me anyway."                 |    |
|                                |    |
| 2. Student forgot to show up   | 2. |
| at the agreed upon time he/    |    |
| she was to be at the bus       |    |
| for loading. The group is      |    |
| going on a picnic and you      |    |
| are in a hurry.                |    |
|                                |    |
| 3. "Why did that so-in-so give | 3. |
| me those hours. I wasn't       |    |
| the only one who was out       |    |
| of limits."                    |    |

Page 2

Last 4 S.S. #'s \_\_\_\_\_

Date \_\_\_\_\_

SituationResponse

- |  |    |
|--|----|
| 4. You see a student making a mess on a couch you just cleaned.  | 4. |
| 5. "I don't like Jim. He is a big tease."  | 5. |
| 6. After agreeing not to runaway a student comes up missing. You finally find him but after a long search. | 6. |

## **Appendix F**

### **Hostile and Aggressive Scale of Burks Behavior Rating Scale**

Name \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_

Please rate each and every item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below:

1. You have not noticed this behavior at all.
2. You have noticed the behavior to a slight degree.
3. You have noticed the behavior to a considerable degree.
4. You have noticed the behavior to a large degree.
5. You have noticed the behavior to a very large degree.

1. Maintains other children pick on him. \_\_\_\_\_
2. Complains he never gets his fair share of things. \_\_\_\_\_
3. Will not forgive others. \_\_\_\_\_
4. Accuses others of things they actually did not do. \_\_\_\_\_
5. Complains others do not like him. \_\_\_\_\_
6. Tells bizarre stories. \_\_\_\_\_
7. Uses unintelligible language. \_\_\_\_\_
8. Displays a don't care attitude; does what he wants. \_\_\_\_\_
9. Tells falsehoods. \_\_\_\_\_

10. Shows daydreaming. \_\_\_\_\_
11. Does not follow through on promises. \_\_\_\_\_
12. Shows tics and grimaces without  
apparent reason. \_\_\_\_\_
13. Takes things which do not belong to him. \_\_\_\_\_
14. Secretly laughs or talks to himself. \_\_\_\_\_
15. Shows little respect for authority. \_\_\_\_\_
16. Rotates or rocks his body. \_\_\_\_\_
17. Is tardy. \_\_\_\_\_
18. Makes weird drawings. \_\_\_\_\_
19. Is involved in undesirable escapades. \_\_\_\_\_
20. Is unaware of what is going on around him. \_\_\_\_\_
21. Is truant. \_\_\_\_\_
22. Becomes angry quickly. \_\_\_\_\_
23. Acts as non-conformist. \_\_\_\_\_
24. Is stubborn and uncooperative. \_\_\_\_\_
25. Employs much sexual talk. \_\_\_\_\_
26. Is rebellious if disciplined. \_\_\_\_\_
27. Becomes angry if asked to do something. \_\_\_\_\_
28. Reads questionable sexual material. \_\_\_\_\_
29. Wears unusual clothing styles. \_\_\_\_\_
30. Acts boy crazy or girl crazy. \_\_\_\_\_
31. Denies responsibility for own actions. \_\_\_\_\_
32. Is quickly frustrated and loses emotional  
control. \_\_\_\_\_



33. Associates with loners. \_\_\_\_\_
34. Wears sexually provocative clothing. \_\_\_\_\_
35. Does things his own way. \_\_\_\_\_
36. Studies pictures of pornographic nature. \_\_\_\_\_
37. Explodes under stress. \_\_\_\_\_
38. Rejects classmates in hostile manner. \_\_\_\_\_
39. Will not take suggestions from others. \_\_\_\_\_
40. Flares up at classmates if teased or  
pushed. \_\_\_\_\_
41. "Style" of behaving deliberately  
different from most. \_\_\_\_\_
42. Sulks. \_\_\_\_\_
43. Laughs when others are in trouble. \_\_\_\_\_
44. Hits or pushes others. \_\_\_\_\_
45. Appears unhappy. \_\_\_\_\_
46. Seems to welcome punishment. \_\_\_\_\_
47. Wants to pass others. \_\_\_\_\_
48. Deliberately puts himself in position  
of being criticized. \_\_\_\_\_
49. Is Sarcastic. \_\_\_\_\_
50. Gives picture of "poor me." \_\_\_\_\_
51. Teases others. \_\_\_\_\_
52. Feelings easily hurt. \_\_\_\_\_
53. Plays tricks on other children. \_\_\_\_\_
54. Appears depressed. \_\_\_\_\_

## Appendix G

### Short Form Dogmatism Scale

Now I'm going to read some statements people have made as their opinion on several topics. You may find yourself agreeing strongly with some of the statements...disagreeing just as strongly with others...and perhaps uncertain about others. Whether you agree or disagree with any statement, you can be sure that many other people feel the same as you do.

We want your personal opinion on each statement. When I read each one, first tell me whether...in general...you agree or disagree with it...then tell me a number...one, two, or three...that indicates how strongly you agree or disagree with it.

1. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.
2. My blood boils whenever a person stubbornly refuses to admit he's wrong.
3. There are two kinds of people in this world: those who are for the truth and those who are against the truth.
4. Most people just don't know what's good for them.
5. Of all the different philosophies which exist in this world there is probably only one which is correct.
6. The highest form of government is a democracy and the

highest form of democracy is a government run by those who are most intelligent.

7. The main thing in life is for a person to want to do something important.
8. I'd like it if I could find someone who would tell me how to solve my personal problems.
9. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.
10. Man on his own is a helpless and miserable creature.
11. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.
12. Most people just don't give a "damn" for others.
13. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.
14. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.
15. The present is all too often full of unhappiness. It is only the future that counts.
16. The United States and Russia have just about nothing in common.
17. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.
18. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein,

or Beethoven, or Shakespeare.

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19. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.
20. It is better to be a dead hero than to be a live coward.

Name \_\_\_\_\_

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- | 1. | Agree                 | Disagree                 |
|----|-----------------------|--------------------------|
|    | 1. Agree a little     | 1. Disagree a little     |
|    | 2. Agree on the whole | 2. Disagree on the whole |
|    | 3. Agree very much    | 3. Disagree very much    |
| 2. | Agree                 | Disagree                 |
|    | 1. Agree a little     | 1. Disagree a little     |
|    | 2. Agree on the whole | 2. Disagree on the whole |
|    | 3. Agree very much    | 3. Disagree very much    |
| 3. | Agree                 | Disagree                 |
|    | 1. Agree a little     | 1. Disagree a little     |
|    | 2. Agree on the whole | 2. Disagree on the whole |
|    | 3. Agree very much    | 3. Disagree very much    |
| 4. | Agree                 | Disagree                 |
|    | 1. Agree a little     | 1. Disagree a little     |
|    | 2. Agree on the whole | 2. Disagree on the whole |
|    | 3. Agree very much    | 3. Disagree very much    |
| 5. | Agree                 | Disagree                 |
|    | 1. Agree a little     | 1. Disagree a little     |
|    | 2. Agree on the whole | 2. Disagree on the whole |
|    | 3. Agree very much    | 3. Disagree very much    |
| 6. | Agree                 | Disagree                 |
|    | 1. Agree a little     | 1. Disagree a little     |
|    | 2. Agree on the whole | 2. Disagree on the whole |
|    | 3. Agree very much    | 3. Disagree very much    |

Name \_\_\_\_\_

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## 7. Agree

1. Agree a little.
2. Agree on the whole.
3. Agree very much

## Disagree

1. Disagree a little.
2. Disagree on the whole
3. Disagree very much

## 8. Agree

1. Agree a little
2. Agree on the whole
3. Agree very much

## Disagree

1. Disagree a little
2. Disagree on the whole
3. Disagree very much

## 9. Agree

1. Agree a little
2. Agree on the whole
3. Agree very much

## Disagree

1. Disagree a little
2. Disagree on the whole
3. Disagree very much

## 10. Agree

1. Agree a little
2. Agree on the whole
3. Agree very much

## Disagree

1. Disagree a little
2. Disagree on the whole
3. Disagree very much

## 11. Agree

1. Agree a little
2. Agree on the whole
3. Agree very much

## Disagree

1. Disagree a little
2. Disagree on the whole
3. Disagree very much

## 12. Agree

1. Agree a little
2. Agree on the whole
3. Agree very much

## Disagree

1. Disagree a little
2. Disagree on the whole
3. Disagree very much

Name \_\_\_\_\_

- |     |                       |                          |
|-----|-----------------------|--------------------------|
| 13. | Agree                 | Disagree                 |
|     | 1. Agree a little     | 1. Disagree a little     |
|     | 2. Agree on the whole | 2. Disagree on the whole |
|     | 3. Agree very much    | 3. Disagree very much    |
| 14. | Agree                 | Disagree                 |
|     | 1. Agree a little     | 1. Disagree a little     |
|     | 2. Agree on the whole | 2. Disagree on the whole |
|     | 3. Agree very much    | 3. Disagree very much    |
| 15. | Agree                 | Disagree                 |
|     | 1. Agree a little     | 1. Disagree a little     |
|     | 2. Agree on the whole | 2. Disagree on the whole |
|     | 3. Agree very much    | 3. Disagree very much    |
| 16. | Agree                 | Disagree                 |
|     | 1. Agree a little     | 1. Disagree a little     |
|     | 2. Agree on the whole | 2. Disagree on the whole |
|     | 3. Agree very much    | 3. Disagree very much    |
| 17. | Agree                 | Disagree                 |
|     | 1. Agree a little     | 1. Disagree a little     |
|     | 2. Agree on the whole | 2. Disagree on the whole |
|     | 3. Agree very much    | 3. Disagree very much    |
| 18. | Agree                 | Disagree                 |
|     | 1. Agree a little     | 1. Disagree a little     |
|     | 2. Agree on the whole | 2. Disagree on the whole |
|     | 3. Agree very much    | 3. Disagree very much    |



Name \_\_\_\_\_

- |     |                    |                          |
|-----|--------------------|--------------------------|
| 19. | Agree              | Disagree                 |
| 1.  | Agree a little     | 1. Disagree a little     |
| 2.  | Agree on the whole | 2. Disagree on the whole |
| 3.  | Agree very much    | 3. Disagree very much    |
| 20. | Agree              | Disagree                 |
| 1.  | Agree a little     | 1. Disagree a little     |
| 2.  | Agree on the whole | 2. Disagree on the whole |
| 3.  | Agree very much    | 3. Disagree very much    |