THE EFFECTS OF COVERT AND OVERT MODELING ON
ASSERTIVE BEHAVIOR

by

Susan Linda Reese

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SIGNED: _____

James Reese

APPROVAL BY THESIS DIRECTOR

This thesis has been approved on the date shown below:

T. L. Rosenthal

T. L. ROSENTHAL
Professor of Psychology

July 7, 1975

Date

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ABSTRACT

The present study assessed the relative efficacy of covert and overt modeling for developing assertive skills in nonassertive college students. Thirty-six female volunteers were exposed to nine assertion related situations presented in three treatment sessions. Separate conditions varied in type of modeling format (overt modeling with a standard hierarchy of situations; covert modeling with the standard hierarchy; or covert modeling with a self-tailored hierarchy). Half the subjects in each group received or did not receive generalization training. The results indicated significant within group improvement on four self-report devices, but no other significant main effects were found on these measures. Several interactions, however, reached statistical significance. For example, generalization practice interacted in a complex way with trials and groups to effect measures of short term change. Non-laboratory behavioral measures failed to yield any significant findings. Over-all, the results suggest that covert modeling is as effective as the more costly and time consuming overt modeling and covert modeling with self-tailored procedures in developing assertive skills in nonassertive college women.

INTRODUCTION

Recently, investigative efforts in the area of modeling therapies have explored the efficacy of covert modeling in the treatment of behavioral dysfunctions (Cautela, Flannery and Hanley 1974; Kazdin 1973, 1974). Covert modeling is a technique in which the subject imagines the modeling situation without the use of live or filmed models. The client imagines specific situations which include the appropriate behaviors to be developed or altered. To date, avoidance responses to rats (Cautela et al. 1974) and snakes (Kazdin 1973) have been reduced through covert modeling procedures. In addition, Kazdin (1974) has successfully produced assertive behavior in nonassertive subjects with covert modeling. This latter finding is particularly significant since the acquisition of assertive responses necessitates developing a skill as well as eliminating a fear.

Although the effectiveness of covert modeling has been clearly demonstrated, a careful perusal of the literature discloses little research on the relative efficacy of covert and overt modeling. The single study that has been reported (Cautela et al. 1974) studied analogue fears in college students and suggested that overt and covert modeling are equally effective in reducing avoidance responses to rats.

Thus, the purpose of this study was to examine the effectiveness of covert and overt modeling in developing assertive skills. As

previously noted, Cautela et al. (1974) found no differences between the two procedures in the relatively simple situation of reducing rat phobias. However, it was anticipated that in the vastly more complex case of assertive training, overt modeling would be superior to covert modeling as a behavior change technique. Unlike the simple, discrete responses that are required in overcoming small animal phobias, acquisition of assertive skills requires a broader repertoire of social responses and greater sensitivity to a variety of discriminative cues which signal appropriate assertive behavior. Assuming that the above reasoning is valid, a question of some significance becomes how to enhance the effectiveness of covert modeling. Since imagining a modeled sequence spares time and the costs of personnel and props, it is to be favored on economic grounds. Although a filmed modeling program might suit more common behavioral disorders, it would be unwieldy to develop entire programs for clients with rare complaints, whereas covert techniques could address such problems economically. Thus, three modeling therapy variations were studied. One group received overt modeling and another covert modeling using the same standard stimulus hierarchy. The third group received covert modeling with self-tailoring of the situational hierarchy to each subject's personal experience. It was predicted that the self-tailoring procedure would enhance the efficiency of the covert modeling technique because the specific instances imagined would have greater subjective vividness and relevance for the client.

Furthermore, half the subjects in each modeling group were encouraged to think of new situations where the modeled behavior would be

appropriate. Considerable research on diverse behavioral treatments suggests that clients may fail to spontaneously transfer their specific treatment experiences to related situations (Rosenthal, in press). Thus directions to generalize have been studied, but these efforts have been confined to quite limited prompts, which failed to assure that clients could bridge the training-transfer gap (Hersen, Eisler and Miller 1974). In the Hersen et al. (1974, p. 300) study, the instructions, very narrow in scope, consisted of the following:

Remember what you have learned in the training sessions and apply this to the new situations you will be exposed to. We would like you to continue standing up for your rights and expressing yourself better.

Prior to administration of the post-test, subjects were given another brief set of similar instructions. In contrast, the present generalization prompts aided clients in entertaining behavioral and situational alternatives that were related to the training paradigm. This assured that clients devoted some thought to assertive behavior in relevant situations not specifically included in training. The remaining six subjects in each group did not receive this guidance. It was predicted that such cognitive generalization practice would facilitate generalization of the modeled behaviors to subjective and behavioral post-test measures.

An untreated control group was not included in the present study. Although such a control procedure would have been desirable, a scarcity of volunteers with assertion problems made this functionally impossible. It is always possible that pre-post changes can be measurement artifacts.

However, previous research has already shown that covert modeling (Kazdin 1974) and overt modeling (Eisler, Hersen and Miller 1973) are effective procedures in developing assertive skills. Thus, the relative efficacy of these procedures was assessed within this empirical framework. Further discussion is predicated on the assumption that overt and covert modeling are effective behavior change techniques.

METHOD

Subjects

Thirty-six female volunteers who were distressed by their lack of appropriate assertive behavior were recruited from undergraduate psychology courses at The University of Arizona. Using a reduced set of the Wolpe and Lazarus (1966) Assertive Questionnaire items, subjects were screened by telephone, matched in sextets, and randomly assigned to one of six treatment groups.

Treatment Procedures

Nine assertive modeling situations were presented to each subject individually over three treatment sessions. These sessions were separated by an average time interval of one week. Each session consisted of three scenes, each of which was presented twice in succession. The treatment scenes, about three minutes in duration, depicted a social situation and an appropriate assertive response (see Appendix A). The scenes were constructed at a level of complexity to assure that any college student who diligently attended to the stimulus material was able to process and store the incoming information while more lackadaisical attending would have resulted in missing important information.

Treatment was presented via one of three therapy variations which included: (a) overt modeling with standard hierarchy, (b) covert modeling with the same standard hierarchy, and (c) covert modeling with

self-tailoring of the standard hierarchy. The standard hierarchies were determined by administering a modified version of the Interpersonal Behavior Test (Lawrence 1969) including 57 assertive situations and responses. Thirty-seven undergraduates at The University of Arizona who were not participants in the present study rated each situation and the given response on a scale from 1 (very easy) to 8 (very difficult). The nine situations rated most difficult provided the basis for the standard hierarchy of modeling scenes which were presented in ascending order of difficulty. For the covert modeling condition with standard hierarchy, the presented stimulus material was modified and reduced to encourage the subjects' imaginal participation. This procedure further delineated overt and covert conditions. To determine the self-tailored hierarchy, each item of the standard hierarchy was presented to the subject who then provided a personal experience most similar to the given situation. In the case of a standard item which was divorced from the client's personal experiences, an effort was made to tailor that item so that it approximated what the client considered its most probable analogue for his own life, e.g., a future event. This personally relevant content formed a set of self-tailored items parallel to the standard hierarchy.

For the overt modeling procedure, college volunteers assisted the experimenter in presenting the assertion relevant scenes. Thus, clients were instructed to pay close attention as the models enacted each situation. For the covert modeling with standard hierarchy condition, clients were also encouraged to attend carefully as the experimenter verbally described the situations. Upon completion of the

presentation, subjects were instructed to close their eyes and imagine the sequence for a time approximately equal in duration to the time necessary to enact the situation in the overt condition. The self-tailored covertly modeled treatment was similarly structured with the exception that subjects were instructed to close their eyes prior to the experimenter's presentation of the self-tailored material.

Treatment groups were further differentiated through generalization practice variations which included: (a) providing information to help the client tie his specific therapy experiences to additional and related, but new, situations, or (5) omission of such guidance. For those clients receiving generalization training, each of the treatment scenes was followed by examples describing three other situations in which similar assertive responses to the one specifically modeled were appropriate (see Appendix B). To illustrate, one treatment scene depicted a woman waiting patiently in a department store line when she noticed that others were pushing ahead of her. During generalization training, three other situations were described in which a person was required to be unreasonably patient; e.g., while waiting in a college walk through registration line, on line to enter a movie theatre, and while trying to obtain information by telephone, an inordinate amount of time elapses before the salesperson finally returns. In addition, subjects were also encouraged to think of other situations relevant to themselves in which similar responses to the one modeled would be appropriate.

Self-Report Measures

Four self-report measures were used to assess assertive ability. A modified version of the Interpersonal Behavior Test (Lawrence 1969) had 37 items involving social competence which the client rated in terms of how much difficulty she would have executing such a task. The following is a representative item: "You are watching a movie and the lady in the seat in back of you keeps telling the person sitting next to her what will happen next. It is impossible for you to keep from hearing her. You ask her to please be quiet during the movie." The rating scale ranged from 1 (very easy) to 8 (very difficult). The modified Wolpe-Lazarus (1966) Assertion Scale consisted of 18 Yes/No questions relating to the subjects' handling of assertion issues. For example, "In a controversy, do you usually keep quiet for the sake of peace?" The Percentage Estimate measure was a modified version of item 1 of the Conflict Inventory Scale (McFall and Lillesand 1971). Clients were simply required to estimate their perception of the percentage of other people more assertive than themselves. The five semantic differential items assessed the client's perceptions (and later changes) regarding neutral versus assertion relevant content in which the person judged peers as well as himself. For example, "Now think about most people you know trying to stick up for their rights in demanding social situations, and rate your feelings ABOUT THEM on each of the following scales: Good-Bad, Strong-Weak, Active-Passive."

In addition to the foregoing pre-post measures, a set of "mini-measures" were administered after the first and second treatment sessions.

These were intended to compare the rate of short term change among the treatment variations and consisted merely of seven Likert-type rating items. For example, "At the point during treatment that you felt MOST UNCOMFORTABLE OR MOST WORRIED, how uncomfortable or worried did you feel?" Scale points range from Extremely to Not-at-All. For all covert treatment conditions, clients rated how clearly they visualized each scene. Ratings ranged from 1 (very clear) to 4 (not clear at all). Following the third treatment session, information was collected as to whom the subject imagined (self or other) performing the assertion relevant tasks. All of the foregoing measurement devices are presented in Appendix C.

Behavioral Measures

A survey-taking behavioral test was administered following the third treatment session. Each subject was accompanied to the Student Union and was required to successfully approach two strangers, one woman and one man until one of each sex agreed to complete a brief survey on dormitory living. The experimenter recorded (a) the time it took for the subject to complete the task, and (b) time elapsed until approach to each person. Following this test, the client rated his own comfort or discomfort in accomplishing the task.

As part of the followup procedures, there was a surreptitious phone call which occurred some time between the end of treatment and the final assessment session. An assistant (blind to the experimental condition of the subject) posed as a representative of a local advertising agency. The assistant explained that the company was conducting a

consumer study and that they were specifically interested in the types of advertisements which are most appealing to college students. The experimenter then requested the subject's participation in the study. Specifically she asked the subject to select the most appealing ad from any two days of the school newspaper and mail the advertisements to a specified address. The experimenter attempted to cajole the subject's participation until the subject agreed to participate (see Appendix D).

The temporal sequence in which all of the foregoing measurement devices were administered is presented in Table 1.

Design

This is essentially a 3 (overt, covert with standard hierarchy, or covert with self-tailored hierarchy) x 2 (cognitive generalization practice or not) design, whose data were analyzed in a 3 x 2 factorial analysis of variance. Post-hoc testing was accomplished via the Newman-Keuls Studentized Range Statistic.

Table 1. Temporal sequence for administration of measurement devices.

Presession Screening	Modified Wolpe-Lazarus Assertion Scale Percentage Estimate Item
Session One	Modified Interpersonal Behavior Test Semantic Differentials Treatment followed by "Mini-measures"
Session Two	Treatment followed by "Mini-measures"
Session Three	Treatment followed by Survey-taking Behavioral Test
Surreptitious Followup	Surreptitious Followup by Telephone
Final Assessment Session	Modified Interpersonal Behavior Test Semantic Differentials Modified Wolpe-Lazarus Assertion Scale Percentage Estimate Item

RESULTS

For each of the following subsections, the relevant analysis of variance are summarized in a series of tables (whose numbers are provided in the text).

Pre-post Self-report Changes

Statistical analysis of the Wolpe-Lazarus measure yielded a significant trials effect (see Table 2) showing increased assertiveness, but type of treatment, and presenting or omitting generalization training had no discernible effects. On the Percentage Estimate item (the percentage of people that clients perceived more assertive than themselves) there was also a significant trials effect showing improvement but differentiation across groups was not obtained. Analysis of the modified Interpersonal Behavior Test likewise yielded a significant trials effect indicating improvement although type of therapy and generalization practice produced no significant differences (see Table 2). Furthermore, no reliable interactions were found on any of the three foregoing measures.

"Mini" (Process) Measures

No significant differences among groups across treatment sessions were found on item 1 (attitude toward treatment), item 2 (ability to grasp situations in a life-like way), item 3 (amount of experienced anxiety during treatment) or item 7 (enthusiasm regarding the upcoming

Table 2. Summary of analysis of variance for pre-post self-report changes.

Response Measure	Type of Therapy	Generalization Practice	Trials
	df = 2,30 F-test	df = 1,30 F-test	df = 1,30 F-test
Wolpe-Lazarus	0.1	0.42	31.33*
Percentage Estimate	0.69	0.68	29.53*
Modified Interpersonal Behavior Test	0.59	0.3	139*

* $p < .001$

treatment session). On item 4 (perceived helpfulness of the therapy session) a significant treatment effect was obtained (see Table 3) as were significant interactions between generalization practice and trials. ($F = 5.64$, $df = 1/30$, $p < .025$) and a three way treatment by generalization by trials interaction ($F = 3.88$, $df = 2/30$, $p < .05$). A trend analysis ($F = 4.99$, $df = 1/30$, $p < .05$) suggested that covert modeling with self-tailored hierarchies ($\bar{x} = 2.63$) produced the most favorable ratings of perceived helpfulness. Covert modeling with standard hierarchies ($\bar{x} = 3.56$) and overt modeling ($\bar{x} = 3.79$) produced less favorable ratings in that order. For the generalization training by

Table 3. Summary of analysis of variance for "mini" (process) measures.

"Mini" Measure Item Number	Type of Therapy df = 2,30 F Test	Trials Effect df = 1,30 F Test
4	5.59**	0.47
5	1.97	4.89*
6	1.42	5.79*

* $p < .05$ ** $p < .01$

trials interaction, the Newman Keuls Studentized Range Statistic indicated that subjects who received generalization training perceived trial 2 ($\bar{x} = 2.83$) as more helpful ($p < .05$) than trial 1 ($\bar{x} = 3.39$) whereas for subjects not given generalization training, there was no significant difference ($p > .05$) between trial 1 ($\bar{x} = 3.39$) and trial 2 ($\bar{x} = 3.69$). Furthermore, within trial 2, subjects given generalization training ($\bar{x} = 2.83$) perceived treatment as more helpful ($p < .05$) than their no generalization counterparts ($\bar{x} = 3.69$). A more detailed analysis of the triple interaction indicated the following: On trial 2, for subjects in the covert modeling with standard hierarchy condition, generalization training enhanced their ratings of how helpful they perceived the treatment session ($p < .01$) while no such effect was found for the overt modeling or covert modeling with self-tailored treatment groups.

Furthermore, on trial 1, generalization training again enhanced ratings of perceived helpfulness for the covert with standard hierarchy group only, but the magnitude of this change failed to reach statistical significance. Over-all, the interaction effects on perceived helpfulness suggested some subjective advantages for providing generalization training.

On item 5 (client's self-confidence in applying training to their own lives) and item 6 (expected difficulty in applying training) there was a significant trials effect (see Table 3) in the direction of progressively more favorable subjective perceptions over time. Thus on item 5 there was a .47 gain from trial 1 to trial 2 and for item 6, a .61 gain across trials.

Semantic Differential Items

Table 4 presents the group means by item and rating dimension for all the relevant semantic differential results obtained. On item 1 (self perceptions of assertive ability) there were significant pre-post improvements on each rating dimension (see Table 5) but no other significant effects. Likewise, there were parallel pre-post improvements on item 5 (perception of fellow students' evaluation of subject's assertive ability) on all three scaling dimensions. Further analysis revealed a trials x generalization interaction on the good-bad dimension ($F = 6.71$, $df = 1/30$, $p < .025$) suggesting that generalization training produced significantly more favorable perceptions across trials than was evidenced in the absence of such training. The over-all pattern of more favorable self-reactions apparently generalized to item 4 (ratings

Table 4. Summary of pre-post means by item and rating dimension for semantic differential data.

Semantic Differential Item Number	Pre	Post
(1)		
Good-Bad	4.28	3.06
Strong-Weak	4.64	3.22
Active-Passive	5.00	3.39
(4)		
Good-Bad	3.44	2.92
Strong-Weak	3.81	3.17
(5)		
Good-Bad	4.47	3.25
Strong-Weak	4.67	3.28
Active-Passive	4.86	3.36

Table 5. Summary of analysis of variance for semantic differential items.

Semantic Differential Item Number	Trials Effect df = 1,30 F Test
(1)	
Good-Bad	40.74**
Strong-Weak	31.14**
Active-Passive	32.44**
(4)	
Good-Bad	11.65*
Strong-Weak	12.05**
(5)	
Good-Bad	40.13**
Strong-Weak	37.74**
Active-Passive	41.33**

* $p < .01$

** $p < .001$

of subjects' own physical appearance) where there were significant pre-post improvements on both the valuation and the potency dimensions (see Table 5), but not on activity. No significant changes involving type of treatment were obtained.

In contrast, very negligible semantic differential results were found on item 2 (clients' perceptions of other peoples' assertive skills) and item 3 (clients' subjective feelings about the doorknob of their room). These control items produced no main effects on any response dimension as a function of type of treatment, nor any significant over-all pre-post changes. However, on item 2, for the good-bad dimension only, the trials x treatment interaction reached statistical significance ($F = 3.36$, $df = 2/30$, $p < .05$) but subsequent post hoc testing failed to disclose significant cell differences. Similarly, on item 3, for the activity dimension, a significant group by generalization practice interaction was obtained ($F = 3.71$, $df = 2/30$, $p < .05$) but again Newman Keuls tests did not yield significant cell differences. Over-all, the analyses indicated that treatment substantially improved clients' attitudes toward themselves but had minor effects on their perceptions of both social and nonsocial content which was not pertinent to the goals of treatment. Although clients did not perceive any change in other people's capacity to engage in appropriate assertion, their perception of their own assertive ability reliably improved as a function of therapy.

Behavioral Test Data

Table 6 presents for each behavioral measures (latency and total time elapsed on the behavioral test), the group means for type of

Table 6. Treatment by generalization group means for survey taking behavioral test and self report.

	Overt Modeling		Covert Modeling		Covert Modeling and Self-Tailoring	
	<u>No gen*</u>	<u>gen**</u>	<u>No gen</u>	<u>gen</u>	<u>No gen</u>	<u>gen</u>
Latency	44.56	26.47	32.80	48.5	20.33	18.26
Total Time	330.83	289.17	381.17	395.0	279.67	305.83

* No generalization.

** Generalization.

treatment per generalization training conditions. Type of treatment failed to produce significant results on either behavioral measure (largest $F = 1.83$, $df = 2/30$, NS). There was some self-report evidence that throughout the survey taking procedure (i.e., the behavioral test) clients became progressively more comfortable. Thus they rated their comfort as greater while administering the survey ($\bar{x} = 2.47$) than at the point of approaching ($\bar{x} = 2.89$) respondents ($F = 6.02$, $df = 1/30$, $p < .025$). However, no other significant effects were found for this measure.

The telephone solicitation data produced no discernible differences among groups. In fact, only one client initially refused the request, while another asked one relevant question prior to compliance. Furthermore, there was no significant difference among the groups in

the number of clients who complied behaviorally by submitting through mail their favorite advertisements ($\chi^2 = 0.54$, $df = 2$, NS).

Covert Process Reports

The type of covert modeling procedure which clients were exposed to produced very sharp differences in whether clients imagined themselves or another person enacting the assertion tasks. Thus, clients who received the covert modeling with self-tailored hierarchy procedure typically visualized themselves participating in the assertion relevant situations, while clients receiving covert modeling with the standard hierarchy imagined other people displaying the appropriate assertive skills (corrected for continuity $\chi^2 = 8.17$, $df = 1$, $p < .01$). In relation to how vividly clients reported imagining the scenes, generalization training interacted with type of covert modeling procedure ($F = 12.05$, $df = 1/20$, $p < .005$). It appeared that generalization training enhanced the clarity of the situations visualized for those clients receiving covert modeling with the standard hierarchy procedure, but reduced scene vividness for the covert modeling with self-tailored hierarchy conditions. The cell means for this interaction are presented in Table 7. The analysis of covert process reports failed to produce any other significant effects.

Table 7. Type of covert modeling treatment per generalization training means for clarity of visualization measure.

Covert Modeling		Covert Modeling with Self-Tailoring	
<u>No gen*</u>	<u>gen**</u>	<u>No gen*</u>	<u>gen**</u>
1.98	1.35	1.50	2.09

* No generalization.

** Generalization.

DISCUSSION

An overview of the results provides favorable evidence for the value of covert modeling to train assertive skills in nonassertive clients. Although requiring less therapist time, and no staff assistance, covert modeling with the standard hierarchy produced over-all progress generally comparable to the more costly overt modeling. Over-all, the data did not suggest that overt modeling was preferable to the standard covert modeling procedure in developing assertive behavior. However, one must recall that our subjects were college students and therefore a population highly selected for superior symbolic skills. It has yet to be demonstrated that the economy of covertly modeled assertion would be maintained if procedures similar to those studied were tested with clients whose cognitive skills were average or below.

The results further departed from the predictions because self-tailoring procedures, which require more time, were not generally any more effective than standard covert modeling. Although clients receiving the self-tailored procedure tended to rate treatment as more helpful, they did not noticeably differ from their covert modeling counterparts on other subjective or behavioral assertion measures. The functional equivalence of both covert therapy variations becomes more intriguing because the model who was imagined by each treatment group differed sharply. That is, in the covert modeling with standard hierarchy group,

clients significantly more often imagined other people responding assertively, while their self-tailored counterparts imagined themselves in the situations. This suggests that our grasp of the relationships between the content of cognition and its overt consequences on action and on self-perception is still rather primitive (Mahoney 1974; Rosenthal, in press). For example, there is evidence that overt modeling produces stronger gains than systematic desensitization (Bandura, Blanchard and Ritter 1969). Yet the component of relaxation training aside, the present self-tailoring condition appears to have adopted phenomenology similar to systematic desensitization but with results comparable to overt modeling. Further, there is evidence that similarity between client and covert model is beneficial (Kazdin 1973). However, the standard and self-tailored covertly modeled conditions differed precisely and significantly in this aspect of the content of imagination, but no outcome differences were in evidence.

One plausible explanation for these findings may lie in a more detailed examination of the self-tailoring procedure. Extracting the information needed to construct the self-tailored hierarchy required more time and increased involvement between the client and therapist than either of the other treatment procedures. This additional individual attention may account for the subjects' perception of the treatment as more helpful. However, the experimental procedure was such that the information gleaned from the client was immediately and impromptu transformed into the scene to be imagined. Such presentation of the stimulus material lacked the elegance and polish possible in presenting a familiar

standard hierarchy. Any gains that might have accrued with self-tailoring may thus have been diminished by less refined administration. It is therefore important to consider the constraints in the present methodology: caution is needed before dismissing the potential value of self-tailored assertion in clinical settings. Speculation aside, our data lend little or no support for the superiority of self-tailoring over a standard covert modeling format.

The data offer some support for generalization practice as a useful tool to produce therapeutic gain. Thus generalization training favorably affected several self-report inventory items. In one interesting example, generalization practice enhanced subjects' reports of the clarity with which they imagined assertion relevant scenes, but this effect was only significant in the covert modeling standard hierarchy condition and, in fact, was reversed in the self-tailored condition. A similar effect emerged on the measure of perceived helpfulness of treatment. Clients given generalization rated treatment as more helpful, but again only to a degree significant in the covert modeling with standard hierarchy condition. Part of the problem might have been the overlap in the information transmitted through generalization training and the self-tailoring procedure. Thus, in the self-tailored case, generalization practice may have added substantially less information than for standard covert modeling, because the process of obtaining self-tailored items called attention to issues of generalized assertiveness.

A surreptitious phone call in which an "unreasonable" demand was made failed to yield any significant findings. Other investigators, using a similar phone call followup procedure, did not detect significant differences between treatment and control groups in the over-all rate of compliance to the request (Kazdin 1974, McFall and Lillesand 1971). This may be taken as evidence that clients cannot transfer their treatment experiences to the natural environment. However, in the present study, only one client showed any reluctance to comply with the demand; therefore a more plausible explanation might be that our categorization of the request as "unreasonable" did not coincide with the subjects' perception of the situation. This latter interpretation was further supported by anecdotal evidence that clients were indeed able to transfer their laboratory experiences to real life situations. Thus one client reported that, "I was able to tell two guys this weekend that I'm not interested (in dating them). Usually I'd just avoid them, but I just sat them down and told them how I felt. I was really excited about it (being able to tell them.)" And another client, apparently having problems with her father, related this situation, "I found my father looking through my drawers. I stood up for myself without crying or yelling. There have been other situations, too." And a third client described her feelings this way, "Treatment has really helped me. I'm sticking up for myself all over the place and just don't back down anymore. I guess psychology does work." Given such encouraging free reports, it appeared that the present treatments had favorable impact on clients' spontaneous assertion in real life situations. However, there

remains need to devise sensitive and valid nonlaboratory measures that will inobtrusively reflect the relative progress made by clients after diverse behavioral treatments to enhance assertiveness.

APPENDIX A

ASSERTIVE TRAINING SITUATIONS

Narration: Suppose a person like you or me is in this situation. It's three days before Christmas and I'm doing some last minute shopping. I've been walking around the shopping center for around two hours trying to find just the right gift and appropriate card for three of my friends. The shopping center is really crowded and I'm feeling pretty tired. I'm at Penney's and I've just chosen a beautiful scarf for my last gift. I walk up to the cashier and pay for my purchase. I've decided to have it wrapped so I walk over to gift wrap, which is mobbed with people. I stand patiently and wait my turn. After about 45 minutes I notice that people who came after me are being waited on first. I'm getting very tired of waiting.

Model: And I think to myself: it's really not fair that people who came after me are being waited on before me. I want to say something to the gift wrap lady but I get embarrassed when I have to stick up for myself. I could just clear my throat loudly and hope that the gift wrap lady will notice me. But she's very busy and I'm getting tired of waiting. Maybe I'll just wait a few minutes and if I don't get waited on, I'll go home and wrap the present myself. But I've waited here this long and I'll not only be angry with the gift wrap people but I'll be irritated at myself for not saying anything. I think I'll just speak up.

Model: (In a voice loud enough to be heard.) Excuse me, but I was here ahead of many people who have already been waited on. In fact, I've been standing here about 45 minutes. I would like to be waited on next.

Narration: Suppose a person like you or me is in the following situation. One of my good friends, Barbara, has been studying art throughout her college career. She works mostly with pastels and has also done quite a bit of pen and ink work. Most recently, she has been getting into oils and seems very excited about her latest work with them. I really like most of the art that she has done and usually I provide a good source of praise and encouragement for her. She has been working on this one oil painting for about a week and a half and she has been very enthusiastic about it; every time I talk to her she tells me how great this painting is and how much she enjoys working with oils. Yesterday, she told me that she was almost finished with it but she didn't want me to see it until it was complete. When she finally shows it to me, I think it is one of the ugliest and poorest paintings I have ever seen. And I think to myself: I don't want to hurt her feelings because I know how excited she's been for the last week. On the other hand, I don't want to lie to her to protect her feelings. After all, she is trying to make a career out of her art and she should be aware of how other people might perceive her work. It makes me uncomfortable to criticize her work, but after thinking it over I decide that I can do it tactfully. First, I'll point out some good qualities, and then I'll tell her what I don't like about it.

Barbara: (holding up a picture and very excited) Well, how do you like it? Isn't it beautiful?

Model: It's interesting, Barbara. I like the perspective and I like the way you've applied the paint. But I do think that so much detail plus your choice of colors makes a great deal to look at, at one time. I don't really get any kind of feeling or meaning when I look at it. What was it that you were trying to convey?

Narration: Suppose a person like you or me is in this situation. I have been in classes for about six weeks and I'm really enjoying the semester. My favorite class is Experimental Psychology. The professor is knowledgeable and dynamic, and I look forward to the class every Tuesday and Thursday. To make things even better, I've met some people whom I really like in the class and have made a circle of new friends. There's one girl in the class, Pam, who I particularly like, and we have spent some time together outside of school. We also sit together during class and do some of our homework together. But she has one bad habit that is driving me crazy. She indulges in loud gum chewing and gum snapping every day. It absolutely grates on my nerves and is very distracting. I want to ask her to please chew more quietly.

Model: (thinking aloud) My friendship with Pam is new and I'm afraid to say anything that might sound critical. Doesn't she hear herself and how annoying it is for the people around her to listen to her gum snapping all hour? She must chew to relax herself and I guess it's better than smoking cigarettes. But that doesn't make her gum chewing

any less distracting to me. Maybe I'll just give her a funny look and she'll get the message. But funny looks can be misinterpreted. I think I'll ask her politely to chew more quietly.

Model: Pam, I know you're enjoying that gum that you always chew. But would you mind chewing more quietly? I don't mean to make a big deal out of it but, you see, I really do find it distracting during the lecture.

Narration: Suppose a person like you or me is in this situation. A person in one of my psychology classes is having a party and has invited me to come. I'm at the party and there seems to be quite a cross section of interesting people, but I don't know anyone except the host. It seems like most of the other people know each other and I'm feeling a little outside of things. I would like to circulate and get to know other people.

Model: (And I think to myself): It usually makes me anxious when I think about approaching people whom I don't know. But everyone looks as if they're having a good time and I'd really like to join in. I overheard some people talking about the Psychology Department and since I'm a part of it, I'd like to hear what they're saying. I think I'll try to meet some new people. (The model slowly and with much hesitation walks over to two people talking. She waits for a pause in the conversation.)

Model: Hi. My name is Susan Who are you?

Person 1: My name is Joanie.

Person 2: And mine is Mike.

Model: It's really nice to meet you. I overheard you talking about the Psychology Department. I'm a graduate student there so I'm interested in what you have to say. Do you mind if I join in?

Narration: Suppose a person like you or me is in this situation. Every day on my way to lunch at the Student Union, I see an attractive guy sitting in front of the Modern Language Building. We have smiled at each other several times but we have never spoken. I would really like to meet this person.

Model: (And I think to myself:) This guy is really attractive. I wonder who he is. I wish I had the courage to walk over to him and start a conversation but that thought really makes me nervous. I've never been too adept at meeting people I don't already know. I must miss a lot of opportunities because I never learned how to do this. Maybe I ought to try. He has been smiling at me so he must find me somewhat attractive. I guess I'm really afraid of rejection, but that doesn't seem likely in this case. I'll never know until I try.

(Model begins to approach the person, at first slowly and reluctantly, looking down at her feet. As she walks, she appears to gain more confidence.)

Model: Hi, It's really beautiful today. What are you doing here?

Guy: I'm waiting for my next class and enjoying a few minutes in the sun.

Model: Tucson's a great place for that. (Model begins to sit down.)
Well, my name is Susan. And I've noticed you smile at me the last few days when I've passed. So I thought I'd say Hello.

Narration: Suppose a person like you or myself is in this situation.
I have been dating a guy, Rod, for quite a while and we have become close in the time we have been seeing each other. We have shared many good times together as well as some of our personal feelings. Still, I have always thought of the relationship as just a friendship. Recently, it became apparent to me that Rod's feelings are much stronger. I want to explain exactly how I feel but I am very afraid that I'm going to hurt his feelings. I think about how I can make my feelings known.

Model: (And I think to myself) I really don't know what to say to Rod because I'm afraid I'll hurt his feelings. It's obvious to me that his feelings are much stronger and basically different than mine are for him. Maybe I'll just start acting cold and he'll get the message. Or maybe I'll make up some excuse about not being able to see him anymore and I'll avoid the whole situation. But the friendship means a great deal to me. I think I'll just tell him how I feel. I'll be gentle and patient but still firm.

(The model slowly and hesitantly turns toward Rod. She is apparently very nervous.)

Model: Hi, Rod. I have been wanting to talk to you for a couple of days. I'm glad you stopped by.

(We both sit down. My eye contact is poor at first but then becomes more direct.)

Model: Rod, you know our friendship means a lot to me and I care about you as a person. But my feelings for you are friendship feelings and really nothing more. In the past week or so I've been feeling that you're getting more involved in this relationship than I am. And I really don't want to hurt you so maybe we shouldn't date each other for a while and then see each other occasionally later on. I would feel a lot more comfortable if we saw each other on that basis with a clear understanding of how I feel.

Narration: Suppose a person like you or me is in this situation. I have an important problem that has been bothering me for several days. Let's suppose, for example, that I find out that my younger brother, who is 17, has been engaged in some illegal activities. My parents know nothing about it. As a matter of fact, they have been very happy with my brother's interest in school, sensitivity towards other people, and in general the way in which he has grown and matured. I thought I was pretty close to my brother, but when I go to talk to him about it I find him totally unresponsive. I don't know whether to tell my parents about it or whether to keep it to myself and just hope that he stops doing it before he gets into serious trouble. I've been wanting to discuss this with my best friend, Bonnie, but we have both been very busy and have not been able to see each other. We have finally found some time and I

start telling her about my brother. Just as I start talking, a mutual acquaintance, Nancy, whom neither of us has seen in a long time, drops by. I say, "Hi, how are you?" and we begin chatting, but I'm upset because I only have a limited amount of time and I really need to talk.

Model: (And I think to myself:) I want to tell Nancy that I'm glad she stopped by but that Bonnie and I were planning to discuss some very urgent and personal problem. It makes me anxious to express such feelings because I don't want Nancy to feel rejected or hurt. But if I don't express my feelings, I'll be poor company because I really can't get into reminiscing old times right now. I'm going to tell Nancy how I feel.

Model: (taking a deep breath and not quite looking at Nancy) Nancy, I'm really glad you stopped by. But I have something that I have to talk to Bonnie about and I have to be in school in an hour. (Direct eye contact with nancy now.) How about if we plan to get together in the next couple of days and spend some time together. I'll be much much better company then and I would really enjoy talking to you. I hope you understand my situation.

Narration: Suppose a person like you or myself is in this situation. My boyfriend, Richard, and I have been seeing each other for several months and I really care a lot about him. We have been seeing a great deal of each other both at school and in our free time. We've grown very close in our relationship and it seems like we are both very happy. It's Friday night and we are planning to go out to Rembrandt's to have a couple of drinks and dance up a storm, which we both really like to do.

But when my boyfriend comes over, he seems rather quiet and pensive. It makes me a little nervous, but after a few minutes I decide to ask him if anything is wrong. After some hesitation, he tells me that he's been feeling like we are seeing too much of each other. Also, there are some girls at school that he has been wanting to go out with and this has been a real conflict for him. After we talk a while it becomes apparent that he does not want to see me any longer.

(The model is sitting very quietly and apparently upset.)

Model: (And I think to myself:) I'm really hurt but I don't want to show it. What can I say? Maybe I'll just tell him that it's O.K. and that I understand because I was beginning to feel the same way too. That's not really the truth, but there's no reason for both of us to be upset. But we had such an honest relationship. That's one of the things I loved best about it--that we could be so open with each other. I'm going to tell him how I really feel.

Model: (to boyfriend) Richard, I've enjoyed this relationship and the time we have spent together. I wasn't expecting this to happen and I'm really surprised. To be quite honest, I'm very hurt and I don't like your decision. I want to understand this and I'll need some time to think some things over in my mind. Still, I really value our friendship and I hope we can be friends in the future.

Narration: Suppose a person like you or me is in this situation. My best friend, Linda, and I have been planning a big evening together to celebrate her 22nd birthday. Her family doesn't live here so the celebration

means a great deal to her. Actually, we've both been looking forward to it for a couple of weeks because we've chosen the nicest place in town for dinner and we have been planning to indulge ourselves in food and wine. A few days before, someone I really like, Bobby, calls me and asks me to go to the Sunday Night Forum to hear Masters and Johnson speak, which is on the same night Linda and I were planning to go out. I have been attracted to Bobby for several months and I am very excited that he finally called me. I also want to attend the Forum. I want to call Linda and explain how much I want to accept the date.

Model: (And I think to myself:) I really want to go out with Bobby but I don't want to hurt Linda's feelings. I could just tell Bobby that I can't make it, but I really want to go and Linda and I could easily go out another night. We are very close and she'll probably understand. I'm a little anxious about asking her because I don't want her to think that the evening we had planned together is not important to me. I'll just talk to her about it.

Model: Hi. What's going on?

Linda: Nothing much. How about you?

Model: Remember that guy in my English class I was telling you about, Bobby?

Linda: Yes.

Model: Well, he called me and asked me to go to the Sunday Night Forum. Masters and Johnson are speaking. But it's the same night that we were planning to celebrate your birthday. You know how much I want to go out with him, and I'd love to see Masters and Johnson. But the night we planned together is really important to me, and I don't want to hurt your feelings. How would you feel if we celebrated your birthday Friday or Saturday night, or, if that's not a good time, next weekend?

APPENDIX B

GENERALIZATION PRACTICE INSTRUCTIONS AND EXAMPLES

Subjects who received generalization training were given the following instructions: "I'm going to relate some other situations to you in which a similar response to the one you just saw (or visualized) would be appropriate. At home, I would like you to generate some more situations that typically present themselves in your day to day life, in which a similar response would be appropriate. I want you to do this after each treatment session."

Examples

Situation 1:

- (a) You're waiting on line during college registration and the staff person doesn't notice how long you've been waiting.
- (b) On line to enter a movie theatre, and some people walk in front of you.
- (c) Trying to obtain some information by telephone, you have been made to wait an inordinate amount of time.

Situation 2:

- (a) A friend shows you a dress she has just bought and she thinks it's beautiful. You completely disagree.
- (b) Someone recommends a movie that they just saw. You see it

and think it was awful. The person wants to know your opinion.

- (c) Someone rearranges some furniture in their apartment or dorm. You think it looks cluttered.

Situation 3:

- (a) A friend started smoking tiparillos and the smell gives you a headache.
- (b) Someone is constantly clearing their throat (or sniffing) and its really annoying you.
- (c) Someone keeps calling you every few hours. You're busy and the interruptions are annoying.

Situation 4:

- (a) You're with a friend who walks up to a group of her friends. She begins talking to them and forgets to introduce you.
- (b) You want to introduce yourself to a guest speaker and tell him how much you've enjoyed the lecture.
- (c) You're in a very large class and your professor has just told you about some research he's doing and you're interested in working with him. You've never met him and he doesn't know who you are.

Situation 5:

- (a) You want to meet a neighbor who has just moved in next door.
- (b) You see someone who looks really upset. You want to ask if there is anything you can do.

- (c) You see someone who has their haircut exactly the way you've wanted yours.

Situation 6:

- (a) You have a friend who is becoming very dependent and demanding of your time. This makes you uncomfortable and you want to tell her how you feel.
- (b) Your parents have been overly critical of you. You want to tell them how you feel.
- (c) A couple of your friends have been pressuring you to do something that you really don't want to do. You want to tell them how you feel.

Situation 7:

- (a) You're having a private meeting and have to ask someone to leave.
- (b) You've decided to spend a quiet evening alone and some friends stop by.
- (c) You're having a personal talk with your mother and your father walks in the room and sits down.

Situation 8:

- (a) An employer denies you a raise that you feel you deserve and you want to express your disappointment.
- (b) Your parents decide not to support you in something you really want to do.
- (c) Something your best friend has done has really hurt you.

Situation 9:

- (a) You've made some plans to go out with some friends, but something happens and you're just not up for going out.
- (b) You've made a date with a guy and your best friend comes in from out of town. You want to break the date to spend that time with her.
- (c) You've planned to go out for a drink with some friends and you realize that you have an exam the next day.

APPENDIX C

SELF-REPORT MEASUREMENT DEVICES

Modified Wolpe-Lazarus Measurement Device

1. Are you inclined to be overapologetic?
2. Would you be very reluctant to change a garment bought a few days previously which you discover to be faulty?
3. If a friend unjustifiably criticizes you, do you express your resentment there and then?
4. Do you usually try to avoid "bossy" people?
5. Are you able to contradict a domineering person?
6. If someone "stole" your parking place, would you merely drive on?
7. Do you generally express what you feel?
8. Would you have difficulty soliciting funds for a worthy cause?
9. Do you usually keep your opinions to yourself?
10. Are you able to openly express love and affection?
11. If food which is not to your satisfaction is served up at a restaurant, would you complain about it to the waiter?
12. Are you careful to avoid hurting other people's feelings?
13. In a controversy, do you usually keep quiet for the sake of peace?
14. If a policeman should forbid you to enter premises which you are in fact fully entitled to enter, would you argue with him?
15. If a close and respected relative were annoying you, would you smother your feelings rather than express your annoyance?
16. Do you find it easier to show anger towards people of your own sex than to members of the opposite sex?

17. Is it difficult for you to compliment and praise others?
18. Do you have a close confidante with whom you can discuss virtually everything?

Percentage Estimate Item
(Presented Orally)

Please rate yourself on the following scale.

I stick up for myself almost never. Ninety-nine percent of people my age stick up for their rights more than I do. Or 90 percent of people my age stick up for their rights more than I do. Or 80% or 70% or 60% or I am in the middle, 50% of people my age stick up for their rights more than I do. Or 40% or 30% or 20% or 10% or I'm very good at defending my rights. Not more than 1% of people my age stick up for their rights more than I do.

Modified Interpersonal Test

1. You are feeling considerable discomfort because of a friend who persists in asking you a stream of personal questions regarding your family situations in spite of your hesitance in answering. You frankly but calmly tell her/him that you would rather not answer such personal questions.
2. A friend of yours has suggested that you read a book that she/he said was "wonderful." You read the book and find it one of the most boring books you have ever read. The next day at lunch your friend asks you what you think of the book. You tell her/him you did not care for the book and ask what she/he liked about it.
3. You have been dating someone very seriously, but your parents dislike the person. Your mother phones you saying that she was horrified to learn in your last letter that you and this person are considering marriage. You tell your mother that you love her dearly and want her to be happy. But you point out that you are also an adult, and old enough to direct your own life. You urge your mother to try to keep an open mind about your lover and to think about how it might be arranged so that the four of you could spend more time together. You stress that with greater contact your parents might change their minds, but without knowing the person better, they are in no position to really judge your relationship.
4. You have made reservations at a restaurant for yourself and two friends of your own sex. While dressing, another friend of yours unexpectedly arrives whom you do not want to take with you. You say, "I'm sorry, I am going out and cannot visit with you."

5. You've thrown a great party and you are now very tired. Your party guests have not left your house even though it is quite late and you feel they should have left long ago. You tell them you've had a good evening but tactfully suggest that you would like to call it a night.
6. Your best friend very excitedly presents you with an article of clothing that he/she especially chose for you on your birthday. You could wear it but it is somewhat too large for you. You indicate that you like it very much but suggest that it is too large.
7. In a speech course the class is asked to evaluate orally a speech given by another student. You listen intently and find the speech to be inadequate in many ways. You volunteer your opinion, tactfully expressing the reasons for your dissatisfaction, at the same time mentioning good aspects of the speech.
8. You are with your husband (wife, boyfriend, girlfriend), who does not introduce you to his friend. You introduce yourself and tell something about yourself.
9. You are in a large room waiting for a lecture to begin. A man enters the room and sits down next to you, puffing enthusiastically on a large cigar. The smoke is very offensive to you and you are beginning to feel nauseated. You firmly but politely ask him to refrain from smoking because it is offensive to you or to sit in another seat if he prefers to continue smoking.
10. A friend of yours borrows your car and brings it back with hardly any gas left. You decide to tell him/her that you expect him/her to get some gas for the car.
11. Your boyfriend/girlfriend used to see you very often but has not been seeing you as often lately for no apparent reason. You feel very emotionally involved with this person and would like to know where you stand. You tell him/her directly that you are feeling uneasy and would like to know his/her feelings towards you.
12. You are enrolled in a course that is very important to you. Another student and you are asked by the instructor to prepare a joint term paper. When you discuss the paper with the other student, he/she suggests that you do most of the work because he/she is not a very good writer and doesn't have much time. You are firm in insisting that he/she does his/her fair share of the work.
13. You are watching a movie and the lady in the seat in back of you keep telling the person sitting next to her what will happen next. It is impossible for you to keep from hearing her. You ask her to please be quiet during the movie.

14. Your neighbor, who is a casual acquaintance, plays his/her stereo loudly. You enjoy music but it has become difficult for you to sleep at night. You decide to ask him/her in a polite but firm manner to turn down his/her stereo since you cannot sleep.
15. You are living with a new roommate. The roommate has been throwing her/his clothes all over the room during the past week and it is beginning to annoy you. You ask her/him nicely to try to keep her/his clothes hung up.
16. You are at a public library and select a book from the shelf which you have been wanting to take out. A stranger comes up to you and asks if she/he can have the book to take out since she/he has been looking for it for a couple of weeks. You tell her/him that you also have been waiting for the book for a long time and that she/he may have it when you are finished.
17. You have just finished eating dinner in a restaurant where the food is the best in town, but the service was extremely slow. You mention the poor service to the headwaiter or cashier and leave a normal tip.
18. You have been on a double date with a close friend who has been flirting with your own date all evening. Afterwards, your friend tries to pass the whole thing off as a joke and to pretend that "you really didn't mind." Actually, your feelings were very hurt and you tell your friend very firmly how you had felt betrayed and that you are very angry. You point out that you would not behave that way towards a friend and it made you question your friend's loyalty to you.
19. You are getting ready to go out for a great Saturday evening and your boyfriend (girlfriend, husband, wife) has just complimented you on how nice you look. You say, "Thank you" and return the compliment only if it is true.
20. Someone you love very much has been teasing you about a matter that you don't think is funny. The person insists on treating the topic as a joke. You explain that while the matter may not be crucial, you are offended to have your feelings taken so lightly. You stress that no one wants to feel that one's closest and most loved friends choose to make fun of things that one takes seriously. You urge the person to consider not only the worth of the matter but how you feel to be treated so condescendingly.
21. You are at a lecture with a friend and the speaker makes a statement that you believe is completely erroneous. You have done a substantial amount of reading on the subject and you have the facts at hand with which you can disprove his statement. You wait until the question and answer period to present your views.

22. A friend of yours asks if she/he might borrow your best ring. You do not want to lend it because it means a lot to you since your brother gave it to you. You explain the significance of the ring but firmly state that the request was an unreasonable one.
23. A professor gives you a C for a course when you feel you deserved a B. You make an appointment to see the professor and ask him/her to explain why he/she gave you the C. If you still don't think he/she is right, you attempt to convince him/her that you deserve a B.
24. You are taking a timed quiz in one of your classes. The instructor interrupts you several times to give you next week's homework, correct items, etc. The interruptions are making your concentration next to impossible. You go up to the instructor after class and ask him/her to please make his comments before the quiz has begun.
25. You are shopping for a particular item and a salesperson has gone to considerable trouble to show you some merchandise which is not quite suitable to you. You express gratitude for his/her effort, suggest the product is not suitable and look elsewhere.
26. Your steady, whom you love very much, insists that you spend more time together. But you know this will seriously jeopardize your studies. You very frankly explain that your studies require a certain amount of time and you will be unable to spend more time together.
27. You are out for the first time with a person whom you really like. While together privately you notice that your date's belt has become unsnapped. You say, "Excuse me but your belt is unfastened."
28. Even though you spend a good deal of time around the house helping your parents they continually accuse you of shirking responsibility because you don't stay around the house enough of the time. You ask to discuss the matter with them, pointing out the things you do and the reasons you can't be home more of the time.
29. You are sitting in a theatre watching a show. During the show, the large heavy set man sitting directly in front of you smokes cigar after cigar. The heavy smoke distracts you and the smell makes you nauseous. There are no other seats available for you to move to. You politely ask the man to refrain from smoking until the end of the show.
30. You hear from a close friend that one of your other friends was spreading false rumors about you. The next day you run into that person after a class. You tell the person that what you heard annoys you and ask him/her to explain the situation.

31. During a movie two teenagers sitting in front of you are talking and giggling rather loudly. You ask them to please quiet down so others can hear the movie.
32. You have an important assignment to complete and you are sitting at a desk in the library. A pair of students are talking nearby and distracting you. You ask them to please be a little quieter.
33. You are playing miniature golf with a friend of your own sex. You are being held up before each hole by the party of four people in front of you. You ask them if they would mind if you went in front of them.
34. Immediately after leaving a store you notice that you have been shortchanged by 30 cents. You return to the store point out the mistake to the cashier, and ask for the correct change.
35. While talking to a friend of yours you remember that the person borrowed \$5.00 from you two weeks ago and has not yet returned it. You remind him/her that he/she borrowed the money from you.
36. A member of the opposite sex asks you to a movie which has gotten very good reviews. After the movie your date says it was one of the best that he/she has ever seen. You think the movie was dull, and the acting only mediocre. Your date asks you what you thought of the movie. You express your honest opinion and provide supporting evidence.
37. You have a friend who puts her/his cigarettes out in your best china coffee cups, even though an ashtray is nearby. You place the ashtray closer to her/him and say, "would you mind using this, please?"

1. By now you have had to think about how you would feel and act in various demanding social situations. Think about yourself trying to stick up for your rights in such situations, and rate your feelings ABOUT YOURSELF on each of the following scales.

GOOD: _____:_____:_____:_____:_____:_____:_____ :BAD

STRONG: _____:_____:_____:_____:_____:_____:_____ :WEAK

ACTIVE: _____:_____:_____:_____:_____:_____:_____ :PASSIVE

2. Now think about most people you know trying to stick up for their rights in such demanding social situations, and rate your feelings ABOUT THEM on each of the following scales.

GOOD: _____:_____:_____:_____:_____:_____:_____ :BAD

STRONG: _____:_____:_____:_____:_____:_____:_____ :WEAK

ACTIVE: _____:_____:_____:_____:_____:_____:_____ :PASSIVE

3. Now think about the doorknob of your room and rate your feelings ABOUT IT on each of the following scales.

GOOD: _____:_____:_____:_____:_____:_____:_____ :BAD

STRONG: _____:_____:_____:_____:_____:_____:_____ :WEAK

ACTIVE: _____:_____:_____:_____:_____:_____:_____ :PASSIVE

4. Now think about your physical appearance and rate your feelings ABOUT IT on each of the following scales.

GOOD: _____:_____:_____:_____:_____:_____:_____ :BAD

STRONG: _____:_____:_____:_____:_____:_____:_____ :WEAK

ACTIVE: _____:_____:_____:_____:_____:_____:_____ :PASSIVE

5. Now imagine a group of fellow students or friends. They are watching you trying to stick up for your rights in various demanding social situations. Based on your typical ability or performance, predict their feelings if they rated YOU on each of the following scales.

GOOD: _____:_____:_____:_____:_____:_____:_____ :BAD

STRONG: _____:_____:_____:_____:_____:_____:_____ :WEAK

ACTIVE: _____:_____:_____:_____:_____:_____:_____ :PASSIVE

Post-session Process Reactions

1. Now that today's therapy session is over, rate how FAVORABLE you felt toward your treatment experiences.

Extremely Very Clearly Somewhat Slightly Not at all

2. In terms of the situations you dealt with, how well were you able to grasp or visualize them IN A LIFE-LIKE WAY?

Extremely Very Clearly Somewhat Slightly Not at all

3. At that point during treatment when you felt MOST UNCOMFORTABLE OR MOST WORRIED, how uncomfortable or worried did you feel?

Extremely Very Clearly Somewhat Slightly Not at all

4. How HELPFUL did you find today's session? That is, how much do you feel it aided you?

Very Helpful						Very Unhelpful
1	2	3	4	5	6	7

5. How CONFIDENT or OPTIMISTIC are you that you can apply today's training in your own daily life?

Very Confident						Doubt it Very much
1	2	3	4	5	6	7

6. How easy or hard will it be for you to apply what you learned today to your own daily life?

Very Easy						Very Hard
1	2	3	4	5	6	7

7. How eagerly are you looking forward to the next therapy session?

Very Eagerly						With no Eagerness
1	2	3	4	5	6	7

Imaginal Rating Sheet

The last scene I visualized in my mind was:

- (a) very clear
- (b) clear
- (c) fairly clear
- (d) not clear at all

Session 1:

- 1. _____
- 2. _____
- 3. _____

Session 2:

- 4. _____
- 5. _____
- 6. _____

Session 3:

- 7. _____
- 8. _____
- 9. _____

APPENDIX D

BEHAVIORAL TEST SHEETS

Behavioral Time Sheet

1. Number of males approached prior to completion of the task. _____

2. Number of females approached prior to completion of the task. _____

3. Time elapsed from approach to male until completion of the survey.

Time begin _____ Time Finished _____

Total Time _____

4. Time elapsed from approach to female until completion of the survey.

Time begin _____ Time Finished _____

Total time _____

5. Total time to complete task.

Time begin _____ Time Finished _____

NAME _____

GROUP _____

Behavioral Self-Rating Sheet

Check one for each question.

1. How comfortable did you feel in approaching people to complete the survey?

(a) very comfortable _____
(b) comfortable _____
(c) neutral _____
(d) uncomfortable _____
(e) very uncomfortable _____

2. How comfortable did you feel while the people were completing the survey?

(a) very comfortable _____
(b) comfortable _____
(c) neutral _____
(d) uncomfortable _____
(e) very uncomfortable _____

Telephone Pitch

Assistant: Hello, my name is _____. Is this _____

(Subject's name) _____? . . . (Start Timing.) How are you today?

. . . Well, I represent Schilling and Benson Advertising Associates. We're conducting a consumer study and we're interested in which advertisements students find most appealing. Anyway, we're trying to improve our current advertising techniques which will help us in selling our products to students. I would like you to participate in our study. All you have to do is look at two days of the "Wildcat" and pick out your favorite ad, the one that strikes you the most and may stimulate you to buy the product or service, and please send it to this address (see other sheet for address). Do you have a pencil ready?

(If the subject indicates any reluctance to participate, say the following:) It will only take a few minutes of your time. Listen, with the way the economy is right now, the recession and everything, you'll be doing your part by helping us stimulate spending. I'd really appreciate your participation, and, like I said, it will only take a few minutes of your time.

Telephone Rating Sheet

1. How many times did the subject refuse the request before compliance?

_____ Total _____

2. How many questions did the subject ask about the agency of the purpose of the study? _____ Total _____

3. How much time elapsed until the subject hung up? _____

4. If the subject did not comply with the request, how vigorously did he or she refuse?

Very Vigorously: _____:_____:_____:_____:_____:_____:_____ :Not Vigorously at all

NAME _____

GROUP _____

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