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TEACHER INSERVICE: EDUCATION MODEL

by

Guillermo Miguel Arciniega

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A Dissertation Submitted to the Faculty of the  
DEPARTMENT OF COUNSELING AND GUIDANCE

In Partial Fulfillment of the Requirements  
For the Degree of

DOCTOR OF PHILOSOPHY

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SIGNED: *J. M. Arvino*

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## ABSTRACT

Teacher concern about the current breakdown in teacher-pupil relationships and about the ineffectiveness of autocratic classroom management methods has led to the development of a number of programs which purport to provide methods consistent with democratic ideals. One of these, developed by Christensen at The University of Arizona, provided a preliminary evaluation which showed it to be a promising approach for use with elementary teachers. This study was intended to determine the effect that a teacher inservice program using Christensen's education model would have on teachers' understanding of the model and perceptions of student behavior.

The experimental group consisted of those teachers at a selected elementary school who volunteered for an inservice program. The comparison group was drawn from several elementary schools comparable to that from which experimental subjects were drawn, and consisted of teachers who had volunteered for the inservice program. (Inservice participation of these teachers was deferred, to permit their use as a comparison group.) Teachers in the experimental group were matched to teachers in the comparison group on the basis of age range, sex, experience range, and school grade levels taught.

Three counselor-consultants were selected on the basis of experience and competency in working with this model. Teachers in the experimental group were assigned to one of three groups (primary, intermediate, junior high) on the basis of grade level taught. Each group was led by one of the counselor-consultants. The treatment consisted of seven weekly meetings, each one and one-half hours in length. During these meetings the model was presented in three phases: theoretical and conceptual aspects, cognitive application, and utilization and practical application of the knowledge acquired.

Three instruments were administered to both the experimental and the control group, one week prior to and one week after the treatment. Pre-test scores were analyzed using the Wilcoxon matched-pairs-signed-ranks test and the t-test. Pre-post gain scores were also analyzed using the Wilcoxon test.

Analyses of the pre-test indicated that the experimental group and the control group were comparable. In pre-post analysis the teachers in the experimental group showed significantly greater gains in knowledge, understanding and application of the Education Model, and greater positive change in their perception of selected students' behavior, than did the teachers in the comparison group.

It was concluded that the inservice program was an effective method not only for providing teachers with a theoretical and conceptual

understanding of the educational model but also for providing them with the skills needed to apply the model in the classroom.

## CHAPTER I

### INTRODUCTION

Rapid technological change has altered many traditional social patterns, including those of education. Such change has not only taxed the physical systems of the school but has also made new demands on both teachers and students. Teachers are seeing a pronounced difference in the students. There is almost universal concern among teachers about the breakdown in their ability to control classes, to exert leadership and, in many instances, simply to teach. To understand this change one must see the teacher-pupil relationship in historical perspective. The breakdown stems from the fact that traditional methods for pupil control are no longer effective.

Most teachers' expectations of classroom behavior are based on their own experience as students. As Harris points out, "The teacher's classroom behavior is deeply rooted in tradition, habit, values, and interests" (1966, p. 257).

Traditional methods are basically autocratic, implying a superior-inferior relationship between adults and children. However, children no longer see themselves as inferior to adults. In his book, Crisis in the Classroom, Silberman (1970) states that students are questioning not

only the legitimacy of authority, but the very concept of authority. Traditional teaching methods, with their assumption of adult superiority, clash with the child's perception of his own equality and are viewed as unjustly authoritarian. The result is conflict in the classroom. Any attempt by the teacher to use authoritarian control is doomed to failure, even when the child is temporarily subdued or "dominated." The inappropriateness of the teacher's response may in the long run foster maladjustive behaviors in the child.

It is evident that new strategies must be devised for dealing with today's youth and methods developed for conveying the strategies to teachers. As Dreikurs has noted: "Since traditional methods have lost their efficacy, new methods have to be found which can bring results in a democratic setting. Teachers are aware of the requirement but unfortunately when groping for democratic approaches they often become confused" (1968, p. ix).

In the last several years a number of programs have been created which purport to provide teachers with classroom management methods consistent with the democratic ideal. One of these developed by Christensen at The University of Arizona applies Adler's "individual psychology" to the school setting. As Christensen has described it,

The model . . . is essentially an educational one which makes the assumptions that the lack of knowledge, information or experience is the basis for maladaptive behavior rather than

illness. While schools are not equipped to cure illness, a guidance program can be designed to provide information, experience or education. The assumption is made that people, if provided new or pertinent information, are capable of applying the new information to their situation, making the corrections necessary to bring about change (1969, p. 12).

A preliminary evaluation of this education model has shown it to be a promising approach for use with elementary school teachers (Christensen and EPIC, 1969). Therefore the purpose of the current study is to evaluate a teacher-in-service program using the education model proposed by Christensen.

#### Historical Development of the Problem

The need for effective classroom techniques of dealing with maladjustive behavior is well documented. In the last twenty years a wealth of research has been amassed, identifying the presence of developmental problems in children.

A recent survey led to estimates that ten percent of all public school children are emotionally disturbed and that at least 250,000 children with less serious psychiatric disorders receive service each year in mental health clinics available to children (National Institute of Mental Health, 1965). An early study by Carl Rogers (1942, pp. 21-27) revealed maladjustment in one out of six children in the sample population, with twelve percent showing evidence of "poor mental health" and another thirty percent showing "moderate degrees" of poor adjustment.

Other studies focus attention specifically on the pre-adolescent or elementary school years as the time when serious adjustment problems begin, or the time when they are most readily averted. The findings of Glueck and Glueck (1959) with regard to delinquents show the average age of the onset of maladjustive behavior to be eight years. Kagen and Moss (1962) at the Fels Research Institute found that during the age period six to ten several behavioral tendencies become crystallized, and are maintained throughout adulthood. Piaget's studies (1929) also point out the importance of pre-adolescence as a time for development of the controls, limits, and values which he terms the "morality of cooperation."

Too often in the research literature, "problem behaviors" in children are viewed in isolation from the total development pattern. All children exhibit some problem areas in their growth and development; the long-term effect of these problems will depend on how children are dealt with during these periods.

The importance of the schools' influence on children's behavior should not be underestimated. Bower states: "Schools provide organized social experiences which have a powerful formative influence on the personality of the child. Educators vary in the degree to which they are conscious of this total effect -- but the effect of the schools on personality development is great whether or not educators intend it to be so" (1958, pp. 1-2).

Elementary schools, by their structure, provide teachers with the opportunity to observe and influence children in a greater variety of ways than any other professional. The teachers may be aware that, as Stretch states:

These changes which are occurring in every phase of American life necessitate that there be changes in the program of the public schools. This means that the elementary school. . . . should assume some new functions and added responsibilities . . . . It has for its major concern the development of the whole child rather than that of the development of his "mental faculties." The chief function of the school is that of guiding all pupils so that they may develop into healthy, wholesome personalities which will be able to adapt and adjust, in an everchanging and highly, complex society (1959, p. v).

The means by which pupils are to be guided, however, remain unclear to many. Traditional methods have lost their effect. Dreikurs offers an incisive description of the problem:

We are witnessing a revolution in the field of education. Rapid changes in concepts and methods are occurring in varying speed and extent throughout the school systems in our country. They reflect a democratic revolution with its far-reaching changes in interpersonal relationships and social settings. The traditional superiority of adults over children is fast disappearing in line with the disintegration of masculine superiority, the supremacy of the white race and the power of capital over labor. Democratization implies a process of equalization. Consequently, in our growing democratic atmosphere it is impossible to treat children as inferiors. Neither parents nor teachers can any longer "make" a child behave or conform; pressure from outside has lost its effectiveness and must be replaced with stimulation from within (1968, p. ix).

The teacher is caught in the middle of this transition, facing rebellion of the students on one hand and pressures -- both from within himself

and from the community -- to maintain the status quo on the other (Dreikurs, 1968).

Traditional methods of dealing with children persist, despite their ineffectiveness. The model for adult-child relationships has been handed down from generation to generation and, while teacher institutions have changed somewhat in many training techniques, they still provide largely the same model for student-teacher interaction. Teachers do not necessarily intend to use traditional or autocratic methods; in fact, they typically view themselves as innovative and up-to-date. Because many lack understanding of children's behavior, however, they resort to whatever means they have at hand to "make" the children do what they are supposed to do. Typically teachers resort to the reward and punishment techniques of their own past experience in order to survive.

A comparison of two studies makes the persistence of traditional teacher attitudes clear. Hunter (1957, pp. 3-11) reports that in 1929, Wickman explored teacher attitudes toward child behavior, identifying those child behaviors teachers considered important and matching them in order of importance.

Twenty-eight years later in a comparative survey, Hunter (1957, pp. 3-11) demonstrated little difference from Wickman's findings in the teacher ranking of child behavior. Typically teachers focused on behaviors that were a threat to their authority, to middle class conformity,

to teacher-made rules, and to personal loyalty to them. These findings seem to indicate that teacher attitudes toward behavior are directly related to the traditional concept of adult supremacy. We may assume that currently-trained teachers will handle these behaviors in similar ways.

The data revealed a surprising failure of teachers to change their classroom interaction patterns in response to existing knowledge of human behavior. This failure may be due in part to the fact that the behavioral principles teachers need to understand are often taught only in an abstract, theoretical manner. The transformation of abstract principles into the realities of the classroom is left to the teacher. Even methods courses for student teachers fall short in this regard (Borg, Langer and Kelly, 1970, p. 227). In a series of studies, Joyce (1970) found that student teachers actually become more direct, autocratic, and punitive as a result of their student teaching experience. Here again, there is evidence of the "handing down" of the traditional method of classroom management from one teacher to the next.

Insofar as teachers operate from a stance of autocracy, and the students respond from a new-found position of equality, problems of behavior, miscommunication and misunderstanding are bound to occur. Even when teachers are successful in forcing the child into submission they fail, because in "winning" power struggles they discourage the

child, who in turn tends to use maladaptive behavior to compensate for his discouragement.

As teachers have become more aware of this dilemma, they have sought resolution. The interest teachers have displayed in the solutions posed by many writers (Dreikurs, 1968; Holt, 1968; Silberman, 1970; and Harris, 1969) is furnishing evidence of the teachers' desire to understand classroom behavior. In spite of the increased volume of published material, books and articles are not sufficient in themselves to help the teacher handle her class more effectively. One difficulty is the inconsistencies between writers, especially between humanists and behaviorists, which lead teachers to further confusion and frustration.

#### Derivation of the Problem

What is apparently needed is an organized program for teachers that will assist them in understanding and using the dynamics of human behavior beyond the "talking" or "reading about" level. Rogers states that: "A suitable program of mental health cannot be something extraneous to the educational structure but must be an integral part of the administration and classroom policies and procedures if it is to be effective" (1942, p. 21).

An article by Hodge (1960, pp. 330-333) relates that one of the most promising developments in teacher improvement is the rapidly

increasing interest in inservice education. The National Education Association Research Bulletin (1967, pp. 66-67) supports inservice education as one of most effective techniques for bringing about professional improvement. Some of the observed benefits of inservice educational programs are (1) improved faculty teamwork and unity, (2) increased competency in teaching-learning procedure, and (3) better understanding of pupils, (4) more relevance of teaching materials and processes to teacher needs, (5) greater articulation of instruction, and (6) better morale of the staff.

A study by Finch (1969) found that the benefits of extensive participation in inservice education activities were reflected in the quality of teachers classroom management and academic presentations and in the strengthening of relationships within the school, among school patrons, and with the general public.

Harris in his book In-Service Education (1969) points out that the key to successful inservice education is the active involvement of the teacher. He says that teachers should be actively involved as the subjects, rather than merely objects, of instructional improvement. A teacher who participates in an inservice program that involves him in learning through communication and feedback is more likely to make later use of the learning than if he acquires the information in a passive manner. Mindel (1967, pp. 692-696) suggests that inservice sessions

can be of particular value in helping teachers function more effectively in a guidance capacity in the classroom. He feels that coping with day-to-day human interaction in a classroom is not a subject that usually can be taught in the college classroom. Accordingly, he recommends in-service committee meetings or workshops with a developmental guidance specialist to help teachers develop new insights and understanding for fostering mental health in the classroom.

Dinkmeyer states:

Experience with in-service programs for teachers in the schools has convinced the author that teachers are not helped significantly through lectures or discussions. There must be personal involvement and an opportunity to test new ideas, see how they fit with one's personality, and exchange with colleagues the results of new approaches. For example, there are no organized procedures which encourage the experienced teacher to help the beginning teacher, or allow the new teacher to share ideas with more experienced colleagues (1971, p. 618).

Although the idea of using participation methods to implement in-service education is not new, there have been relatively few studies of this approach reported in the literature. In a survey by Shaw and Wursten (1965, pp. 27-34), four studies of group counseling with teachers were found. However these were not inservice education programs. Roberts (1964, pp. 15-21) and Jacobson (1965, pp. 25-29) used teacher discussion groups to increase understanding of human behavior. These, however, did not involve the participation or modeling phase. Pharis

(1969) reported on case study groups which utilized writing, films, recordings and discussions, but again, lack of specific participative phase.

A modification of these group methods was attempted by Forena, Poppen, and Frost (1967, pp. 388-392), as part of an inservice education program for an elementary school staff. They used case groups for eight weekly one-hour sessions of discussion, case study, and sensitivity training. Based on a subjective evaluation of the teachers' own growth, it was concluded that case groups or modifications thereof have high potential for the inservice education of teachers. The greatest concern expressed by participants was with the lack of structure within groups. They felt that case study topics should have been more clearly defined, and prior to each session.

Sonstegard and Dreikurs (1967, pp. 68-81) proposed a teleo-analytical approach to group counseling with teachers, in the form of counselor-led seminars based on mutual respect and equality. They propose three areas of discussion for the seminars: general classroom problem; the behavior of a dysfunctioning child; and the behavior of a child whose problem was observed by the counselor but unnoticed by the teacher. They suggest that when a teacher brings a problem to the counselor, he should not pose as an expert but should redirect the

problem to the group, and guide discussion through a series of questions. By structuring the discussion in this manner, the counselor should lead the group to an understanding of the purpose the problem behavior is serving for the child and to discovery of means by which the teacher can help redirect mistaken goals (and thus eliminate the source of the dysfunctional behavior). While the authors see the actual redirection of goals as the final step in the process, they do not define how it is to be done, nor do they provide for feedback on the teacher's efforts at subsequent group sessions.

Dinkmeyer (1971), Dinkmeyer and Caldwell (1970), and Dinkmeyer and Muro (1971) have proposed a similar group approach with teachers. The approach, labeled "C-Group," is based on collaboration, consultation, clarification, confidentiality, confrontation, communication, concern, and commitment. C-Groups are usually restricted to five or six members to maximize opportunities for interaction and participation. The fundamental criterion for such a group is that "the teachers are concerned with enabling each other to get a perception of children and self -- to truly SEE transactions." The C-Group combines the affective and cognitive domains using an approach that is both didactic and experiential. The counselor leading these C-Groups begins by clarifying purposes and going through group exercises which enable participants to become better

acquainted. In the following sessions, the teachers each present classroom situations or behaviors, and the leader and group together help explore feelings about each child or situation which may be influencing behavior. New approaches--which may involve the use of behavior modification or provision for logical consequences to occur--are arrived at jointly. The teacher who presented the problem to the group is then encouraged to take action prior to the next meeting. Preliminary findings of C-Groups piloted with student teachers at Northwestern University have led Dinkmeyer (1971) to believe the method holds much potential for educational change.

Christensen's Education Model (1969), mentioned earlier, employs concepts similar to those underlying the approach of Sonstegard and Dreikurs and that of Dinkmeyer. In collaboration with Evaluative Program for Innovative Curriculum staff, Christensen conducted an evaluation of the Model as used in a fifteen-session inservice program for elementary teachers. Contents for the sessions, each of which lasted one hour and forty-five minutes, was drawn from a program developed by Lowe and Christensen at the University of Oregon (1966). Christensen enumerated the techniques and concepts of the Model, in terms of the group leader's responsibilities:

--present the model of man consistent with the concepts of equality and democracy.

- present a model of interaction consistent with the concept of equality.
- present techniques of interaction consistent with the model of equalitarian interaction.
- present a "case study" approach to evaluate existing interaction patterns.
- present remediation techniques to correct faulty patterns of classroom interaction.
- encourage teachers in the training sessions to participate in the classroom setting and provide feedback for discussion sessions in seminars (1969, p. 24).

Assuming that behavior change would not occur without particular attention to the dynamics of changing teacher behavior, Christensen also proposed the following steps:

1. Challenges existing attitudes held by participants.
2. Provide an alternative attitudinal set.
3. Demonstrate teacher skills in implementing changes attitudes.
4. Provide experiences supporting changing attitudes.
5. Provide experiences for participants for evaluating implementive experiences (1969, p. 24).

Certain specific teaching activities and types of interaction were integral to the program: lecture-discussion sessions, to present theoretical concepts and specific classroom management techniques; video and audio tapes, to demonstrate applications of the concepts and techniques; and live demonstrations, to involve the participants actively and facilitate application of the concepts and techniques in real-life situations.

The study of this Model conducted by Christensen and members of the EPIC research staff, was intended as an initial evaluative step in

program development. Subjects were nineteen teachers in grades three through six, at three elementary schools, participating in the inservice described above. Prior to the program and at the end, the teachers were observed and their behavior was coded using Flanders Interaction Analysis System. Comparisons were made to determine any significant change in teachers' use of four designated categories and the students' initial and final scores on a School Anxiety Questionnaire. It was hypothesized that, having participated in the inservice program, teachers would produce a classroom atmosphere that would not only be more encouraging and less threatening to the students, but would allow students more responsibility for their behavior.

Although the changes in teacher behavior for three of the objectives were not statistically significant, the majority of the teachers did change in the hypothesized direction. The fourth objective did meet statistical tests of significance. Consequently, when the educational significance was considered there seemed to be enough evidence to conclude that the inservice program was a success. The study points out that the results might have been more consistent had the teachers been provided with more specific guidance in applying the selected techniques (Christensen and EPIC, 1969).

The literature indicates that behavioral problems in elementary school children are widespread, and that when such problems continue

unresolved they may result in delinquency and other antisocial and counterproductive responses. While the potential for constructive influence in the elementary years is great, obsolete and inappropriate teaching methods hamper such action.

Those who, with Dreikurs (1968), see the problem as a case of traditional teacher behavior conflicting with the equality students feel is their right, suggest that the teacher must learn new, more appropriate, classroom techniques which minimize the autocratic interaction patterns. Inservice programs appear to offer a promising vehicle for providing teachers with such new techniques.

The literature suggests that an approach which combines affective and cognitive elements can be particularly effective. It further suggests that training techniques should be experiential as well as didactic, and should include skill training for classroom implementation. Three models mentioned above appear to meet these qualifications to varying degrees. These include the model presented by Forena, Poppen, and Frost (1967, pp. 388-392), that of Dinkmeyer (1971), and that of Christensen (1969).

The study by Forena, Poppen, and Frost (1967) provided subjective results which the authors interpreted as an indication of success. However it is felt that the sensitivity training techniques used are inappropriate to the school inservice setting. Such techniques encourage teachers to dwell on themselves and their problems, rather than to reach a

productive understanding of the relationship of their attitudes and emotions to their students' behavior.

Dinkmeyer's (1971) C-Group model shows promise as an inservice technique, though empirical data are not readily available. A major drawback to the C-Group is the stipulation that groups be limited to five or six participants; few school districts can afford to maintain a large enough staff of elementary specialist consultants to provide service to man many such small groups.

Christensen's (1969) model has some noteworthy features:

(1) it recognizes the gap between theoretical understanding and practical application, and offers techniques for bridging this gap; and (2) empirical study has shown it to be of educational significance. There would seem to be clear evidence that this model for inservice training is worthy of further examination.

The intent of this study is to apply and evaluate an inservice training model based on Christensen's approach. As Christensen has referred to his method as an education model it seems appropriate to refer to the model used in this study as the Teacher In-Service Education Model (TISEM). While the implementation and evaluation of TISEM followed the general pattern used by Christensen, some changes should be noted: (1) the volunteer teachers were all from the same school, rather than from three different schools, as this was felt to be more

analogous to usual inservice procedures; (2) training took place over seven sessions -- rather than Christensen's fifteen--in an effort to fit more realistically into the teachers' demanding time schedule; (3) the research design included a comparison group, matched to the experimental inservice group on school setting, teaching experiences, age range, sex, and grade level; (4) more specific training was given in skills of observation, anecdotal reporting, case study, role playing, and role modeling; and (5) there were three grade-level groups each with its own instructor, to permit more instructor-participant contact.

#### Statement of the Problem

To determine the effect of use of the Teacher In-Service Education Model on teachers in a selected elementary school as well as the effect on their classes, answers to the following questions were sought:

1. Do teachers who have participated in the TISEM acquire more theoretical knowledge and understanding of the education model than do teachers in a non-participant comparison group?
2. Do participants show greater ability to apply the model to practical classroom situations than do teachers in the comparison groups?
3. Do participant teachers perceive greater improvement in the classroom behavior of selected students in their classes than comparison group teachers perceive for their own similarly selected students?

## CHAPTER II

### PROCEDURES

This chapter contains a description of the sampling procedures, the application of the model, and the experimental treatment. In addition, the instruments, the statistical treatment of the data, and the limitations of the study are described and discussed.

#### Sampling

Administrative limitations made it impossible to draw a random sample from the entire elementary school district population. Instead a target school was selected by the administrative staff of the Community Parent-Teacher-Counselor Education Center on the basis of requests made to the staff for this type of program. The Community Parent-Teacher-Counselor Education Center is located in Tucson, Arizona and operates under the direction of Dr. Oscar C. Christensen, of the Counseling and Guidance Department at The University of Arizona. The purpose of the center is the education of parents, inservice and preservice teachers and future counselors in an approach to solving problems of adult-child relationships.

The experimental subjects in this study were those teachers at a selected elementary school in Phoenix, Arizona, who volunteered for the inservice program.

To form a comparison group, teachers were selected from several elementary schools in the Phoenix area which were comparable to the target school in respect to size, socio-economic level, and composition of student body, and whose teachers showed an interest in the experimental program. An attempt was made to select members of the comparison group to match teachers in the experimental group in age range, sex, experience range, and school grade levels taught. Comparison group teachers did not participate in the inservice program.

Matches could not be made, within the set criteria, for all of the teachers who volunteered in the target school. Those who could not be matched were not considered in the statistical analysis. However, they were permitted to participate in the inservice training sessions in order that the program's selection methods might parallel those of a standard inservice program.

#### Application of the Model

To understand the application of the Teacher Inservice Education Model, it is important to be aware of the assumptions underlying the model as well as of the specific activities its implementation entails.

## Assumptions

There are three major assumptions in the application of this model which are based on the principles developed by Alfred Adler (1957).

The first major assumption is that all behavior has social meaning. Dinkmeyer and Dreikurs (1963, p. 8) state: "We recognize that man is primarily a social being. The characteristics which make him distinctly human are a result of his social interaction with his fellow man in a given group setting. It is only within the group that he can function and fulfill himself. Man is dependent upon group membership for his development."

In the classroom context, the teacher and students form a group and classroom behavior is the interaction of members of this group. If the teacher understands the nature of such interpersonal transactions, plans can be made to change the nature of the transactions.

Another major assumption is that behavior is purposive. The teleological aspect of Adler's theory is stated by Dreikurs.

According to Adler all human actions have a purpose and the purpose is primarily of a social nature. All human qualities express movement, movement in relationship to others. The individual sets his own goals, both the immediate goals, his present field of action and his overall goals for his whole life which form the basis for his personality, his life style (Dreikurs, 1968, p. 27).

If teachers can understand the purpose of a child's behavior, they can take appropriate measures to help the child direct his actions in a positive manner.

The final major assumption is that an individual's behavior is influenced by his perception of another person or situation, and by his perception of the interactions between people. Within the context of this study it is assumed that the teachers' perception of children influences their own behavior toward their students which in turn influences the children's behavior. The same would apply in children's perception of adults. Therefore behavior can be changed by altering a teacher's perception of the interaction between teacher and child (Marchant, 1971).

#### Implementation

The three counselor-consultants were selected by the Center staff on the basis of experience and demonstrated competency in working with this model as it applies to the elementary school. These counselor-consultants met prior to the start of inservice to discuss and coordinate the total program and to outline the principles in the text. Dreikur's Psychology in the Classroom was used as a basic text because of its clarity and readability in presenting Adlerian techniques for use in the classroom. The counselor-consultants also met for two hours prior to each session to insure continued coordination of training.

Following Christensen's suggested steps for effecting change in teachers, a three phase process was developed for this study. The first phase involved the presentation of conceptual and theoretical aspects

of the Model. This included Christensen's first two steps:

(1) "challenge existing attitudes held by participants," and (2) "provide an alternative attitudinal set." The concepts presented in this phase were those used by Christensen in training sessions with his model (See Chapter 1).

The second phase concerned the cognitive application of the theoretical and conceptual aspects to specific classroom behaviors. This phase included steps: (3) "demonstrate teacher skills in changed attitudes," and (4) "provide experiences supporting changing attitudes." Procedures used included presentation of examples of classroom behavior, role-playing, case study, observation, and interaction.

The third and final phase was the utilization and practical application of the knowledge acquired in phases one and two to actual situations in the teachers' classrooms. This included Christensen's step (5) "provide experiences for participants for evaluating implementative experiences." Discussion of the behavior of specific children in each teacher's class was given major emphasis in this phase. Recommendations for behavior change were agreed upon and, in between sessions, these recommendations were applied by the teachers in their own classes. Reports of the interaction were discussed in subsequent sessions.

The first three sessions were spent on activities pertaining to the first two phases; the remaining four sessions revolved around the third phase, the practical application of the Model.

### Treatment

The treatment for the experimental group consisted of seven weekly meetings, each one and one-half hours in length. The treatment included lecture-discussions of the theoretical concepts of the Education Model, case study, training in observation and interpretation skills, role-playing, modeling, and anecdotal reports of specific classroom situations and behaviors.

Each teacher was assigned, according to school grade level, to one of three groups: primary grades (1-3); intermediate (4-6); or junior high (7-8). Each group was led by an experienced counselor-consultant trained in using the Model.

The comparison group did not receive any treatment and those members of the comparison group pool who had been exposed previously to this approach were excluded. The comparison group was requested not to read any of the texts or material pertaining to the Education Model, with the assurance that an inservice program would be provided for them after the completion of the experimental time period.

One week prior to the treatment, three instruments were administered to both the experimental group and the comparison group to obtain pre-treatment data. At the end of the treatment period the same three instruments were administered to both groups to obtain post-treatment data.

### Instruments

Three instruments were used in the study: one to evaluate the teachers' conceptual understanding, one designed to measure the cognitive application of the Education Model, and one to tap the utilization of this knowledge in real life situations.

The first instrument was the Behavior Concepts Inventory: Education Model (Newlon, 1972; see Appendix A). This scale consists of thirty-six items, each with four possible responses, only one of which is correct. These items were drawn from a pool of five-hundred questions on Adlerian theory and application, developed by Lowe and Christensen at the University of Oregon (Lowe and Christensen, 1966). Construct validity of the test was established on the basis of judgments of experts in Adlerian theory. The test-retest reliability was found to be .85 (Newlon, 1972).

The second instrument was the Inventory of Selected Student Behaviors (Newlon, 1972; see Appendix B). This scale contained forty items, each with four possible responses, one of which was correct. The items were drawn from the same pool of five-hundred questions on Adlerian theory and application developed at the University of Oregon. Construct validity was based on the judgment of experts in the field of Adlerian theory. The test-retest reliability was found to be .78 (Newlon, 1972).

The above two instruments were selected because of their apparent appropriate means to the philosophical and psychological approach used in the Education Model, and were administered to all experimental and comparison group members.

The third instrument was a modified version of Alstyne's Winnetka Scale for Rating School Behavior and Attitudes (Alstyne and Winnetka Public School Faculty, 1937; see Appendix C), the Winnetka Scale was chosen for its appropriateness in measuring school attitudes and behavior in the areas of cooperation, social consciousness, responsibility--all of which are key conceptual areas in the Education Model. This original scale consists of thirteen situations for which there are several response levels arranged in order of desirability. The items were drawn from actual observation of classroom behavior. Items were then classified into the following sub-groups: (1) cooperation (items 1, 2, 3); (2) social consciousness (items 3, 4, 5); (3) emotional adjustment (items 5, 6, 7); (4) leadership (items 8, 9, 10); and (5) responsibility (items 11, 12, 13). The test-retest reliability using the Pearson and Sheppards correction is .87 for the entire scale. Correlation was done with each main grouping and all were .72 or above (Alstyne, 1936).

According to Alstyne validity was established by coordinating three of the scales of the Haggerty-Olsen-Wickman with the Winnetka Scale. Results were  $r = +.54$  with the first,  $r = +.54$  with the second and,  $r = +.71$  with the third.

Each teacher in the experimental and comparison groups was asked to select five children in his classroom who exhibited "disturbing" behaviors. These children were then rated on the modified Winnetka Scale. In the experimental group, these children's behavior was the focus of inservice discussion and study.

### Hypotheses

1. The teachers in the experimental group will show significantly greater gains in their knowledge and understanding of the Education Model than will the teachers in the comparison group, as measured by the Behavior Concepts Inventory: Education Model.

2. The teachers in the experimental group will demonstrate significantly greater gains in their ability to apply the understanding of the Education Model to practical classroom situations than will the teachers in the comparison group, as measured by the Inventory of Selected Student Behaviors.

3. Students selected by teachers in the experimental group will be perceived as showing more positive improvement in classroom behavior than will the students selected by those in the comparison teacher group, as measured by the modified form of the Winnetka Scale for Rating School Behavior and Attitudes.

### Limitations

1. Due to administrative limitations a random sampling was not possible. Accordingly, findings could not be generalized beyond the sample studied.

2. A comparison group was used rather than a control group, therefore, (uncontrolled) extrinsic variables may have biased the study.

### Statistical Treatment of Data

This study has been designed as a pre-post-treatment comparison study. The primary statistical analyses involved comparison of the change scores (from pre-test to post-test) of the matched groups. The Wilcoxon matched-pairs signed-ranks test was selected because the data were change in scores of the matched groups and because random selection was not used (Segal, 1956).

Two analyses were performed on the Behavior Concepts Inventory and the Inventory of Selected Student Behavior. An analysis of the pre-test scores for the instruments was done with a Wilcoxon and a t-test to ascertain whether the experimental and comparison groups were comparable prior to the treatment. Pre-post analyses was also done with these two inventories, to determine whether greater score gains were made by the experimental group or by the comparison group. Only the Wilcoxon was used in the pre-post analyses.

For the Winnetka Scale for Rating School Behavior and Attitude, an analysis of the pre-to-post change of the two groups was performed for the following: (1) total scores, (2) subgroup scores, and (3) individual item scores.

#### Summary

This chapter described the selection process used to obtain an experimental group and a matched comparison group. It also outlined the steps in implementing the Teacher Inservice Education Model, and the assumptions underlying its use. The research design and statistical treatment were treated, and hypotheses and limitations enumerated.

## CHAPTER III

### RESULTS

In this chapter the results obtained in the study of the pre-test and pre-post-test are presented for the Behavior Concepts Inventory, the Inventory of Selected Student Behavior and the modified Winnetka Scale for Rating School Behavior and Attitudes. Results of the revised Winnetka Scale for Rating School Behavior are presented in three categories: total score, subgroup scores, and individual item scores. The presentation of these results is followed by a discussion of the results and a summary.

#### Pre-Test Analyses

In order to determine whether there were differences in the pre-test scores of the experimental and comparison groups, both the Wilcoxon and the t-test were used. A two-tailed t-test was used as a supplement to the Wilcoxon because it provided more exact probability levels. The results of the two-tailed pre-test analyses for both the Behavior Concepts Inventory and the Inventory of Selected Student Behavior showed no significant differences between the two groups (See Table 1 and Table 2).

TABLE 1

WILCOXON TEST FOR DIFFERENCES ON PRE-TEST DATA OF  
 THE BEHAVIOR CONCEPTS INVENTORY AND THE INVENTORY  
OF SELECTED STUDENT BEHAVIOR

Test	N	T Value	P	Critical Value of T for P < .005
Behavior Concepts Inventory	21	109	N.S.	59
Inventory of Selected Student Behavior	21	89	N.S.	59

TABLE 2

T-TEST FOR DIFFERENCES ON PRE-TEST DATA OF THE  
BEHAVIOR CONCEPTS INVENTORY AND THE INVENTORY  
OF SELECTED STUDENT BEHAVIOR

Test	N	t	P
Behavior Concepts Inventory	24	.4102	.99 N.S.
Inventory of Selected Student Behavior	24	.2126	.99 N.S.

Pre-Post Analyses

In order to determine whether the experimental group showed greater gains in knowledge, understanding and application of the Education Model than did the comparison group, an analysis was made of the pre-post score gains.

As presented in Table 3, the data indicated that the experimental group demonstrated significantly greater score gains than did the comparison group at the .005 level.

TABLE 3

RESULTS OF THE BEHAVIOR CONCEPTS INVENTORY AND  
INVENTORY OF SELECTED STUDENT BEHAVIOR PRE-POST DATA  
USING A ONE-TAILED WILCOXON TEST

Test	N	T value	P	Critical Value of T for P < .005
Behavior Concepts Inventory	20	10	.005	38
Inventory of Selected Student Behavior	21	19	.005	43

The Winnetka Scale for Rating School Behavior and Attitudes was used to measure the pre-post change in teachers' perception of selected students' behavior. Analyses were made for the differences in pre-post gain score for the following: (1) total change score, (2) subgroup

change scores, and (3) individual item change scores. The scoring procedures are found in Appendix E. The Wilcoxon test was again used to determine whether there were any significant differences in the pre-post test gain scores. The data indicated that the experimental group showed significantly greater score gains in both the total score and subgroup scores at the .005 level (See Table 4).

TABLE 4

RESULTS OF ONE-TAILED WILCOXON TEST FOR DIFFERENCE  
IN SCORE GAIN DATA FOR TOTAL SCORE AND SUB-GROUP  
SCORES ON THE REVISED WINNETKA SCALE

Test	N	T value	P	Critical value of T for P < .005
Total	21	6	.005	43
Cooperation	20	.0	.005	38
Social Consciousness	21	15	.005	43
Emotional Adjustment	21	23	.005	43
Leadership	21	22	.005	43
Responsibility	19	19	.005	32

The data also indicated that the experimental group showed significantly greater score gains in items 1-8 at the .005 level. Item 10 showed significance at the .025 level and item 9 was not significant at the .005 level nor the .025 level.

TABLE 5  
RESULTS OF THE ONE-TAILED WILCOXON TEST FOR  
DIFFERENCES IN GAIN SCORES FOR INDIVIDUAL ITEMS  
ON THE REVISED WINNETKA SCALE

Items	N	T value	P	Critical Value for P Given
1	20	36	.005	38
2	19	31	.005	32
3	20	16	.005	38
4	19	28	.005	32
5	20	20.5	.005	38
6	21	23	.005	43
7	19	22	.005	32
8	17	13	.005	23
9	20	68.5	N.S.	38
10	17	28.5	N.S.*	23

\*Item 10 did show significance at the .025 level.

The variation in N shown in the tables is due to the requirement of the Wilcoxon test that N be only the number of subjects showing a difference in their scores. Therefore, when there is no difference in a pair of scores, that pair is not counted in N.

In Table 5, item 9 did not distinguish between experimental and comparison groups. It is speculated that the item was confusing to the teachers, as it was noted during the administration of the Winnetka Scale that teachers asked for clarification of item 9 more than for any other item.

### Discussion

The results show that all three hypotheses were supported at a high level of significance. The results also appear to support the methods used in the Teacher Inservice Education Model for training teachers in the use of Christensen's education model.

Restated, the proposed hypotheses now read as follows:

1. The teachers in the experimental group showed significantly greater gains in their knowledge and understanding of the Education Model than did the teachers in the comparison group as measured by the Behavior Concepts Inventory: Educational Model.
2. The teachers in the experimental group demonstrated greater gains in their ability to apply the understanding of the Education Model to practical classroom situations than did the teachers in the comparison group as measured by the Inventory of Selected Student Behavior.
3. Students selected by teachers in the experimental group were perceived as showing more positive improvement in classroom behavior than were the students selected by those in the comparison teacher group, as measured by the Winnetka Scale for Rating School Behavior and Attitudes.

The three phases of presentation employed can also be viewed in terms of the three hypotheses. Each phase has its parallel with one of the hypotheses. The first phase dealt with the theoretical and conceptual aspects of the Education Model as did the first hypothesis. The second phase concerned itself with the cognitive application of the Model to classroom situations as did the second hypothesis. The third phase, involved the practical application of the knowledge gained in the first

two phases to specific children in the teachers' classrooms. The third hypothesis tested the teachers' perceptions of change in selected students in their classroom.

### Summary

In order to determine if the experimental and comparison group were comparable, an analysis of the pre-test data was made; no significant differences between the two groups were found. Each hypothesis as originally stated was substantially supported by the data. The teachers in the experimental group did show significantly greater gains than did those in the comparison group in the knowledge, understanding, and application of the Education Model, as measured by the Behavior Concepts Inventory, and the Inventory of Selected Student Behavior. They also demonstrated greater positive change in their perception of selected students' behavior, as measured by the modified Winnetka Scale for Rating School Behavior and Attitudes, than did the teachers in the comparison group.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

#### Summary

This study was designed to provide information regarding the effect of an inservice program for teachers, using the Education Model in a selected elementary school.

An elementary school in Phoenix, Arizona, was selected as the target school for this study by the administrative staff of the Tucson Community-Parent-Teacher-Counselor Education Center. The school was selected on the basis of requests made to the staff for an inservice program concerned with improving teacher-child relationships.

The experimental subjects for the study were those teachers at the selected elementary school who volunteered for the inservice program. Another group of teachers was drawn from several elementary schools in the Phoenix area which were comparable to the target school in respect to size, socio-economic level, and composition of student body. This group was also composed of teachers who volunteered for the inservice program. These teachers did not participate in the initial inservice program but were deferred to a second inservice program in order that they might serve as the comparison group.

An attempt was made to match as many teachers as possible in the experimental group to teachers in the comparison group on the basis of age range, sex, experience range, and school grade levels taught. It was not possible to match all the teachers who volunteered in the target school with members of the comparison group according to the set criteria, however unmatched teachers remained in the inservice program in order to approximate the standard selection pattern for such a program.

Since the proper application of this model was of critical importance, three counselor-consultants were selected on the basis of experience and demonstrated competency in working with this model. The treatment was presented in three phases: theoretical and conceptual aspects of the Model, cognitive application of the theoretical and conceptual aspects of the Model, and utilization and practical application of the knowledge acquired in the first two phases.

The treatment for the experimental group consisted of seven weekly meetings of an hour and thirty minutes each. The teachers were assigned to participation groups according to school grade level taught: primary (1-3); intermediate (4-6); and junior high (7-8). Each group was led by one of the counselor-consultants. The comparison group did not receive any treatment during this time.

One week prior to and one week after the treatment the three evaluative instruments were administered to both the experimental group

and the comparison group. The raw data obtained were the pre-test and post-test scores on the Behavior Concepts Inventory, the Inventory of Selected Student Behavior and a shortened form of the Winnetka Scale for Rating School Behavior and Attitudes. Pre-test scores were analyzed using the Wilcoxon matched-pairs signed-ranks test and t-test. The difference scores (pre-to-post) of the experimental and comparison groups on all three measures were also analyzed using the Wilcoxon test.

The results of the statistical analysis of the pre-test showed no significant differences between the two groups. Each hypothesis as originally stated was substantially supported by the difference score comparison data at a high level of significance: The teachers in the experimental group did show significantly greater gains in knowledge, understanding, and application of the Education Model, and demonstrated greater positive change in their perception of selected students' behavior than did the teachers in the comparison group.

### Conclusions

The results of this study permit several conclusions:

1. The teachers who participated in this inservice program acquired more theoretical and conceptual understanding of the Education Model than did the teachers who did not participate. It appears that this model did provide the teachers with a systematic way of viewing behavior of children.

2. The teachers who participated in the program acquired greater cognitive understanding of the application of procedures to practical classroom situations than did the teachers who did not participate.
3. The teachers in the program also acquired greater ability to apply the understanding and procedures to students in their own classes than did the teachers who did not participate.
4. The three phases of this model appear to be an effective means of not only imparting theoretical and conceptual understanding but also providing teachers with the ability to apply this in the classroom.

#### Implications

Although caution has to be exercised in not generalizing beyond this sample, the results suggest that several implications could be considered.

The data indicate that, at least with the study population, in-service training is an effective method of providing teachers with new information. While teachers do have the ability to make accurate judgments about students, they are rarely provided with a systematic way of analyzing behavior and further they are rarely provided with procedural tools for resolving problem behavior in the classroom. The education model which is the core of TISEM does provide a systematic way of

analyzing classroom behavior and also methods for dealing with such behavior. For the teachers in this study, TISEM provided an effective inservice format for conveying both information and techniques for action. Consequently, the procedures used may be considered desirable for inservice programs dealing with children's behavior.

Another implication concerns the need for active participation programs which can provide teachers with training in the use of methods of active participation than can be put into practice in their own classrooms. Too often inservice programs are one day sessions which teachers are "talked to" without involving them in active participation. Further, these programs often grow out of what the administrators think teachers need rather than what teachers actually request. This inservice program grew out of teachers' requests, and is structured to deal with problems arising in each participants' classrooms, thereby insuring relevance and utility.

As the model also provides opportunities to practice the skills acquired and to discuss results in subsequent sessions, misconceptions and incomplete understanding can be resolved during inservice training. The consequences of the built-in relevance and opportunity to practice that the TISEM approach provides are: greater teacher interest and involvement, fuller understanding of the education model, and ability and desire to implement the model in the classroom. However, further testing is

needed to ascertain the merits of TISEM--in terms of concept retention and classroom implementation--as compared to other, more didactic, inservice approaches.

Use of this training model with new or student teachers is another area of investigation worthy of serious exploration. Such a model, incorporating experience and feedback may help displace both the trial-and-error methods now in use and the tendency of student teachers to emulate the ineffective traditional techniques of their own school experience. Given the urgent need for training teachers in workable methods of classroom management, the model's potential in this area should not be overlooked.

The findings also appear to have implication for counselors seeking group consultation techniques. Perhaps Dinkmeyer's (1971) C-Group is in part validated by this study, since it does include some of the same concepts used in the three phases of this study.

#### Recommendations

For others wishing to extend the findings of the present study, the following modifications are recommended:

1. Provide a research design in which random sampling may be obtained, so that generalizations may be made.
2. Design or obtain an evaluation instrument for rating children's behavior that is even more appropriate for use with

this model. Perhaps trained observers could record the actual behavioral change for the teachers and the students in the classroom.

3. Test the consequences of variation in the number of sessions, as well as the frequency of the sessions, perhaps by spacing them throughout the year.
4. Include an evaluation in the middle of the treatment to study the direction of change and areas that need clarification.
5. Test the model in different socio-economic and geographical settings.
6. Apply the model to larger and smaller groups to determine if size will make a difference.
7. Test the method in a secondary school setting.
8. Include a follow-up evaluation after a year to see if changes in the children and teacher were maintained.
9. Design the study to compare the effectiveness of including individual conferences with the teachers against no individual conferences.

It would appear that the model used in this study could be considered an alternative wedge in the exploration of inservice program for teacher change. The findings, although limited for the purpose of generalizing would lead to speculations as to the potential universality of the

model described. Perhaps with further refinements and supporting research the model could provide a direction for effective inservice programs.

APPENDIX A

BEHAVIOR CONCEPTS INVENTORY:  
EDUCATION MODEL

Instructions

This booklet gives an opportunity to determine your perceptions of behavior.

After you have read each question, mark the answer that best indicates what you understand. Do not spend a lot of time on any one question. Carefully read and answer each question. Make sure you complete all of the questions by marking your answer on the answer sheet, then quickly go on to the next question.

PRINT YOUR NAME ON THE ANSWER SHEET

DO NOT PUT YOUR NAME ON THIS BOOKLET

MARK THE CORRECT SPACE ON THE ANSWER SHEET THAT IS YOUR BEST ANSWER.

Behavior Concepts Inventory:  
Education Model

1. "I know you can do better," is an example of discouragement because it:
  1. Implies pressuring and pushing the child.
  2. Implies a lack of faith in the child.
  3. Implies a standard of conduct.
  4. Implies that a child's ego-strength is dependent upon the teacher.
2. The purpose for seemingly "good" behavior of the active-constructive child may be:
  1. Fear or respect for the established social order.
  2. Self-elevation and self-importance.
  3. Regard for or devotion to others.
  4. Effective participation in social living.
3. Inadequacy in the basic study skills is usually an expression of the child's:
  1. Discouragement and disbelief in his own abilities.
  2. Unreadiness for the classroom.
  3. Organ inferiority when compared to a favored sibling.
  4. Failure to realize an effective teacher-pupil relationship.
4. Effective use of group influences upon a child is dependent on:
  1. Intelligent application of reward-punishment.
  2. Just and impartial application of group rules.

3. Group pressure operating equally on all children.
4. Carefully structured group situations.
5. Purposes of the child's behavior are more understandable when stated in terms of:
  1. Past influences.
  2. Present goals.
  3. Past behavior.
  4. Present consequences.
6. Discouragement and feelings of frustration arise from:
  1. Intra-personal conflicts.
  2. External forces and pressures.
  3. Biological limitations.
  4. Perceived inadequacy.
7. Misconception of position in a social group usually leads to:
  1. An intra-personal conflict.
  2. Continued faulty approaches.
  3. Utilization of defense mechanisms.
  4. Distrust of abilities.
8. In a family of six children, the greatest differences in character, temperament, and interest may develop between the:
  1. First and last child.
  2. Last two children.
  3. First two children.
  4. Middle two children.

9. When encountering difficulty in relationships with children, it is imperative that we first:
  1. Follow our natural inclinations and initial impulses.
  2. Confront the child with the disruptive, unacceptable nature of his behavior.
  3. Allow the child additional freedom of expression until he becomes cognizant of his motives.
  4. Seek some understanding of our role in the difficulties.
10. The dynamics of a child's behavior can generally be recognized:
  1. In the various attention getting behaviors utilized by the child.
  2. In those unpleasant by-products of the situation, like humiliation and shame.
  3. By the effect it has on adults.
  4. By close scrutiny of environmental factors pressing upon the child.
11. The most successful way to change a student's bad habit is:
  1. To point out the consequences if he continues.
  2. To teach the child a better habit.
  3. To allow the consequences to affect him.
  4. To ask him to cease his habit, so he will know you disapprove.
12. Which is the MOST important advantage of a group discussion:
  1. To enable the teacher to obtain information about children.
  2. To enable the teacher to learn about children's attitudes.
  3. To enable the teacher to aid children in understanding themselves.

4. To enable the teacher to explain school matters and gain the class's support.
13. The most common alliances formed by children in a four-child family are:
1. 1 and 2 vs. 3 and 4.
  2. 1 and 3 vs. 2 and 4.
  3. 1 and 4 vs. 2 and 3.
  4. 1, 2, 3, vs. 4.
14. Behavior can best be understood as:
1. A cause and effect relationship.
  2. A goal directed relationship.
  3. A many causal relationship.
  4. A result of drives and needs.
15. Which of the following BEST answers the question of heredity versus environment in affecting behavior:
1. Behavior is affected mostly by heredity.
  2. Environment accounts for most behavior.
  3. Behavior is the interaction of heredity and environment.
  4. Interpretation of heredity and environment affects behavior.
16. Logical consequences imply the use of:
1. Verbal commands.
  2. Reprimands.
  3. Result of actions.
  4. Unaltered situations.

17. In a family of four children, which child may be spoiled:
  1. The first.
  2. The second.
  3. The third.
  4. The fourth.
  
18. In a family of four children, which child usually acts as if he had to make up for lost time:
  1. The first.
  2. The second.
  3. The third.
  4. The fourth.
  
19. If the teacher feels the situation is hopeless and the child beyond help, the child's goal is probably:
  1. Attention getting.
  2. Power.
  3. Revenge.
  4. Assumed disability.
  
20. If a teacher is hurt by the child's actions, the goal is probably:
  1. Attention getting.
  2. Power.
  3. Revenge.
  4. Assumed disability.

21. The goal associated with a child who feels disliked, abused, and hurt is:
  1. Attention getting.
  2. Power.
  3. Revenge.
  4. Assumed disability.
22. A child operating toward the goal of power might say:
  1. "See me, I'm standing up."
  2. "I'm tired of sitting."
  3. "Help me stand up."
  4. "You can't make me sit down."
23. A child operating toward the goal of revenge might say:
  1. "You can't make me sit down, you old scarecrow."
  2. "See me, I'm standing up."
  3. "Help me stand up."
  4. "You can't make me sit down."
24. Attention getting behavior:
  1. Occurs when the child is convinced that he is a failure.
  2. Is the same as revenge.
  3. Usually causes a child to hurt others.
  4. May be manifested in a child who plays dumb.

25. A proper relationship between teacher and pupil:
1. Requires mutual respect and trust.
  2. Is related to the basic rules of cooperation.
  3. Is embedded in a clear concept of order.
  4. All of these.
26. Logical consequences deal with:
1. The child's goals.
  2. The action of the teacher's first impulse.
  3. The situation.
  4. The outcome.
27. The use of punishment:
1. Is an effective means of control.
  2. Hinders the perception of the situation by the child.
  3. Can occur naturally in a situation.
  4. Develops powers of resistance and defiance in the child.
28. Punishment and reward:
1. Are useful in a democratic setting.
  2. Belong properly in an autocratic setting.
  3. Are useful in a competitive setting.
  4. Are corrupting influences regardless of the setting.
29. The BEST way to help a discouraged child is to:
1. Give up trying to encourage him.
  2. Stop believing in his helplessness.

3. Try to convince him of his capabilities.
  4. Get him to become aware of his ability.
30. The teacher can avoid a power struggle by:
1. Giving the child the attention he needs.
  2. Allowing the child to talk about his need for attention.
  3. Allowing the child time to reassure himself that he is loved.
  4. Disengaging from the situation.
31. We are prepared to offer guidance to the child:
1. When we know our feelings for the child.
  2. When we discern what the child feels for us.
  3. When we understand the cause of the child's behavior.
  4. When we become aware of the interactional patterns.
32. Mistaken goals result from:
1. The child's intra-personal conflicts.
  2. The child's driving forces.
  3. The child's misperceiving of situations.
  4. The interaction of heredity and environment.
33. The significance of birth order:
1. Is the determination of the child's personality.
  2. Depends upon what the child makes of it.
  3. Is an unknown factor in personality development.
  4. Is not a factor in the development of personality.

34. The child who is born five years after the first children often develops traits of the:
1. Only child.
  2. First child.
  3. Second child.
  4. Third child.
35. When assisting children in social adjustment and academic progress, one of the teacher's goals is to:
1. Bring the child to participate and function with concern for the group.
  2. Bring to bear her more meaningful experiences.
  3. Beat the child at his own game.
  4. Provide the child with an opportunity to gain easy triumphs.
36. Psychological disclosures and interpretations are effective if they are confined to:
1. Present attitudes and immediate purposes.
  2. Original development and deep-seated conflicts.
  3. Life-style patterns.
  4. The causes of specific behavior.

APPENDIX B

INVENTORY OF SELECTED  
STUDENT BEHAVIOR

Instructions

This booklet gives an opportunity to determine what you currently think or feel about selected student behaviors.

After you have read each case study or situation, answer the questions by marking the answer that best indicates what you think, feel or believe. Do not spend a lot of time on any one question. Carefully read and answer each question. Make sure you answer all of the questions by marking your answer on the answer sheet, then quickly go on to the next question.

PRINT YOUR NAME ON THE ANSWER SHEET

DO NOT PUT YOUR NAME ON THIS BOOKLET

MARK THE CORRECT SPACE ON THE ANSWER SHEET THAT IS YOUR BEST ANSWER.

FAMILY INVENTORYPart I---A Family Constellation

Father - age 44 - college graduate - successful salesman - golfer

Mother - age 42 - high school graduate - housewife since birth of first child - outstanding golfer.

Anne - age 10

Betty - age 8

Description of Children's Behavior

Anne, in the 5th grade, earns excellent grades and does very well in school. She is responsible and turns in requested classroom work. Anne seems to need approval or reassurance that completed tasks are correct. More than the usual amount of effort is spent on her regular assignments. Anne also requires a great deal of time to complete school projects and homework. It has been observed that class peer relationships are close, but Anne will only sit with two special friends. If these friends are seated elsewhere, she has been observed to be upset. A younger sister, Betty, is in another room at school. Often Anne walks by to check with the teacher on how the sister is doing.

Betty, in the 3rd grade, is an average student. The teacher feels that she could do much better. Grades would improve if assignments were turned in on time and if the papers were not so messy. Betty is an attractive and appealing student who enjoys being with peers. Teachers have often commented that she is "cute" because of very comical expressions and remarks. If it is time for arithmetic, Betty is always the last student to get out a book, paper and pencil. This is after the teacher has drummed fingers, patted a foot, reprimanded several times and finally given an absolute command to Betty. On the playground she has cried and pouted when things did not go her way. Usually Betty manages to get friends to help finish school work. However, tasks are given up easily and she manages to involve the teacher in these assignments. At the beginning of school the teacher was annoyed at this behavior. As the year has progressed, the teacher was not only annoyed, but has felt challenged into making Betty do her work. However, the teacher was unable to get Betty to accept responsibility and has arranged a parent conference.

During the conference the teacher found that Anne is helpful around the house and takes care of her room as well as a pet horse, Gety. However, at times it seems that Anne must be the sister's keeper and is constantly reprimanding Betty. She does a good job of babysitting Betty whenever Mom is not at home. The conference also disclosed that Betty seems to rarely accomplish anything without a constant reminder. Often late for meals, she is considered a finicky eater. Betty shows distaste for many foods apparently enjoyed by the older sister. Parents report that Betty is often stubborn and feel that on many occasions their position is threatened. Betty is inclined to tattletale on the older sister. In this way, Mom and Dad feel that she is attempting to look better than the sister. Anne also tattletales on Betty. Since Betty cries often and easily, the mother and father feel that this is employed in an attempt to arouse sympathy. Whenever Betty is observed crying the parents are noted to be almost openly resentful toward her. Mother reports that Betty "has an overactive temper" and becomes incensed over apparently insignificant matters. Betty seldom does household chores, as a result Anne usually will complete them for her.

1. From the situation, how would you describe the family atmosphere?
  - a. Cooperative
  - b. Democratic
  - c. Permissive
  - d. Competitive
  
2. How would you describe Anne?
  - a. She constantly seeks attention and service from others.
  - b. She attempts to maintain her perceived relationship with others by doing everything better than the sister.
  - c. She is attempting to prove that she is boss and have her own way.
  - d. She is used to getting others to do things for her.
  
3. How would you describe Betty:
  - a. She constantly seeks attention and service from others.
  - b. She attempts to maintain her perceived relationship with others by doing everything better than the sister.

- c. She is attempting to prove that she is boss and have her own way.
  - d. She is used to getting others to do things for her.
4. Betty's present behavior in class appears to operate on the goal of:
- a. Attention
  - b. Power
  - c. Revenge
  - d. Assumed disability
5. We know that Betty is currently operating on this goal because the teacher feels:
- a. Irritated
  - b. Challenged
  - c. Hurt
  - d. Frustrated
6. When encountering difficulties in getting Betty to do arithmetic, the teacher should:
- a. Let development occur at Betty's own pace and do not push.
  - b. Confront Betty with the problem so that present behavior is discovered as unacceptable.
  - c. Follow natural impulse and keep Betty after school.
  - d. Leave Betty alone to experience the consequences.
7. When Betty is ready to do arithmetic with the class, the teacher can encourage by:
- a. Announcing to the class, "Look, Betty is ready today. Isn't that nice?"
  - b. In a passing comment to Betty, "It's good to see you ready," and begin the lessons.
  - c. Comment in class on her readiness and allowing Betty to be captain at recess as a reward.
  - d. Make a personal comment to Betty and the class, of "You did a good job of getting ready for arithmetic today."

8. In regard to Betty's pouting and crying, the teacher should:
  - a. Comfort Betty until the crying stops, then inquire, "What is the problem?"
  - b. Ignore the behavior and say nothing until a parent conference can be arranged.
  - c. Ignore the behavior at that time and talk to Betty later.
  - d. Ignore the behavior and at some later time discuss with the class why children cry and pout at school.
9. Betty asks other children to help with school work because:
  - a. Getting other people to do it for her is a custom.
  - b. Attention can be achieved by these means.
  - c. Having her own way shows the teacher that she is more powerful.
  - d. The assignments are too difficult.
10. When Betty fails to complete an assignment, the teacher should:
  - a. Make Betty stay after school and finish.
  - b. Send the assignment home and get the parents to make her do it.
  - c. Ignore the behavior and it will extinguish.
  - d. Give Betty a choice that is appropriate.
11. Which of the following will help Betty develop responsibility?
  - a. Praise her constantly on what a good girl she is or can be.
  - b. Utilize her interests and talents in helping the teacher.
  - c. Give Betty opportunities for making decisions and commitments to the class.
  - d. Make sure she is punished when not doing what is told.

12. If you were Anne's teacher and a project had been assigned, you could encourage her by:
  - a. Reassuring Anne that she doesn't have to be always first or perfect and comment on the good work.
  - b. Responding to her need for reassurance that the project was perfect.
  - c. Telling her she's almost in junior high and it's time to make decisions for herself.
  - d. Ignoring Anne's need for reassurance and comment on the good work.
  
13. What would be your recommendation to the parents concerning Anne's reprimanding the sister?
  - a. Talk to Anne and say it is wrong to talk like to a sister.
  - b. Scold each time you hear Anne reprimand the sister, so that Anne will know you disapprove.
  - c. Ignore the reprimands and comment each time Anne says something positive about the sister.
  - d. Ignore the reprimands, and send the girls outside to settle the problem.
  
14. What would be your recommendation to the parents when Anne tattles on Betty?
  - a. Pretend you do not hear and go on with your activities.
  - b. Immediately reprimand Anne and ignore Betty.
  - c. Call both girls together and attempt to get to the bottom of the trouble.
  - d. Remain deaf to the report.
  
15. What would you recommend concerning Betty's tardiness at meals?

- a. Set regular meal hours and explain to all that late comers will not be served; then follow through.
- b. Set regular meal hours and tell Betty that she will have to go to bed if late; then follow through.
- c. State how important it is to learn to be prompt and remind Betty of this each time she is late.
- d. Do not try to correct this behavior by your actions, since this will only prove upsetting to the child.

FAMILY INVENTORYPart II---A Family Constellation

Father - Joe Jones

Mother - Mary Jones

Jane 9, David 6, Sam 4, Angel 2 (girl)

Teacher's Report

At school David is a "pest" wherever he sits. We seat two children to each table in the classroom. David's seat has been changed several times. He takes his partner's crayons. He breaks the lead out of their writing pencils. He marks on their writing papers. David has spit on other children. By placing his feet in the aisle, David tries to trip other children. I have also suspected that he was trying to trip me a time or two.

David is capable of doing second grade work. However, he evidences this very seldom. His pattern of school work is inconsistent--sometimes completed and turned in, yet at other times incomplete and left in the desk.

David seems constantly on the move, although he doesn't leave his seat. He shifts his feet. He moves his head from up to down on the desk. He moves his chair. He drops something and picks it up. All day long, this is David's day.

On the playground he wrestles and fights. David told me that he could "whip" a third grader.

Parents' Report

When Mr. and Mrs. Jones came to school for the parent conference at report card time, the parents stated that David teases Sam. They feel this causes Sam to cry a good deal of the time. When David teases Sam, the mother says he is scolded or punished. Yet David just keeps on doing it. Sam is described by mother as a good little boy. He is quiet, lovable, and obedient. Jane, according to mother, is a good girl and a good student. She always dresses neatly and keeps her room in "inspection order." Jane is "motherly" with the other kids but doesn't

get along well with David. He takes very good care of the baby. He cares for the baby better than even Jane. Angel is a good baby. She never seems to have any problems. All the kids help her.

16. How would you describe Jane?

- a. Perfectionist, likes to be first and best even at the expense of others.
- b. Others continually in his or her service.
- c. Striving to be "better than others," will be "best worst" if necessary.
- d. Socially capable, relates well to others, both older and younger, relatively independent.

17. How would you describe David?

- a. Totally discouraged, feels helpless and hopeless.
- b. Others continually in his or her service.
- c. Feels robbed of the affection and attention he "rightly" deserves.
- d. Striving to be "better than others," will be "best worst" if necessary.

18. How would you describe Sam?

- a. Others continually in his or her service.
- b. Striving to be "better than others," will be "best worst" if necessary.
- c. Socially capable, relates well to others, both older and younger, relatively independent.
- d. Feels robbed of the affection and attention he "rightly" deserves.

19. How would you describe Angel?
- a. Perfectionist, likes to be first and best even at the expense of others.
  - b. Others continually in his or her service.
  - c. Socially capable, relates well to others, both older and younger, relatively independent.
  - d. Feels robbed of the affection and attention she "rightly" deserves.
20. What would you guess about the future for Jane?
- a. Married early, possibly before high school graduation.
  - b. Graduates from college in science.
  - c. Fairly good student, voted by senior class most likely to succeed.
  - d. Graduates from college in music and art.
21. What would you guess about the future for David?
- a. Totally incapable, unable to succeed.
  - b. Fairly good student, voted by senior class most likely to succeed.
  - c. Did poorly in school, dropped out of high school and became an auto mechanic.
  - d. Married early, possibly before high school graduation.
22. What would you guess about the future for Sam?
- a. Graduates from college in music and art.
  - b. Married early, possibly before high school graduation.
  - c. Graduates from college in science.

- d. Fairly good student, voted by senior class most likely to succeed.
23. What would you guess about the future for Angel?
- a. Married early, possibly before high school graduation.
  - b. Graduates from college in science.
  - c. Poor reader, poor in school.
  - d. Graduates from college in music and art.
24. What recommendations would you make to the parents concerning David's teasing of Sam?
- a. That mother take a more active part separating the two whenever Sam starts to cry.
  - b. That mother take a less active part, let them fight their own fights and to be involved on her own terms.
  - c. That mother talk to David about his purposes for provoking Sam into crying.
  - d. That mother take a more active part giving additional love and affection when David teases.
25. What is the best explanation of David's behavior?
- a. Traumatic events have served to warp David's ego-ideal and thus prevent the development of a strong ego-structure.
  - b. Angel's birth, two years ago, is an extreme threat to David's position in the family and caused his rebellious behavior.
  - c. David may feel defeated by his older sister and threatened by Sam, the only other boy in the family.
  - d. David is a hyperactive child and should have medical examinations.

SITUATIONAL INVENTORYPart III---Selected Setting

26. Teacher said, "Peter, this is the tenth time I've told you to pick up these books." Peter said, "No, I won't!" With that, the teacher scolded Peter, put him in the corner, and picked up the books.
- Teacher demonstrated that the most important thing is to be powerful.
  - Teacher demonstrated that the most important thing is to be powerful.
  - The teacher demonstrated who is boss, and that Peter must do something when told.
  - The teacher demonstrated that she will not give Peter undue attention.
27. Carol and John, six years old, were playing on the school grounds. Carol took the ball with which John was playing. John hit her on the back. Carol ran crying to the teacher.
- Teacher should listen to both sides of the story, decide who is wrong, then discipline the appropriate child.
  - Since talking does no good, the teacher should punish John and send both children to the room.
  - Since the teacher does not know both sides of the story, the safest alternative would be to reassure Carol that John did not mean it.
  - Teacher should send Carol back outside to settle the argument with John.
28. Eight-year-old Kevin was noisily playing with toy magnets during spelling. Upon being told to stop, he put the magnets away. A few minutes later he began playing with the magnets again.
- Kevin is seeking attention. The teacher should take the magnets away.

- b. The teacher should give Kevin the choice of putting the magnets away or giving them to her until the end of the day.
  - c. Kevin's magnets should be ignored. He should be asked kindly to get started on his work.
  - d. Kevin should be reprimanded. That will satisfy a desire for attention and he will quit bothering others.
29. Jerry has been chronically late to school for the past two years. Each time there is a plausible reason, such as Mother didn't awaken him or his sister made him get in a fight. One morning he saw the teacher in the hall and said smilingly, "Well, I'm late again." The teacher should:
- a. Say or do nothing about his being late, but ask that the work that was missed be completed.
  - b. Take some of the fun out of being late by giving him a good talking to upon arrival in the classroom.
  - c. Call the mother and ask her to see that Jerry gets to school on time.
  - d. Refuse him permission to enter the classroom late without a written excuse.
30. Linda was the best student in the class. She always had papers done neatly and on time. Several days in a row, a new boy, Eric, finished his arithmetic paper first. In turn Linda's work became sloppy and inaccurate.
- a. The teacher should reassure Linda that she doesn't always have to be first and comment on the accurate aspects of the work.
  - b. Since Linda is seeking approval, an effective technique for getting better papers is for the teacher to comment on the disappointing work.
  - c. An effective technique for getting Linda to turn in better papers will be to praise Eric's work.

- d. The teacher should ignore Linda's sloppy, inaccurate papers and comment on the accurate aspects of the work.
31. Mary's teacher bought a globe and placed it in the classroom. Mary didn't like the globe. She punched holes in it with a pencil. The teacher found out, repaired it, put it back, and talked to Mary. Mary punched holes in the globe again. This hurt her teacher very much. The apparent goal in Mary's behavior is:
- a. Attention getting
  - b. Power
  - c. Revenge
  - d. Assumed disability
32. After Mary poked holes in the globe the first time, the teacher could have:
- a. Involved the class in a discussion about respect for property.
  - b. Given Mary a choice concerning her behavior.
  - c. Made her sit by the globe and think about the deed.
  - d. Removed the globe from the classroom.
33. Since the globe was broken, Mary should have been allowed to:
- a. Pay for it out of her allowance or earn the money to repair the globe.
  - b. Notify the parents of her deed and let them handle it.
  - c. Write a theme about the care of globes and repair it.
  - d. Come in after school and repair the globe.
34. A more effective way to handle an entire situation such as this would have been to:
- a. Involve the class in a discussion on how the globe can be repaired, and place Mary in charge.

- b. Ask Mary to replace the globe for the class.
  - c. Keep the globe on the teacher's desk away from the children.
  - d. Involve Mary in a discussion on how to repair the globe, and place her in charge.
35. You have a child in class that does not work. You feel that you "do not know what to do" and that "everything has been tried." The child's goal is:
- a. Attention getting
  - b. Power
  - c. Revenge
  - d. Assumed disability
36. Two third grade boys are fighting in your class. You ask them to stop fighting or leave the room. They refuse to leave the room and wish to continue their fight. What would you do that seems appropriate?
- a. Try your best to break up the fight, verbally or physically.
  - b. Leave the boys in the room and take the rest of the class outside.
  - c. Ask the class to ignore the boys, and without words, remove them from the room.
  - d. Tell the boys that they will stay after school for fighting.
37. Three children are constantly competing with each other for grades, special privileges, and the teacher's attention. The first step is:
- a. Become uninvolved, ignore the competition, and demands for attention.
  - b. Overlook their competitive spirit by pretending not to hear their arguments.

- c. Try harder to treat each one of them equally.
  - d. Take time to explain that each should respect another's rights.
38. Ten-year-old Miguel does not own a bicycle. Often he steals a bicycle from school in spite of repeated scoldings and threats from parents, police, and school officials. Miguel hides the stolen bicycles in his back yard. An effective means to deal with this behavior would be to
- a. Expel Miguel from school.
  - b. Put Miguel in charge of a committee to work on preventing bicycle thefts.
  - c. Recommend that Miguel have professional counseling.
  - d. Get a service club to donate a bicycle for Miguel.
39. Eleven-year-old Roger said to his teacher, "I don't like you or want to come to class. I suppose you're going to make me." Roger's teacher should:
- a. Make Roger apologize for saying "I don't like you," but do not force him to come to class.
  - b. Ignore the statement, "I don't like you," but insist that Roger come to class.
  - c. Admit that Roger may have a reason to feel that he does not like you. Give him a choice of coming to class or doing the work on his own.
  - d. Give Roger a choice of quietly doing school work at the back of the room or participating in the class.
40. Every day Lupe, age nine, holds the class up by walking very slowly and stopping along the way to get drinks. The teacher has tried scolding, but has noticed no improvement. What should the teacher do now?
- a. Appoint one of the good children to see that Lupe gets to the room with the rest of the group.

- b. Walk back to room with the rest of the class and begin the next activity.
- c. Tell Lupe that the next time the class is held up she will miss recess the next day, and then follow through.
- d. Don't talk about it any more since Lupe already knows that the class has been inconvenienced. Just walk behind so that she can be hurried along without using words.

## APPENDIX C

### REVISED WINNETKA SCALE

This appendix contains the revised version of the Winnetka Scale, explanation for the revision and the omitted items.

The counselor-consultants met prior to the treatment to discuss the scale and recommendations for revision were made. The format was revised for easier readability and to counter the halo effect, the response options were inverted in every other item. Item V in the original scale was omitted because it was not the aim of this program to deal directly with the emotional tone in the school. Item VII was omitted because of its negative tone. Item VIII was omitted because the counselor-consultants felt that the area covered in this item had been tapped in other items.

#### Omitted Items

##### V. EMOTIONAL TONE IN SCHOOL

Is happy and not easily downed--  
enjoys work as much as play

Shows even, cheerful, disposition--  
is calm

Does not show an unusual amount  
of change in mood

Is over-serious and conscientious

Does not take things seriously  
enough

Shows extreme amount of  
changeableness in mood

Is sullen or irritable

#### VII. WHEN FACED WITH FAILURE

Sees causes of failure and corrects  
it

Tries to get help to overcome diffi-  
culty

Recovers quickly and plans new  
activity

Shows disappointment but con-  
tinues activity

Is apparently indifferent to  
failure

Becomes discouraged easily--must  
succeed in order to continue  
activity

Becomes irritable or angry, or cries

#### VIII. WHEN IN AN ORGANIZED GROUP WITH TEACHER PRESENT

Is able to lead a group without  
being nervous or embarrassed

Leads group in spite of being  
nervous or embarrassed

Leads small group

Does not lead group but is con-  
fident in dealing with individuals

Tends to be shy with adults but not  
with children

Tends to be shy with children but not  
with adults

Is shy with both children or adults

REVISED WINNETKA SCALE FOR  
RATING BEHAVIOR AND ATTITUDES

By Dorothy Van Alstyne and the Winnetka Public School Faculty\*

Student's Name \_\_\_\_\_ .School \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Grade Level \_\_\_\_\_

Date \_\_\_\_\_

Directions: Check one for each question.

1. When taking turns with apparatus or materials or in a group discussion
  - \_\_\_\_\_ Waits patiently for a turn
  - \_\_\_\_\_ Takes turn willingly
  - \_\_\_\_\_ Needs occasional reminder to be patient
  - \_\_\_\_\_ Is too patient---does not assert himself
  - \_\_\_\_\_ Is unwilling to wait turn
  - \_\_\_\_\_ Is unwilling to wait turn and interferes with other children's activities
  
2. When there is a group project to be carried out
  - \_\_\_\_\_ Hinders group activity
  - \_\_\_\_\_ Withdraws from group and carries on non-valuable activity
  - \_\_\_\_\_ Does not cooperate with group
  - \_\_\_\_\_ Is slow to cooperate
  - \_\_\_\_\_ Cooperates willingly with others
  - \_\_\_\_\_ Enjoys cooperating with others to improve the group work
  
3. When faced with a social situation involving sacrifice of own interest or needs to those of group
  - \_\_\_\_\_ Puts group needs before own needs
  - \_\_\_\_\_ Helps group when own work is done satisfactorily
  - \_\_\_\_\_ Does own work before attending to school room jobs or helping other children

---

\*By permission of the Winnetka Public Schools, Office of the Superintendent, Winnetka, Illinois.

- Follows own interests  
 Thinks only of own immediate satisfaction  
 Follows own interest to the point of being disturbing to the group
4. When a child has a social task to be completed
- Tries to escape task by contrary behavior or by shifting jobs  
 Drops task--loses interest quickly  
 Carries task through although application is unsteady  
 Carries task through only when it does harmonize with special interests  
 Carries task through by steady effort even though it does not harmonize with special interests  
 Carries task to completion even by sacrifice of other interests
5. When there is a chance to go to adults for help or approval
- Shows satisfaction in own ability without being dependent on adult approval  
 Shows satisfaction in own ability but needs some adult approval  
 Does not seem to get satisfaction in his own ability or to recognize it without adult approval  
 Bids for approval--for example shows work to adult for praise  
 Acts only when adult gives approval or help  
 Bids for help (whines, cries, complains, stalls, etc.) until he realizes help is not forthcoming
6. When child has opportunity to take responsibility for a group task
- Cannot take responsibility for a group task  
 Rarely wants to take charge of task  
 Takes responsibility for a task only when special interest is involved  
 Takes responsibility for task only when especially asked by teacher  
 Takes task but does not complete it  
 Takes responsibility for a task without being reminded  
 Directs task and carries it to completion for group benefit
7. When in a social situation which allows for initiative
- Can organize and lead large group  
 Can organize and lead small group

- Can lead another child
  - Takes good care of self but does not attempt to lead others
  - Does not like to have others take the lead and clings to own ideas
  - Bothers other children or bosses them
  - Allows other child to boss him in a way that is harmful to himself or to hers.
  - Shows cruel tendencies, such as bullying (bossing weaker child), ridiculing, etc.
  - Plays alone
  - Shows no social initiative
8. When he has finished studying a subject
- Wanders around room annoying other children, or sits in seat bothering others
  - Wanders around aimlessly or sits in seat day-dreaming
  - Begins something other than what he should do
  - Starts new work but gets other children to help him
  - Starts new work but needs help of teacher in planning it
  - Starts new work without reminder
  - Has time so planned that he knows what work to do next
9. When he can get help from adult
- Tries hard by himself before he will ask for help or makes own plans--does not need help
  - Asks only for necessary help
  - Neglects to ask for being given
  - Depends upon help being given
  - Asks unnecessarily for help
  - Helps self only when urged
10. When things must be organized for work
- Waits for others to get things he needs for him
  - Only gets things as needed
  - Careless in getting things together
  - Careful but slow in getting things together
  - Gets things he needs together ahead of time so that work goes smoothly

THANK YOU VERY MUCH!!!

## APPENDIX D

### SCORING PROCEDURES FOR THE REVISED WINNETKA SCALE

Since the scale was revised it seems appropriate to explain how the scores were obtained prior to applying the Wilcoxon test to obtain a total score, subgrouping score and individual item score.

To determine the scores on the revised Winnetka Scale the following was done: A value was assigned to each response option on each item with the highest value assigned to the most positive response option and the lowest to the most negative. EXAMPLE: Item #1 had six response options and the most positive option was "waits patiently for turn." This response option was assigned a value of six. The most negative response option was "is unwilling to wait turn and interferes with other children's activities." This response option was assigned a value of one. All the other response options which are on a continuum between these two were assigned values accordingly. The same process was applied to each item.

Each teacher selected and rated five students on the ten items in the scale prior to the treatment after the treatment to obtain pre and post measures.

In order to obtain each teacher's total score the following was done: The items were scored for each teacher's five children on the pre and post tests. Differences on the pre and post scores were then calculated for each teacher's five students on each of the ten items. A sum score of the differences on each item was then obtained. The sum scores on each item were then added giving each teacher a total score.

The revised Winnetka Scale contained five subgroupings of the items as follows: Items 1, 2, 3 - Cooperation, Items 3,4 - Social Consciousness, Item 6 - Emotional Adjustment, Items 6, 7 - Leadership, Items 8, 9, 10 - Responsibility.

To obtain a subgrouping score the following was done: A sum score of the differences on the pre and post measures on each item had already been obtained as explained above. Therefore, these item scores were then summed to obtain subgrouping score for each teacher. (EXAMPLE: Cooperation subgroup score was obtained by summing the item scores 1, 2, 3 on each teacher's ratings.)

The individual item scores were already obtained in calculating the total score therefore these scores were used to apply the Wilcoxon.

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