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ABSTRACT

This study was conducted to investigate selected variables and a self-management program with adolescents. The independent variables were group participation status, gender, cumulative grade point average, family structure, and perception of family. The dependent variables were scores from the Youth Behavior Inventory for Student, Youth Behavior Inventory for Parent, Youth Behavior Inventory for Teacher, What Would You Do If? and Self-Concept Inventory. The participants in the study were 38 high school students, 19 of whom participated in the 15-session self-management program and 19 of whom served as a control group. Students, parents, and teachers were administered relevant measures before and after the self-management program participation. The findings revealed that males rated themselves higher than did females on the Youth Behavior Inventory for Students. The findings suggest that there was no association between effectiveness of the self-management program and student participant status, grade point average, family structure, or perception of family. The only significant findings involved gender, such that males had a higher change in selected reported behaviors than did females. (NB)

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SELECTED VARIABLES AND A SELF-MANAGEMENT PROGRAM WITH ADOLESCENTS

being

A Thesis Presented to the Graduate Faculty
of the Fort Hays State University in
Partial Fulfillment of the Requirements for
the Degree of Master of Science

by

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Graduate Committee Approval

The Thesis Committee of Eva Marie Junk hereby approves her thesis as meeting partial fulfillment of the requirements for the Degree of Master of Science.

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Abstract

The purpose of the researcher was to investigate selected variables and a self-management program with adolescents. The independent variables were group participation status, gender, cumulative grade point average, family structure and perception of family. The dependent variables were scores from the following: Youth Behavior Inventory for Student, Youth Behavior Inventory for Parent, Youth Behavior Inventory for Teacher, What Would You Do If? and Self-Concept Inventory. The total sample size consisted of 38. The experimental and control group each contained 19. Five composite null hypotheses were tested. The design employed for each composite null hypothesis was an one-way analysis of covariance. A total of 23 comparisons were made. Of the 23 comparisons, one was statistically significant at the .05 level. The statistically significant comparison was for the independent variable gender and the dependent variable Youth Behavior Inventory for Student. The results of the statistically significant comparison indicated males rate themselves higher than females for dependent variable Youth Behavior Inventory for Student.

The results of the present study appeared to support the following generalizations:

1. No association between participant status and effectiveness of a self-management program.

2. Males had a higher change in selected reported behavior (Youth Behavior Inventory for Students).

3. No association between grade point average and effectiveness of a self-management program.

4. No association between family structure and effectiveness of a self-management program.

5. No association between perception of family and effectiveness of a self-management program.

Introduction

"A child who hears something
will forget it
A child who see something
will remember it
A child who does something
has knowledge"
-Chinese Proverb
(Cited in Brigham, 1989, p. 73)

Overview

The verse in the Chinese proverb - "a child who does something has knowledge", represents an important element of the educational philosophy in the self-management program (Brigham, 1989). In self-management, the majority of the responsibility for the adolescent's behavior is shifted from the teacher to the adolescent. The adolescents, themselves, become involved in altering their own behavior by applying self-management skills in a behavior change process. This behavior change process allowed the adolescents to experience the doing, engineering, and implementing their own behavior modification (Nielsen, 1983). Brigham (1989, p. 20) explained,

> The goal of the self-management skills program is to help individuals become happy, healthy and productive. If the program materials and procedures are good and the course is effectively designed and taught, the students will learn skills to help them control their environment and lives. Perhaps they will live successful lives-perhaps not; but at the very least they will have a better chance than before.

Educators are often frustrated in their efforts because of the behavioral and remedial problems of the adolescents in their classrooms (Walker & Shea, 1986). Gross and Wojnilower (1984) recommended that the goal of educators should be to teach adolescents to be effective "managers" of their own behavior. Brown (1986) and Schloss (1987) agreed and advised that it was time to change educators efforts from attempting to control students' knowledge, skills, and values concerning inappropriate behavior. They suggested that educators use the concepts and procedures of self-management instead of the traditional disciplinary strategies of the teacher as the one who identifies the offending behavior, implements, and evaluates the behavior change procedure. Brigham (1989) expressed that the positive outcome of changing this traditional strategy would allow adolescents to identify and alter potentially disruptive and inappropriate behavior independently.

In addition to adolescents identifying and altering inappropriate behavior, self-management provided the adolescents the opportunity to become aware of the surrounding environment. In the self-management learning experience, adolescents discovered how to discriminate and analyze their behavior in environmental situations (Gross & et al., 1984). Wodarski (1984) and Nielsen (1983) maintained that adolescents were able to identify how the

environment controlled their behavior and manipulated environmental factors that prevented them from achieving their behavior change goals. When adolescents learned to identify environmental factors, they developed a stronger chance of arranging the environment to produce and support their efforts. Nielsen (1983) maintained that by using self-management skills to rearrange conditions within themselves and the environment, adolescents had the power to alter many aspects of their personalities, self-concept and emotions.

Bandura (1977) pointed out the importance of adolescents having effective self-managing skills in everyday situations. Adolescents encounter many daily opportunities to exercise choices and make decisions. These decision-making opportunities are very trying for many adolescents. Bandura indicated that the effectiveness of self-management skills would likely influence whether adolescents would try to encounter particular situations. Adolescents who "had" effective managing skills would judge themselves capable of handling situations that would otherwise be intimidating.

Similarities Between Behavior Modification and Self-Management Programs

Since self-management represented a new stage of behavior therapy, many principles and procedures of behavior modification were utilized (Kanfer, 1977). In es-

sence, self-management and behavior modification programs are not easily separated (Brigham, Hopper, Hill, De Armas, & Newsom, 1985).

One similarity between self-management and behavior modification programs is the principle procedure of operant conditioning. In operant conditioning, voluntarily or spontaneously emitted behavior is strengthened by a reinforcement (Walker & Shea, 1986). Like behavior modification, a central task of self-management is to learn to analyze the behavior change process in terms of reinforcements i.e., rewards, privileges, and penalties (Nielsen, 1983). Skinner (1953) speculated that an individual who might indulge himself/herself in a reinforcing activity when learning an appropriate response will eventually be reinforced. Reinforcement activities are used to increase or maintain behavior by employing positive reinforcement, i.e., rewards or privileges, or to discourage behavior by negative reinforcement, i.e., aversion or removal of privileges (George & Cristiani, 1990).

Both self-management and behavior modification programs use reinforcements to increase the programs' appeal (Brigham, 1989; Nielsen, 1983, Walker & Shea, 1986). However, the ultimate goal of using reinforcements in both programs is for the individual to display appropriate behavior not for the reinforcements, but for the internal satisfaction of personal achievement. This internal

satisfaction may be maintained by occasional unplanned social reinforcers and delayed tangible rewards (Walker & Shea, 1986).

Another similarity is the concept that environmental factors play an important role in behavior. Supporters of both programs viewed the importance of the environment in helping increase the personal influence individuals have over the regulation of their behavior (Gross & Wojnilower, 1984).

A third similarity involves the steps in the behavior change process. Although self-management and behavior modification programs use a variety of different definitions for each step, and include 5 to 8 steps, the overall concepts are as follows: select a target behavior, measure the occurrence of the target behavior (baseline data), select a "technique" to manage the target behavior, arrange supporting consequences (modify the environment), and evaluate the process (Walker & Shea, 1986; Schloss, 1987; Brigham 1989).

With all the similarities between behavior modification and self management, the programs must not be misrepresented. Gross (1983) maintained that although self-management programs were built from the base of behavior therapy, the programs combined behavior modification techniques with practical experience. Thus, self-management provided individuals with functional management

skills to alter their own behavior outside of the program.

Self-Management Studies

The present researcher searched the literature pertaining to gender, grade point average, family structure, perception of the family, self-concept and self-management. Reviewed literature indicated many self-management programs have been effective. Gross, Brigham, Hopper & Bologna (1980) used a self-management program with delinquent and predelinquent adolescents to evaluate its' effectiveness on grade point average, school attendance and court records. There were 10 adolescents, ranging from 12-16 years old, who participated. The study involved 2 experimental groups. Group 1 consisted of 3 males and Group 2 consisted of 3 males and 4 females.

The study had very promising outcomes. A 6-month follow-up assessment showed none of the youths had further difficulties with the courts. In addition, the teachers maintained that most of the adolescents exhibited increasing positive and decreasing negative behaviors. Also, adolescents' grade point average increased for both groups (Group 1 Baseline= 1.50, Treatment= 2.05, Follow-up= 2.23; Group 2 Baseline= 1.80, Treatment= 1.80, Follow-up= 2.00). The adolescents' school attendance increased from approximately an average of 4 classes missed a week (baseline) to less than 6.5 classes missed in the 8 week follow-up. The results averaged 1 class missed per week.

A study by Brigham, Contreras, Handel and Castillo (1983) evaluated the impact that a self-management program had on job-placement skills of high school dropouts. The participants were 34 high school dropouts who were in a federally supported high school graduate equivalent diploma (GED) program. The 6-month follow-up assessment indicated a higher success rate for acquiring jobs for students in the self-management program than those who participated in the standard job skills course.

Wood and Brigham (1987) implemented a self-management program in an introductory science course. The subjects were 8th grade students who volunteered to enroll. The results demonstrated that the students using self-management displayed a higher academic performance than those in the required science course.

In a study by Gross (1983), the effectiveness of a self-management program was evaluated with 4 insulin dependent diabetic boys who frequently failed to comply with the medical regimen (4 daily urine glucose tests). The students were required to meet 1 hour for 6 weeks in a self-management program. The parents were involved because of the seriousness of the failure to conduct these tests. The parents negotiated a contract involving parental rewarding for proper conduct of the self-management project related to the diabetic regimen. During the baseline, the students rarely conducted their urine glu-

cose tests. With the implementation of the self-management project, there was a dramatic rise in the frequency of tests. The 4 times a day goal was reached 9% during the baseline to 74% during the implementation. At a two week follow-up, all the students reported high success in reaching the 4 times a day goal. However, at an 8 week telephone follow-up, only 2 of the 4 families carried out the agreed contract. The parents who continued to follow the contract reported still having high success. The parents who failed to continued the program reported a decline in their child's success rate.

Barrish, Sauders & Wolf (1969) conducted a study to determine if students used self-management skills in other situations than the group inventions. They established a classroom-management system called the "Good Behavior Game" in a 4th grade mathematics class of 24 students. The class was divided into two teams. Each team member's inappropriate behavior was recorded against the team. The team with the least marks earned an extra 5 or 10 minutes free time while the other team continued to work on mathematic problems. If neither team displayed inappropriate behavior, they both earned free time. During the 4th grade's social science class, similar procedures took place as in the "Good Behavior Game", however, the students were not aware of it. One team was taught self-management skills, while the second team was introduced to

general psychology topics.

The hypothesis was that if students in the self-management group learned and understood the procedures, they would use the skills to reduce the number of disruptions during the "Good Behavior Game". Yet the number of disruptions from the students in the general psychology group would remain unchanged. The expected outcome was supported. Over half the students reported trying to use some self-managing skills during the "Good Behavior Game". The authors also reported that 2 students had encouraged other students during mathematics class to use the self-management skills.

Over a 3-year period, Brigham et al. (1985) administered a self-management program designed to decrease the number of detentions of adolescents having adjustment difficulties. The school's detention system was set-up so after 12 detentions, students were required to participate in the self-management class. Out of the 103 students from a middle school in eastern Washington state, 79 students completed the program with 70 being males.

The Teacher Behavioral Rating Scale, "What Would You Do If?", The Behavioral Principle Test and Student Evaluation Scale were the dependent measures administered. The Teachers Behavioral Rating Scale results indicated an improvement in behavior after the program [pretest $\underline{M}$=2.78; posttest $\underline{M}$=3.93, $\underline{t}(78)$=4.6, $\underline{p}$<.01]. The "What Would You

Do If?" questionnaire results indicated a significant improvement in the ability to apply behavior skills to problem situations [chi-square (1, N=79)=9.49, $p<.01$]. The Behavioral Principles Test required fairly technical answers; the scores were significantly improved with the majority in the 80-90% range. Although no statistical analyses of the results were completed, the Student Evaluation Scale reflected that the program was rated highly by the majority of students.

For the 3 year duration, the self-management program was effective in teaching the majority of students how to reduce their frequency of detentions. The t-test results of students who had been in the program for a year and remained in school were statistically significant. The results indicated a significantly lower frequency of detention after 2 years in the self-management program [1979-1980 $M=43$, 1980-1981 $M=26.9$ $t(18)=5.469$ $p<.001$; 1980-1981 $M=38.6$, 1981-1982 $M=27.6$ $t(16)=2.8$ $p<.001$].

Kim and Lindren (1990) reported the results of a study using the self-management program with 36 at-risk adolescents who received 8 weeks of training in self-management. A pretest and posttest was administered to evaluate the program effectiveness of the students' locus of control, self-esteem and behavior analysis problem-solving skills.

The "What Would You Do If?", Nowicki and Strickland's

Locus of Control Scale (N-SLCS), and the Coopersmith Self-Esteem Inventory were the dependent measures administered. The "What Would You Do If" indicated significant changes in the ability to apply behavior change skills to problem situations [pretest M=4.94, posttest M=6.36, $t(35)$=-4.91, p<.0001]. The t-test for the N-SLCS revealed a significant change towards a more internal locus of control [pretest M=16.00, posttest M=12.94, $t(35)$=4.31, p<.001]. The Coppersmith (SEI) pretest and posttest differences were not significant [pretest M=60.89, posttest M=61.29, $t(34)$=-0.33 p<.75).

A pilot study by Hamilton and Brigham (1988) investigated self-esteem and problem solving skills of 9 adolescents to evaluate the effects of drug and alcohol use. Of the 9 students, 7 were males and 2 were females (8 freshmen and 1 sophomore). There was also a control group of 11 students, 5 males and 6 females (7 freshmen, 4 sophomores).

The Behavior Principle Inventory, "What Would You Do If?", Youth Behavior Inventory (YBI), Parent Evaluation Form and Coopersmith Self-Esteem Inventory were the dependent measures administered. The Behavior Principle Inventory reflected an 80% mastery level of material covered in the program (M=18.844, SD=.98). The "What Would You Do IF?" reflected a 91% mastery level (M=9.11, SD=.78). The YBI results indicated a larger number of

positive changes in the experimental than the control group. The following results of the YBI and Coppersmith were cited by Hamilton and Brigham (1988).

> Experimental group went from M=103, SD=18.93 at the baseline to M=110, SD=13.66 at posttesting, with a mean difference score of +7, SD=8.41, while the control group went from M=101.45, SD=14.35 to M=104.64, SD=16.12, with a mean difference score of +3.18, SD=7.1... Out of a possible 25 points for positive responses on the Coopersmith Self Esteem Inventory, the experimental group went from a baseline mean of M=14.89, SD=5.69 to a posttest of M=19, SD=4.85, with the mean difference of +4.11, SD=4.59. The control group scores were M=16.09, SD=5.74 for baseline of M=17.55, SD=4.8 for posttest, with a mean difference score of +1.45, SD=2.42. (pp. 11 and 12).

The parents' evaluation regarding specific behavior change was as follows: 1 reported positive change in 3 or more behaviors, 5 reported positive change in 1 or 2 behaviors, 3 reported no change, and none reported negative change. When asked to rate their children's general ability to handle problems, 5 parents reported their children had improved, 3 reported no change, and 1 that their child's behavior had worsened.

Brigham (1989) also had positive results in using a

self-management program with adolescents in overcoming disorders such as fear of public speaking, low self-esteem, smoking and poor eating habits.

The researcher found no studies pertaining to gender, family structure, perception of the family and effectiveness in self-management programs. However, in the literature reviewed, it was reported that self-management programs were effective in dealing with a variety of adolescent difficulties. For example, the data indicated a decrease in behaviors such as disruptive behavior, detentions, and tobacco usage, and an increase in behaviors such as learning course information, internal locus of control, grade point average, awareness of problem-solving, decision-making and frequency of medical regimen.

Statement of the Problem

The purpose of the researcher was to investigate selected variables and a self-management program for adolescents.

Importance of the Research

Research has shown that self-management programs have benefited adolescents with a variety of disorders. However, no literature was found pertaining to gender, family structure and perception of family. The increasing number of divorces and dysfunctional families in the society alarm many professionals. However, it is not always apparent that the "normal" family structure is the

best situation for children. It may be that adolescents in single or blended families will learn how to manage their behavior more effectively because of the adjustments they have already encountered. In addition, adolescence is a time when individuals are seeking to become more individualized. Because of this, parents-adolescent conflicts are common. Investigating these variables will supply missing information. The study will evaluate how adolescents' family structures and perception of families reflect on the outcomes of the self-management program.

The results of the present study provided information pertaining to the following questions:

1. Is there an association between participant status and effectiveness of a self-management program?

2. Is there an association between gender and effectiveness of a self-management program?

3. Is there an association between cumulative grade point average and effectiveness of a self-management program?

4. Is there an association between family structure and effectiveness of a self-management program?

5. Is there an association between perception of family and effectiveness of a self-management program?

Composite Null Hypotheses

Each of the hypotheses was tested at the .05 level.

1. The differences among the adjusted posttest mean

Youth Behavior Inventory scores (with pretest scores as the covariant measures) for participants in a self-management study according to participant status will not be statistically significant.

2. The differences among the adjusted posttest mean Youth Behavior Inventory scores (with pretest scores as the covariant measures) for participants in a self-management program according to gender will not be statistically significant.

3. The differences among the adjusted posttest mean Youth Behavior Inventory scores (with pretest scores as the covariant measures) for participants in a self-management program according to cumulative grade point average will not be statistically significant.

4. The differences among the adjusted posttest mean Youth Behavior Inventory scores (with pretest scores as the covariant measures) for participants in a self-management program according to family structure will not be statistically significant.

5. The differences among the adjusted posttest mean Youth Behavior Inventory scores (with pretest scores as the covariant measures) for participants in a self-management program according to perception of family will not be statistically significant.

Definition of Variables

Independent Variables

The independent variables were obtained from the students responses on a Demographic Background Form, Perception of Family and Self-Concept Inventories.

Participation Status - Two Levels

Level One -- Participation, and

Level Two -- No Participation (Control).

Gender - Two Levels

Level One -- Male, and

Level Two -- Female.

Cumulative Grade Point Average - Levels determined post hoc.

Family Structure - Levels determined post hoc.

Perception of Family - Levels determined post hoc.

Dependent Variables

Scores from the following instruments were employed as dependent variables:

1. Youth Behavior Inventory [(Student), 29 items, 29 - 145]
2. Youth Behavior Inventory [(Parent), 23 items, 23 - 115]
3. Youth Behavior Inventory [(Teacher), 23 items, 23 - 115]
4. What Would You Do If?, (10 items, 0 - 10), and
5. Self-Concept Inventory (15 items, 0 - 15).

Covariant Variables

Pretest scores from the following variables were employed as covariant measures:

1. Youth Behavior Inventory [(Student), 29 items, 29 - 145]
2. Youth Behavior Inventory [(Parent), 23 items, 23 - 115]
3. Youth Behavior Inventory [(Teacher), 23 items, 23 - 115]
4. What Would You Do If?, (10 items, 0 - 10), and
5. Self-Concept Inventory (15 items, 0 - 15).

Limitations

The following conditions might have effected the results of the study:

1. the sample was not randomized,
2. subjects were from two high schools, and
3. sample size.

Methodology

Subject & Setting

The students were selected from two northwest Kansas high schools in a rural community of approximately 17,000 residents. There were two self-management groups selected from both area high schools. The first self-management group was students from a public high school with an enrollment of approximately 900 students. The students who participated were identified by a list of names from

teacher referrals and student volunteers from a seventh hour study period. The second self-management group was students from a parochial high school with an enrollment of approximately 330. The students who participated were those enrolled in a first-hour study skills class. In combining the referrals and volunteers from both high schools, 19 students (11 males, 8 females) made up the experimental group. This experimental group consisted of 2 freshmen, 6 sophomores, 6 juniors and 5 seniors. The control group from the public high school consisted of 8 volunteers from the seventh hour study period. The control group from the parochial high school consisted of 11 volunteers from a sociology class. In combining the control group from both high schools 19 students (6 males, 13 females) made up the control group. This control group consisted of 2 freshmen, 4 sophomores, 6 juniors and 7 seniors.

Instruments

Seven instruments were employed. They were the following: Demographic Background Form, Youth Behavior Inventory for Parents, Youth Behavior Inventory for Teachers, Youth Behavior Inventory for Students, "What Would You Do If?", Perception of Family and Self-Concept Inventories.

Demographic Background Form. (Appendix D). The Demographic Background Form consisted of 3 questions. They

addressed gender, cumulative grade point average and family structure.

Youth Behavior Inventory. (Appendix E). The Youth Behavior Inventory consisted of three forms - Parents, Teachers, and Students, and used a Likert-type response scale. The 5-point scale ranged from "not at all, to "very much". It was developed from the Youth Behavior Rating Scale used at the Achievement Place (Wolf, 1978). The Youth Behavior Inventory for Students contained items such as "I interrupt adults when they are talking" or "I am on time for class". The Youth Behavior Inventory for Parents and The Youth Behavior Inventory for Teachers were similar to the student's inventory except it contained 23 items and the pronoun "I" was changed to the "He/She" (e.g. "He/She is rude to friends").

What Would You Do If? (Appendix F). This instrument consisted of 10 multiple-choice items addressing a variety of problem situations and alternative solutions. The purpose of the instrument is to measure the conceptual generalizations of self-management principles to novel situations. The reliability and validity were found concurrently.

Perception of Family and Self-Concept Inventories. (Appendix G). The inventory by Dr. Thomas S. Parish (Parish & Taylor, 1978), Personal Attribute Inventory for Children-(PAIC) was used for two different measures. The

researcher used the PAIC to assess the students' attitudes and perceptions of their family (e.g. Perception of Family Inventory) and to assess the students' attitudes and feeling towards themselves (e.g. Self-Concept Inventory). Each inventory consisted of a word list containing 48 adjectives (24-positive, 24 negative) alphabetically arranged. The students were to select 15 words from the Perception of Family Inventory that they felt describe their family and 15 words from the Self-Concept Inventory that they felt best described themselves.

The test-retest reliability coefficients reported by Parish and Taylor (1978), indicated that when compared to Piers-Harris Children's Self Concept Scale (PHCSCS), Parish's Personal Attribute Inventory for Children (PAIC) seemed to be about equally reliable (PHCSCS, r=.85, p<.001; PAIC, r=.83, p<.001). In the same study, the validity coefficients indicated a correlation of .67 between the instruments.

Design

A pretest posttest control group design was employed. Five composite null hypotheses were tested. The independent variables investigated were participation status, gender, cumulative grade point average, family structure and perception of family. The design employed with each composite null hypothesis was an one-way analysis of covariance.

McMillian & Schumacher (1984) cited 10 threats to internal validity. These threats were dealt with in the following ways in the present study:

1. history --a pretest posttest design was employed;

2. selection --the subjects were referred and/or volunteered to either the control or experimental group;

3. statistical regression -- did not apply because subjects were not extreme;

4. testing -- instruments were administered by standard procedures;

5. instrumentations --the same pretests and post-tests were administered to subjects;

6. mortality --did not pertain because all subjects completed the study;

7. maturation --a pretest posttest design was employed;

8. diffusion of treatment --one instructor was involved in the intervention; a recognized program was followed (Appendix I);

9. experimental bias --one instructor implemented the intervention and data were collected following standard procedures; and

10. statistical conclusion --sample was not random; therefore, the results should be generalized only to similar groups.

The threats to external validity (McMillian & Schum-

acher, 1984) were dealt with in the following ways in the present study:

1. population external validity --it was limited because there was no random sampling and the samples were restricted to two high schools; and

2. ecological external validity -- the intervention and data collecting procedures could be implemented in many educational environments.

Implementation Procedures

A written proposal and cover letter was sent to each of the high schools' administrators and guidance counselor(s) for evaluation (Appendix A). A meeting was scheduled with both high schools to discuss the principles and details of the program. At this meeting, teachers and guidance counselors were asked to refer names of students they felt could benefit from the group.

Upon approval of the self-management program at the public high school, a flyer was distributed. The flyer (Appendix H) served three purposes: 1) announced the group to the students, 2) explained basic information about the group, and 3) enhanced curiosity and interest for volunteers. Three weeks prior to the start of the group in the first high school, the researcher and a colleague went into the 7th hour period and discussed the self-management group. A sign-up list was distributed for any students interested in participating. Each student

whose name was referred or volunteered was selected for the experimental group.

The parochial high school's meeting involved getting subjects. The guidance counselor suggested that the group be implemented to students enrolled in the study skills class. This was discussed and permission was given by the principal and the teacher to allow the self-management program to be implemented once a week during the study skills class time.

Letters (Appendix B) were sent to the students and their parent(s) who were involved in the experimental groups. The letters for the students in the experimental group welcomed them to the group and explained information about the group. The students' parents were sent letters explaining the self-management group. Permission slips were enclosed in the parents' letters to sign before their child could participate. The self-management programs consisted of 55 minute sessions that were implemented once a week for 15 weeks (Appendix C for detailed program).

Data Collecting Procedures

The researcher and a colleague administered the instruments to the students in the experimental and control groups. The Demographic Background Forms were color-coded (experimental-white, control-ivory) to distinguish between the students in the experimental and control groups. Numbers were used to match up the pretests

and posttests of the students', teachers', and parents' inventories and for confidentiality purposes. The following five pretests were given to each group: Demographic Background Forms, Youth Behavior Inventory for Students, "What Would You Do If?", Perception of Family and Self-Concept Inventories. The students were asked to complete the instruments by making responses which depicted their knowledge and feelings. A copy of the pretest, The Youth Behavior Inventory for Parents, was mailed to the parents whose children were in the experimental group. A letter (Appendix B) explaining the group, procedures for completing the pretest and a self-addressed stamped envelope were enclosed with each pretest. A copy of the pretest, Youth Behavior Inventory for Teachers, and envelopes were hand-delivered to the teachers whose students were involved in the experimental group. Each teacher was informed orally by the researcher and colleague to enclose the completed pretest in the provided envelope and return it to the guidance office.

After the last self-management group session, the experimental and control groups were given the following 3 posttests: Youth Behavior Inventory for Students, "What Would You Do If?", and Self-Concept Inventory. The same instructions as in the pretest were given. Again, the students were asked to complete the instruments by making responses which depicted their knowledge and feelings.

The same format as in the pretests was used to administer the posttests for the parents and teachers. The parents were mailed the posttests, Youth Behavior Inventory for Parents, letters explaining the posttests procedures, and self-addressed stamped envelopes. The teachers' posttests, Youth Behavior Inventory for Teachers, and envelopes were hand-delivered by the researcher. The instructions were to return the posttest in the provided envelope to the guidance counselor's office.

Research Procedures

Literature pertaining to the topic was found at Forsythe Library at Fort Hays State University (FHSU). Additional materials were sent by the author, Dr. Thomas A. Brigham, whose self-management program (manual and student text) was used in this study (Appendix J).

The following steps were implemented:

1. reviewed related literature,
2. sent program proposal to high school for evaluation,
3. wrote research proposal,
4. defended the research proposal,
5. scheduled meeting with principal and guidance counselors about getting referrals/volunteers,
6. received names of referrals/volunteers for control or experimental group,
7. administered the pretest to students, parents and teachers,

8. conducted the intervention consisting of 15 group sessions,
9. administered the posttest to students, parents and teachers,
10. analyzed the test scores,
11. wrote final thesis,
12. defended the final thesis, and
13. edited the final document.

Data Analysis

The following were compiled:

1. appropriate descriptive statistics,
2. one-way analysis of covariance, and
3. least squared tests of adjusted post-means.

Results

The purpose of the researcher was to investigate selected variables and a self-management program with adolescents. The independent variables were group participation status, gender, cumulative grade point average, family structure and perception of family. The dependent variables were scores from the following: Youth Behavior Inventory for Student, Youth Behavior Inventory for Parent, Youth Behavior Inventory for Teacher, What Would You Do If? and Self-Concept Inventory. The total sample size consisted of 38. The experimental and control group each contained 19. Five composite null hypotheses were tested. The design employed for each composite null hypothesis was

an one-way analysis of covariance. The results section was organized according to the composite null hypotheses for ease of reference. Information pertaining to each composite null hypothesis was presented in a common format.

It was hypothesized in composite null hypothesis number one that the differences among the adjusted posttest mean and the Youth Behavior Inventory scores (with pretest scores as the covariant measures) for participants in a self-management study according to participant status would not be statistically significant. Information pertaining to composite null hypothesis number one was presented in Table 1. The following were cited in Table 1: variables, group size, pretest mean, pretest standard deviation, posttest mean, posttest standard deviation, adjusted posttest mean, F value, and p level.

Table 1: A comparison of the adjusted posttest mean Youth Behavior Inventory scores (with pretest scores as the covariant measures) for participants in a self-management study according to participant status employing one-way analysis of covariance.

Variable	n	Pretest M	Pretest S	Posttest M	Posttest S	Adjusted Post M	F Value	p Level
Participant Status				Youth Behavior Inventory-Student**				
Participant	19	104.6	11.69	105.5	14.48	109.7		
							0.09	.7680
Nonparticipant	19	114.9	11.50	113.2	8.76	108.9		
Homogeneity of Regression							6.23	.0175
Participant Status				What Would You Do If?***				
Participant	19	5.8	2.02	5.3	1.85	5.1		
							0.01	.9966
Nonparticipant	19	5.2	1.56	4.9	1.47	5.1		
Homogeneity of Regression							3.24	.0808
Participant Status				Self Concept Inventory***				
Participant	19	10.2	2.89	11.1	4.03	11.3		
							3.42	.0730
Nonparticipant	19	11.9	3.25	13.5	1.95	13.2		
Homogeneity of Regression							2.93	.0951

*The greater the value the greater the attribute.

**The possible scores and the theoretical means were the following: Youth Behavior Inventory-Student (29-145,87), Youth Behavior Inventory-Parent (23-115,69) and Youth Behavior Inventory-Teacher (23-115,69).

***The possible scores were the following: What Would You Do If? (0-10) and the Self Concept Inventory (0-15 the higher the number the more positive the value).

None of the 5 p values was statistically significant at the .05 level; therefore, the null hypotheses for the comparisons were retained. The results cited in Table 1 indicated no association between the independent variable and dependent variables. The assumption of homogeneity of regression was met for all comparisons except the dependent variable Youth Behavior Inventory for Student.

It was hypothesized in composite null hypothesis number two that the differences among the adjusted posttest mean and the Youth Behavior Inventory scores (with pretest scores as the covariant measures) for participants in a self-management program according to gender would not be statistically significant. Information pertaining to composite null hypothesis number two was presented in Table 2. The following were cited in Table 2: variables, group size, pretest mean, pretest standard deviation, posttest mean, posttest standard deviation, adjusted posttest mean, F value, and p level.

Table 2: A comparison of the adjusted posttest mean Youth Behavior Inventory scores (with pretest scores as the covariant measures) for participants in a self-management study according to gender employing one-way analysis of covariance.

Variable	n	Pretest M*	Pretest S	Posttest M	Posttest S	Adjusted Post M	F Value	p Level
Gender				Youth Behavior Inventory-Student**				
Female	8	107.1	14.62	104.3	19.79	101.4[a]		
							4.65	.0467
Male	11	102.7	9.34	106.5	10.05	108.5[b]		
	Homogeneity of Regression						3.32	.0883
Gender				Youth Behavior Inventory-Parent**				
Female	8	80.6	17.95	87.1	14.62	89.5		
							1.58	.2280
Male	10	85.5	22.21	87.2	21.81	85.3		
	Homogeneity of Regression						1.79	.2022
Gender				Youth Behavior Inventory-Teacher**				
Female	8	84.8	21.60	88.4	18.64	92.5		
							0.48	.4967
Male	11	94.8	14.77	92.8	11.02	89.8		
	Homogeneity of Regression						2.47	.1367
Gender				What Would You Do If?***				
Female	8	6.4	1.77	5.1	2.17	4.9		
							0.05	.4916
Male	11	5.4	2.16	5.4	1.69	5.5		
	Homogeneity of Regression						0.01	.7240
Gender				Self Concept Inventory***				
Female	8	11.3	2.38	10.3	5.52	9.4		
							2.15	.1327
Male	11	9.5	3.01	11.6	2.66	12.2		
	Homogeneity of Regression						0.02	.8884

*The greater the value the greater the attribute.

**The possible scores and the theoretical means were the following: Youth Behavior Inventory-Student (29-145,87), Youth Behavior Inventory-Parent (23-115,69) and Youth Behavior Inventory-Teacher (23-115,69).

***The possible scores were the following: What Would You Do If? (0-10) and the Self Concept Inventory (0-15 the higher the number the more positive the value).

[ab]Difference statistically significant at the .05 level according to least squared tests of adjusted posttest means.

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One of the 5 p values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The results cited in Table 2 indicated males rated themselves significantly higher than females for the dependent variable Youth Behavior for Student. The assumption of homogeneity of regression was met for all comparisons.

It was hypothesized in composite null hypothesis number three that the differences among the adjusted posttest mean and the Youth Behavior Inventory scores (with pretest scores as the covariant measures) for participants in a self-management program according to cumulative grade point average would not be statistically significant. Information pertaining to composite null hypothesis number three was presented in Table 3. The following were cited in Table 3: variables, group size, pretest mean, pretest standard deviation, posttest mean, posttest standard deviation, adjusted posttest mean, F value, and p level.

Table 3: A comparison of the adjusted posttest mean Youth Behavior Inventory scores (with pretest scores as the covariant measures) for participants in a self-management study according to cumulative grade point average employing one-way analysis of covariance.

Variable	n	Pretest M	Pretest S	Posttest M	Posttest S	Adjusted Post M	F Value	p Level
Grade Point Average				Youth Behavior Inventory-Student**				
High	6	102.5	10.43	100.7	16.05	102.8		
							1.06	.3180
Low	13	105.5	12.51	107.8	13.78	106.8		
Homogeneity of Regression							1.79	.2003
Grade Point Average				Youth Behavior Inventory-Parent**				
High	6	84.5	18.79	89.7	13.72	88.7		
							0.39	.5399
Low	12	82.8	21.37	85.9	20.84	86.4		
Homogeneity of Regression							2.08	.1711
Grade Point Average				Youth Behavior Inventory-Teacher**				
High	6	97.5	17.07	97.7	10.86	93.1		
							0.64	.4358
Low	13	87.4	18.37	87.8	15.14	89.9		
Homogeneity of Regression							0.05	.8258
Grade Point Average				What Would You Do If?				
High	6	5.8	1.72	5.3	1.97	5.3		
							0.01	.9293
Low	13	5.8	2.20	5.2	1.88	5.2		
Homogeneity of Regression							1.05	.3208
Grade Point Average				Self Concept Inventory				
High	6	10.8	2.32	9.3	6.02	8.9		
							3.22	.0917
Low	13	9.9	3.09	11.8	2.67	12.0		
Homogeneity of Regression							0.01	.9333

*The greater the value the greater the attribute.

**The possible scores and the theoretical means were the following: Youth Behavior Inventory-Student (29-145,87), Youth Behavior Inventory-Parent (23-115,69) and Youth Behavior Inventory-Teacher (23-115,69).

***The possible scores were the following: What Would You Do If? (0-10) and the Self Concept Inventory (0-15 the higher the number the more positive the value).

None of the 5 p values was statistically significant at the .05 level; therefore, the null hypotheses for the comparisons were retained. The results cited in Table 3 indicated no association between the independent variable and dependent variables. The assumption of homogeneity of regression was met for all comparisons.

It was hypothesized in composite null hypothesis number four that the differences among the adjusted post-test mean and the Youth Behavior Inventory scores (with pretest scores as the covariant measures) for participants in a self-management program according to family structure would not be statistically significant. Information pertaining to composite null hypothesis number four was presented in Table 4. The following were cited in Table 4: variables, group size, pretest mean, pretest standard deviation, posttest mean, posttest standard deviation, adjusted posttest mean, F value, and p level.

Table 4: A comparison of the adjusted posttest mean Youth Behavior Inventory scores (with pretest scores as the covariant measures) for participants in a self-management study according to family structure employing one-way analysis of covariance.

Variable	n	Pretest M	Pretest S	Posttest M	Posttest S	Adjusted Post M	F Value	p Level
Family Structure				Youth Behavior Inventory-Student**				
Intact	8	105.5	15.18	106.9	16.42	105.9		
							0.03	.8636
Other	11	103.9	9.14	104.5	13.65	105.3		
Homogeneity of Regression							0.42	.5244
Family Structure				Youth Behavior Inventory-Parent**				
Intact	8	83.9	14.24	81.6	16.68	85.3		
							0.97	.3393
Other	10	89.8	21.61	84.7	23.12	88.6		
Homogeneity of Regression							0.02	.8978
Family Structure				Youth Behavior Inventory-Teacher**				
Intact	8	85.3	20.04	87.5	17.93	91.1		
							0.01	.9316
Other	11	94.5	16.50	93.5	11.50	90.8		
Homogeneity of Regression							2.00	.1772
Family Structure				What Would You Do If?				
Intact	8	5.5	2.67	4.8	2.05	4.8		
							0.76	.3948
Other	11	6.0	1.48	5.6	1.69	5.6		
Homogeneity of Regression							3.19	.0944
Family Structure				Self Concept Inventory				
Intact	8	10.9	3.72	12.9	2.90	12.5		
							2.20	.1572
Other	11	9.7	2.05	9.7	4.34	10.0		
Homogeneity of Regression							0.09	.7708

*The greater the value the greater the attribute.

**The possible scores and the theoretical means were the following: Youth Behavior Inventory-Student (29-145,87), Youth Behavior Inventory-Parent (23-115,69) and Youth Behavior Inventory-Teacher (23-115,69).

***The possible scores were the following: What Would You Do If? (0-10) and the Self Concept Inventory (0-15 the higher the number the more positive the value).

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None of the 5 p values was statistically significant at the .05 level; therefore, the null hypotheses for the comparisons were retained. The results cited in Table 4 indicated no association between the independent variable and dependent variables. The assumption of homogeneity of regression was met for all comparisons.

It was hypothesized in composite null hypothesis number five that the differences among the adjusted post-test mean and the Youth Behavior Inventory scores (with pretest scores as the covariant measures) for participants in a self-management program according to perception of family would not be statistically significant. Information pertaining to composite null hypothesis number five was presented in Table 5. The following were cited in Table 5: variables, group size, pretest mean, pretest standard deviation, posttest mean, posttest standard deviation, adjusted posttest mean, F value, and p level.

Table 5: A comparison of the adjusted posttest mean Youth Behavior Inventory scores (with pretest scores as the covariant measures) for participants in a self-management study according to perception of family employing one-way analysis of covariance.

Variable	n	Pretest M	Pretest S	Posttest M	Posttest S	Adjusted Post M	F Value	p Level
Perception of Family			Youth Behavior Inventory-Student**					
High	6	103.7	9.44	104.7	16.59	105.6		
Moderate	6	107.3	17.13	109.7	17.76	106.8	0.14	.8705
Low	7	103.0	8.93	102.7	16.48	104.4		
Homogeneity of Regression							0.86	.4450
Perception of Family			Youth Behavior Inventory-Parent**					
High	6	86.8	10.5	91.0	3.52	88.0		
Moderate	5	97.4	14.7	98.6	11.33	86.6	0.06	.9432
Low	7	70.3	22.9	75.7	24.29	86.9		
Homogeneity of Regression							8.14	.0058
Perception of Family			Youth Behavior Inventory-Teacher					
High	6	80.0	21.32	89.0	17.47	90.7		
Moderate	6	94.0	16.82	97.7	11.83	95.4	2.00	.1704
Low	7	89.9	18.83	86.9	13.55	87.3		
Homogeneity of Regression							0.43	.6600
Perception of Family				What Would You Do If?				
High	6	5.7	2.16	5.2	1.33	5.2		
Moderate	6	6.0	1.67	6.0	1.79	5.9	0.71	.5087
Low	7	5.7	2.43	4.7	2.29	4.7		
Homogeneity of Regression							0.52	.6083
Perception of Family				Self Concept Inventory				
High	6	12.0	2.00	12.3	4.08	11.3		
Moderate	6	9.3	2.88	10.7	2.25	11.2	2.64	.1249
Low	7	9.4	3.05	10.3	5.31	10.8		
Homogeneity of Regression							0.03	.9738

*The greater the value the greater the attribute.

**The possible scores and the theoretical means were the following: Youth Behavior Inventory-Student (29-145,87), Youth Behavior Inventory-Parent (23-115,69) and Youth Behavior Inventory-Teacher (23-115,69).

***The possible scores were the following: What Would You Do If? (0-10) and the Self Concept Inventory (0-15 the higher the number the more positive the value).

None of the 5 p values was statistically significant at the .05 level; therefore, the null hypotheses for the comparisons were retained. The results cited in Table 4 indicated no association between the independent variable and dependent variables. The assumption of homogeneity of regression was met for all comparisons except the dependent variable Youth Behavior Inventory for Parent.

Discussion

Summary

The purpose of the researcher was to investigate selected variables and a self-management program with adolescents. The independent variables were group participation status, gender, cumulative grade point average, family structure and perception of family. The dependent variables were scores from the following: Youth Behavior Inventory for Student, Youth Behavior Inventory for Parent, Youth Behavior Inventory for Teacher, What Would You Do If? and Self-Concept Inventory. The total sample size consisted of 38. The experimental and control group each contained 19. Five composite null hypotheses were tested. The design employed for each composite null hypothesis was an one-way analysis of covariance. A total of 23 comparisons were made. Of the 23 comparisons, one was statistically significant at the .05 level. The statistically significant comparison was for the independent variable gender and the dependent variable Youth Behavior

Inventory for Student. The results of the statistically significant comparison indicated males rate themselves higher than females for dependent variable Youth Behavior Inventory for Student.

Related Literature and Results of Present Study

The studies by Gross, Brigham, Hopper & Bologna (1980) and Wood and Brigham (1987) pertaining to an increase in grade point averages were not supported by the present study. The results of the present study indicated no significant change in grade point average.

The studies by Hamilton and Brigham (1988) and Barrish, Sauders & Wolf (1969) pertaining to participant status were not supported by the results of the present study. There was no significant change in the experimental group from the control group pertaining to participant status. Two of the instruments (Youth Behavior Inventory for Student, What Do You Do If?) were dependent variables in the study by Hamilton and Brigham (1988) and the present study. Hamilton and Brigham (1988) indicated significant change pertaining to participant status in the two instruments. The results of the two instruments in the present study did not support the study by Hamilton and Brigham (1988).

Generalizations

The results of the present study appeared to support the following generalization:

1. No association between participant status and effectiveness of a self-management program.

2. Males had a higher change in selected reported behavior (Youth Behavior Inventory for Students).

3. No association between cumulative grade point average and effectiveness of a self-management program.

4. No association between family structure and effectiveness of a self-management program.

5. No association between perception of family and effectiveness of a self-management program.

Recommendations

The results of the present study appeared to support the following recommendations:

1. The study should be replicated with a large random sample.

2. The study should be replicated covering a longer intervention interval.

3. The study should be replicated with more frequency intervention meetings.

4. The study should be replicated with a large group who totally volunteer.

5. The study should be replicated with a follow-up assessment.

6. The study should be replicated with male and female groups separated for gender role identity.

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Appendixes

Appendix A

Cover Letter and

Program Proposal

HHS & TMP

Name
Hays High School
Hays, KS 67601

Dear Name:

The Fort Hays State University counseling program is interested in establishing a Self-Management group for your high school. The program's purpose is to help develop and build strong self-management skills for high school freshmen.

Our efforts are to increase the students' knowledge and effectiveness in dealing with everyday decisions. With sound self-management skills a student will be able to choose alternatives to benefit them in a variety of situations.

Renard Hagerman and I will be the group leaders, under the supervision of Dr. Warren Shaffer, who has many years of experience in group counseling. We are both currently graduate students in the counseling program with an emphasis in the school counseling field at Fort Hays State University.

The enclosed proposal explains the purpose, objectives, materials and details of the program's format. We are extremely excited about the program. With your consent, we will be starting this 15 week program in January.

We hope you will take this opportunity to allow us in helping your students to become independent "managers" of their own lives. We will be calling you to set-up an appointment to discuss this matter further.

Thank you for your consideration. If you have any questions before our meeting please feel free to contact us at any time.

Sincerely,

Ms. Eva Junk	Mrs. Renard Hagerman	Dr. Warren Shaffer
625-9145	625-9138	628-4413

Self-Management for Adolescents (A Skills Training Program)

A Educational Proposal

submitted to

Administration and Counseling Staff
High School
Hays, Kansas

by

Dr. Warren Shaffer
Ms. Eva Junk
Ms. Renard Haggerman

Self-Management for Adolescents (A Skills Training Program)

I. Purpose

The purpose of the program is to enhance the self-management skills of adolescents. An adolescent with strong self-management skills is able to identity and alter potential problems independently. Such skills will allow students to determine what is appropriate behavior in various circumstances. Furthermore, helping adolescents become "managers" of their own behavior can increase self-worth and respect, personal relationships, and effective behavior.

Our main goal for the program is for adolescents to translate the self-management skills to specific concrete concepts and procedures that he/she can master and use effectively into his/her adult life.

II. Self-Management Model

The Self-Management Program was developed at Washington State University. The author, Thomas Brigham, devoted approximately 10 years of research to this concept. His model is focused on the individual adolescent and gives the adolescent a basis for understanding his/her own behavior.

III. Objectives

The main objective of this program is to provide instruction, practice and support that will enable students to change his/her own behavior. The overall program objectives presented in the instructor's guide are as follows:

1. Teach the basic concepts and procedures of behavior analysis so they are relevant to the student's everyday life.

2. Teach the basic concepts of science as related to experimental methods and the analysis of ideas.

3. Give the student experience conducting psychological experiments and analyzing psychological concepts.

4. Give the student experience in successfully analyzing relevant self-management problems and conducting self-management projects.

IV. Program Implementations

A. Participants

We have selected the freshmen class as subjects to implement this Self-Management Program. It is in hopes that this program will be highly successful and be continued on a semester basis. Therefore choosing the freshmen class as our subjects, we will be able to follow-up yearly (for at least three years) with each student. In essence, creating not just a one-time study but a longitudinal study as well. This longitudinal study will benefit the program by allowing the insight for improvements and knowledge in developing a sound program.

The concepts behind this Self-Management Program focuses highly on operant conditioning (positive reinforcement). Therefore, in an effort to generate volunteers, each adolescent will be offered a major (e.g. baked goods-cakes, cookies, breads) and secondary (e.g. misc.-metals, coupons) reinforcement based on class performance.

Research Requirements

We will be asking for referrals (by letter) from the Guidance Counselors and Teachers from &High School&. Upon receiving their referrals, we will interview each student. By the interveiws, we will select a counseling group that will consist of students who will benefit the group. We are striving for at least 10-15 members for this group. (If we attain this number of students, we will have two self-management groups.)

Each student will be asked to complete (4) assessment instruments that will provide personal insight about each student. There will be two groups of students. One will be a control group that is randomly selected. The second will be an experimental group of students (group participants) who are referred or volunteered. Each group of students will take a pretest and posttest. These pretests and posttests will allow us to speculate the results of the program in two different angles. One angle is reviewing the pretest and posttest results between the control group and experimental group and the second is by the results of the pretests and posttests of the experimental group participants alone. Our aspiration is to be able to retest each student yearly from each group. (Retesting will be discussed at a later date - follow-up delayed posttest.)

Each parent and teacher will be asked to complete an pretest and posttest. This information will furnish us with inside information that will be beneficial in concentrating on some target behaviors. Furthermore we will be able to review the progress of each individual student by personal evaluation and posttest results.

Both teachers and parents involvement is very important in providing the positive feedback needed to maintain new behavior.

Confidentiality

Any appraisals, interviews or other information that we receive will be strictly confidential. This information will be for school personnel use only. In the formal writing of the research obtained about the program, no names will be used to reinsure this. The one exception when confidentiality could be broken is if we feel a student could be harmful to him/herself or others.

Program Location & Time

The program will last for 15 weeks. Each week there will be a one hour and thirty minute session. The sessions will be held from _____ to _____ (time of sesseions to be discussed). If possible the meeting place will be held at &High School&.

Format

The program materials consist of a student's workbook and instructor's guide. The student's workbook is divided into two separate sections: Part 1 - Principals and Procedures of Behavior Analysis and Part 2 - Applying Behavior Analysis Skills.

The first 10 weeks the instructors will implement the self-management units addressed in Part I. This section consists of 17 units that will be taught over a 10 week period. At the end of each unit, there is a study guide the class can review and discuss together. Each unit is as follow:

Unit 1: Measurement and Definition of Behavior

Objective: Teach the students the importance of objective information in understanding issues and resolving conflicts.

Unit 2: Measurement and Definition of Behavior Exercise

Objective: Give the students practice reading, graphing and interpreting data before they produce their own.

Unit 3: The Experimental Method

Objective: Teach the elements of an experiment and how an experiment can be used to test an idea.

Unit 4: A Psychological Experiment in Social Interaction

Objective: Conduct and analyze a psychological experiment.

Unit 5: Understanding Causes: The Relevance of the Experimental Method to Everyday Life

Objective: Convince the students that science and the experimental method in particular are essential for understanding our daily lives.

Unit 6: Operant Behavior and Consequences

Objective: Introduce the concepts of operant behavior and consequences

Unit 7: Reinforcement: Positive and Negative

Objective: Teach the scientific definition of positive and negative reinforcement, and provide enough relevant examples so that the students learn how these processes influence behavior.

Unit 8: Punishment and Response Cost

Objective: Teach the students scientific procedures of punishment and response cost and the social limitations of their use.

Unit 9: Extinction and Time-Out from Positive Reinforcement

Objective: Teach the students the concept of extinction and how to use the procedure of extinction. In addition, teach the students the procedures to time-out from positive reinforcement.

Unit 10: A Demonstration Experiment Using Extinction and the Reinforcement of Incompatible Responses

Objective: Conduct and analyze an experiment using extinctions and the reinforcement of incompatible responses.

Unit 11: Shaping

Objective: Teach the students the procedure of shaping and how it can be used to teach new behavior.

Unit 12: Stimulus Control: Discrimination

Objective: Teach the student how discriminative stimuli influence behavior and how discriminative stimuli are produced.

Unit 13: Stimuli Control: Generalization

Objective: Demonstrate how our previous experience with discriminative stimuli helps us to respond to new situations.

Unit 14: An Experiment in Discrimination Training

Objective: Conduct and analyze an experiment in discrimination training.

Unit 15: Observation Learning: Modeling, Imitation, and Identification

Objective: Provide the student with information about how celebrities, idols, role models, and the like, can directly influence their own behavior. The task here is to make students aware of some subtle factors that affect their judgments of goals and aspirations.

Unit 16: Starting a Fad - "Do Elephants Really Pole-Vault?" A Demonstration of the Power of Observational Learning

Objective: This demonstration exercise is designed to be fun, and the major objective of the unit is simply that.

Unit 17: Classical Conditioning: Fear and Anxiety

Objective: Provide the students with a basic understanding of emotional responding and how what we call emotions can influence our overall behavior. In addition, it is important that the students learn how emotional responses are caused and what a person can do to eliminate or control them.

Part II will be implemented during the last five weeks. (Throughout the five weeks the student will be using the workbook as a reference.) The students will be involved in applying and using the procedures that have been learned in Part I. This final project is a self-management effort in which the students will be required to select a behavior of their own, analyze the factors influencing how often it occurs, and then develop and implement a program to change it.

VI. Evaluation of Students in Program

Four short instruments will be administrated to each student. Each will be given as a pretest and posttest. The tests are the following:

1. Behavior Principle Test (student form) (25 questions)

   Objective: To measure students' knowledge of applied behavior analysis and self-management.

2. Youth Behavior Inventory (3 forms-Teacher, Parent and Student) (29 questions)

   Objective: To identify responses that need to be modified

3. What Would You Do If? (Student form) (10 questions) 52

Objective: To measure the conceptual generalization of Self-Management principals to novel situations

4. MSLQ -(Motivated Strategies for Learning Questionnaire) (Student form) (31 questions)

Objective: To measure the motivation level and self-concept of each student

In presenting this Self-Management Program Proposal, we hope to gain your confidence and approval. We are very excited and eager to implement this program in your school. We feel it offers very many rewarding possibilities for students.

Appendix B

Letters to

Parents and Students

Date

Parent(s) Name
Adress
City, St Zip

Your (son/daughter) has signed up to be a member for our Self-Management class taking place this spring. This class will meet every Thursday from 2:15 to 3:05 starting January 30 for fifteen weeks.

During these sessions, the students will be involved in lessons and group activities. It is our desire during these sessions that your (son/daughter) has the opportunity to express (his/her) feelings and thoughts. Plus, learn new skills for developing and enhancing interpersonal self-management skills in a peer group atmosphere.

The Self-Management class has been approved by the Hays High School principal and guidance counselors. Renard Hagerman and I will be the group leaders, under the supervision of Dr. Warren Shaffer, who has many years of experience in group counseling. We are both currently graduate students in the counseling program with an emphasis in the school counseling field at Fort Hays State University.

If you feel your child can benefit from this program, please sign the permission slip enclosed and return it by February 1. In addition, please fill the enclosed Youth Behavior Inventory for Parents and return it using the enclosed envelop.

This Inventory and your child's group sessions and testing information will be strictly confidential. The records will be for researching the effectiveness of this group and is <u>not</u> apart of your child's school records. If you would like additional information about the self-management class, please feel free to contact one of the following instructors.

Thank you for your consideration.

Sincerely,

Ms. Eva Junk	Mr. Renard Hagerman	Dr. Warren Shaffer
1805 E 26th Apt	1313 MacArthur	FHSU
Hays, KS 67601	Hays, KS 67601	229 Rarick Hall
625-9145	625-9138	628-4413

==========

I give permission for _____ to participate in the Self-Management class described in this letter.

_____
Signature

Date

Parent(s) Name
Address
City, St Zip

Your (son/daughter) has been selected to be a member for our Self-Management class this spring. Our class will be taking place every Thursday from 8:30 to 9:22 starting January 30 for fifteen weeks.

During these sessions, the students will be involved in lessons and group activities. It is our desire during these sessions that your (son/daughter) has the opportunity to express (his/her) feelings and thoughts. Plus, learn new skills for developing and enhancing interpersonal self-management skills in a peer group atmosphere.

The Self-Management class has been approved by the Thomas More Prep Marian High School principal and guidance counselor. Renard Hagerman and I will be the group leaders, under the supervision of Dr. Warren Shaffer, who has many years of experience in group counseling. We are both currently graduate students in the counseling program with an emphasis in the school counseling field at Fort Hays State University.

We are asking you to please fill the enclosed Youth Behavior Inventory for Parents and return it using the enclosed envelop. This Inventory and your child's group sessions and testing information will be strictly confidential. The records will be for researching the effectiveness of this group and is <u>not</u> apart of your child's school records. If you would like additional information about the self-management class, please feel free to contact one of the following instructors.

Thank you for your consideration.

Sincerely,

Ms. Eva Junk	Mr. Renard Hagerman	Dr. Warren Shaffer
1805 E 26th Apt	1313 MacArthur	FHSU
Hays, KS 67601	Hays, KS 67601	229 Rarick Hall
625-9145	625-9138	628-4413

==========

I give permission for _____ to participate in the Self-Management class described in this letter.

_____
Signature

Date

Student's Name
Address
City St Zip

Dear Name:

We would like to welcome you to our self-management group. We are extremely excited about starting this group on increasing self-management skills. We feel by helping you increasing your self-management skills, you will become more confident problem-solvers and decision makers.

This program is focused on a group approach. The group will interact and grow as the weeks pass. The sessions will take place every Thursday from 2:15 to 3:05 starting January 23 and last for 15 weeks. The first 10 weeks the group will be involved in some reading and self-management projects. The last 5 weeks each of you will be involved in a self-management project of your own.

See you on the 23!!

Sincerely,

Ms. Eva Junk Mrs. Renard Hagerman Dr. Warren Shaffer

Appendix C

Implementation of Program

The self-management program used was designed by Thomas A. Brigham (1989). The author's student text entitled Managing Everyday Problems, was accompanied by the instructor's manual Self-Management for Adolescents: A Skills Training Program. The first ten weeks, the students were introduced to the self-management techniques covered in the student manual. Approximately two units per week were assigned. There were ten written units that ranged from three to five pages in length. The units and objective are discussed in the program proposal (See Appendix A page 4). These ten weeks consisted of reading units, completing written exercises developed for each unit and discussing them. The discussion was designed to enrich the concept area with examples from the students' own experiences.

During the last five weeks, each student became involved in implementing a individual self-management project. This project consisted of the students choosing a personal behavior for which they collected objective baseline data, noted antecedents and decided on consequences. The students that developed an intervention using the behavior self-management skills practiced in class. They collected data during the intervention period

and wrote a brief summary and conclusions about their experience. In doing this, the concepts learned in class could become personally relevant and useful.

In the last meeting, the three posttests and demographic sheet were given. The posttest for the teachers and parents were administered through letters and enclosed instruction. The data from the pretests and posttests was then compiled for the use of the researcher.

Appendix D

Demographic Sheet

Demographic Information

Please complete the following information:

Sex: _____Male _____Female

Are you participating in the Self-management class?

Yes: _____ No: _____

Your current cumulative grade point average is:

_____

Whom do you live with? (check one)

_____ Father only

_____ Mother only

_____ Mother and Father

_____ Mother and Stepfather

_____ Father and Stepmother

_____ Another relative or guardian

_____ On my own

Appendix E

Youth Behavior Inventories

Student, Parent, Teacher

Youth Behavior Inventory

Name_____

Date_____

On the next page, you are asked to decide how often you do the behavior described, If you do the behavior described a lot or in particular situations, then check under "very much". If, on the other hand, the behavior is something you never) or almost never) do, place a check mark under "not at all".

For example, if the statement "I frown a lot" is very accurate then place a "X" under "very much".

	not at all	a little	a fair much	much	very much
I frown a lot.					X

If you think you only frown an average or medium amount, then place a "X" under "fair amount".

	not at all	a little	a fair much	much	very much
I frown a lot.			X		

Finally if you seldom frown, you should place a "X" under "not at all".

	not at all	a little	a fair much	much	very much
I frown a lot.	X				

This is a confidential questionaire. After you complete it, the page with your name will be removed, and only the number will be used to identify your responses. In deciding how well a statement describes you, be as accurate as possible.

Thank you for your participation.

Number_____

	A. not at all	B. a little	C. a fair amount	D. much	E. very much
1. I am rude to friends					
2. I admit mistakes or errors I make.					
3. I show appreciation (e.g. saying "thank you") when someone does something for me.					
4. I interrupt adults when they are talking.					
5. I use foul language when talking to adults					
6. I respond with an odd facial expressions (e.g. disgust) when asked to do something.					
7. I pay close attention in class.					
8. I argue with friends.					
9. I listen carefully when teachers are talking.					
10. My performance in school is satisfactory or better.					
11. I tease people just to bother them.					
12. I yell, talk back, and curse when asked to do do something.					

	A. not at all	B. a little	C. a fair amount	D. much	E. very much
13. I get along with friends					
14. I disobey teachers					
15. I talk back to adults					
16. I fight with my sister and/or brother.					
17. I tell the truth when talking to adults.					
18. I offer to help teachers or others.					
19. I have to be yelled at by adults.					
20. I am late for appointments.					
21. I create disturbances in class by getting out of my seat, talking out of turn, or making noises.					
22. I an on time for class					
23. I am cooperative and volunteer to do homework chores (cleaning room, washing dishes)					
24. I do my homework					
25. I get into arguments					
26. I hand in assignments					
27. I lose my temper					

	A. not at all	B. a little	C. a fair amount	D. much	E. very much
28. I participate in class discussions.					
29. I take things that aren't mine.					

Youth Behavior Inventory for Parents

Name_____

Date_____

On the next page, you are asked to decide how often your child does the behavior described, if he/she does the behavior described a lot or in particular situations, then check under "very much". If, on the other hand, the behavior is something he/she never (or almost never) do, place a check mark under "not at all".

For example, if the statement "He\She frowns a lot" is very accurate then place a "X" under "very much".

	not at all	a little	a fair much	much	very much
He/She frowns a lot.					X

If you think your child you only frowns an average or medium amount, then place a "X" under "fair amount".

	not at all	a little	a fair much	much	very much
He\She frowns a lot.			X		

Finally if your child seldom frowns, you should place a "X" under "not at all".

	not at all	a little	a fair much	much	very much
He/She frowns a lot.	X				

This is a confidential questionaire. After you complete it, the page with your name will be removed, and only the number will be used to identify your responses. In deciding how well a statement describes your child, be as accurate as possible.

Thank you for your participation.

Number_____

	A. not at all	B. a little	C. a fair amount	D. much	E. very much
1. He/she rude to friends					
2. He/She admit mistakes or errors he/she makes					
3. He/She shows appreciation (e.g. saying thank you") when someone does somehing for him/her.					
4. He/She interrupts adults when they are talking.					
5. He/She used foul language when talking to adults.					
6. He/She responds with an odd facial expression (e.g. disgust) when asked to do something.					
7. He/She argues with friends.					
8. His\Her performance in school is satisfactory					
9. He\She teases people just to bother them.					
10.He/She yells, talks back, and curses when asked to do something					
11.He/She gets along well with friends.					
12.He/She talks back to adults.					

	A. not at all	B. a little	C. a fair amount	D. much	E. very much
13. He/She fights with his /her sibling or friends					
14. He/She tells the truth when talking to adults					
15. He/She offers to help parents or others.					
16. He/She has to be yelled at by adults.					
17. He/She is late for appointments.					
18. He/She is cooperative and volunteers to do household chores.					
19. He/She does his/her homework.					
20. He/She gets into arguments with adults.					
21. He/She hands in assign ments on time.					
22. He/She quickly loses his/her temper.					
23. He/She takes things that aren't his/hers.					

Youth Behavior Inventory for Teachers

Name_____

Date_____

On the next page, you are asked to decide how often this student does the behavior described, if he/she does the behavior described a lot or in particular situations, then check under "very much". If, on the other hand, the behavior is something he/she never (or almost never) do, place a check mark under "not at all".

For example, if the statement "He\She frowns a lot" is very accurate than place a "X" under "very much".

	not at all	a little	a fair much	much	very much
He/She frowns a lot.					X

If you think this student you only frowns an average or medium amount, then place a "X" under "fair amount".

	not at all	a little	a fair much	much	very much
He\She frowns a lot.			X		

Finally if this student seldom frowns, you should place a "X" under
"not at all".

	not at all	a little	a fair much	much	very much
He/She frowns a lot.	X				

This is a confidential questionaire. In deciding how well a statement describes your student, be as accurate as possible. After you have completed the Inventory, please put it in the provided envelop and return it to Kathy Spicer.

Thank you for your participation.

Number_____

	A. not at all	B. a little	C. a fair amount	D. much	E. very much
1. He/she rude to friends					
2. He/She admit mistakes or errors he/she makes					
3. He/She shows appreciation (e.g. saying thank you") when someone does somehing for him/her.					
4. He/She interrupts adults when they are talking.					
5. He/She used foul language when talking to adults.					
6. He/She responds with an odd facial expression (e.g. disgust) when asked to do something.					
7. He/She argues with friends.					
8. His\Her performance in school is satisfactory					
9. He\She teases people just to bother them.					
10. He/She yells, talks back, and curses when asked to do something					
11. He/She gets along well with friends.					
12. He/She talks back to adults.					

	A. not at all	B. a little	C. a fair amount	D. much	E. very much
13. He/She fights with his /her classmates.					
14. He/She tells the truth when talking to adults					
15. He/She offers to help you or others.					
16. He/She has to be yelled at by adults.					
17. He/She is late for appointments.					
18. He/She is cooperative and volunteers.					
19. He/She does his/her homework.					
20. He/She gets into arguments with adults.					
21. He/She hands in assign ments on time.					
22. He/She quickly loses his/her temper.					
23. He/She takes things that aren't his/hers.					

Appendix F

What Would You Do If?

What Would You Do If?

Number_____

Date_____

The following questions involve situations that sometimes happen in our lives. We would like to select the alternative that you believe would be the best solution to the problem.

1. **What would you do if you were getting into trouble for fighting with your sister?**
   a. Leave the room immediately if a fight starts and try to nice to her when is not bugging you.
   b. Keep track of how often she bugs you and then show her how unfair she is.
   c. Tell your parents that it is really her fault, and they shouldn't punish you.
   d. Tell your sister that you really do want to get along with her.

2. **What would you do if your teacher never paid any attention to you?**
   a. Smile whenever he/she looks at you.
   b. Tell the principal.
   c. Tell your parents.
   d. Wave your hand in his/her face.

3. **What would you do if you were getting an F in arithmetic because you never finished more that 2 problems per day, even though you could do 15 problems a day easily and really wanted to do more?**
   a. Tell yourself that you must try harder.
   b. Ask your parents to help you by asking them to do some of the problems.
   c. Tell you teacher that you can only do 2 problems.
   d. Record how many problems you do every day then add 1 or 2 problems to the amount you finished the day before.

4. **You and your mother always argue about when you are supposed to be home from school?**
   a. Don't worry because she usually stops yelling after 5 or 10 minutes.
   b. Be very friendly when you do get home, so maybe she won't yell as much.
   c. Complain to your dad to see if he can get her to stop bugging you.
   d. Try to work out a compromise so that you can get home late a couple to nights.

5. **Suppose you are very bashful and shy, but you really want to get to know the girl or boy that just moved in next door. What would you do?**
   a. Wave at the person when you see him/her. The next time, say "Hi". The next time go a little closer and ask "What is your name?" Continue this until you can ask more questions.
   b. Ask your mother to invite the person over to your house.
   c. Wait until some other kids are playing with the person outside on his/her bike and run into them with your bike.
   d. Wait until some other kids are playing with the person and then go joke around with them.

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6. **What would you do if you were afraid of all dogs, but you knew it was silly and wanted to be less afraid?**
   a. Force yourself to run up to the next dog you see and pet him.
   b. Ask your mother and father to buy you a dog.
   c. Tell yourself over and over, I am not afraid of dogs.
   d. When you see a dog, ask the owner if it is friendly and then sit down and call the dog until it comes to you. Tell yourself you are not afraid and the dog is friendly.

7. **You never answer any questions in class, and the teacher probably thinks you are pretty dumb. What can you do to make yourself answer a question once in awhile?**
   a. At the beginning of the week give $2.00 to a classmate who will give you back $.50 each time you answer a question. Any money left at the end of the week, the classmate will get to keep.
   b. Just keep quiet and hope you will find a simple question to answer.
   c. Tell you mother about your problem and have her talk to your teacher about calling on you in class.
   d. Ask the person next to you what the answer is so that you can raise your hand and answer.

8. **What do you do when a person is insulting to you most of the time and says nice things just once in awhile and you wish the person would always say nice things?**
   a. Ask the person to speak nicely to you.
   b. When the person is insulting you, look away; only talk to the person when he/she talks nicely to you.
   c. Hit the person whenever he/she insults you.
   d. Tell the teacher or your parents about the insulting comments.

9. **What do you do if you watch to watch TV all evening instead of doing you homework that is due in the morning?**
   a. Finish a part of your homework and then watch 1 half-hour of TV, then finish the rest of your homework and then watch TV until you have to go to bed.
   b. Tell your mother not to let you watch TV.
   c. Watch TV at night, then get up really early and try to finish your homework quickly.
   d. Forget about homework, watch TV, and tell your teacher that you had to go out with your parents.

10. **What do you do if you want to save money for Christmas presents, but you always spend it immediately for records, clothes, or other things?**
    a. Give all your money to your father to keep.
    b. Put half of the money you get each week into a bank and spend the rest. Repeat the procedure for several weeks, buying a present each time you have enough money, until you have all the presents.
    c. Spend the money and ask your mother for a loan at Christmas time.
    d. Save all your money in a bank until you have enough to buy all the presents you need.

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Appendix G

Perception of Family Inventory
and
Self Concept Inventory

Read through this list of words. Then put an X beside 15 words Which Best Describe Your Family.

___ Afraid	___ Happy
___ Angry	___ Healthy
___ Awkward	___ Helpful
___ Bad	___ Honest
___ Beautiful	___ Jolly
___ Bitter	___ Kind
___ Brave	___ Lazy
___ Calm	___ Lovely
___ Careless	___ Mean
___ Cheerful	___ Nagging
___ Complaining	___ Nice
___ Cowardly	___ Polite
___ Cruel	___ Pretty
___ Dirty	___ Rude
___ Dumb	___ Selfish
___ Fairminded	___ Show-off
___ Foolish	___ Strong
___ Friendly	___ Sweet
___ Gentle	___ Ugly
___ Gloomy	___ Unfriendly
___ Good	___ Weak
___ Great	___ Wise
___ Greedy	___ Wonderful
___ Handsome	___ Wrongful

Read through this list of words. Then put an X beside 15 words Which Best Describe You.

___ Afraid	___ Happy
___ Angry	___ Healthy
___ Awkward	___ Helpful
___ Bad	___ Honest
___ Beautiful	___ Jolly
___ Bitter	___ Kind
___ Brave	___ Lazy
___ Calm	___ Lovely
___ Careless	___ Mean
___ Cheerful	___ Nagging
___ Complaining	___ Nice
___ Cowardly	___ Polite
___ Cruel	___ Pretty
___ Dirty	___ Rude
___ Dumb	___ Selfish
___ Fairminded	___ Show-off
___ Foolish	___ Strong
___ Friendly	___ Sweet
___ Gentle	___ Ugly
___ Gloomy	___ Unfriendly
___ Good	___ Weak
___ Great	___ Wise
___ Greedy	___ Wonderful
___ Handsome	___ Wrongful

Appendix H

Self-Management Flyer

Poor Budgeting Skills

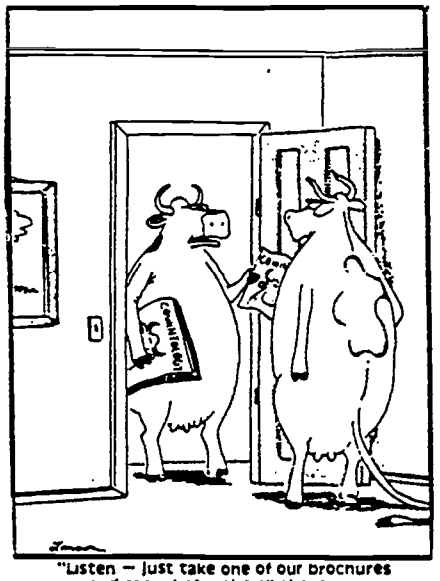
Poor Time Management

Low Motivation

Slacking Grades

Smoking

Negative Attitude



"Listen — just take one of our brochures and see what we're all about. . . . In the meantime, you may wish to ask yourself, 'Am I a happy cow?'"

Poor Study Skills

Fear of Public Speaking

Poor Weight Control

Disruptive Behavior

Vulgar Language

Impatience

ARE YOU IN CONTROL

??

COME JOIN OUR SELF-MANAGEMENT CLASS

WHAT: A SELF-MANAGEMENT CLASS

WHEN: 7th Hour - NEXT SEMESTER
(Only one hour a week for 15 weeks)

INSTRUCTORS: EVA JUNK, RENARD HAGGERMAN and DR. WARREN SHAFFER

The self-management class will help you increase your knowledge about alternatives to improve in any area you desire to change. Learning self-management skills is the start to developing new concepts and techniques to help you learn to management and take control of your problem areas. Whether it be poor study skills, fear of public speaking, poor study habits, smoking, or poor weight control (these are just a few), come and experience a way to take charge of your problems and change them using self-management skills.

IF YOU HAVE ANY QUESTIONS, CONTACT:
MRS. KATHY SPICER OR MR. DAVIDSON

Appendix I

Letter From Thomas A. Brigham

Washington State University
Department of Psychology
Pullman, WA 99164-4820
509-335-4811

P

Ms. Eva Junk
1805 East 26 th
Apt. B
Hayes, Kansas 67601

10/3/91

Dear Ms. Junk,

Please forgive the delay in sending you the promised materials. The last two weeks have been very hectic for me and as a consequence, your materials moved to the bottom of the pile. I was, however, finally able to find a copy of the Wisconsin Youth Survey (Wehlage, Stone and Rutter, 1986) for your review.

I hope my unreliability has not unduly delayed your own work. Please feel free to write or call about other issues as they arise in your project.

Warm wishes and good luck

T.A. Brigham
Professor and University Scientist

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