

USING GUIDED FANTASY AND MODELING TO MODIFY THE
ACTING-OUT BEHAVIOR OF FIFTH GRADE BOYS

By
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TO BARBARA

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TABLE OF CONTENTS

CHAPTER		PAGE
I	INTRODUCTION	1
	Rationale for the Study	3
	Statement of the Problem	4
	Definition of Terms	5
	Limitations of the Study	5
	Organization of the Remainder of the Dissertation	6
II	REVIEW OF THE LITERATURE	7
	Aggressive Acting Out in Anger Producing Situations	7
	Guided Fantasy as a Counseling Technique	15
III	DESIGN OF THE STUDY	24
	Methods and Procedures	24
	Population and Sample	24
	Hypotheses	26
	Design of the Study	26
	Instrumentation	31
	Analysis of the Data	34
IV	ANALYSIS OF RESULTS	36
V	SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	49
	Conclusions	55
	Recommendations	56
APPENDICES		
A	TEACHER RATING SCALE FOR ACTING OUT BEHAVIOR .	59
B	TAPE TRANSCRIPT	61
C	LETTER TO TEACHERS	73
D	DISCIPLINE REPORT	74

APPENDICES	PAGE
E RATING GUIDE FOR AGGRESSIVE EXERCISE	75
F AGGRESSIVE SITUATIONS	78
BIBLIOGRAPHY	80

LIST OF TABLES

TABLES		PAGE
1	Comparisons of Schools on Dependent Variable - Discipline	38
2	Mean Difference Scores and Standard Deviations for Treatment and Control Groups on Teacher Ratings	39
3	Means and Standard Deviations for Treatment and Control Groups on Classroom Discipline	41
4	Means and Standard Deviations for Treatment and Control Groups on Peer Perceptions	43
5	Means and Standard Deviations for Treatment and Control Groups on Self-Perceptions of Aggressive Responses	44
6	Nonparametric Treatment Means Comparison for Self-perceptions of Aggressive Responses	46
7	Means and Standard Deviations for Schools on the Discipline Report	48

LIST OF FIGURES

FIGURES		PAGE
1	Modeling Sessions	28
2	Fantasy Situations	29

ABSTRACT OF DISSERTATION PRESENTED TO THE GRADUATE COUNCIL
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USING GUIDED FANTASY AND MODELING TO MODIFY THE
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This study sought to identify the impact of three different group treatments (modeling, fantasy and modeling plus fantasy) on the acting-out behavior of fifth grade boys. Questions posed related specifically to the differences between pretest to posttest mean gain scores of the three treatment groups plus a control group.

The study employed 48 fifth grade males from three Alachua County Schools. After initially screening all fifth grade males from the three schools on the Acting Out Scale, 48 were randomly selected and assigned to the four groups. All subjects were pre- and posttested during two-week periods with a teacher rating scale, ratings of taped responses by subjects to anger producing situations, a peer perception device and frequency counts on times disciplined. The taped responses were made by the counselor in each school and rated by trained judges for level of aggressiveness. The acting-

out scales and discipline reports were recorded by the subject's teacher, while the classroom play was administered by the school counselor.

Each group was conducted by the school counselor and consisted of ten sessions. The modeling group listened and reacted to a tape of a boy handling a hierarchy of anger producing situations by using self-control. The fantasy group listened and reacted to a tape in which they were instructed to imagine themselves involved in the same situations that the model faced. The combined modeling plus fantasy group listened and reacted to both tapes. The control groups was given unstructured time to talk with each other, draw pictures or play games.

Each hypothesis was stated in reference to each measure utilized in the study and each was tested as a null hypothesis. Each was rejected if the probability of the obtained result was less than the predetermined level of significance (.05).

A multivariate nonparametric analysis of variance revealed no statistically significant difference between treatment conditions. The analysis also provided a test for effect of schools on the dependent variables. The analysis revealed a statistically significant difference between schools. Further two-way nonparametric analyses of variances for treatment differences between the modeling group and both the control group and combined troupe treatment on the Classroom Play.

An overall trend toward decreasing acting-out behavior in the three treatment groups is apparent in the raw data. Generalizing effects of the experimental condition may be in evidence. The implications of these results and their applications for counselors are discussed in limitations of the study and suggestions for further research were indicated.

CHAPTER I

INTRODUCTION

This study was designed to investigate the effects of combining a positive modeling and guided fantasy group treatment with selected fifth grade boys who showed inappropriate, aggressive behavior in anger producing situations, and, further, to determine if aggressive boys would adopt new self-control behaviors after observing a model performing the desired behavior and then have a chance to "try-out" the behavior in their own imagination.

Some evidence exists which indicates that extreme aggressiveness correlates with poor school adjustment and poor academic performance (Briggs, Johnson & Wirt, 1962; Travers, 1964; Feldhusen, Thursten & Benning, 1967 & 1970). Control of aggressive impulses is a fundamental aspect of the socialization of the young child and has generally been the assigned task of the child's parents and school. Feshbach and Feshbach (1972) consider this area of socialization extremely important considering the increase in violence and social disruption in our contemporary society. There is also a developing body of research evidence which indicates that many children who display aggressive and disruptive behavior in school are likely to become delinquent (Kvaraceus, 1950; Glueck & Glueck, 1959; Wattenberg, 1963; Benning, Feldhusen & Thurston, 1969).

Most of the methods and techniques currently being used in schools to reduce the amount of inappropriate aggressive behavior have

little empirical basis. However, Bandura (1965) suggests that social learning theory provides a useful model from which educators could develop techniques for helping children control their aggressiveness. Modeling is one such technique that has been successfully used with children to effect changes in such areas as underachievement (Beach, 1969), constructive use of time (Smith, 1969), participating in classroom discussions (Hosford and Sorensen, 1969), information-seeking behavior (Krumboltz & Thorensen, 1964), decision-making behavior (Ryan & Krumboltz, 1964), shaping moral judgments (Bandura & McDonald, 1963) and development of sharing behaviors (Harris, 1970).

Another widely used therapeutic technique for changing behavior is therapist guided fantasy. While there is considerable evidence that guided fantasy is a powerful tool for effective changes in client behavior, the technique has received little testing in controlled research studies. The available evidence to support the effectiveness of guided fantasy is in the form of clinical reports (Crampton, 1969; Leuner, 1969; Wolpe, 1969; Halpern, 1964; Kelly, 1972). These reports suggest that guided fantasy can be a nonthreatening way of approaching new or potentially difficult behavior. Wolpe (1969) indicates that in a relaxed state the individual could use his imagination to try out behavior that might be difficult or anxiety producing in reality. When a person experiences the self-reinforcing qualities of the new behavior he is more likely to reproduce the desired behavior in a "real life" situation. Recently, Wittmer and Myrick (1974) have suggested the expanded use of fantasy in conjunction with both affective and cognitive learning in the school setting.

Rationale for the Study

The rationale for this study rests in the assumption that new behavior is acquired and retained on the basis of two major tenets of learning, theory-selective reinforcement and modeling. These two principle mechanisms have been suggested as a means by which the child acquires aggressive responses. Selective reinforcement, resulting in rewards for being aggressive, has been researched extensively (Brown & Elliot, 1965; Walters & Brown, 1963; Patterson, Littman & Bricker, 1967). Also, modeling as a learning process involved in the acquisition of aggressive behavior, has been the subject of much research (Bandura & Huston, 1961; Bandura, Ross & Ross, 1961, 1963).

A child learns an aggressive response through imitation and his continued performance of that response is dependent on his subsequent reinforcement or punishment. It is desirable that a child displaying inappropriate aggressive responses learn a new and more appropriate response set to anger producing or frustrating situations. To accomplish this a child must first have a model from whom he can observe the new behavior. Following the observation the child must have an opportunity to try out his new response in a relatively nonthreatening environment and be positively reinforced for correct imitation. Wolpe (1962) found that clients can perform relatively strong anxiety-producing behaviors in their imaginations. Wolpe's technique of reciprocal inhibition is based on the premise that a relaxed client can perform certain previously difficult behaviors in his fantasy easier than in real life, and,

further, that this fantasy activity, if successfully completed, is self-reinforcing. Wolpe claims that the client's confidence is increased so that performing the new, desired behavior is more likely in everyday life.

Wolpe's clinical findings involving fantasy provide an intermediary step between Bandura's modeling and reinforcement mechanisms. After a child has observed a model engaged in an appropriate and potentially rewarding behavior, he could try out this new behavior in the non-threatening setting of his own imagination before attempting it in his everyday life. The process of learning self-control responses as opposed to aggressive responses was the focus of the treatment process in this investigation.

Statement of the Problem

The questions to which this study were addressed are: Can a group counseling treatment combining guided fantasy and modeling increase self-control responses while decreasing impulsive aggressive responses of fifth grade boys in anger producing situations? And further, would this combined treatment process (1) effect a teacher's perception of the amount of inappropriate responses as measured by a teacher rating scale; (2) effect the fifth grader's verbal responses to standard anger producing situations as measured by the situation exercises; and (3) effect a peer's perception of the subject as measured by a sociogram?

Definition of Terms

For the purpose of this investigation the following general definitions applied:

Guided Fantasy - A special state of relaxation where the subject is using his active imagination to follow counselor suggested content.

Modeling - Imitation of the behavior performed by another in a structured situation.

Acting-Out Behavior - In response to an anger producing situation a subject engages in some form of physical or verbal violence that is hostile in nature.

The specific definitions for the study included:

Acting-Out Student - A student whose score on the Acting Out Scale falls in the lowest quartile when compared with all boys in his grade level at his school.

Limitations of the Study

The available identification instruments for acting-out behavior did not relate to the treatment procedures or the definition of acting out used in this study. Hence, a rating scale for acting-out behavior was developed. This instrument (described in Chapter III) has data on reliability and validity. However, the instrument was not as thoroughly tested as standardized ones.

The number of students in each treatment condition was necessarily small due to the size of the populations from which they were chosen. From the schools available for this study, subjects were selected from fifth grade boys who scored in the lower third of their class on the Acting Out Scale. Hence, each treatment group only had four members.

Organization of the Remainder of the Dissertation

The remainder of this study is organized into four additional chapters and the appendices. Chapter II includes a review of the literature on modeling, fantasy and acting-out children. Chapter III contains the methodology including the design of the study and the treatment conditions. The results are reported in Chapter IV. Chapter V includes a summary and discussion of the results, as well as recommendations for further study.

CHAPTER II
REVIEW OF THE LITERATURE

Aggressive Acting Out in Anger Producing Situations

Theory of Aggression and Anger

One of the fundamental tasks for children is to learn to inhibit and control their impulsiveness and anger, and, further, to discriminate between aggressive behaviors which are permissible and those which are frowned upon by society. While significant advances in our understanding of the aggressive phenomena have been made, there is still substantial debate and uncertainty concerning the causes of aggression and the most effective means of controlling aggressive behavior (Feshbach, 1970).

A particularly difficult problem involves a definition of aggressive behavior. Evans (1971) has suggested that one of the difficulties in defining aggression has been the attempt to subsume too many diverse behaviors under one construct. One type of aggressive behavior is instrumental in the attainment of some non-aggressive goal. Such behaviors are designed to hurt or damage a person, animal or object (Feshbach & Feshbach, 1972). Evans (1971) has argued that for a given individual specific stimulus situations result in arousal, which are labeled anger. When the individual responds with aggressive behavior the arousal is reduced. The

concept of arousal used here is that of a general factor, which Berlyne (1967) has defined as the covariance of arousal phenomena in the cerebral cortex, autonomic nervous system and skeletal musculature.

Buss (1963) described anger as an emotional response with facial-skeletal and autonomic components. The pattern of autonomic arousal that occurs in anger constitutes a physical state of tension. The individual is aware of this tension, typically reporting being stirred up, aroused, tense, excited, tight (Buss, 1963). Both Buss (1963) and Berlyne (1967) have supported the view that intense increases in arousal are aversive while behavior which reduces arousal is rewarding. Buss (1963) concludes that when aggression overcomes frustration and removes the interference, it has instrumental value, and consequently, a high probability of reoccurrence. Hokanson, Willers and Koropsak (1968) supported this view with their investigation into the modification of autonomic responses during aggressive interchange. They concluded that the individual is rewarded for aggressive behavior by consequent reduction of an arousal.

Freud (1930) stated that the child is born with an aggressive drive but that individuals toward whom he directs his aggression and the manner in which he expresses it are learned. A modification of Freud's instinct position is found in the form of the "frustration - aggression hypothesis" which states that aggression is a highly probable response to a frustrating event (Dollard, Doob, Miller and Mowrer, 1939).

A contrasting theory emphasizes the influence of learning on aggression and anger. Feshbach and Feshbach (1972) concluded that aggression is a social act and a method of problem solving. It is, consequently, subject to the influence of experience and learning. Two principle learning mechanisms have been suggested as means by which the child acquires aggressive reponses. Selective reinforcement, resulting in rewards for being aggressive, is one such mechanism (Brown & Elliot, 1965; Patterson, Littman & Bricker, 1967). The second learning process involves the acquisition of aggressive behavior by imitation or modeling (Bandura & Huston, 1961; Bandura, Ross & Ross, 1961, 1963a, 1963b). The child, through observation of aggressive adults and peer models, may acquire aggressive response tendencies without being specifically reinforced for an aggressive act.

Techniques for Control of Aggression

The most obvious method of inhibiting aggressive responses is through the use of punishment. Laboratory studies have shown that punishment does have a temporary suppressing effect on aggressive behavior (Hollenberg & Sperry, 1965). The relationship between punishment and aggression is, however, highly complex. Becker's (1964) review of the related research indicated that the long term effect of punishment, particularly physical punishment, may increase aggression rather than inhibit it.

Another way to inhibit aggression is through the internalization of moral standards, as reflected in the development of conscience

(Sears, 1961). Associated with conscience development is the acquisition of self-control. Many children apparently vary in their ability to inhibit their aggressive behaviors and their other "acting-out" behaviors. Several studies using preschoolers have shown that children with a high degree of self-control as measured by ability to persist on a long task, showed less aggressive behaviors than children who had weak self-control (Block & Martin, 1955; Livson & Mussen, 1957).

Aggression as an instrumental response can be unlearned as well as learned (Feshbach & Feshbach, 1972). It is possible to train children to respond nonaggressively to situations which would ordinarily elicit an aggressive reaction (Davitz, 1952; Updegraff & Keister, 1957; Waters & Brown, 1963). In an experiment by Davitz (1952) a series of seven training sessions were held for 7 to 9 year old children. Half the groups were praised for aggressive behavior and half were praised for cooperative behaviors. Following this training period, children were exposed to a frustrating experience. A subsequent free play session revealed striking differences between training groups. Aggressively trained children responded to the play situation more aggressively while cooperatively trained children responded more constructively.

This study and the modeling experiments of Bandura, Ross and Ross (1961, 1963a) and Walters and Brown (1965) indicate that children learn aggressive responses from aggressive models. These studies point to the potential use of selective reinforcement and exposure

to nonaggressive models as procedures for modifying aggressive behavior. These methods would aim at changing the child's responses to provoking stimulus situations. Feshbach and Feshbach (1972) agree with the contention that aggressive behavior can be modified by means of a cognitive process of reviewing and restructuring a frustrating, distressing experience. They conclude that such methods as cognitive reorientation, behavior shaping and facilitation of cooperation do not rely on punishment, fear, or guilt for producing behavior change and offer positive alternatives for the modification of children's aggression.

Taylor (1967) has suggested yet another procedure for reducing aggressiveness. He suggests that the reduction of anger and aggressive drive can be accomplished through the facilitation of mediating responses which are incompatible with anger. One such technique for introducing incompatible responses is Wolpe's (1957) reciprocal inhibition. Wolpe described reciprocal inhibition:

If a response antagonistic to anxiety can be made to occur in the presence of anxiety evoking stimuli so that it is accompanied by a complete or partial suppression of anxiety responses, the bonds between the anxiety responses will be weakened. (Wolpe, 1957)

Schacter and Singer (1962) have argued that cognitive factors are determiners of emotional states and that the arousal component of all emotions is similar. Hence, the word arousal could substitute for Wolpe's anxiety. Evans (1971) concluded from this that reciprocal inhibition therapy could be used appropriately to reduce anger and treat aggressive behavior. He demonstrated the effectiveness of this

approach by successfully applying this technique to the modification of debilitating aggressive behavior in a 22 year old male. Hearn and Evans (1972) used this treatment to reduce the anger ratings of 15 specific stimulus scenes of student nurses.

A combination of the two approaches described above would seemingly increase the probability of reducing aggressive responses to anger producing situations. This could be achieved by combining Evans' concept of incompatible response with Bandura's modeling procedures. Such a combined approach would facilitate the learning of nonaggressive behaviors while the subject was coping with anger producing situations without high arousal levels.

Measurement of Aggressive Behavior

There have been various methods suggested to measure the level of aggressiveness of children. These include behavioral ratings by significant adults, peer perceptions, projective techniques and behavioral counts of specific aggressive behaviors. One of the earliest instruments to study aggression was the Rosenzweig Picture Frustration Study (Rosenzweig, Fleming & Rosenzweig, 1948). Rhode (1957) proposed that aggression may be evaluated from sentence completions. Feldhusen and others (1966) used this technique and found a relationship between sentence completion responses and aggressive classroom behaviors. In a review of projective techniques, Arnold (1962) suggested that aggressive children may be described by the manner in which they deal with aggressive themes in stories created in response to the Thematic Appreciation Test (TAT) cards or other projective devices. Bandura and Walters (1959) developed

and tested a projective instrument which they call the Thematic Deviation Test. Adolescents complete sentences or make up a story about a socially unacceptable act. Significant differences, using this test, were found between criterion groups of highly aggressive adolescents and controls on expression of hostility (Bandura & Walters, 1959). Feldhusen, Thurston and Benning (1971) used the projective techniques described to construct an instrument which could be used with children of various ages. Called the "Situations Exercises," it contained four short printed descriptions of personally frustrating and anger producing situations. The instrument proved to be a reliable and a valid predictor of aggressive behavior (Feldhusen, Thurston & Benning, 1971).

Bower (in Long, Morse & Newman, 1971) states that one of the most important sources of information concerning the disturbed behavior of children comes from the classroom teacher. He concludes that since teachers see children in a variety of circumstances over a period of time, their ratings can be the single most effective index of a pupil's growth and development. Following this line of thought, a number of researchers have developed behavior rating scales designed to identify deviant behavior patterns (Walker, 1969; Quay & Peterson, 1967; Kvaraceus, 1966). Such rating scales ask teachers to determine how often children engage in certain behaviors. Scores are weighed and tallied to arrive at a number of total scores on the various scales. Lambert and Hartsough (1973), in a review of the literature, concluded that many rating techniques

did not control rating bias or differences in teacher interpretation of the meaning of attributes. They further stated (Lambert & Hartshough, 1973) that to assure teacher cooperation, the rating task must involve a minimum of teacher time and special training, but at the same time will produce reliable and valid results.

Another such measuring device was developed by Walker (1969). He selected observable symptomatic behaviors, in contrast to items requiring subjective, clinical application that require inferential judgments in constructing the instrument. His instrument, The Walker Problem Behavior Identification Checklist, has substantial reliability and validity.

An additional technique for assessing aggressiveness in children is the peer perception, or sociometric technique. Dinkmeyer (1970), in a review of sociometrics with children, concluded that such techniques offer a systematic and effective way of identifying, evaluating and implementing the inaction patterns and peer perceptions that underlie social relationships in school settings. Bower and Lambert (1961) devised a method of identifying children with behavior problems by using sociometric techniques. Children were chosen by classmates according to hypothetical roles that had either negative or positive attributes. The authors found that this device, called A Class Play, correlated significantly with teacher ratings and could predict which children had behavior problems (Bower & Lambert, 1961).

Blackman and Silberman (1971) suggested using frequency counts to measure aggressive behavior. They suggested having the person most

involved with the child identify one or two of his most severe acting-out behaviors. Baseline data can then be accumulated and compared to another frequency after treatment to determine the effectiveness of the intervention (Blackman & Silberman, 1971). Keirsey (1965) concluded that frequency counts are more accurate measures of behavior change following treatment than other measures that involve the perceptual decisions of other persons.

While many researchers have chosen from among the techniques for measuring aggressiveness mentioned above, a combination of different instruments would seem preferable to the dependence on one type of instrument. Bower (1969) suggested combining teacher rating instruments, peer ratings, projective techniques and frequency counts.

Guided Fantasy as a Counseling Technique

Definition

Although there are many differing views of what fantasy is (Clifford & Mishkin, 1974), a definition common to those who utilize guided fantasy can be attained. The definition by Clifford and Mishkin (1974) is a synthesis of those currently available and one that can be operationalized for purposes of this study.

As implied in the definition of fantasy, the person consciously knows he is in a borderline, or beyond the consensus reality area. He is, at that moment, using fantasy to help him deal with unconscious conflicts (perhaps conscious also), gratifying unconscious and/or conscious wishes, or preparing for future events. The main thrust in using fantasy

is that the person is acting on, much more than reacting to, his environment. (P. 3)

Klinger (1969) hypothesized that play and fantasy were similar activities and served various functions. He proposed an activation-cycle theory, in which fantasy and play fulfill the function of keeping up a relatively rapid oscillation arousal at an optimal level. The theory draws support from studies of sensory deprivation, neural arousal, mechanisms, and from Berlyne's Theory of curiosity and arousal (Klinger, 1969). Fantasy is also involved in the learning process. Basically, learning is a process of conditioning responses through imagery (Wittmer & Myrick, 1974). Klinger also holds that fantasy is instrumental in problem solving. He concludes that children work through the elements of a problem in fantasy or play, with the possibility of discovering new options. Another function of fantasy and play for children stems from Piaget's (1962) studies. These studies emphasize the importance of fantasy and play in the rehearsal and exploration of differing social roles.

History of Guided Fantasy in Psychotherapy

Freud was probably the first therapist to utilize directed fantasy in the famous case of Anna O. (Breuer & Freud, 1895). Freud later discarded the technique along with hypnosis and concentrated his study on free association and dream analysis methods. Carl Jung described a technique he utilized called "active imagination" where he encouraged patients to visualize mental images at times they were not with their therapist.

The French psychotherapist, Robert Desoille, and the German psychiatrist, Hanscorl Leurer have over the past three decades refined the use of guided fantasy in psychoanalytically oriented therapies. Desoille (1966) has shown how careful use of the therapist-directed daydream can lead to increased self-understanding and emotional maturity. He has his patients face anxiety producing situations through structured daydreams. A similar technique of Leurer's (1969) is called "guided affective imagery." Guided by highly systematized therapist methods, the subject is helped to transpose regressive aspects of his personality into more mature modes of ego functions. Both of these techniques are intensive, psychoanalytically oriented approaches to psychotherapy.

Other early therapists who used fantasy techniques included Kretschner (1922) and Happick (1938). These therapies were meditative psychotherapeutic approaches to Schultz's (1932) "Autogenic training."

Combining elements of learning theory with the fantasy techniques of the meditative and psychoanalytic therapists, Joseph Wolpe (1958) developed systematic desensitization. Wolpe found he could quickly relieve irrational fears by getting patients to imagine successively closer approaches to the frightening objects while in states of muscular relaxation. Lazarus and Abramovitz (1962) attempted to eliminate children's phobias through the use of "emotive imagery." Although this method is similar to Wolpe's, the relaxation methods were not used. After determining a fear hierarchy the clinician determined who the child's favorite television, movie and fiction hero images

were. The child was asked to imagine a story with his favorite hero. The therapist gradually introduced the lower hierarchy items into the stories until the most feared situation in the hierarchy could be tolerated without stress.

Several years before Wolpe, Fredrick Perls (1951) described some less systematic uses of purposive fantasy. Perls made it clear he thought imagining could change personality. The use of directed fantasy by Perls, in his Gestalt Therapy, led to increased interest in fantasy by the encounter group and sensitivity training movement.

William Shutz (1973) claims that directed fantasy allows a person to bring his feelings and conflicts into his "now." Shutz's brand of encounter experience stresses working on the now experiences rather than dwelling in past events or anticipating future one.

Various researchers have studied the similarity between fantasy and hypnosis. Sutcliffe, Perry and Sheehan (1970) concluded that hypnosis is a special fantasy state, the level of which is determined by the subject's proneness for fantasy and imagery. This state is characterized by relaxation, suggestibility and concentration on internal stimuli. This conclusion is supported by research that demonstrated that high visualizers on a visual imagery test were more susceptible to hypnosis than low visualizers (Palmer & Field, 1968). Research studies also indicate that the vividness of imagery and amount of imagery were strong predictors of hypnotic suggestibility (Sutcliffe, Perry & Sheehan, 1970).

Fantasy and Aggression

Biblow (1970) did an interesting study on the role of fantasy in reducing aggression. He divided 60 white middle class fifth graders of

both sexes into high and low fantasy groups based on two fantasy tests. Subjects were placed in an aggressive film condition, a nonaggressive film condition, or control and placed in a playroom afterwards. Results demonstrated that high fantasy subjects in either film condition had significant decreases in behavioral aggressiveness. Biblow (1970) concluded that high fantasy subjects can utilize any fantasy opportunity to lower their overt aggressiveness. He also concluded from his observation of subject's play behavior that the child with low imaginal development was more motorically oriented, revealing more action and less planning than the high fantasy youngster. Only children with highly developed imaginal skills can effectively utilize fantasy to change their aggressive moods.

Evans (1971) cited a case history in which a fantasy treatment involving reciprocal inhibition therapy was successfully applied to the modification of debilitating aggressive behavior in a 22 year old male. In 1972, Evans and Hearn investigated the hypothesis that anger can be modified by reciprocal inhibition therapy. Using 34 female student nurses the authors set up treatment groups receiving therapy and control groups not receiving therapy that were matched for mean and distribution of total aggression scores on the Buss-Durkee Inventory. The results supported the hypothesis that, compared to the nontreatment group, the therapy group following treatment (1) rated the treated anger-inducing scenes as less anger, excitement and tension inducing; (2) rated 15 treatment related Reaction Inventory items lower; and (3) rated the 61 nontreatment-related Reaction Inventory items lower (Evans & Hearn, 1972).

Another therapy treatment involving fantasy techniques is presented by Gittelman (1965). He has worked primarily in clinical

settings with children who are provoked into rage and "acting-out" by minimal instigation. Gittelman's technique, called Behavior Rehearsal, requires eliciting from each child a hierarchy of situations that in the past have provoked them to aggression or defiance. These situations are then presented, through acting, in a hierarchical manner with the mildest situations presented initially. Gittelman reports a high degree of behavior change in aggressive children so treated (Gittelman, 1965).

When deep muscle relaxation proved ineffective in reducing the strong, maladaptive anger responses of a 22 year old female, Smith (1973) used humorous fantasy situations in a hierarchy of level of anger production. He found significantly lower M.M.P.I. scores on scales for impulsiveness, resentment and anger as well as lower behavioral ratings in a playroom setting (Smith, 1973). Crampton (1969) concluded that fantasy is important to behavior change because clients can try out new and often difficult behaviors in the non-threatening environment of their own imaginations. Singer (1961) also concluded that the imagination is the first and most important place a person can try out a greater repertory of role relationships.

Modeling

One recent innovation in counseling and learning approaches is concept of modeling, also referred to as imitative or observational learning (Thoresen, 1964). Social modeling procedures involve the provision of live or symbolic models demonstrating desired behavior. By viewing another person's behavior and its rewarding consequences,

a client can learn a new or modified skill (Hosford, 1969). Representative of the research studies that have demonstrated the efficacy of modeling procedures for client behavioral and attitudinal change are those of Bandura (Bandura, 1965; Bandura & McDonald, 1963). Studies by Thoresen and his associates (Krumboltz & Thoreson, 1964; Stilwell & Thoresen, 1972) have shown that modeling can facilitate the learning of new skills and behaviors.

The use of symbolic models to bring about behavior change in clients has been studied in both clinical and educational settings. Nye (1973) describes symbolic modeling as videotapes, films or audiotapes. Recent research (Krumboltz & Schroeder, 1965; Schroeder, 1964; Thoresen, 1964; Thoresen & Hamilton, 1969) has demonstrated the efficacy of symbolic modeling for teaching those behaviors necessary for vocational and educational planning. These include information seeking behaviors, decision making skills, and job interviewing skills. Although symbolic modeling has been studied in conjunction with other techniques, recent studies (Eisenberry & Delaney, 1970; Myrick, 1969) have demonstrated that symbolic modeling alone is effective in producing behavioral change.

Modeling procedures to change the behavior of children have been generally successful. O'Conner (1972) used models in combination with behavioral shaping to modify social withdrawal of nursery school age children. He found that modeling alone was as successful as the combined modeling plus shaping procedure and significantly more effective than controls in decreasing social withdrawal. Another study by Harris (1970) showed how modeling significantly increased sharing

behaviors of primary age school children. Randolph and Saba (1973) used fifth and sixth graders to demonstrate that peer modeling could be used to increase on task behavior. In an interesting study by Klien (1971) fifth grade male students acted as models-friends to third grade disruptive boys for thirty minutes a day. After six weeks there was a significant decrease in the disruptive children's behavior. Sarenson and Gardner (1970) concluded from this that aggressive and delinquent children might benefit from modeling procedures. They theorized that delinquents are children deficient in socially acceptable and adaptive behaviors. Much of this deviant, aggressive behavior may be due to inadequate opportunities to observe and display socially useful behavior. They concluded that the modeling of the socially acceptable behaviors in group situations would be a very effective method of modifying children's deviant, aggressive behavior patterns (Sarenson & Gardner, 1970). These conclusions are supported by laboratory studies (Ayllon & Haughton, 1964; Bandura, 1965; Berkowitz, 1962) indicating that traditional "talk" counseling, relying heavily on catharsis, often serves to maintain and even increase deviant behavior. Nye (1973) in his review of all the literature on modeling in schools concluded that a counselor should explore the use of social modeling approaches that concentrate on strengthening alternative behavior patterns.

In designing a social modeling treatment several variables need to be considered. Research now indicates that in choosing peers for models, a prime consideration should be the model's similarity to those

clients who will be observing them (Kagen & Mussen, 1956; Kagen, Pearson & Welsh, 1965), since this provides for closer identification with the model. Recent studies (Thorenson, Hosford & Krumboltz, 1970; Thorenson & Krumboltz, 1968) also suggest that consideration of peer models should also include such factors as age, socioeconomic status, ethnic group, grade level and sex.

One step in setting up a modeling procedure that is often left out is the chance for the client to practice the new behavior. Because of the difficulty of this task the client must be given an opportunity to perform the skill in a relatively nonthreatening situation. Nye (1973) claims that role playing in group counseling situations is commonly used for this purpose. He concludes that this technique is often unsuccessful because of the vagueness and generality accompanying most role-playing situations. Using real group situations for "trying out" new behaviors is often too threatening for young children (Nye, 1973). In a discussion of the process of imagining, Sorbin (In Sheehan, 1968) concluded that imagining had its origin in the practice of imitating with models present and later with models absent. Sorbin sites high correlations between ratings of imagining behavior and role playing behavior ($r = .65$ for crude variables) to support his contention. It appears from the research available on modeling that new behavior is learned, then tried out in the safe environment of a person's imagination.

CHAPTER III
DESIGN OF THE STUDY

Methods and Procedures

Children who have difficulty controlling their anger usually become a disruptive element in the school setting. It seems imperative that methods be found that will best manage these type children. However, literature indicating success in teaching these children appropriate self-control techniques is sparse. There is clearly a need for research concerning the socialization of these disruptive children. This study tested and attempted to critically analyze some procedures designed to reduce inappropriate acting-out behavior among disruptive elementary school aged children.

This chapter describes the population, sampling procedures, experimental design, experimental conditions and the criterion instruments used in this study. An explanation of how the data was collected and analyzed concludes this chapter.

Population and Sample

A total of 48 fifth grade boys from three elementary schools in Alachua County, Florida were studied in this research. All schools are racially integrated and contain about a 65 percent white and 35 percent black student population. All boys in the fifth grades of these three schools were rated by their teachers on the Teacher Rating Scale of Acting Out Behavior (See Appendix A). All scores, resulting from this instrument, were ranked and placed in quartiles. Those

students who are in special classes such as emotionally disturbed or educable mentally retarded were not rated by teachers. Those students whose scores fell in the bottom quartile were the pool from which the subjects were chosen. In each school 16 students from the bottom quartile were randomly selected. From this group four students were randomly assigned to each of the three treatment groups and the control group by use of a table of random numbers. Thus, the experimental and control groups each had 12 students ($N = 48$).

Subjects selected to participate in the study were interviewed by the school counselor, given a brief explanation of the program and asked if they would like to participate. The experimenter and school counselor consulted with fifth grade teachers to elicit their support for the program. The experimenter explained that the study was designed to learn about the behavior of fifth grade boys. They were told that the purpose of the research would be made clear to them at the end of the study. The school counselors explained their role in screening all the boys and recording data on the number of times the boys were disciplined.

Three professional elementary counselors were selected for this project. Each counselor met the following requirements: (1) employed as a full-time counselor by a single elementary school in Alachua County, Florida that has a minimum of four fifth grades; (2) a certified elementary school counselor by the Florida State Department of Education; (3) had at least one full year of counseling experience in an elementary school; and (4) participated willingly in the fantasy-modeling program for acting-out children.

Hypotheses

The study focused on five hypotheses concerning aggressive students and their reaction to (1) a modeling group counseling treatment (Group A); (2) a fantasy group counseling treatment (Group B); (3) a combined fantasy plus modeling group counseling treatment (Group C); and (4) a control group receiving no treatment (Group D). The following major null hypotheses were studied:

1. There will be no significant pre-post differences between groups A, B, C and D on teacher perception of acting-out behavior as measured by the Teacher Rating Scale of Acting Out Behavior.

2. There will be no significant pre-post differences between groups A, B, C and D on peer perceptions of acting-out behavior as measured by the Classroom Play.

3. There will be no significant pre-post differences between groups A, B, C and D on self-perceptions of acting-out behavior as measured by the Situations Exercise.

4. There will be no significant pre-post differences between groups A, B, C and D on classroom discipline as measured by the Discipline Report.

5. There will be no significant pre-post differences between groups A, B, C and D on the four dependent variables as a result of school.

Design of the Study

The study ran a total of eight weeks. Three full-time elementary counselors organized and coordinated the study as well as led the treatment groups in their own schools. During the first week the

counselor obtained taped responses to standardized situations for all subjects, conducted the class sociogram and introduced teachers in the use of the Teacher Rating Scale for Acting Out Behavior and the Disciplinary Report. All pretest data was collected during the first week of the study.

During the second week of the study the counselors held orientation groups for each of the three treatment conditions. In all groups the counselors explained to the children that they would be talking about self-control in anger producing situations and briefly described what would take place in the following sessions. The experimental groups containing the fantasy treatment and the fantasy plus modeling treatment received special taped instructions explaining fantasy.

For a period of five weeks each treatment group met twice a week for 30 to 45 minutes. During these sessions subjects responded to a series of tapes. Each tape had specific instructions for the subjects. After the subjects listened to the tapes and followed the taped instructions, a discussion was conducted by the counselor. Subjects were encouraged to discuss their experiences, while the counselor reflected and clarified feelings. Figures 1 and 2 describe outlines of the topics of each session for the modeling group and the fantasy group. The combined modeling and fantasy group listened to the modeling section of the tape after which they were asked to imagine themselves in similar situations. Appendix B contains a transcript of the fantasy plus modeling combined treatment. The control group also met on a regular basis with the counselor and discussed topics irrelevant to the

FIGURE 1

Modeling Sessions

Modeling Sessions: Model used self-control to handle the following problems:

- Session #1 Model has lunch he doesn't like
- Session #2 Model isn't allowed to go to the library by teacher
- Session #3 Classmate teases Model
- Session #4 Boy knocks away his ball
- Session #5 Model is pushed in lunch line
- Session #6 Classmate behind him pushes his desk
- Session #7 Model is called an ugly name
- Session #8 Teacher asked him to stay after school and miss football practice
- Session #9 Two boys are fighting with his best friend
- Session #10 A classmate calls his mother an ugly name

FIGURE 2

Fantasy Situations

Fantasy Situations: Subjects were asked to imagine themselves
in the following situations:

- Session #1 You don't like the lunch your mother sent
- Session #2 Your teacher won't let you go to the library on
your turn
- Session #3 The person next to you criticizes the slow work
you do
- Session #4 A boy hits ball out of your arms and away from
your kickball game
- Session #5 A classmate cuts in front of you in the lunch line
- Session #6 The child behind you pushes up your desk
- Session #7 A child at your lunch table calls you an ugly name
- Session #8 Your teacher tells you to stay after school and
miss your football practice
- Session #9 Two boys are fighting with your best friend
- Session #10 A boy at your lunch table calls your mother an
ugly name

study such as sports, television and at-home activities. In the final week all posttest data was collected in a similar manner to the pretest data.

Development of the Fantasy and Modeling Tapes

A group of 25 randomly selected fifth grade boys from a school not participating in the study rated a list of ten school situations (see Figure #2) from least to most anger producing. A hierarchy was calculated by weighing scores from one to ten and ranking the total scores for each of the ten items. This procedure produced a hierarchy of situations from least to most anger producing. For each of the anger producing situations the investigator constructed a taped story about how a boy had successfully faced the situation by using his self-control and problem solving skills. The stories revolve around discussions this boy had with his school counselor. In the initial story the boy is described as well-liked and having desirable characteristics. This series of tapes constituted the modeling portion of the treatment. Subjects were asked only to listen to these tapes. Ten fantasy tapes were also developed to parallel the hierarchy of anger producing situations. In these tapes subjects were told to relax and to imagine themselves in situations similar to the ones faced by the model. Subjects in the fantasy alone and fantasy plus modeling treatment were instructed by the tape to finish the story in whatever way they wished using their imaginations. In the combined fantasy plus modeling treatment subjects listened to the modeling section, immediately followed by the fantasy section. Following listening to the tapes subjects were asked to discuss their experience.

Counselor reflected and clarified feelings and reinforced self-control responses similar to the model's responses.

Instrumentation

The data for this study was gathered through the use of the following: (1) the Teacher Rating Scale for Acting Out Behavior (A0 Scale); (2) the Disciplinary Report; (3) Situations Exercise and (4) the Classroom Play Sociogram.

Teacher Rating Scale for Acting Out Behavior (A0)

This five point Likert-type scale was developed to measure frequency of inappropriate acting-out behavior in the classroom (See Appendix A). On this scale the classroom teacher rated each child on the frequency (never, almost never, sometimes, almost always, and always) of their responding to anger producing situations by acting out. The five items were obtained from a compilation of fifth grade teacher responses to a questionnaire (See Appendix C). Several teachers were asked to list five common instances of acting-out behavior that occur in their classrooms. The five items found on the final version of the A0 Scale were those instances most commonly listed by teachers.

To obtain an estimate of test-retest reliability on the A0, 13 teachers rated the children in their classrooms and repeated the rating two weeks later. Using the Pearson Product formula an .85 coefficient was obtained. To estimate interrater reliability five teachers rated a group of five children that each teacher had had contact with. The Pearson Product formula produced an .84 coefficient. From these two statistics it appears that the A0 Scale is reliable across time and among raters.

A group of 15 fifth graders from schools not participating in the study perceived by their teachers as high in acting-out behavior (Group I) were compared to a group of 15 fifth graders rated by their teachers as low in amount of acting-out behavior (Group II). The scores of Group I were significantly higher than the scores of Group II (.01) as computed on an independent "T" statistic. This finding indicated that the Acting Out Scale is a valid method of identifying children with a high degree of acting-out behavior and further, it discriminates children who act out frequently from those who do not act out frequently.

Disciplinary Report (DR)

All the teachers involved in the experiment kept a daily record of the frequency of which subjects are disciplined (See Appendix D). On the DR, teachers listed all students in their classes who participated in the study. In the column under the subject's name the teacher placed a mark each time a child was disciplined for that day. Teachers recorded this information for two weeks prior to treatment conditions and for two weeks following the treatment.

Aggressive Situations

One week prior to treatment conditions all subjects in the study met individually with the school counselor and responded to three standard anger producing situations (See Appendix F). These responses were taped and evaluated by trained judges using a standard set of criteria (See Appendix E). Two trained judges rated these

tapes which were presented to them anonymously and randomly. Responses were rated on a scale ranging from level one to level six. A level one rating indicated that the responses had the highest amount of acting-out content, while level 6 indicated a response with the lowest amount of acting out.

The Aggressive Situations projective technique was based on the Situations Exercises developed by Feldhusen, Thurston and Benning (1971). Interjudge reliability coefficients ranged from .87 for item #1; .91 for item #2 and .82 for item #3.

The Classroom Play

This is a peer rating instrument that was completed by all fifth grade students in the classrooms participating in the study. The purpose of this instrument was to measure peer perception and to determine if a subject's classmates perceived him as a person who acts out his anger or as one who controls his anger.

The instrument was based on Bower's Class Play (1969). It contained three characteristics described as high in acting out and three described as low in acting-out behavior. The student was asked to put down the name of a classmate whom he thought would be good for the part. The six characters were:

- _____ (1) Wimpy - gets in fights and picks on people
- _____ (2) Canton - often calls others ugly names and curses at them if he is mad at them
- _____ (3) Bilbo - threatens to beat up others when he doesn't get his way

- _____ (4) Rainy - likes to talk over a problem
when he gets mad
- _____ (5) Panzer - helps others settle problems
and will tell his feelings whether they
are good or bad
- _____ (6) Kute - is very responsible and likes to
find out why someone is mad at him or
why they did something to make him mad

Choices were scored as +1 or -1. The total score for each child indicated to what degree his peers see him as high in acting-out behavior.

The peer rating contained an introductory statement which asked for the following information: Name, school, teacher and date. The school counselor from each of the experimental schools read the directions and the items to the students. When the instrument was administered in posttesting the names of the characters were different while the descriptions remained the same.

Analysis of the Data

Scores on the A0 Scale, the Classroom Play, the Situations Exercise and the Discipline Report were totaled for treatment and control groups during both pre- and posttesting periods. All data was placed in ranks and mean differences and standard deviations for differences were calculated. Pre- and posttest differences on all of the response variables were compared using a multivariate nonparametric analysis of variance to determine if treatment and control groups changed

significantly. A global test involving all four response variables and the four treatment conditions was run to determine overall differences. A separate nonparametric analysis of variance was calculated to determine for each response variable if there was any significant difference between pre-post changes for treatment conditions. In both the global and individual tests schools were treated as blocks.

A final test to determine effect of school on response variables was run. In this test groups are treated as blocks and differences were compared between schools. A multivariate nonparametric analysis of variance was completed to determine if there was evidence of a difference between schools on any of the response variables.

CHAPTER IV

ANALYSIS OF RESULTS

The purpose of this study was to investigate the effects of guided fantasy and modeling on the acting-out behavior of aggressive fifth grade boys. A multivariate nonparametric one-way analysis of variance was used to determine effects of the treatment conditions (Puri and Sen, 1971). In this analysis difference scores on the four dependent variables between pre- and posttests were ranked for: (1) tape ratings of projected aggression; (2) teacher perceived acting-out behavior; (3) frequency of classroom discipline; and (4) peer perceptions on the Classroom Play. Of the various ways to analyze this study a randomized block design was chosen with schools serving as blocks and groups serving as treatments. In this way differences between schools would be controlled. This chapter reports a systematic analysis of the results of the effects of group treatment on the four dependent measures as they relate to the four major hypotheses stated in Chapter III.

A nonparametric technique was used because it was assumed that the assumptions of homogeneity of variance were violated. The population under study was only high acting-out boys from each of three schools. Nonparametric techniques are also more appropriate here because the data is in the form of ranks and ratings. An analysis

of effects of schools on dependent measures revealed that significant differences did occur between schools on Classroom Discipline (Table 1). Wilcoxon matched-pair signed-ranks tests were also run to determine if the treatment groups changed significantly in respect to their pretest scores.

Overall Effects

The multivariate nonparametric analysis of variance to determined simultaneous effects of the independent variable on the four dependent variables was computed. No significant treatment effect was determine in this global test ($\chi^2=12.46$, $df=12$, $P=.4094$). The schools which served as blocks differed significantly ($\chi^2=16.6$, $df=8$, $P=.041$).

Hypothesis One: Teacher Ratings

It was hypothesized that no significant differences would exist between the three treatment groups and the control groups on acting-out behavior as measured by the Teacher Rating Scale for Acting Out Behavior. Table 2 indicates that mean teacher ratings of individuals in the combined fantasy/modeling group (-2.25) had greater decreases between pre- and postmean scores than subjects in the control group (-1.92). The modeling group (-.75) and the fantasy group (-1.36) yielded lower pre-post mean decreases than did the control group. These scores indicate that the three treatment groups and the control group all decreased in their amount of teacher perceived acting-out behavior.

TABLE 1
Comparisons of Schools on Dependent Variable -
Discipline

Schools Compared	N=47 df	z statistic	p
1 x 2	1	-2.7713	<.05
1 x 3	1	.6730	>.05
2 x 3	1	3.4341	<.05

TABLE 2

Mean Difference Scores and Standard Deviations for Treatment and Control Groups on Teacher Ratings

Combined Treatment n = 12		Modeling Treatment n = 12		Fantasy Treatment n = 11		Control n = 12	
mean	standard deviation	mean	standard deviation	mean	standard deviation	mean	standard deviation
-2.25	3.55	-.75	4.33	-1.36	4.52	-1.91	3.92

The multivariate nonparametric analysis of variance indicated no statistically significant differences between mean scores for treatment and control groups ($\chi^2=.5894$; $df=3$, $p=.41$). Therefore, null hypothesis number one was confirmed. Wilcoxon tests on pre- and postmeasures show that the combined group decreased significantly ($T=13.5$, $df=11$, $p < .05$ for a two-tailed test). The control group change between pre- and posttesting was not significant ($T=18.5$, $df=11$, $p > .05$ for a two-tailed test).

Hypothesis Two: Classroom Discipline

It was hypothesized that no significant differences would exist between the three treatment groups and the control groups on the number of times subjects were disciplined during the testing period as measured by the Discipline Report. Table 3 indicates that subjects in the combination (-5.75), the fantasy (-6.45) and the modeling (-1.83) treatment groups had larger decreases in pre-post means than the control groups (-.3). These scores indicate that all treatment groups as well as control groups decreased in the frequency of times in which subjects were disciplined.

The multivariate nonparametric analysis of variance indicated no statistically significant differences between mean scores of treatment groups and control groups ($\chi^2=2.1615$, $df=3$, $p=.54$). Therefore, null hypothesis number two was confirmed. Wilcoxon tests on pre- and postmeasures indicate that the combined group ($T=22.5$, $df=11$, $p > .05$ for a two-tailed test), the fantasy group ($T=22.5$, $df=11$, $p > .05$ for a two-tailed test) and the modeling group ($T=16.0$, $df=11$, $p > .05$ for a two-tailed test) did not change significantly.

TABLE 3
Means and Standard Deviations for Treatment
and Control Groups on Classroom Discipline

Combined Treatment n = 12		Modeling Treatment n = 12		Fantasy Treatment n = 11		Control n = 12	
mean	standard deviation	mean	standard deviation	mean	standard deviation	mean	standard deviation
-5.75	11.07	-1.83	5.97	-6.45	16.1	-1.33	4.23

Hypothesis Three: Peer Perceptions

It was hypothesized that no significant difference would exist between the three treatment groups and the control groups in the number of times they were selected by classmates as aggressive as measured by the Classroom Play. Table 4 indicates that individuals in the three treatment groups (combined, -1.25; modeling, -.83; and fantasy, -2.54) all showed decreases in pre-post mean difference while the control groups showed an increase (.67). These scores indicate that individuals in the three treatment groups decreased in their amount of classmate perceived aggressiveness while control subjects were perceived as more aggressive.

The multivariate nonparametric analysis of variance indicated that no statistically significant differences between mean change scores for treatment and control groups ($\chi^2=1.5687$, $df=3$, $p=.67$). Therefore, null hypothesis number three was confirmed. Wilcoxon tests on pre- and postmeasures indicate that the combined group ($T=28$, $df=11$, $p >.05$ for a two-tailed test) and fantasy group ($T=16.5$, $df=11$, $p >.05$ for a two-tailed test) did not change significantly.

Hypothesis Four: Self-Perceptions of Aggressive Responses

It was hypothesized that no significant difference would exist between the three treatment groups and the control groups on self-perceived aggressiveness as measured by the Situations Exercise. Table 5 indicates that all three treatment groups showed decreases between pre-post scores (combined, -.83; modeling, -3.42; and fantasy, -1.82) while control groups increased (.58).

TABLE 4

Means and Standard Deviations for Treatment and Control Groups on Peer Perceptions

Combined Treatment n = 12		Modeling Treatment n = 12		Fantasy Treatment n = 11		Control n = 12	
mean	standard deviation	mean	standard deviation	mean	standard deviation	mean	standard deviation
-1.25	5.26	-.83	5.11	-2.55	6.22	.67	3.26

TABLE 5

Means and Standard Deviations for Treatment and Control
Groups on Self-Perceptions of Aggressive Responses

Combined Treatment n = 12		Modeling Treatment n = 12		Fantasy Treatment n = 11		Control n = 12	
mean	standard deviation	mean	standard deviation	mean	standard deviation	mean	standard deviation
- .83	3.83	-3.42	3.09	-1.82	3.60	.58	2.27

The multivariate nonparametric analysis of variance resulted in statistically significant differences between groups ($\chi^2=8.98$, $df=8$, $p=.029$). An examination of Table 6 reveals that on a large sample standard normal test of ranks a significant pre-post mean difference between the modeling group and both the combined group ($z=2.25$) and the control group ($z=2.73$) at the .05 level of confidence. This procedure is analogous to the two sample Wilcoxon test but is adjusted block effects (Puri & Sen, p. 84, 244, 328). No other group differences approached significance. Therefore, null hypothesis number four was rejected. Wilcoxon tests on pre- and postmeasures show that the modeling group decreased significantly ($T=1$, $df=11$, $p < .05$ for a two-tailed test).

Hypothesis Five: School

It was hypothesized that no significant differences would exist between schools regarding the effects of treatment groups as assessed by the four criterion measures. Although not the main thrust of the study, a one-way nonparametric analysis of variance provided a comparison of block, i.e. school, means. The blocking proved necessary, since the chi-square statistic indicated a significant difference in school means ($\chi^2=16.6$, $df=8$, $p=.041$).

Investigating School Effect

For the dependent variable, peer perceptions, the nonparametric analysis of variance revealed no significant difference between school ($\chi^2=1.84$, $df=2$, $p=.40$).

TABLE 6

Nonparametric Treatment Means Comparison for
Self-perceptions of Aggressive Responses**

Treatment Groups	N = 47			
	B	C	A	D
B	x	1.0572	2.2516*	2.7315*
C	x	x	1.1471	1.6169
A	x	x	x	.4799
D	x	x	x	x

* significant at the .05 level of confidence

** entries are arranged in increasing mean rank order and are z scores

For the dependent variable, Discipline Reports, and the independent variable, School, the nonparametric analysis of variance revealed significant differences between schools ($\chi^2=13.16$, $df=2$, $p=.0014$). There was a significant difference between schools on the dependent variable, Discipline. It can be observed from Table 7 that school number one (-4.56) and school number three (-9.06) decreased on the Discipline Report while school number two increased (3.47). An examination of Table 1 reveals that school number two differed significantly on a large sample standard normal test from school number one ($z=2.7713$, $df=2$, $p <.05$) and school number three ($z=3.4341$, $df=2$, $p <.05$). For the dependent variable, Self-Perception, the nonparametric analysis of variance revealed no significant difference between schools ($\chi^2=2.8$, $df=2$, $p=.25$).

For the dependent variable, Teacher Rating, the nonparametric analysis of variance revealed no significant difference between schools ($\chi^2=.3084$, $df=2$, $p=.86$).

TABLE 7

Means and Standard Deviations for
Schools on the Discipline Report.

School 1 n = 16		School 2 n = 15		School 3 n = 16	
mean	standard deviation	mean	standard deviation	mean	standard deviation
-4.56	7.93	3.47	4.94	-9.06	12.42

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to investigate the effects of guided fantasy and modeling on the acting-out behavior of aggressive fifth grade boys. A total of four dependent variables for each subject were monitored in pre- and posttreatment and control groups for three elementary schools. The dependent variables were: (1) tape ratings of projected aggression; (2) teacher perceived acting-out behavior on the Teacher Rating Scale; (3) frequency of classroom discipline; and (4) peer perceptions on the Classroom Play. The design of the experiment was a randomized block design with three schools acting as blocks and four groups as treatments.

Acting-out male students were selected from classrooms of three Alachua County Schools. Sixteen students from each school were selected randomly from male students whose scores on the Teacher Rating Scale of Acting Out Behavior fell in the lower one-third. Four students were then randomly assigned to each of the three treatment groups and the control group at each school.

During a two-week period prior to the treatment all subjects were rated on their level of acting-out behavior by teachers (Teacher Rating Scale and Discipline Report), peers (Classroom Play), and themselves (Situation Exercise). During the following five weeks all

subjects met twice a week with a counselor. The modeling group listened to a tape of a model correctly handling a hierarchy of anger producing situations and then discussed the tape. The fantasy group members listened to taped instructions asking them to imagine themselves in the same situations as the model. Members were encouraged to discuss how they handled these situations. The combination group listened to both the tape of the model handling difficult situations and the guided fantasy in which they were asked to handle a difficult situation. The control groups engaged in play activities. Postexperimental assessments were made during the eighth and ninth weeks.

Scores were totaled for the experimental and control groups on the four criterion measures. A multivariate nonparametric analysis of variance was used to compare pre- and postmean differences on each variable. The null hypothesis, and the results yielded by the analysis, are as follows:

1. There will be no significant difference between teacher perceived acting-out behavior of subjects in each of the three treatment groups and control group as measured by the Teacher Rating Scale of Acting Out Behavior.

The multivariate nonparametric analysis of variance comparing pre- and postmean differences indicated no statistically significant differences ($\chi^2=5.894$, $df=3$, $p=.41$). Thus, null hypothesis one was confirmed.

2. There will be no significant difference between subjects' school discipline record in each of the three treatment groups and the control group as measured by the Discipline Report.

The multivariate nonparametric analysis of variance comparing pre- and postmean differences indicated no statistically significant differences ($\chi^2=2.1615$, $df=3$, $p=.54$) and null hypothesis two was also confirmed.

3. There will be no significant difference between peer perceived acting-out behavior of subjects in the three treatment groups and the control group as measured by the Classroom Play.

The multivariate nonparametric analysis of variance comparing pre- and posttest mean differences indicated no statistically significant difference between group ($\chi^2=1.5687$, $df=3$, $p=.67$). Thus, null hypothesis three was confirmed.

4. There will be no significant difference between subjects' self-perceptions of acting-out response in the three treatment groups and the control group as measured by the Aggressive Situations.

The multivariate nonparametric analysis of variance comparing pre-post mean differences indicated a statistically significant difference between groups ($\chi^2=8.98$, $df=3$, $p=.029$). Hypothesis four was rejected.

5. There will be no significant difference between the schools regarding the effects of student groups as assessed by the four criterion measured.

The multivariate nonparametric analysis of variance comparing pre-post mean differences indicated significant differences between schools ($\chi^2=16.6$, $df=8$, $p=.041$). Thus, null hypothesis five was rejected and further nonparametric analysis of variances on each variable were run to further delineate school effect. On the Discipline Report there was a statistically significant (.0014) difference between schools. School number two scores (+3.47) were significantly higher than those of school number one (-4.56) and school number three (-9.06).

Discussion of Results

The data indicates that the scores of the three treatment groups generally decreased (indicating less acting-out behavior) on almost all criterion measures while the control group changed very little. Failure of these differences to reach significance was due in part to the large standard deviations associated with all four of the criterion measures. Also, the small number of subjects per treatment made reaching significance difficult.

The Discipline Reports (hypothesis #4) were obviously perceived differently by particular teachers. Some teachers recorded up to twenty discipline reports per day for a particular student. During the posttesting period several teachers from one school were absent and Discipline Reports were filled out by substitutes. This may account for the rise in frequency of times discipline reports were tabulated at school number two.

The major intent of this study was to measure the effects of a modeling and fantasy group treatment in changing student acting-out behavior within a five week period where students meet twice a week. Posttesting followed immediately after the treatment period. This may not have been sufficient time for the students to incorporate any possible behavior changes into their general everyday behavior patterns.

Results indicated that the only significant changes occurred in student self-perception of how they would handle anger producing situations (hypothesis #3).

In comparison with control and combined groups, subjects receiving the modeling treatment decreased significantly in the level of their acting out on the Situations Exercise. These results indicate that subjects incorporated some of the model's nonacting-out response pattern. Increased use of modeling in counseling situations with acting-out students is supported by these findings. Although much of the prior research indicated that children model aggressive or acting-out behavior. This study supports the position that the opposite is also true. Children can and do model nonacting-out behaviors.

Other more direct measures of behavior change did not yield significant changes. Such results support the notion that, while students had incorporated nonacting-out behaviors in a cognitive manner, their behavior had not yet demonstrated this new learning.

To determine if the changes in most treatment conditions were significant decreases between pre- and posttesting Wilcoxon matched-pairs signed-ranks tests were run. The only significant pre-post decreases occurred on the Teacher Rating of the combined group treatment and the self-perceptions of subjects in the modeling treatment. All other pre-post changes were not significant.

While no significant differences on direct measures of acting-out behavior were found, a pilot study with 52 acting-out fourth and fifth grade students receiving a combined treatment were rated by teachers as less aggressive. This pilot study was carried out in seven Alachua County Schools for the purpose of counselor accountability. None of the seven schools in the accountability study were used in the present study. For purposes of efficiency, the accountability study compared only a combination modeling plus fantasy group with a control group. In this study only three schools were used because of the size of the groups of acting-out boys needed (a minimum of 16 in the lower one-third on the Teacher Rating Scale). With only three schools participating in the study, between schools differences were more apparent and apparently contaminating.

In addition, the number of students involved in the experiment may have been too small to effect differences. However, examination of the data indicates that pre-post differences for treatment groups showed decreases in acting-out behavior for all four dependent variables (Tables 1, 2, 3 and 4).

The fantasy nature of part of the treatment was a new experience to most of the participants. More initial training in the use of guided fantasy may have increased its effectiveness.

Another limitation of this study may have been the instrumentation. The instruments may have not been sensitive enough to the hypothesis or specific enough to the acting-out student population.

Conclusions

Results of this study indicate that for the population studied, there were no significant differences between fantasy group treatments, modeling group treatments, combined group treatments and control on teacher perceived acting out, peer perceptions and frequency of disciplinary actions. Significant differences between the modeling treatment and two other groups did occur on self-perceptions of acting-out behavior.

Null hypotheses one, two and four were confirmed and null hypotheses three and five were rejected at the .05 level of confidence. An examination of the means and standard deviations for the confirmed hypotheses indicate changes in the expected direction for the treatment conditions. The results at least for the subjects in this study, indicate that modeling alone is a successful counseling technique for positively modifying acting-out behavior of fifth grade males as they perceived the change.

While this study also appears to indicate the successful use of a combined fantasy and modeling group procedure with acting-out males, little conclusive evidence to support this position can be

found in the data generated. The fantasy/modeling treatment appears promising for acting-out boys but further study is indicated.

Recommendations

Several recommendations have arisen from this study. Because of the success of the pilot study mentioned earlier, the positive results on self-perceptions, and the general positive directions on the other three criterion measures, a replication of the study seems warranted. The literature supports the use of modeling in changing behavior. The modeling treatment group was the only one to show any significant changes in acting-out behavior. Any further replication of this study would have to separate the fantasy and modeling treatments to determine if the effects of modeling are increased by the introduction of fantasy. In such a study only two treatment groups might be needed: modeling alone and fantasy plus modeling.

Another recommendation would be to increase the sample size in order to maximize the possibility of finding real differences between treatment and controls. Lowering the number of groups to three (two treatment and one control) would increase the number of potential school populations with enough fifth grade boys to participate in the study. Also, adding more schools to the study would lessen the school effect as a contaminant.

Increasing instrument sensitivity would also raise the possibility of obtaining real differences between groups and the Discipline Report

might be explained in more detail with sufficient examples. The directions for the Teacher Rating Scale might be clarified and additional teacher ratings from standardized instruments on behaviors associated with acting out might be added to a future study.

A final recommended change would be to add a delayed post-assessment which could pick up "late blooming" behavior evidently not apparent in the two week posttesting immediately preceding the treatments in this study.

APPENDICES

APPENDIX A

TEACHER RATING SCALE FOR ACTING OUT BEHAVIOR

Child's Initials _____ Teacher _____ Date _____

How often would this child respond to the following situations in the ways described. Marked under NEVER, ONCE IN AWHILE, SOMETIMES, MOST OF THE TIME, or ALWAYS. Below are descriptions of what these terms stand for.

NEVER means the child wouldn't perform the described behavior in response to the described situation at all

ONCE IN AWHILE means the child would perform the described behavior in response to the described situation approximately 25% of the time.

SOMETIMES means the child would perform the described behavior in response to the described situation approximately 50% of the time.

MOST OF THE TIME means the child would perform the described behavior in response to the described situation approximately 75% of the time.

ALWAYS means the child would perform the described behavior in response to the described situation all the time.

	NEVER	ONCE IN AWHILE	SOME- TIMES	MOST OF THE TIME	ALWAYS
1. In response to criticism by peers, the child criticizes back or name calls.					
2. In response to being called a name the child hits the name caller.					
3. When someone pushes him in line or bumps him, he shoves back or hits the person.					
4. When a child cuts in front of him in line he threatens the child with physical violence.					
5. When other children refuse to share with him or give him what he wants he shouts at them.					

APPENDIX B
TAPE TRANSCRIPT

Johnnie Cardine is a fifth grader at Fairview Elementary School. Johnnie likes school most of the time. Although he is not the best student in his class he is liked by almost everyone at school. He is usually picked to be captain of his classes' kickball team. Both the teachers and the students like Johnnie because he is pleasant and easy to get along with. Mr. Watson helps Johnnie with some of the problems he comes up against. Mr. Watson is easy to talk to and usually gives good advice. From some reason Johnnie usually feels very good after he talks to Mr. Watson. Today we are going to listen to one of Johnnie's talks with Mr. Watson.

Watson: Hi, Johnnie, How are things going for you?

Johnnie: Pretty good, Mr. Watson. But there is one thing I'd like to talk to you about.

Watson: OK, Johnnie, what's the trouble?

Johnnie: Well, I get really angry at things and I'm not sure what to do about it.

Watson: What kinds of things make you mad, Johnnie?

Johnnie: Today in the lunchroom I got mad because Mom fixed me another chicken sandwich. I hate those things! I felt like throwing it on the floor.

Watson: You really got mad right then. What did you do?

Johnnie: I didn't eat it. I just ate my apple and borrowed a cookie from Fred. But I was still mad for awhile that afternoon.

Watson: I think not throwing the sandwich was a good thing to do at that point, Johnnie. When a person gets mad it's best to talk it over with someone, especially with the person who made you mad. You could have talked it over with a friend and then when you got home talked it over with your mom.

Remember this one thing, Johnnie, whenever something makes you mad, don't blow up. Stop and try to discuss it with someone. That's called self-control and I think you've got a lot of that.

Johnnie: Thanks, Mr. Watson. I'll try more of that self-control stuff. See you later.

Fantasy #1

Now everyone relax and close your eyes. Get comfortable and let yourself feel relaxed and comfortable - relaxed and comfortable. I want you to use your mind to imagine that you are sitting in your lunchroom with your class. Everyone is eating. Look around and see who is sitting at your table. Today you brought a lunch from home to school. Notice what the other children are eating. Now you open your lunch and find your mother has packed something that you hate. How do you feel right at this moment? Let your imagination finish this story in your mind. What happens next? How are you acting now? When you have finished your story open your eyes and sit quietly. You feel very awake and refreshed.

Fantasy #2

Today we are going to listen to another story about Johnnie Cardin. Johnnie's again talking to Mr. Watson, the school counselor.

Watson: How is the self-control coming, Johnnie?

Johnnie: Pretty good, Mr. Watson. Yesterday I had to use it when I got really mad at my teacher.

Watson: What happened?

Johnnie: I had been working hard to finish my math so I could go to the library. It was my turn to go and I asked my teacher when I got done with my math. She looked annoyed and said no that she was too busy now and I should do some more work.

Watson: Sounds like that upset you - made you mad.

Johnnie: It sure did. I felt like throwing my math book on the floor or yelling at my teacher. But I remembered your suggestion to stop and talk it over with the person I was mad at. So I raised my hand and waited for my teacher to call on me. When she did I said I wanted to talk to her at her desk. She sure looked surprised. I told her I was disappointed because it was my turn to go to the library and I had finished my work.

Watson: That sure sounds like good self-control. What did she say?

Johnnie: She said she was sorry and she had been pretty busy right then and she let me go to the library.

Watson: It sounds like your self-control payed off.

We are going to use our imaginations again today. I want everyone to relax and get very comfortable. OK, now close your eyes as you get even more relaxed and comfortable. I want you to use your minds to imagine you are in your classroom. Look around, what do you see? Imagine you are at your desk and doing some math problems. You finish the math and raise your hand to ask the teacher if you can go to the library. She says no and moves away from you. How do you feel? Let the story continue, what happens next? When you have finished the story in your mind open your eyes and sit quietly in the group. You feel awake and you feel very good.

Today we are again going to listen to Johnnie Cardine and his counselor, Mr. Watson.

Watson: It's good to see you, Johnnie. I've been wondering how you have been coming along with your self-control.

Johnnie: I had to use it this morning when I got mad at the boy who sits next to me in class.

Watson: He upset you pretty much. What did he say?

Johnnie: I was working on math this morning when Willie said "Hey Johnnie, look over here. I finished my math before you again. You are always last."

Watson: Sounds like you were really mad at him.

Johnnie: I sure was! I wanted to tell him to shut up and I wanted to make him feel bad. I didn't though. I raised my hand and asked the teacher if I could talk with Willie. She said OK and I told him that he was making me mad the way he always said he finished first.

Watson: How did that work out?

Johnnie: Willie apologized and said he was only kidding. I told him that the kind of kidding he does just made me mad and not want to be around him.

Watson: You really had to use some self-control to handle that without calling him a name or hitting him. That's really good. Are you two still friends?

Johnnie: That's the best part, Willie and I can still be friends now.

Everyone relax and close your eyes. Get comfortable and let yourself feel relaxed and comfortable - relaxed and comfortable. Imagine your classroom now. Look around - what do you see - who is there? You are doing your math now and everyone else in class is working, too. The boy next to you pokes you and says "I finished before you did." How does this make you feel? Let your imagination finish this story.

What happens next? How are you acting now? When you have finished your story, open your eyes and sit quietly. You feel very awake now. You feel good.

Fantasy #4

Today Johnnie Cardine and Mr. Watson are talking. Johnnie's self-control is improving. When something makes him angry he doesn't hit, yell or do something violent. He tries to talk it over with someone. So far things have been going very well for Johnnie. Let's listen to what Johnnie and Mr. Watson are saying today.

Johnnie: Everyone on our kickball team was mad. We were playing fine and Jerry just came on the field and knocked the ball out of my arms.

Watson: I can see you were really mad. That sounds like a good test for your self-control.

Johnnie: Sure was. After he knocked it away we both ran after it, but he got there first. Then he kicked it over the fence.

Watson: What did you do then?

Johnnie: I told our teacher about it and then climbed over the fence and got the ball. Then the teacher told Harry and me to stay out on a bench and work things out.

Watson: That sounds like a good idea. It's better than name calling or hitting.

Johnnie: Yeah, I told Harry he could play ball with us if he stopped doing dumb things like kick the ball over the fence.

Watson: How did Harry take that kind of talk?

Johnnie: Well, he was kind of mad still but he was sad, too. I think he wants to be friends with us. He just kind of thought it over.

Everyone relax now and get comfortable. Sit back and close your eyes. You feel relaxed and comfortable - relaxed and comfortable. Imagine a kickball game on your playground at school. Look around the playground, what do you see? Now you are holding the ball and a boy steps up and knocks it out of your arms. Both of you chase it but he gets there first. He kicks it over the fence. Look at him. How do you feel? What are you going to do now? Let your imagination finish the story. Do you feel different now? OK when you have finished your story open your eyes and you are feeling very awake. You feel good.

Fantasy #9

Let's listen to Johnnie and Mr. Watson talking about Johnnie's self-control. Johnnie is learning how to deal with anger. Mr. Watson is helping Johnnie do things when he gets mad that don't get him in trouble and end up with some good feelings.

Watson: I heard someone pushed you today at the lunchroom.

Johnnie: Well, Ken cut in front of me in the lunch line.

Watson: Got mad again, huh?

Johnnie: Yeah, but I remembered to talk it over without calling names or hitting. When we got to the lunch table I told Ken I didn't like the way he cut in line and why did he do it anyway? He said he wanted to sit with Willie so he could tell him about a ball game after school.

Watson: Were you still mad?

Johnnie: Not as much. I told him that he could do that, but next time he should ask me instead of just walking into the line.

Watson: It sounds like you kept another friend with your self-control.

Everyone relax where you are. Close your eyes and get as comfortable as you can. Relaxed and comfortable. Imagine your class lined up at the lunchroom. Who is there, what are the people doing? Suddenly a boy stops right in front of you. How does this make you feel? In your imagination finish this story. What is happening now? Do you feel different? When you have finished the story open your eyes and sit quietly. You are feeling good and wide awake.

Fantasy #6

Mr. Watson and Johnnie are talking again about self-control. This time Johnnie has a problem with the boy who sits behind him.

Johnnie: Wilbur sits behind me and he always bothers me. It keeps me from doing my work.

Watson: What does he do that disturbs you, Johnnie?

Johnnie: The thing that bothers me most is when he pushes my desk with his feet. I'm doing spelling and all of a sudden my desk is moving up.

Watson: So you get mad at Wilbur when he pushes your desk?

Johnnie: Yeah. What should I do about it?

Watson: Use your self-control. How do you think you could go about doing that?

Johnnie: Well, I guess he wants to get a rise out of me, so letting out my anger on him won't help. Maybe I could ignore him and ask the teacher if I could move.

Watson: That's good, but won't you discuss it with Wilbur at all?

Johnnie: Yeah, later I tell him why I moved. If he wants me to move back I'll ask him to stop pushing my desk.

Watson: Great, Johnnie! You didn't act out in class and you discussed it with him. I bet Wilbur will end up staying your friend, too.

Everyone get into a comfortable position. Okay, now close your eyes and let your body relax, just relax . . . OK now imagine that you are sitting in your desk in your classroom at school. Notice who is there. What are they doing? You are doing some work in your seat. Suddenly your desk moves forward. Turn around and see who is pushing you. How are you feeling? . . . Now in your imagination finish this story. What are you doing about this situation? . . . Do you feel any different now? When you have finished the story in your imagination open your eyes and sit quietly. You feel awake and very alive.

Fantasy #7

Johnnie's latest problem occurs when a boy in his class calls him a name he doesn't like. He is telling Mr. Watson how he uses self-control.

Johnnie: Billy called me a stupid pig in the lunch room. I was so mad I wanted to clobber him.

Watson: I can see you were very upset. What did you do?

Johnnie: I remembered that self-control means don't act out my feelings but discuss them. I told him that that was a nasty thing to say and what was the matter anyway?

Watson: How did he respond to that?

Johnnie: He said I took one of his cookies out of his lunch bag in the class. I told him I didn't and asked where he got such a silly idea. He said Freddie told him. I looked over and saw Freddie grinning. I noticed he had something wrapped in foil coming out of his pocket. I told Billy to look in Freddie's pocket and there were the cookies.

Watson: That time self-control saved you from getting into trouble. If you had hit Billy or called him a name back you wouldn't have found out what the trouble was.

Everyone get into a comfortable position. Now close your eyes and let your body relax. That's it, relax . . . Now imagine you are eating in your lunch room. Notice who is there and what they are doing. What are you doing? As you are eating the boy across from you calls you a stupid pig. What does his face look like? How do you feel now? In your imagination finish this story . . . Do you feel any different? What is happening now? . . . When you have finished the story open your eyes and sit quietly. You are feeling very good and wide awake.

Fantasy #8

Johnnie and Mr. Watson are discussing a problem that Johnnie had to work through that day. Let's see how Johnnie uses his self-control today.

Johnnie: I had to stay after school today. Boy, of all the dumb luck.

Watson: It sounds like that staying after school got you down. How did it happen anyway?

Johnnie: I didn't finish my work and my teacher told me if I didn't get it done I would finish it after school. I felt like throwing my books away.

Watson: That made you pretty mad. How did you handle it?

Johnnie: I told my teacher after school that I'd miss football practice and that wasn't fair. I asked her if there was some other way to make-up the missed work.

Watson: That sounds like self-control. How did she react?

Johnnie: She was surprised. She expected me to yell and scream. It ended with her letting me do the work at home.

Watson: Johnnie, I think you are handling your anger well. This is a good example of how you're doing it. You tell the person how you feel and then you try to work out a solution.

Everyone now relax. Let your body get comfortable. Close your eyes and listen to the music as you become more relaxed and comfortable, relaxed and comfortable . . . Imagine you are in your class. What is happening? Who is there? . . . Now the teacher is walking over to you. She tells you that you must stay after school to finish your work. How does this make you feel? What do you want to do? Can you use self-control not to do that? Now finish the story in your imagination. Do you feel different now? . . . When you have finished open your eyes and sit quietly. Feel awake.

Fantasy #9

Today Johnnie had a real test of his self-control. He saw two boys fighting with his best friend on the playground. Let's listen to see how he handled this problem.

Johnnie: I was walking over to the swings when I saw two boys fighting with Fred.

Watson: You were mad when you saw that, huh? I'll bet that self-control was hard at that moment.

Johnnie: You bet it was. I wanted to run over and smash them. I remembered self-control, though. I went over and told them to break it up or I would bring coach over to do it.

Watson: That was quick thinking. Did they stop?

Johnnie: Yeah and I told them that we had all better talk it over with our teacher. We did and I don't think they will double team Fred any more.

Watson: I know it was hard for you to use your self-control in that situation but you did and it sounds like things worked out for the best.

Everyone relax now. Sit back and get comfortable. Close your eyes and listen to the music. As you listen you become more relaxed and comfortable - relaxed and comfortable. Imagine you are walking out toward the playground. Notice the things around you As you are walking out on the playground you see two boys fighting with a friend of yours. How do you feel? What do you want to do? Can you use self-control instead? Finish the story now Do you feel any different now than when you saw the boys and your friend? When the story in your imagination is finished open your eyes and sit up. You feel awake and very good.

Fantasy #10

Johnnie's problem today was the most difficult for him yet. As he was eating his lunch a boy laughed and said Johnnie's mother was real ugly. Then he laughed again. Let's see how Johnnie used self-control to handle this.

Watson: What did he say that made you so mad?

Johnnie: He called my mom "ugly." I wanted to hit him or yell at him so bad. It was rough.

Watson: I guess that's the maddest you've been all year. What did you do?

Johnnie: I said "What's wrong with you Charlie? Are you still mad cause you lost the race in P.E.?" He said "no that wasn't it" but most of the guys at the table were agreeing with me.

Watson: He was trying to get back at you by making you lose your temper. I bet he wanted to get you into trouble, but your self-control got you out. Self-control has done a lot for you, Johnnie. How do you feel about it?

Johnnie: Things are really great now. I don't get in trouble as much as I used to and I don't lose any friends either.

Everyone relax now and close your eyes. Listen to the music and get comfortable. Relaxed and comfortable, relaxed and comfortable . . . Now imagine you are eating lunch with your class in the lunch room. Notice what is going on. Notice who is there and what food is being eaten. Suddenly a boy laughs and calls your mother ugly. Then he laughs again. How do you feel right now? What do you want to do? Can you use your self-control to not do that? OK, finish the story in your imagination now Do you feel any different now from when the boy called your mother a name? When the story is over open your eyes and sit up. You feel awake and good.

APPENDIX C
LETTER TO TEACHERS

October 25, 1973

Dear 5th Grade Teacher,

I would like your help in designing a raters scale to measure the amount of acting-out behavior a child engages in when he gets mad. By acting out I mean engaging in physical or verbal action following an anger producing situation that is considered by you to be socially inappropriate in the school setting or self-defeating for the child.

Please think up five examples of what you consider to be acting-out behaviors in response to anger producing situations. Please list the most common ones that occur in your room.

Example: Hitting a child who steals his pencil.

- 1.
- 2.
- 3.
- 4.
- 5.

Thank you,

Ron Anderson

APPENDIX D

DISCIPLINE REPORT

Teacher Classroom Report

Names	WEEK #1					WEEK #2					WEEK #3				
	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
1. _____															
2. _____															
3. _____															
4. _____															
5. _____															
6. _____															
7. _____															
8. _____															
9. _____															
10. _____															

How To Fill Out Teacher Classroom Report: Count the number of times each day you decided it was necessary to discipline the child for improper conduct. Each time you discipline him by one of the methods below, make a mark in the box for that date.

- A. Being sent to the office
- B. Being paddled
- C. Isolated inside or outside the classroom
- D. Verbal reprimand
- E. Stay after school
- F. Suspended
- G. Loss of some privilege
- H. Any type of consequence equal to those listed above that you consider corrective in nature.

APPENDIX E

RATING GUIDE FOR AGGRESSIVE EXERCISE

Behavior Dealing with Anger

Level 1

The verbal expression of the person expresses some form of physical aggressiveness. They might talk of striking another person, damaging some property, shoving or kicking.

Example: The person says he will punch the teacher in the head. The first person describes some form of physical violence toward the person or thing that he sees as having made him angry.

In summary, the person expresses some form of physical violence.

Level 2

The person utilizes some form of verbal aggressiveness such as threats, cursing, name calling or some other verbal assault. In this case the person is attacking someone or something verbally rather than physically.

Example: The person calls his teacher stupid and threatens to have his mother come to "take care" of the school. The person's verbal attack is designed to hurt someone or scare them.

In summary, the person expresses some form of verbal violence.

Level 3

At this level the person withdraws somewhat from the anger producing situation but still engages in some minor physical or verbal aggressiveness or attention getting. They may pout, mutter to themselves, pound a desk in the corner or hit a wall. The key to this level is that the person does not physically or verbally assault the anger producing agent. Instead they attack some third party (object or person).

Example: The person walks over to someone else's desk who was not involved in the anger producing incident and deliberately knocks things off their desk.

In summary, the person does not, at this level, either attack physically or verbally the anger producing situation. The person's energies are spent on aggressiveness to third parties or attention getting behavior.

Level 4

At this level the person holds the anger in by doing nothing overt about it. The person may walk away or look in another direction, but the purpose of his actions is to avoid dealing with the anger. Such behaviors would include walking away, changing the subject, starting a new activity. At this level the person makes no effort to deal with his feelings or confront the anger producing agent.

Example: A boy who was teased ignores the teasers and pretends they are not there. The object of his action is to deny the anger.

In summary, the person avoids dealing with his anger-related feelings (to the point of seeming to deny them) and fails to confront the anger producing agent at all.

Level 5

The person expresses one of the two following courses of action (but not both)

1. They confront the anger producing agent with their feelings in a non-threatening way. "I was mad when you . . . That really got me angry . . ."
2. Actively seeks solution to problem that caused the angry feelings. They may try to solve it themselves by seeking to find why the agent engaged in the anger producing behavior or by some other means. They may seek outside help to solve the problem such as a teacher or parent.

Level 6

The person expresses both behaviors described in Level 5.

Instructions for Raters

1. If there is some expressed behavior that covers different levels the lower numbered level is given as the score. For example, if a child calls a classmate a stupid pig (level 2 and kicks him (level 1) the rating is scores as 1.
2. Each taped expression is rated on the basis of what the child says he would do.
3. Each taped expression receives only one score (no partial scores).

APPENDIX F
AGGRESSIVE SITUATIONS

Directions (Read to Child): I am going to tell you about some things that might have happened to some boys that are your age. Please tell me all the things that these boys might do or say in these situations.

Situation #1

Bobby's father scolded him for coming home late from visiting a friend. The reason Bobby was late was because the bus was late. His father says he does not want to hear any excuses. Tell me all the things that Bobby might say or do to anyone about this.

Situation #2

John met a group of kids who were going to walk home together after school. John said that he wanted to walk with them. The kids said they didn't want John to walk with them. Tell me all the things that John might say or do to someone about this.

Situation #3

Jim was doing his schoolwork when the boy sitting next to him reached over and grabbed his pencil. The boy who took the pencil put it in his desk where Jim could not reach it. Tell me all the things that Jim might say or do to anyone about this.

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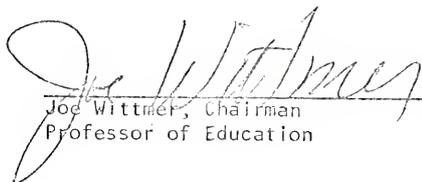
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BIOGRAPHICAL SKETCH

Ronald Francis Anderson was born February 1, 1945 in Baltimore, Maryland. He graduated from Melbourne High School in June 1963. In June of 1967 he received the Degree of Bachelor of Arts in Education from the University of Florida. He subsequently received a Master's degree in education at the University of Florida in August 1968. From September 1968 to June 1970 he taught social studies at Satellite High School in Satellite Beach, Florida. He reentered the University of Florida in the Rehabilitation Counseling Department in September of 1970, receiving a Master's of Rehabilitation Counseling August 1971. From September 1971 until the present he has pursued his work toward the degree of Doctor of Philosophy in the Counselor Education Department at the University of Florida. He also has been an elementary counselor at Littlewood Elementary School in Alachua County, Florida.

Ronald has been married to his wife, Barbara, for eight years and has a four-year old daughter, Kim. He is a member of the American Personnel and Guidance Association and the Florida Personnel and Guidance Association.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



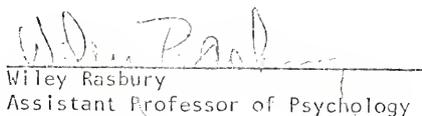
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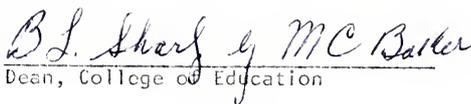
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