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The effect of role-playing on student attitudes toward high school counselors and guidance.

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THE EFFECT OF ROLE-PLAYING ON STUDENT
ATTITUDES TOWARD HIGH SCHOOL COUNSELORS
AND GUIDANCE

A proposed study to determine the effect of spontaneous role-playing on student attitudes toward counselors, guidance, requests for guidance, and self-referral for guidance in a high school setting.

A Dissertation Presented

by

Lawrence A. Rodgers

Submitted to the Graduate School of the University of
Massachusetts in partial fulfillment of the requirements for the
degree of

Doctor of Education

August 1968

Major Subject: Guidance and Counseling

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CHAPTER I
INTRODUCTION

Guidance services in American public schools are becoming increasingly aware of the relevance of group procedures to enhance the effectiveness of the typical school guidance program. In the book, Guidelines for Future Research on Group Counseling in the Public School Setting, the American Personnel and Guidance Association (1967) states that, "In recent years there has been a resurgence of interest in group procedures to enhance the effectiveness of the typical school guidance program [P. v] ."

Public education in the United States has largely developed as a group educational process (i.e. one teacher for two or more students). In this educational environment guidance services have developed to meet the educational, vocational, and personal-social needs of students. Group techniques become extremely important in the guidance counselor's role when one considers the large numbers of students with which public school guidance personnel cope with. (Wrenn, 1962, Shaw, 1965)

Guidance¹ may be implemented in schools however, but may remain ineffective unless its services are utilized by students whose needs guidance is designed to meet. Thus communication between guidance services and students is an important aspect of school guidance. (Wrenn, 1962, Crow and Crow, 1962) Therefore, guidance departments utilize a variety of techniques to communicate guidance services to students, such

¹Words underlined in this section are defined in this chapter under the heading "Definition of Terms".

as, career days, assemblies, planned appointments, meetings with parents and printed literature. However, several recent studies indicate that the most effective source of student utilization and acceptance of guidance services is through direct contact and experience with the school counselors. (Brough, 1965, Rippee, 1965) The basis of these studies was to identify the origins or sources of students' ideas and attitudes toward guidance and guidance counselors. That fact alone, of studying students' perceptions of the counselor's role, is recognition of the importance of attitudes in the utilization of guidance.

SOME THEORY OF: ATTITUDES, ATTITUDE CHANGE AND ROLE PLAYING

ATTITUDES:

In reference to attitudes, Jahoda (1966) states that, "For several decades now there has been in the literature on attitudes a continuous undercurrent of controversy over both the theoretical and the operational definition of the term (attitude) [p. 7]".

For the purposes of this study attitude is defined as, an enduring system of positive or negative evaluations, emotional feelings, and pro and con tendencies with respect to a social object. This definition is in agreement with Krech et al., (1962) and Shaftel and Shaftel (1967). As the individual develops, his cognitions, feelings, and action tendencies with respect to the various objects in his world become organized into these enduring systems. Thus, Krech et al., (1962) state, "Man's social actions are directed by his attitudes [p. 139]".

The concept attitude is derived from the latin 'aptus', 'fitness', or 'adaptedness' connoting a subjective or mental state of preparation for action as well as having an overt behavioral significance. As Allport (1954) states, "Attitude connotes a neuropsychic state of readiness for mental and physical activity [p. 43]". Allport (1954) further states, "However they might disagree upon the nature of attitudes as they appear in consciousness, all investigators, even the most orthodox, come to admit attitudes as an indispensable part of their psychological armamentarium [p. 44]".

Some kind of preparation is essential before an individual can make a satisfactory observation, pass suitable judgements, or make any but the most primitive reflex type of response. Jahoda (1966) points out that it is considered by many psychologists that attitudes guide the individual in these observations and judgements. Generally, attitudes determined for each individual what he will see and hear, what he will think and what he will do. Newcomb (1966) writes that, "The notion of attitude has been found useful, if not indispensable, because it provides a conceptual bridge between persisting psychological states of the individual and persisting objects of orientation in that individual's world [p. 22] ."

The significance of an attitude is to be found in the effects it exerts upon current experiences and the appraisal of new conditions. Asch (1966) states that, "Generally an attitude functions as an orientation to and context for current events [p. 34] ."

In defining attitudes as systems, there is interrelatedness of the three components: evaluation, feelings, and tendencies, in an attitude system (Krech, et al., 1962). Krech et al., (1962) further state "The cognitions of an individual about an object are influenced by his feelings and certain tendencies toward the object. And a change in his cognitions about the object will tend to produce changes in his feelings and action tendencies toward it [p. 139] ."

Attitudes have several primary characteristics which are involved in attitude formation. Attitudes have a valence characteristic, that is, they have directions, either favorable or unfavorable toward an object and they have a degree of favorability or non-favorability. Valence,

that is the direction or degree of favorability or non-favorability toward an object, applies to each of the three components of an attitude system. Krech et al., (1962) write that, "The evidence suggests that there is a general trend toward consistency in valence among attitudinal components [p. 143]." Other characteristics of attitudes indicate that the components of an attitude may vary with respect to the degree of multiplexity, that is the number and variety of the elements or parts making up the component. These elements vary due to the individual's knowledge of the object perceived, the inclusiveness or 'general whole' of the object perceived, the centrality of the object persisting in the individual's consciousness, and the kind of reward perceived by an individual toward an object (Krech et al., 1962; Newcomb, Turner and Converse, 1965).

The total set of attitudes of an individual makes up his attitude constellation. Few attitudes can be thought of as existing in a complete state of isolation. Attitudes tend to form clusters with other attitudes thus having heterogeneous attitudes, (i. e. some religious, some political, and some scientific) which interact with each other. Thus, Newcomb et al., (1965) are led to state in their treatise on attitudes that, "Since attitudes as stored dispositions have effects not only upon key 'output' side (overt behavior) but also on the various 'input' processes as well, we can see more clearly why it is useful to deal with attitudes as focal points of the psychological organization of the individual [p. 78]." ."

Attitude Change:

Attitudes, as enduring systems tend to constrict, conserve and stabilize an individual's world. However, since man interacts with objects in his world, he is responsive to changes in this world, and thus to changes in attitudes. Attitude change can be of an incongruent type, that is a change in the sign of the existing attitude (from positive to negative, or negative to positive) or a decrease in the initial amount of the sign. Attitude change can be also a congruent change because the direction of the change is congruent with the sign of the existing attitude. (Krech et al., 1962)

The modifiability of an attitude depends upon the characteristics of the attitude system, and the personality and group affiliations of the individual. Both pre-existing attitudes and the characteristics of the individual who holds the attitude can effect change. Attitude change depends on the receipt of new information that in some way is relevant to the attitude object from the point of view of the holder. When information has been revised for an individual it can effect change. (Newcomb et al., 1965)

Newcomb et al., (1965) report that direct contact or interaction with an object or its composition can effect attitude change. Familiarizing subjects with "self-insight" materials appears to be an effective means of changing attitudes. Katz, Sarnoff and McClintock (1956) write that this means dealing with some of the psychological dynamics which shape the attitude held, by clarifying and familiarizing the subject with some of the underlying dynamics.

The situation, medium, and source of persuasion in an attitude change event is an important aspect. As Newcomb et al., (1965) state, "Studies in persuasion have made clear that the likelihood of attitude change depends not only on properties of the attitudes that an individual brings to a situation in which contrary information is introduced, but also on the broader characteristics of the transmission situation itself, at least as he perceives them [p. 89] ."

Krech et al., (1962) refer to attitude and overt behavior as not having a simple and perfect correspondence. However, Newcomb et al., (1965) point out that attitudes represent intervening conditions in behavior. There seems to be disagreement among writers of attitude literature as to whether attitude change comes before or after behavior. Glasser (1965) claims that behavior precedes attitude change. Newcomb et al., (1965) indicate that it depends on the individual and the situation, since attitudes and overt behavior interact in a total behavioral situation. The American Personnel and Guidance Association (1967) report that, "An assumption involved in the use of the affect-behavior dichotomy is that they are interrelated. It is further generally assumed that attitude change will result in behavior change. If these assumptions are valid, attitude change precedes behavior change, . . . [p. 31] ."

ROLE-PLAYING:

One technique which has had considerable use in attempting to change attitudes of individuals towards objects in their environment is role-playing. Role-playing should not be confused with role taking. Role

taking which Coutu (1951) refers to as a symbolic process by which a person momentarily pretends to himself that his is another person imaginatively putting himself in the other's place, is considered a finished product, whereas role-playing is a spontaneous unrehearsed action. The essence of role-playing is making believe that a situation is real while acting in a spontaneous manner. Role-playing took root in America as a dramatic, spontaneous technique largely through the work of Moreno (1934, 1946, 1959). Role-playing intended as therapy may be termed psychodrama, wherein a person replays himself, his own past, present or future situation. In role-playing which focuses upon the problem of the group and where the effect is to modify the group behavior, the treatment being directed toward the socius (group), is termed sociodrama. (Klein, 1956; Shafstel and Shafstel, 1967)

Role-playing as a group method provides an opportunity for young people to explore, in spontaneous enactments, followed by guided discussion, attitudes towards persons and things. It is basically a form of improvisation in which each member of a group has the opportunity of playing a role in a problem situation and proceeds to act it out, spontaneously, without rehearsal, as he thinks such a person would really act in the described situation. (Shafstel and Shafstel, 1967; Klein, 1956)

Newcomb et al., (1965) state "It has been discovered that under many conditions a subject who is induced to rehearse, justify, or debate in favor of some position quite discrepant from his own initial attitude will show real attitude change which endures after role-playing is over

[p. 107] ."

Role-playing by a group allows the members to have an emotional experience rather than one that is purely intellectual. Klein (1956) reports that the emotional experience results from the dramatic impact of the enactment, from the involvement of the members in the play either in active participation or through observation and in sharing a common experience. Emotional involvement in human behavior change is emphasized strongly by Kell and Mueller (1966) when they state, "However, we wish also to emphasize that we think it is rare that significant changes in human behavior occur without an affective experience . . . But often the most significant conceptions occur after an emotional experience and are accompanied by a deep sense of internal organization and change [p. 85] ." Klein (1956) perceives basically the same experience in role-playing when he states, "Role-playing by expressing publicly a wide range of feelings, may release a group and or individual members, freeing them to deal more objectively with their feelings [p. 136] ." Corsini (1966) points out that role-playing is an holistic situation, since, "In acting out a problem, one acts, and feels, and thinks at the same instant [p. 9] ." The spontaneity of the situation, that is, the natural rapid self-generating behavior to the new situation creates reaction and adjustment. The reaction and adjustment are due to the fact that there is no preplanned or previously learned specific responses to the event, thus the individual has to improvise and involve himself in the acting. Corsini (1966) considers that in this process the individual tends to heighten and exaggerate his total involvement which includes the elements of thinking, feeling, and acting out. Corsini (1966); and Klein (1956); agree that

role-playing involves both inner feelings and overt practicalities (or 'overtones' and 'undertones') and as the individual becomes more involved, more free in his expressions, he expands his views and increases his insights.

Insights, according to Corsini (1966) can be in terms of increased sensitivity towards other persons or increased understanding of ones own dynamic make-up. Kerlinger (1964) reinforces this view of insight in stating the "It has been the experience of role-players that they say things they would rarely say under ordinary circumstances. They come out with things that surprise even themselves. The method in other words, tends to bring out motives, needs, and attitudes that are below the social surface [p. 534] ." Newcomb et al., (1965) point out that insight can occur in two ways. First, the individual supplied with information that might be new to him and involving his close attention to it through role-playing, is likely to increase its weight in his subsequent attitude toward the object. Secondly, the individual reorganizes his own store of information relevant to the object after drawing in other information that he has not seen as relevant before and in such a way as to support his new position rather than his old. King and Janis (1956) agree with this point-of-view in their findings that, improvising arguments to support a case tends to make the individual change from lack of support to supporting it.

Information and communication content can be conveyed in the role-playing enactments. As Klein (1959) points out, role-playing may be used "To aid enlightenment of goals and purposes of the organization [p. 46] ." However, even when role-playing directors are not

members of the organization the communication of information can be effective. Krech et al., (1962) point out that the information coming from a source is subjected to the "sleeper effect" [p. 231]. The "sleeper effect" basically states that with the passage of time the identity of the communicator (or source) becomes less salient in the minds of the subjects than the content of the communication. Corsini (1966) and Klein (1956) both report that when the situations of events are geared to the concerns of the actors and the audience successful role-playing is more likely to occur. Within these enactments and within role-playing in group settings, Klein (1956); and Shafstel and Shafstel (1967) report that the individual tends to bring out his real needs, feeling free to do so in an environment of acceptance wherein an acting type of situation is non-threatening and thus less inhibiting. Corsini (1966); Klein (1959); and Shafstel and Shafstel (1967) claim that the individual begins to relate this lessened inhibition to seeking or expressing the need for help with their problems.

Corsini (1966) notes that role-playing can change attitudes rapidly when he states, ". . . the whole thinking, feeling, and behavior of a person may change in all possible directions as a result of a single session [p. 20] ."

Janis and King (1954) and Pettigrew (1964), authors writing ten years apart, both point out that role-playing demonstrates the power to change deeply-held attitudes.

Role-playing for the group as a whole stimulates discussion as it prompts people to speak in an environment which although focusing on

sensitive issues is couched in an acting situation. Group attention can be focused on common problems and ideas. Participants who are not actively role-playing benefit by gaining insight from observing other behaviors. Klein (1956) reports that non-active participants (observers) learn as well as actors, especially " . . . in insight and ways of behaving differently [p. 117] ."

Role-playing for the individual places him in the position of having to accept other viewpoints during his role-playing. Corsini (1966) reports that the individual begins to add new information and ideas into his experience. Role-playing tends to create total involvement of the individual's feelings, actions and thoughts, in a free environment wherein the individual explores behavior. Klein (1956) argues that individuals know that they have problems, but do not know what they need, and may gain insight into solutions through role-playing activity. The individual after acting out a role, has experienced a behavior in which he was reacting deeply and emotionally in the process of trying to "be", gains insight and learns some of the other's views.

ROLE-PLAYING IN EDUCATION

The utilization of procedures and techniques in education involving active participation to promote insight and thought in learning has an extensive history in American public education. John Dewey's theories relating to "learning by doing (Cartwright, 1962, p. 14)" encouraged activities such as group projects, extra curricular activities and student government. "Learning by doing" is also emphasized in child development theory as Hunt (1962) reports, wherein it is pointed out that a child in the learning stage utilized role-playing as a part of the learning phenomena and that attitudes are also acquired "through role-playing activity [p. 43] ."

Eleven years ago, Boyd (1957) wrote that, "During the past 15 years the uses of role-playing or sociodrama have been greatly expanded. No doubt, the present popularity of this teaching-learning medium is derived from its value as a training device in various social, educational, and occupational activities [p. 267] ."

Seven years after Boyd's (1957) article, Kerlinger (1964) wrote about role-playing, that, ". . . it holds great promise as an observation-measurement tool of behavioral research, though its use has been quite limited Yet its use in research in social psychology and education seems quite promising. . . . The investigator uses an observation system to measure his variables. Or role-playing can be used as an experimental manipulation without observation. The research possibilities are many [p. 533] ."

STATEMENT OF THE PROBLEM

As we have discussed, attitudes of students towards guidance is an important aspect of the utilization of these services. (Brough, 1965; Rippce, 1965) Role-playing, a group procedure, has an effect on attitude change and has been proven to be useful in education, business and psychology. (Corsini, 1966; Klein, 1956 & 1959; Pettigrew, 1946; Shaftel and Shaftel, 1967)

Peters and Farwell (1967) write that, "In the guidance program we are greatly concerned with activities which affect the attitudes, interests, emotions and beliefs of the students. Any type of organized group service which facilitates the provision of needed experiences for intelligent personal planning and adjustment can properly be considered within the context of group procedures [p. 260] ." Such a group procedure then is role-playing. This view is reinforced by Johnson, Stefflre, and Edelfelt (1961) when they state, "Role-playing is a particularly useful technique for problems involving perceptions of views or feelings held by others. This technique is also useful in developing better appreciation of a situation, or problem which has not yet been experienced or has been seen from only one dimension [p. 326] ."

The question arose then as to what would happen if adolescents, who may hold various attitudes (positive, negative or neutral) toward guidance and counselors, were to interact in situations relevant to some of their concerns and to act out roles involving those concerns and the personnel involved in them. The personnel involved in these

situations were cast as students and adults interacting with guidance personnel who were cast in a facilitative manner, in order to see if such a procedure increased the students use of guidance and facilitated a positive attitude toward guidance and toward counselors?

PURPOSES OF THE STUDY

General Objectives-

The principal purposes of the proposed study were to determine the effects of spontaneous role-playing on student attitudes toward counselors, toward guidance, requests for guidance, and the frequency of student self-referral to the guidance department.

Specific Hypotheses-

The achievement of the general objectives of the study were sought through investigation of four hypotheses:

1. Role-playing effects positive changes in attitude toward guidance as observed through a verbal measure.
2. Role-playing effects positive changes in attitude toward counselors as observed through a verbal measure.
3. Role-playing brings about behavioral change in attitude toward guidance as revealed by written requests for guidance.
4. Role-playing brings about behavioral change in attitude toward guidance through increasing the frequency of student self-referral for guidance.

SIGNIFICANCE OF THE PROBLEM

Attitudes of high school students which may prevent them from utilizing guidance services can be of course formed from within many aspects of their behavioral experience as a study of attitudes reveals. (Johoda, 1967; Krech et al., 1962; Newcomb et al., 1965) Among these experiences are two critical ones, that of school experience and peer group relationships.

School experience is critical in terms of the students experiences with the adult authorities responsible for their education and the services of instruction and guidance rendered. Rothney (1953) expresses this view in his discussion of the importance of student attitudes toward school personnel. Rothney (1953) cites several cases wherein students improved in school behavior, ". . . when the basis of their attitudes were recognized" and when school personnel involved themselves in the lives of their students [p. 253] .

Friedenberg (1962) and Erickson (1965) discuss the generalized peer group attitude of many adolescents as being anti-establishment and as perceiving school as being a facilitator of facts and skills only. The attitude of students in many cases is as Erickson (1965) points out one of alienation which ". . . involves detachment, lack of commitment, never being enthusiastic or going overboard about anything [p. 202] ." Erickson, (1965) further states the, "Many young people are at a real loss as to what they should seek to become [p. 203] ." As, the author has noted (Wrenn, 1962) guidance bases its roles in school on serving the needs of students and trying to gear its services

to help adolescents in this "seeking". If this is the case, then role relations between adolescents and educators (guidance personnel, teachers, principals) becomes important in achieving the goals of guidance. Sherif (1949) indicated that the group can become the focus of role relations, by restructuring perceptions of individuals and the pressures that are exerted upon them by the social group (reference group) to which they belong. Sherif (1949) poses the task of changing the attitudes of groups as the challenge. Group techniques, such as role-playing, may offer the possibilities of attitudinal change.

Thus this study concerned itself with change of attitude and utilization of guidance by students, through the interactional process of spontaneous role-playing. As was discussed earlier in this chapter, attitude change can occur upon receipt of new information, information pertinent to an individual, revised information, experience with an object, insight, changes in affect, cognition and behavior. Further that role-playing is an effective means of changing attitudes, since it embodies many of the characteristics of attitude change. (Corsini, 1966; Klein, 1956, 1959; Pettigrew, 1964; Shafte1 and Shafte1, 1967).

The author established role-playing enactments wherein high school students were involved with objects pertinent to their environment. Situations (enactments) pertinent to the needs of students were developed in the role-playing. Within these situations, the guidance counselor's role was represented as a facilitator of help for the student, but the actor student was free to spontaneously interpret the facilitation. There-

fore informational and insight opportunity was given to the students. Strang (1958), an active author in group theory, points out that in a role-playing situation an individual may learn to replace negative feelings with empathy. Counselor educators Lloyd-Jones, Barry, and Wolf (1956) write that when students play the roles of guidance counselors they increase their " . . . understanding of the counselors' points-of-view [p. 16] ."

Counselor educator McDaniel (1956) writes, that, "Group activities (discussion, role-playing, problem solving, etc.) help the individual to be more aware of previously unrecognized problems [p. 376] ." These problems also seem to be expressed, as well as recognized in group activities. Casey, (1952) reports that after role-playing certain events related to the problems of being in school, that, "Three students later told me they were presently confronted with such problems [p. 234] ."

It appears then that the student may not only gain insight and information from role-playing activities but may also express feelings about having problems and of approaching adults concerned with helping adolescents to deal with them.

Thus the research reported in this paper was designed to respond to the American Personnel and Guidance Association's (1967, p.3) plea for group experiences to aid in the individual development of public school students, and to Kerlinger's (1964) suggestions to use role-playing as a research tool in education.

DEFINITION OF TERMS:

- Role-Playing - A group method that enables young people to explore, in spontaneous enactments followed by guided discussion, attitudes toward persons and things.
- Attitude - An enduring system of positive or negative evaluations, emotional feelings, and pro and con tendencies with respect to a social object.
- Self-Referral - A student who voluntarily goes to the guidance office without being requested to by the guidance personnel.
- Guidance - Is a systematic, organized phase of the educational process having patterns of specialized services in which the student can be helped in his educational, vocational, and personal and social development. Guidance is ordinarily represented by a public school's guidance department's services.
- Counselor - Is the guidance worker in the process of working with the student or students in a guidance situation.
- Role - Is the behavior prescribed for a position.

LIMITATIONS OF THE STUDY

Generalizations of the findings of the present study concerning attitude change through role-playing are of necessity qualified by: the population that was used, that is, male, grade eleven high school students; the three types of treatments utilized (role-playing, movies, and non-active control); the level of participation of the subjects; and the kind of experimenters used.

SUBJECTS:

Ss were drawn from a volunteer population of grade eleven high school students at Greenfield High School, Greenfield, Massachusetts.

TREATMENTS:

The spontaneous role-playing or treatment one utilized was standardized for both Es through an "Experimenter's Handbook of Spontaneous Role-playing and Discussion" (Appendix D) which served to increase the structure of the experimental tasks. The same type of standardized procedure was utilized for the presentation of movies or treatment two in a handbook titled "Treatment 2 (T₂) Outline" (Appendix D). Es roles within treatments were further structured through a preliminary experimental training program.

CHAPTER II

RELATED RESEARCH

The literature dealing with research in role-playing has become more extensive since Rosenberg (1952) in her very comprehensive study discussed the lack of research in role-playing using controlled experimentation. Fourteen years later, Kerlinger (1966) writes that, "In passing, it may be said that it is not easy to find research studies that have used role-playing -- especially educational research studies [p. 536] ." A search of the literature related to role-playing bears out this viewpoint.

Role-playing literature classifies itself into a minimal quantity of experimental research literature and an extensive amount of theoretical material in the form of uses and suggestions. Some of this literature has been discussed earlier in Chapter I of this paper as a means of developing the author's objectives.

To add to the previous discussion of literature, the author will present the available relevant antecedent research in three classifications:

1. Role-playing and the Socio-Psychological.
2. Role-playing in Education.
3. Role-playing in Guidance and Counseling.

Placing this study in its perspective as an applied or field research study, the author will develop these three classifications with emphasis on pertinent research findings and only some theoretical

reports. These research findings and theoretical reports will be directed to the present objective of this investigation which is the effect of role-playing on high school students' attitudes and selected behavior towards counselors and guidance. Role-playing in this study is used strictly as an experimental technique for fabricating reality and is not itself the object of the study.

The lack of systematic attempts to investigate attitude change through role-playing is well expressed by Janis and Mann (1955) when they report that, "In the literature of psychodrama, there are a few anecdotal accounts of the clinical use of similiar role-playing procedures which appears to have been helpful in the treatment of delinquents and other types of problem cases, but so far as we know, the present study represents the first systematic attempt to investigate the effectiveness of emotional role-playing in modifying attitudes and habits [p. 85] ."

Since some comprehensive reviews are readily available (Corsini, 1966; Group Psychotherapy, 1965; Lippitt and Hubbell, 1956; Mann, 1956; Rosenberg, 1952) no attempt is made here to review the empirical findings of all role-playing literature.

Role-playing and the Socio-psychological

Hass (1948) relates quite succinctly the need and the importance of dealing with social collective attitudes through reference to cultural groups. Role-playing as a group process is presently widely used as a training method for providing insight and understanding into

attitudes and feelings, particularly in terms of groups within American culture. Zander and Lippitt (1944) designated role-playing as "reality practice" since it provides a way for reproducing certain essential features of real life settings thus furnishing opportunities for the practice of skills in interpersonal relations. Solem (1957) in an experimental research concluded that it appears that an individual involved in a role-playing situation does not simply identify the role with another person and simply act it out but becomes emotionally involved and actually part of that role. This conclusion reinforces the idea of placing individuals in roles with limited descriptive characteristics in order to allow them to "be" the other person. Culbertson (1957) found that when subjects underwent role-playing and "were" another person in a role-playing event, a positive attitude growth was observed toward negro integration in housing by Ss who role-played. Culbertson (1957) also reports that subjects who role-played who had a pretest score on the F scale (authoritarianism) below the median, for the total subjects in the experiment, changed more in a favorable direction. Reissman (1964) suggested that role-playing is an excellent vehicle to development of rapport between professional employees in psycho-social fields. This view was upheld in an earlier work by Luszki (1951) wherein it was founded that sensitivity and objectivity training in role-playing can lead to greater empathy in interpersonal relations. Steiner and Field (1960) in a study of the effects of role-playing on attitudes of students toward the desegregation of schools, found that roles assigned during the enactments

affected group members' perceptions of each other. Janis and King (1954, 1956) using experimentally controlled methods (experimental treatment and control groups) found that active participation in role-playing significantly altered opinions previously held. Janis and Mann (1965), sighting their study as one of the first studies to systematically attempt to investigate the effectiveness of emotional role-playing in modifying attitudes and habits, report significant change in strengthening anti-smoking attitudes and reducing excessive smoking habits. Weiner (1966) reports some success in the treatment of alcoholism in a number of clinical studies. Lewis and Cleveland (1966) report considerable success with role-playing utilized to increase student nurses positive attitudes toward psychiatric patients.

An interesting study by Rath and Misra (1963) relates directly to some of the techniques used in this author's study of attitude change through role-playing. Rath and Misra (1963) report that in role-playing to change attitudes, a group of approximately seven subjects has the greatest effect on change; that the seven group members should not all have the same attitude; and that the amount of participation in discussion does not correlate with the amount of deviation from the group norm for the change.

Role-playing in Education

Although research studies of role-playing in education have been limited as reported by Kerlinger (1966), nevertheless much material in

the form of reports and classroom use of the technique is available.

Many comprehensive reports on the use of role-playing as an educational technique in the 1940's and 1950's (Boyd 1957; Hendry, Lippitt & Zander 1947; Katona 1949; Knepler 1959; and Nichols 1954) report favorable use in a variety of classroom and school situations.

Later reports, comprehensive reviews, and suggested applications of role-playing in the 1960's are well documented (Chesler and Fox, 1966; Corsini, 1966; Herman, 1964; Shaftel and Shaftel, 1966).

Among these many reports and reviews are some interesting research applications and practical classroom reports significant to this study of changes in attitudes through role-playing.

In an early report, Sobel (1951) discusses the use of role-playing to reduce misbehavior in the classroom through exploration of acceptable and interpersonal behavior. In a later report, Fein (1962) details, in a case study, how discipline can be aided in the classroom when feelings, attitudes and value systems are played out in the open. A recent research study, by Harth (1966) perhaps is the only study available in research literature with somewhat similar kinds of objectives as this author's study. Harth (1966), found that the classroom behavior of a group of emotionally disturbed children changed significantly in a positive direction after role-playing enactments involving school personnel.

Role-playing as a means of stimulating thought and reasoning to aid in classroom goals is discussed by McCalib (1965) in an enthusiastic plea for role-playing. Herman (1964) encouragingly

suggests that role-playing can change attitudes, demonstrate understanding, and create reflective thinking. Stern (1965) in his report reinforces this view that role-playing is a stimulator of reflective thought.

Classroom role-playing of social problems and social responsibilities in society (related to attitude change) is perhaps one of the most widely favored and developing uses of the technique. Wynn (1964) utilized three role-playing enactments and discussions with sixth grade boys who disliked a fellow student, and reported positive attitudes resulted. Simmons (1965) describes his use of role-playing to effectively develop psychological theory and understanding to elementary age students. Shaftel and Shaftel (1966) report a number of applications and studies of role-playing of socially oriented situations which are especially relevant to educators in this urban-oriented society. Horn (1960) was able to report a small reduction in the number of students "who would have otherwise commenced smoking", following an experiment in which he had high school students take the roles of introducing parents of the dangers of smoking [p 64] ."

An interesting controlled experimental study by Sause (1954), using student teachers, reports that the quality of solutions by the role-playing group improved significantly as judged by qualified raters.

Role-playing in Guidance and Counseling

Role-playing literature in guidance counseling is similar to role-playing in general education in that there are few experimentally reported studies.

A few books, overviews and reports in the 1950's elicit various material concerning the early development of role-playing in guidance and counseling: (Boyd, 1957; Greenleaf, 1951; Hass, 1948; Lippitt and Hubbell, 1956; Rosenberg, 1952; Weiss, 1954; Wood, 1952). The reported literature on the use of role-playing in guidance and counseling of the 1960's up to the time of writing this study is documented in (Corsini, 1966; Shaftel and Shaftel, 1966).

An example of the lack of research with role-playing in guidance and counseling is outlined in Shaw's (1965) review of the literature of research on group procedures in school. Shaw (1965) reported that the only available research study using some role-playing, at that time, was one by Clements (1964). Clements (1964) experimenting with role-playing problems to reduce anxiety with college bound high school seniors, found role-playing an effective technique to stimulate discussion and express anxiety. Later, a research study by Anderson (1965) found role-playing to be a significant group counseling technique to enhance group interaction and resolution of problems.

Zacharias (1965) reported role-playing as positively aiding the insights and thinking, as well as the personal problems of teenagers.

SUMMARY

The literature and research which has been cited here provided the foundation from which the present study was launched. Much of the literature embodied in this chapter reports role-playing as being a technique which allows individuals to express themselves emotionally, think, argue, evaluate ideas, attitudes, and views. This occurs in the relative safety of a protective group situation, wherein the individual can even absolve himself of his own personal viewpoints by "acting" as someone else. However, these reports are not all based on scientific evaluation through controlled experimentation. Experiments in role-playing, support role-players involvement in the activity at a heightened tempo, both as spectators and players; support the altering of some attitudes such as prejudice toward other social groups; support the altering of habitual misbehavior in classrooms; support improvement in problem solving; and to significantly aid in counseling of individuals with anxiety and vocational choice problems.

A review of the literature indicates a continuation of a long standing plea in the literature, especially in Educational spheres, for more controlled experimentation.

CHAPTER III
METHODS AND PROCEDURES

The experiment to be described was conducted during the spring term, 1968, at Greenfield High School, Greenfield, Massachusetts. The total time of the study extended from April 4, 1968 to June 10, 1968.

The sample serving as the source of data for this experiment consisted of sixty (60), voluntary, male, grade eleven high school students from an available population at Greenfield High School. The population was limited to male students as a control of the sex variable in order to reduce between-subject variability in the design.

Ten days prior to obtaining these sixty subjects, the author had the Pupil Personnel Director of the high school administer semantic differential scales, a procedure for measuring attitudes developed by Osgood (1957) to all eleventh grade male students ($N=130$) at Greenfield High School. (Appendix A) All eleventh grade male students were administered the scales in order to have pretest scores available before the students were requested to volunteer for special group meetings. This procedure also was done in order to reduce the association of the scales with the meetings, as well as to prevent the volunteers from being subjected to a testing situation immediately at the start of the experimental treatments.

By pretesting with these scales a basal attitude rating on each of two concepts "Counselor", and "Guidance", for each potential volunteer was obtained. This allowed a comparison of change of rating to be made, of these pretest attitude ratings with posttest attitude ratings which

were obtained two weeks after the experiment.

These semantic differential scales involve having the subjects responding to a word (known as a "concept") by rating the concept on a series of seven-interval rating scales, each bounded by a pair of bi-polar adjectives. There are four concepts to be responded to on the scales: "Counselor", "Guidance", "Baseball", and "Cars". These four concepts are measured by eighteen bi-polar adjectives. Two of the concepts "Counselor" and "Guidance" were used in the analysis of data, the other two were filler concepts only. Eight of the eighteen bi-polar adjectives were used in the analysis of data, the others being filler items only. These eight bi-polar scales have high evaluative ratings according to Osgood et al., (1957, P. 191) who suggest using "evaluative" sets of scales to measure attitude.

Newcomb et al., (1965) report that, "It has been found that this evaluation dimension is the one most frequently utilized when persons are asked what something means to them." ... "In practice, variations of the semantic differential are being used as attitude scales

[p.536]."

Selection of Subjects

In order to choose the 60 participants in the study, all male members (N=130) of the eleventh grade were interviewed in two equal groups. They were asked if they could participate in eight, thirty minute meetings designed to bring together high school students with diverse opinions about school, community, and student life. It was stressed to them that their participation in small groups, which

would be formed from volunteers, would add immeasurably to the school's knowledge of the modern teenager. A factor which helped considerable in having Ss volunteer was the interest generated about "student power" created by Columbia University students at the time of requesting for volunteers.

The students were informed that the eight short meetings would take place over a four week period, with two meetings per week. Also, that the two meetings each week would be held after school, or at a time convenient to each chosen group. It was pointed out that students who were in some extra-curricular activity would still be included in the group meetings at a time convenient to them. In this manner, the author was able to recruit students who were involved in extra school activities as well as non-actively involved ones.

A "Student Information Form" was filled out by the student listing his name, age, home address, telephone number, home classroom number, home room teacher, availability after school hours, and willingness to participate. (Appendix B)

The author, asked the students who wished to volunteer to signify this on the form provided. (Appendix B) Students who were absent from these two recruitment meetings were sent a "Student Information Form" with an attached written request to volunteer. (Appendix B) The author clarified any uncertainties the students had about time involved and required attendance. The students were informed that, "Some volunteers will be assigned shortly to small group activities,

whereas others may be called upon later to participate". This latter statement was made in order to prepare for control Ss taking the post-testing had the post-testing not been given to all eleventh grade males. From those students agreeing to participate in these meetings, sixty subjects (Ss) were randomly chosen. The volunteer Ss were telephoned each week prior to the two meetings of that week to reinforce their commitment to attend.

Experimenters

The author was not one of the experimenters. Two experimenters (Es) were utilized in all treatments of the study.

The Es were both adult males, holding Master of Education degrees in Guidance and Counseling and are at the time of writing candidates for Doctor of Education degrees in Guidance and Counseling, at the University of Massachusetts. Both Es were of approximately the same age (thirty and thirty-one years). To reduce potential contaminating effect on the results of this experiment, the Es were informed that the author was developing a critique of the type of role-playing utilized. The Es were not informed of the criteria used in this study.

Experimenters' Training Period

An experimenters' training period was held for two days at Granby Junior and Senior High School, with volunteer grade eleven students, in which the Es practiced the treatments to be given. This training period allowed the author to evaluate techniques utilized in the procedures. (Appendix C)

Design of Groups

The sixty Ss were assigned to ten groups (G) of six Ss each by means of a stratified randomization system. (Stratified randomization is a blocking procedure wherein Ss are randomly assigned to groups but the assignment is based on a pretest score.) This procedure was carried out in order to assure a group equality to the extent that randomization can do so. Campbell and Stanley (1966) state that, "Thus while simple or stratified randomization assures unbiased assignment of experimental subjects to groups, it is a less than perfect way of assuring the initial equivalence of such groups. It is nonetheless the only way of doing so, and the essential way [p. 15] ." It also allowed the author to place a combination of two distinct groups of high and low scorers on the pretests into each treatment group of the experiment. This procedure was done in order to enable the author to determine what kind of S (pretested positive or pretested negative) is likely to be most effected by treatments. This procedure was in accord with the suggestions of the American Personnel and Guidance Association. (1967, p. 9)

In order to carry out the stratified randomization of Ss, the two total scores for each concept of "Counselor" and "Guidance" obtained for each S on the pretest semantic differential scales was combined into one "total" score for each subject. The S's total scores were placed in descending order scores into ten descending order groups.

These ten (10) Gs of six S's each (6) were thus sub-divided into two separate groups or levels; one level called "A₁" being composed of the 3 Ss with high "total" scores, and the other level called "A₂" being composed of 3 Ss with low "total" scores, for the purpose of analysis of data. Making comparative analysis of high and low scoring groups or levels within groups is suggested by Cambell and Stanley (1966). Also the American Personnel and Guidance Association suggests this procedure as an exploratory factor in educational research in order to better differentiate the kinds of students group techniques are effective with (1967, p. 30).

Treatment Groups

The 10 Gs then underwent one of the three following types of treatments (T):

Treatment One (T₁) Spontaneous Role Playing: which is a group method that enables young people to explore, in spontaneous enactments followed by guided discussion, attitudes toward persons and things. Treatment One was administered to the 6 Ss of a group by an experimenter. The Ss first were told a brief event, having several characters and involving an adolescent oriented problem as the topic. Volunteers played the characters in the event for several minutes, which then was followed by a brief discussion period. Two events were enacted with two discussion periods during the 30 minute meeting. A complete discussion of the role-playing utilized in

Treatment One can be found in the appendix section as the "Experimenter's Handbook of Spontaneous Role-playing and Discussion". (Appendix D)

Treatment Two (T_2) Movies: 6 Ss of a group were shown guidance oriented films which ran in length from 20 to 30 minutes. No discussion period followed the movies but brief written observations were made. The movie procedure is completely outlined in the appendix as "Treatment 2, (T_2) Outline". (Appendix D)

Treatment Three (T_3) Inactive Control: T_3 will consist of 12 Ss, divided into two groups of 6 Ss each, in the same manner as all participants, who receive no special treatment at all and who do not assemble as separate groups. All 12 Ss of T_3 were included in all criteria testing.

Scheduling Meetings

T_1 and T_2 meetings were 30 minutes in length. Both T_1 and T_2 had 8 meetings each.

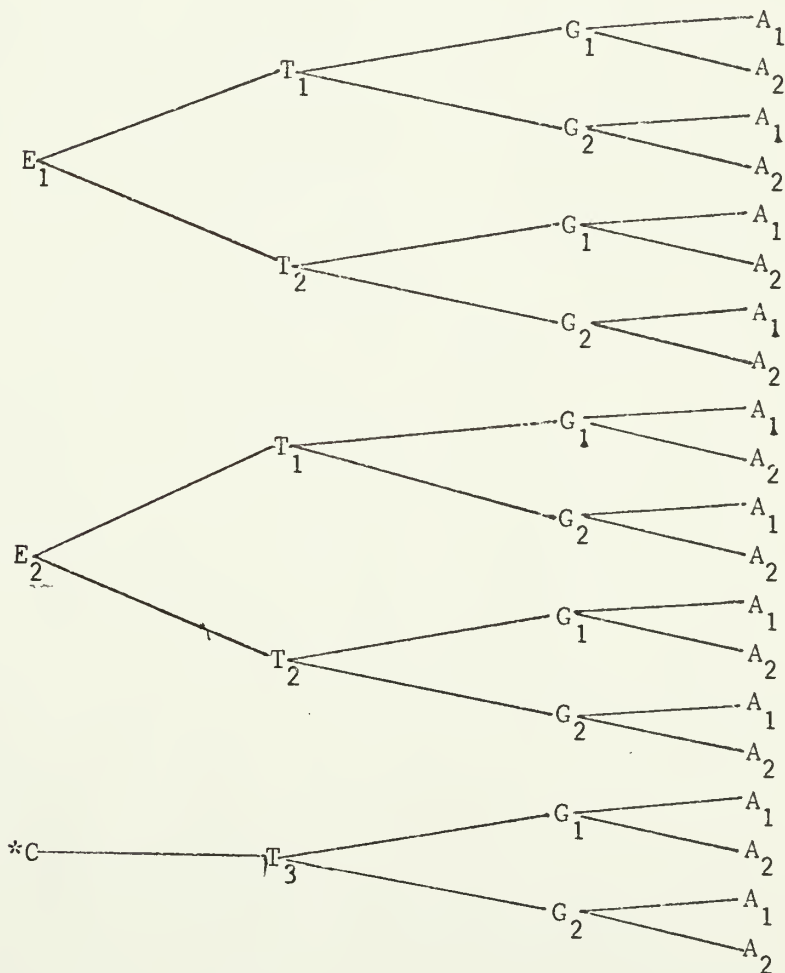
The two Es (E_1 and E_2) each worked with 24 Ss. Therefore each E had 4 Gs randomly assigned to him, since each G has 6 Ss. Each of the 2 Es were randomly assigned two Gs for T_1 , and two Gs for T_2 . Myers (1966), suggests this procedure in order to take into consideration the possibility that any measured change may be due to an artifact of one particular group. Such things as control, position, delegation of

authority and activity in sub-groups are discussed by Stogdill (1959) as having effects "on group performance [p. 187] ."

The two remaining Gs were assigned to T₃ as inactive controls.

The following diagram will help clarify this design:

DIAGRAM OF E's, T's And G's



*C - Represents inactive control

The actual experimental sessions were conducted over a four week period wherein each group met twice weekly for thirty minute sessions.

Therefore each S assigned to one of the experimental treatments experienced that particular treatment eight times. Corsini, (1966) in his work in psychodrama utilizes cycles of eight sessions.

Physical Facilities and Instrumentation

The experiment was carried on in two rooms each experimental day, each with at least seven chairs and a table. These rooms were located in the Franklin County Community Action Association, Incorporated; offices. The two rooms utilized, were large enough for ten persons. An additional room was used as the reception room. These three rooms were upstairs and separated from the regular Association's rooms with a separate entrance thus making it convenient to receive the Ss. The Association's offices were a convenient five minute walking distance from the school.

Equipment used was a 16 mm movie projector with sound system, a movie screen, a tape recorder with which the role-playing sessions were recorded, and paper and pencils.

Posttesting

Two weeks following the completion of all treatments of the experiment all eleventh grade male students were administered the pre-tested semantic differential scales by the same Pupil Personnel Director who gave the pretests. This procedure allowed the author to

utilize the semantic differential after a short time period has elapsed, for possible behavior change to occur outside the treatment period. This delay in posttesting also allowed the author to record behavior changes in self-referral for guidance after treatments. One week following the treatments, all eleventh grade students completed a "Guidance Appointment Form" which is a request for guidance by the student. (Appendix A)

The following criteria were utilized in this study:

Request for guidance. In discussing the selection of criteria measures in group research, the American Personnel and Guidance Association (1967) comment that the "simple commitment to examine the possibility of change" (in one's conception of self, relationship with other persons, behavior in school, and the like) may be a very significant part of counseling research (p. 20) . Therefore the "Guidance Appointment Form" (Appendix A) completed by all grade eleven students was simply a form in which the students were able to signify their interest in obtaining an appointment with the guidance department.

The semantic differential scales. These scales provide a measurement procedure embracing multiple dimensions of attitude measurement designed as combination of a scaling procedure and an association method. The subject responds to a word (known as a "concept") by rating it on a series of seven-interval rating scales, each bounded by a pair of bi-polar adjectives.

Newcomb et al., (1965) write that, "In practice, variations of the semantic differential are being used as attitude scales." "The most

frequent usage at present, however, involves the rating of words, persons, and objects along the dimensions of the evaluation scale alone [p. 350] ." Even when this single dimension of the semantic differential is used in studying attitudes, we are still dealing with a multiple-dimension scale. The reason is that a person makes two responses per selection, that is, one response is the direction of choice and the other is the degree of choice.

With these factors in mind, the author's used the semantic differential scales with two concepts "Counselor" and "Guidance" as criteria measures. The concepts; "Baseball" and "Cars" were used as filler items. To outline these attitudes eight bi-polar evaluative scales (adjectives) were used in the analysis of data and ten other bi-polar adjectives were used as filler items only. The author chose eight bi-polar scales: dishonest: honest, dirty: clean, bad: good, unpleasant: pleasant, worthless:valuable, kind:cruel, unfair:fair, nice:awful. All of these bi-polar adjectives are taken from Osgood, Tannenbaum, and Suci's listed bi-polar adjectives and have high rotated factor loadings of over .78 on the evaluative factor as obtained by Osgood's et al., (1957, p. 36) use of Thurstone's Centroid Factor Method applied to a matrix of correlations. Eight evaluative bi-polar scales were chosen to increase the reliability of the scales used. Diebold (1965) explains that, "Since there is not perfect reliability of any one scale (bi-polar adjective) for each factor(concept), we use a small sample of scales, representing each factor [p. 178] ."

In establishing the order of appearance of the eighteen bi-polar adjectives, the author randomized both their chronological order of appearance and the position of each adjective at the extremities of each bi-polar scale. This procedure is encouraged by Osgood et al., (1957).

The author's scale retained Osgood's et al., (1957) seven-interval ratings between the bi-polar adjectives. In using these intervals, a 7 point scoring method was used, in which a positive adjective choice scored 7 points, and regressing to the more negative adjective scoring 1 point. Thus each of the 7 intervals represents score values of 1 to 7, from a negative to a positive direction. Since eight evaluative bi-polar scales were used, the range of individual scores varied between 8 to 56 points, representing the lowest evaluation and the highest evaluation respectively.

Interval 4 on the 7 interval scale is considered as a neutral rating, neither positive nor negative. It is assumed that interval 4 is one of least intensity in terms of attitude, as reported by Osgood et al., (1957, p. 192). Further, Mehling (1959) who used a nine point rating scale with the semantic differential reports that, ". . . the semantic differential . . . does measure both direction and intensity of attitude. Furthermore, this gives added weight for the assumption that the middle (number 4)* interval in the scales represents the neutral point in the attitude [p. 578] ."

* Author's addition

Remmers (1963) writes that "In summary, the semantic differential in the light of the rigorous and extensive experimentation that it has so far undergone appears to be a widely useful instrument. ... one who accepts the logic of measurement and of factor analysis will be impressed with the convenience, power and flexibility of the device [p. 362] ."

Self-referral tabulation. During the four week treatment period, and the two weeks prior to and following the treatment period, a week prior to and following the treatment period, a week by week record of self-referral to the guidance department was tabulated on a form called "S-R Tabulation Form" (Appendix A) for all 60 Ss. The self-referral tabulation served as a measure of overt behavior between groups.

All guidance counselors and the secretary wrote down all names of all grade eleven boys and girls who came to the guidance office on the "S-R Tabulation Form". A simple check mark (✓) beside the student's name indicated a self-referral tabulation. Krumboltz and Thoreson (1964) used self-referrals to the library (by counts) as a criterion in measuring the effects of behavioral counseling on information-seeking behavior.

Criteria For Self-Referral Tabulation

1. A self-referral registered on the "S-R Tabulation Form" occurred when any student referred himself to the guidance office without being initially called to the office by the guidance, teaching or administrative personnel.

2. A self-referral also occurred if the student during two weeks prior to the experimental period, during the experimental period, and two weeks after, requested a counselor to call him/her to the guidance office.
3. If the student voluntarily made an appointment with a counselor through the secretary, it counted as a self-referral tabulation.
4. If a grade eleven student picked up guidance reading material without having been requested to do so by the guidance personnel, it was considered a self-referral tabulation.
5. A self-referral tabulation was not made if a grade eleven student merely did so in order to inform the secretary that he would not be present at a group meeting, or to find out when or where the group was meeting. However, if the student did go to the counselor to inquire about a group meeting and it was evident to the counselor that the student wished to discuss or seek information about a personal, vocational or educational problem, the counselor regarded this as a self-referral tabulation.
6. The time of a visit to the guidance office by a student was noted on the "S-R Tabulation Form" in order to cross-reference the secretary's tabulations with counselors'. This procedure both reduced the chance of duplicating tabulations in the daily summation of self-referrals and

reduced some error when the secretary or a counselor neglected to record the referral

Each of the three guidance counselors in the school are responsible for guidance services of one-third of the grade eleven students. Self-referral tabulations were therefore recorded daily, since not all guidance counselors were absent on the same day. The author fully explained the self-referral procedures to the guidance personnel prior to the eight weeks of recorded self-referrals. The guidance personnel were not informed of the volunteer participants in the study and both boys and girls were recorded.

A Criterion Observation

The foregoing criteria were derived with Krech et al., (1962) statement in mind, that, "Attitudes can be measured only on the basis of inferences drawn from the responses of the individual toward the object - his overt actions and his verbal statements of belief, feeling, and disposition to act with respect to the object [p. 147] ."

Schedule of Treatments

There were eight (8) days of treatments, two per week, for four weeks. On each of these 8 days of treatments, each E held four (4) group meetings. For these 4 meetings, each E ran two T_1 (Treatment 1) meetings and two T_2 (Treatment 2) meetings. The time sequence (order) of these meetings was organized so that each participating S met on the two assigned days of a week at the same time period. E_2 had his meetings scheduled in reverse to those of E_1 in order not to have both Es presenting the assigned movie of that day at the same time.

Since eight groups were actively participating in the treatments (T), for the purpose of scheduling the time block of each group (G) meeting, the Gs were numbered as follows:

$$\begin{array}{l} \underline{E_1} \\ E_1 T_1 G_1 = \#111 \\ E_1 T_1 G_2 = \#112 \\ E_1 T_2 G_1 = \#121 \\ E_1 T_2 G_2 = \#122 \end{array}$$

$$\begin{array}{l} \underline{E_2} \\ E_2 T_1 G_1 = \#211 \\ E_2 T_1 G_2 = \#212 \\ E_2 T_2 G_1 = \#221 \\ E_2 T_2 G_2 = \#222 \end{array}$$

Note: The first number on the left of the assigned G number (egs. #111, #211, etc.) is the number of the E. The second number is the T, and the last number is the G within that T.

These G's were then matched by the author into pairs, one G from each E, in order to have different T's (the middle number) in each matched pair. The following matched pairs were then given a number from 1 - 4.

<u>Matched Pair Number</u>	<u>E₁ - E₂ Pairs</u>
#1	#111 - #221
#2	#112 - #222
#3	#121 - #211
#4	#122 - #212

These four matched pairs were then assigned to one of four (4) time periods which was held constant for the two meetings of each week.

The following week the time periods were adjusted so as to have new time periods for each group. Thus each group was divided equally in terms of meeting after school either early or later.

The procedure of having one E carry out two group meetings for each treatment allowed the author to have six (6) Ss who missed their respective group meetings of one day, sit in and participate with the second group of that same E. Thus absentee Ss were exposed to an equal amount of role-playing under the same E. Only a total of three Ss, of three separate Gs missed one meeting each. One S missed two meetings due to illness, which he was unable to make-up.

Attendance was considerably aided through a system of week by week telephone calls to each S (n=48) participating to verify his attendance. Although a considerable task, this procedure proved to be very rewarding in terms of attendance.

Since there were two identical rooms available for the meetings, each room was assigned to one treatment for the total experimental period.

The following diagram of the schedule of G meeting assignments will clarify this procedure:

Time Schedule of Group Meetings

Day		1.	2.	3.	4.	5.	6.	7.	8.
	Time Period								
E ₁	1.	111	111	122	122	121	121	112	112
	2.	112	112	111	111	122	122	121	121
	3.	121	121	112	112	111	111	122	122
	4.	122	122	121	121	112	112	111	111
E ₂	1.	222	222	211	211	212	212	221	221
	2.	221	221	222	222	211	211	212	212
	3.	212	212	221	221	222	222	211	211
	4.	211	211	212	212	221	221	222	222

CHAPTER IV
ANALYSIS OF DATA

The analysis of data in this study was structured by and focused on the testing of four specific hypothesis which circumscribed the purposes of the research.

For all statistical tests used in the study an Alpha level of .05 (probability of rejecting a null hypothesis when it is true) was established as the criterion of significance.

Semantic Ratings

Two Levels of Treatment: T_1 and T_2

The following analysis of data is for two levels of treatment, T_1 and T_2 only. T_3 is not included in this section.

A summary of the mean differences in ratings for the concept "Guidance" is tabulated in Table 1. The cell means are tabulated by Experimenter (E_1 and E_2), Treatment (T_1 and T_2), Group ($G_1 \dots G_8$), and by Attitude level (A_1 and A_2).

Total means for each treatment group (T_1 and T_2) were:

$$T_1 = -0.458$$

$$T_2 = -0.250$$

An analysis of variance tabulated in Table 2 revealed no significant difference in changes in semantic rating of the concept "Guidance" in terms of Experimenter or Treatment (main effects) or the interactions. A significant Attitude effect ($F = 14.126$; $p < .05$) occurred. This Attitude effect indicates that both treatments (T_1 and T_2) resulted in differential effects on high attitude students as

opposed to low attitude students.

TABLE 1

MEANS OF CHANGES IN SEMANTIC SCALE RATINGS
OF THE CONCEPT "GUIDANCE"

		E_1				E_2			
		T_1		T_2		T_1		T_2	
		G_1	G_2	G_1	G_2	G_1	G_2	G_1	G_2
A_1		0.667	2.667	3.000	1.667	2.000	-2.667	1.000	4.667
A_2		-2.667	1.667	-5.333	-0.333	-0.667	-4.667	-2.667	-4.000
		-1.000	2.167	-1.667	0.667	0.667	-3.667	-0.833	-0.333

$$M_{T_1} = 0.583$$

$$-0.250$$

$$-1.500$$

$$-0.250$$

$$M_{E_1} = 0.167$$

$$M_{E_2} = 0.875$$

TABLE 2

ANALYSIS OF VARIANCE OF CHANGES IN SEMANTIC RATING OF THE CONCEPT "GUIDANCE" BY EXPERIMENTERS, TREATMENTS, AND ATTITUDE LEVELS

SU	df	SS	MS	F
Experimenters (E)	1	13.02	13.02	0.517
Treatments (T)	1	0.52	0.52	0.020
ET	1	13.02	13.02	0.517
G/ET	4	100.58	25.15	-----
Attitude (A)	1	188.02	188.02	14.126*
AE	1	1.02	1.02	0.076
AT	1	35.02	35.02	2.631
AET	1	0.52	0.52	0.039
AG/ET	4	53.25	13.31	-----
S/AG/ET	32	842.00	26.31	-----

* $p < .05$

Table 3, summarizes the mean differences in semantic rating for Attitude Levels by Treatments.

TABLE 3

COMPARISON OF MEAN DIFFERENCES IN SEMANTIC RATINGS OF THE CONCEPT "GUIDANCE" IN ATTITUDE LEVEL BY TREATMENT

	T ₁	T ₂
A ₁	0.667	2.583
A ₂	-1.583	-3.083

FIGURE 1

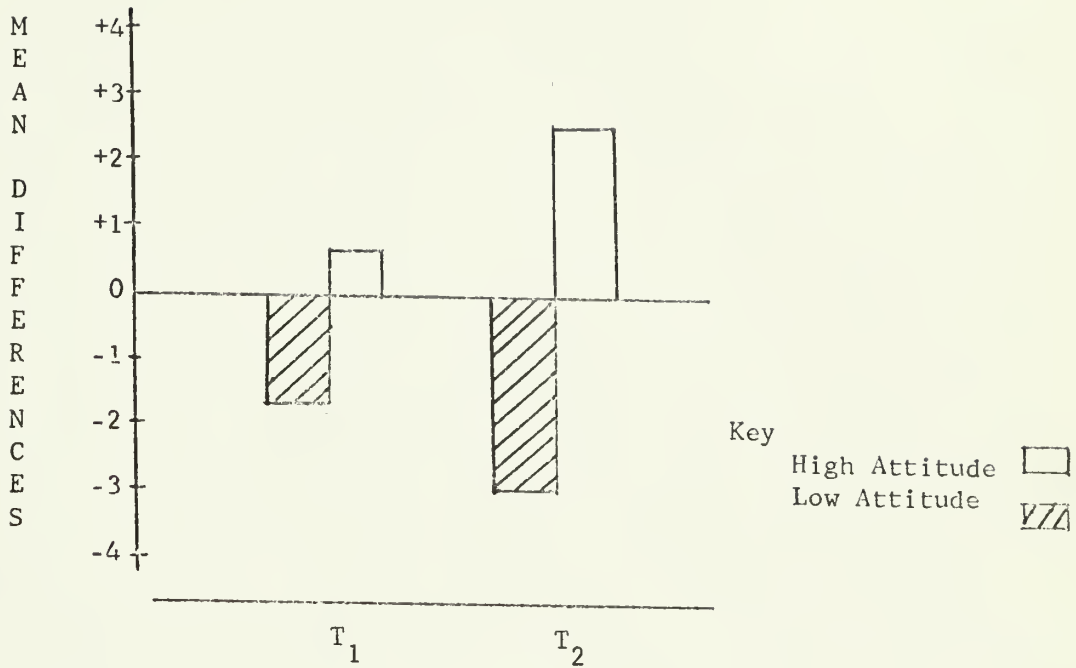


Fig. 1: A comparison of the differential effects of mean ratings in the high and low attitude groups toward the concept "Guidance".

Figure 1 illustrates the differential effects in the two attitude groups. The high attitude group tended to improve their rating on the concept "Guidance", whereas the low attitude group, independent of treatment, manifested lower ratings toward the concept "Guidance".

Lacking any significant interaction involving attitude level, it must be assumed that this differential effect of attitude level was similar for all combinations of the other independent variables.

Mean changes in semantic ratings of the concept "Counselor" are summarized in Table 4 by Experimenter, Treatment, Group and Attitude level.

Total means for each treatment group (T_1 and T_2) were:

$$T_1 = -1.417$$

$$T_2 = -0.833$$

TABLE 4

MEANS OF CHANGES IN SEMANTIC RATINGS OF
THE CONCEPT "COUNSELOR"

	E_1				E_2			
	T_1		T_2		T_1		T_2	
	G_1	G_2	G_1	G_2	G_1	G_2	G_1	G_2
A_1	-1.333	3.000	1.333	0.667	-2.667	1.000	-3.333	1.333
A_2	-3.333	1.000	0.000	1.000	-1.667	-7.333	-4.667	-0.333
	-2.333	2.000	0.667	0.833	-2.167	-3.167	-4.000	-0.833

$$M_{T_1} = -0.167$$

$$0.750$$

$$-2.667$$

$$-2.417$$

$$M_{E_1} = 0.292$$

$$M_{E_2} = 2.542$$

An analysis of variance in changes in semantic ratings toward the concept "Counselor" by Experimenter, Treatment, Group and Attitude level is summarized in Table 5. This analysis revealed no significant main effects or interactions.

TABLE 5

ANALYSIS OF VARIANCE OF CHANGES IN SEMANTIC RATING OF THE
CONCEPT "COUNSELOR" BY EXPERIMENTERS, TREATMENTS AND ATTITUDE LEVELS

SU	df	SS	MS	F
Experimenters (E)	1	96.33	96.33	4.304
Treatments (T)	1	4.08	4.08	0.182
ET	1	1.33	1.33	0.059
G/ET	4	89.50	22.38	-----
Attitudes (A)	1	30.08	30.08	1.682
AE	1	1.33	1.33	0.074
AT	1	18.75	18.75	1.048
AET	1	3.00	3.00	0.167
AG/ET	4	71.50	17.88	-----
S/AG/ET	32	629.33	19.67	-----

Three Levels of Treatment: T_1 , T_2 , and T_3

The following analysis of data now includes all three treatments (T_1 , T_2 , and T_3).

The next step was to extend the analysis to include Treatment Group 3, which is the inactive control group. Table 6 summarizes the means of differences in semantic ratings of the concept "Guidance" for each of the three treatment groups. A simple one-way analysis of variance computed by means of the BMD01V computer program provided no evidence to reject a hypothesis that the three means were equal. This analysis is summarized in Table 7.

TABLE 6

A SUMMARY OF THE MEANS OF DIFFERENCES IN SEMANTIC RATING OF THE
CONCEPT "GUIDANCE" FOR EACH OF THREE TREATMENT GROUPS

Treatment Group	1	2	3
Sample Size	24*	24*	12**
Mean	-0.458	-0.250	-0.333
Standard Deviation	5.158	5.252	4.438

* Cell size N = 24

** Cell size N = 12

TABLE 7

ANALYSIS OF VARIANCE IN SEMANTIC RATINGS OF THE
CONCEPT "GUIDANCE" BY THREE TREATMENT GROUPS

	Sum of Squares	DF	Mean Square	F. Ratio
Between Groups	0.5250	2	0.2625	0.0102
Within Groups	1463.1250	57	25.6689	
Total	1463.6500	59		

Table 8 presents a summary of the means of differences of semantic ratings for the concept "Counselor" for each of the three treatment groups. A one way analysis of variance for the concept "Counselor", Table 9, provided no evidence to reject the hypothesis that the mean differences were equal for the three treatment groups.

TABLE 8

A SUMMARY OF THE MEANS OF DIFFERENCES IN SEMANTIC RATING OF THE CONCEPT "COUNSELOR" FOR EACH OF THREE TREATMENT GROUPS

Treatment Group	1	2	3
Sample Size	24*	24*	12**
Mean	-1.417	-0.833	-0.833
Standard Deviation	4.462	4.584	4.469

* Cell size N = 24

** Cell size N = 12

TABLE 9

ANALYSIS OF VARIANCE IN DIFFERENCES IN SEMANTIC RATINGS OF THE CONCEPT "COUNSELOR" BY THREE TREATMENT GROUPS

	Sum of Squares	DF	Mean Square	F. Ratio
Between Groups	4.900	2	2.4500	0.1203
Within Groups	1160.8333	57	20.3655	
Total	1165.7333	59		

Therefore it must be concluded that the mean differences in semantic ratings toward the concept "Guidance" and toward the concept "Counselor" were not affected by the treatment applied.

Self-referrals

The mean number of self-referrals were tabulated by Experimenter, Treatment, Group and Week and are presented in Table 10. The Treatments by Weeks interaction of these self-referral means is illustrated in Table 11.

TABLE 10

MEAN NUMBER OF SELF-REFERRALS BY EXPERIMENTER,
TREATMENT, GROUP, AND WEEK

			W ₁	W ₂	W ₃	W ₄	W ₅	W ₆	W ₇	W ₈	
E ₁	T ₁	G ₁	0.000	0.167	0.000	0.000	0.167	0.167	0.333	0.167	
		G ₂	0.167	0.000	0.167	0.000	0.333	0.500	0.167	0.000	
	T ₂	G ₁	0.167	0.000	0.000	0.000	0.000	0.000	0.000	0.167	
		G ₂	0.000	0.167	0.167	0.000	0.000	0.000	0.000	0.000	0.167
E ₂	T ₁	G ₁	0.000	0.167	0.000	0.167	0.333	0.333	0.167	0.167	
		G ₂	0.167	0.167	0.167	0.167	0.167	0.167	0.167	0.167	0.333
	T ₂	G ₁	0.000	0.000	0.167	0.167	0.000	0.333	0.167	0.167	0.000
		G ₂	0.167	0.000	0.000	0.167	0.333	0.000	0.000	0.000	0.167

TABLE 11

MEAN NUMBER OF SELF-REFERRALS OF
TREATMENT BY WEEKS

	W ₁	W ₂	W ₃	W ₄	W ₅	W ₆	W ₇	W ₈	
T ₁	0.083	0.125	0.083	0.083	0.250	0.292	0.288	0.167	0.161
T ₂	0.083	0.042	0.083	0.083	0.083	0.083	0.042	0.125	0.078
	0.083	0.083	0.083	0.083	0.167	0.188	0.125	0.146	0.120

FIGURE 2

MEANS OF TREATMENT BY WEEKS

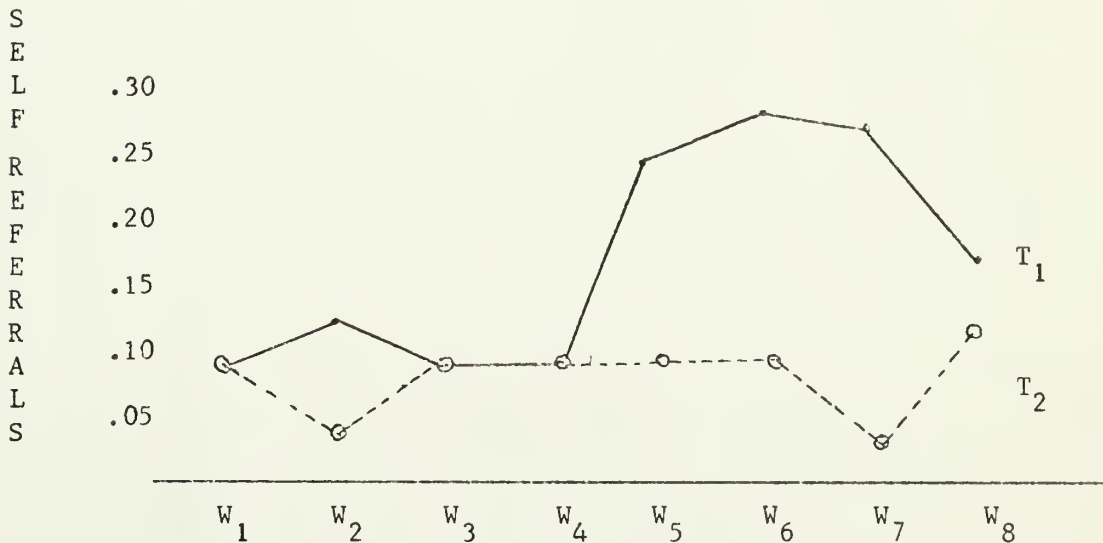


Figure 2 illustrates this Treatment by Weeks interaction in graphic form.

An analysis of variance in self-referrals computed in accordance with a three between, one within subjects variable, mixed design, was computed by means of the BMD08V computer program. Results of this analysis, are summarized in Table 12.

TABLE 12
ANALYSIS OF VARIANCE IN SELF-REFERRALS BY EXPERIMENTERS,
TREATMENTS, GROUPS, AND WEEKS

SU	df	SS	MS	F
Experimenters (E)	1	0.17	0.17	1.416
Treatments (T)	1	0.67	0.67	5.583*
Groups (G)	1	0.04	0.04	0.333
ET	1	0.01	0.01	0.083
EG	1	0.01	0.01	0.083
TG	1	0.01	0.01	0.083
ETG	1	0.00	0.00	0.000
S/ETG	40	4.83	0.12	—
Weeks (W)	7	0.61	0.09	0.818
WE	7	0.29	0.04	0.363
WT	7	0.63	0.09	0.818
WG	7	0.33	0.05	0.454
WET	7	0.61	0.09	0.818
WEG	7	0.86	0.12	1.090
WTG	7	0.53	0.08	0.727
WETG	7	0.71	0.10	0.909
SW/ETG	280	30.71	0.11	—

* $p < .05$

The analysis revealed a significant treatments effect ($F = 5.583$; $p < .05$). This result implies that the observed difference between the mean of T_1 (0.161) and the mean of T_2 (0.078) was significant. It may therefore be concluded that the role-playing treatment affected a greater number of self-referrals than did the active control treatment.

In the analysis no other main or interactional effects were detected.

A simple one way analysis of variance of mean numbers of self-referrals among the three treatment groups was examined. The mean of self-referrals for each treatment group are tabulated in Table 13.

TABLE 13

MEAN NUMBERS OF SELF-REFERRALS FOR TREATMENT 1,
TREATMENT 2, AND TREATMENT 3

Treatment Group	1	2	3
Sample Size	192	192	96
Mean	0.1615	0.0781	0.0729
Standard Deviation	0.3689	0.2691	0.2614
Z	0.4377	0.2904	0.2790

The one way analysis of variance, Table 14, revealed a significant treatments effect. Subsequently, to further investigate the nature of the Treatment Effect, Dunnett's test (Myers, 1966, P. 337) was applied to compare the means of the experimental treatment (T_1) and the active control (T_2) with the inactive control group (T_3). The Dunnett test holds the alpha level (.05) constant for such a series of comparisons.

TABLE 14

ANALYSIS OF VARIANCE OF MEAN NUMBERS OF SELF-REFERRALS OF TREATMENT 1, TREATMENT 2, AND TREATMENT 3

	Sum of Squares	DF	Mean Square	F. Ratio
Between Groups	0.8354	2	0.4177	4.3022
Within Groups	46.3125	477	0.0971	
Total	47.1479	479		

The statistic $\frac{\bar{T}_1 - \bar{T}_3}{2MS_{error}/144}$ was evaluated against the d statistic, distributed on 2 df (the number of means) and 477 df (the df in the error term). Results of the two tailed tests are presented in Table 15.

TABLE 15

COMPARISONS OF ROLE-PLAYING (T_1) AND ACTIVE CONTROL (T_2) SELF-REFERRAL MEAN RATINGS WITH THE INACTIVE CONTROL (T_3)
 SELF-REFERRAL MEAN RATING

Means Compared	Contrast	Difference	d
$T_1 - T_3$	0.162 - .073	.089	2.43
$T_3 - T_2$	0.078 - .073	.005	0.14

Thus a significant difference was revealed between the mean of T_1 (role-playing), and the mean of T_3 (inactive control). However, the observed difference between the mean of T_2 and the mean of T_3 , the control treatment, did not prove to be significant. It may therefore be concluded, that the experimental treatment role-playing (T_1) affected a greater number of self-referrals for guidance than either the active control group (T_2) or the inactive control treatment (T_3).

Request for Guidance

The final part of the analysis involved a non-parametric chi square test, to ascertain whether or not the frequency of students requesting guidance services was independent of the treatment in which they had been involved. Observed and theoretical frequencies of students requesting guidance are tabulated in Table 16.

TABLE 16
OBSERVED AND THEORETICAL FREQUENCIES OF
REQUEST FOR GUIDANCE TABULATIONS

	Yes	No	Total
Treatment 1 (role-playing)	16(9.2)	8(14.8)	24
Treatment 2 (movies)	5(9.2)	19(14.8)	24
Control	2(4.6)	10(7.4)	12
Totals	23	37	60
$X^2 = 13.641^*$			

* $p < .01$

The result of this analysis ($X^2 = 13.641$; $p .01$) was sufficient to reject the hypothesis that the proportion of students requesting guidance was independent of the treatment to which they had been subjected.

A further inspection of Table 16, reveals that two thirds of the role-playing group requested additional guidance services, while less than twenty-five percent of the active (T_2) and inactive control (T_3) groups made similar requests for guidance services.

It must therefore be concluded that role-playing does effect the frequency with which participants will request further guidance services.

CHAPTER V
SUMMARY AND CONCLUSIONS

The principal purposes of this investigation were to determine the effects of spontaneous role-playing on student attitudes toward counselors, guidance, requests for guidance, and the frequency of student self-referral to the guidance department.

A review of related literature established the relevance and need for such a study.

Methodology

Under the guise of a survey of student needs in public high schools purportedly interested in the problems, topics and issues of concern to students in school, home and community settings; role-playing, movies and control procedures were applied to 60 volunteer, male, grade eleven high school students who had been randomly assigned to treatment conditions.

The study was conducted through use of a hierarchical design containing two between-group variables (Experimenters and Treatments) and one within-group variable (Level of Attitude).

Three dependent variables were used as measurement change criteria. These were:

1. Two semantic differential scales rating the concepts "Guidance" and "Counselor" used in an eight week pretest - posttest method, in which difference ratings were calculated as measurement data.
2. A "Guidance Appointment Form", administered one week

following final treatments, tabulated as one score-point (1 point) by a simple "yes" response.

3. A Self-referral Tabulation recorded as one score-point (1 point) which was simply a tabulation of students' self-referral for guidance over an eight week time period.

The experiment was conducted over an eight week period, with two weeks being a pre non-treatment period and two other weeks a post non-treatment period, with four weeks of treatment. Sixty students were randomly assigned to ten treatment groups of six Ss each by a process of stratified randomization. This process allowed the 6 Ss of each group to be equally divided between a high attitude level and a low attitude level. Eight groups were assigned to one of two treatments either role-playing or movies. These eight groups attended two half-hour meetings each week, for four weeks. Four groups were assigned to one E and four groups assigned to another E. Two groups were held as the control (T_3). Each E conducted two role-playing groups (T_1) of six Ss each and two movie groups (T_2) of six Ss each, each scheduled meeting day.

Each meeting of each treatment lasted thirty (30) minutes. Treatment 1, was a standardized procedure of spontaneous role-playing, which consisted of having the six Ss enact two 6 minute role-playing events each followed by a 5 minute discussion period based on themes relevant to their peer group and involving a guidance counseling orientation. Treatment 2 consisted of a guidance oriented movie and a brief period of writing observations about the movie.

Both T_1 (Role-playing) and T_2 (Movie) were standardized in procedure for both Es who underwent a brief training period.

Neither Ss or Es were made aware of the actual purposes of the investigation.

Results

The principal purposes of this study were to determine the effects of spontaneous role-playing on student attitudes toward counselors, toward guidance, requests for guidance, and the frequency of student self-referral to the guidance department.

In order to achieve the principal purposes, four hypotheses were declared and then tested through the application of three criteria: semantic differential scales and tabulations of requests for guidance and self-referrals.

Attitude Toward Guidance

The first hypothesis that, "role-playing effects positive changes in attitude toward guidance as observed through a verbal measure" as revealed through changes in semantic ratings was not supported by the evidence. Analysis of variance revealed no significant differences in changes in semantic rating of the concept "Guidance" in terms of Experimenter, Treatment and their interactions for T_1 and T_2 . A significant effect of Attitude Level occurred which indicated that both the role-playing (T_1) and the movie (T_2) treatments resulted in differential effects on high attitude students as opposed to low attitude students. High attitude students got higher, while low attitude students got lower.

All three treatments (T_1 , T_2 , T_3) were then tested by a one-way analysis of variance which provided no evidence to reject the hypothesis that the three treatments (T_1 , T_2 , T_3) were equal.

Attitude Toward Counselor

The second hypothesis that, "role-playing effects positive changes in attitude toward counselors as observed through a verbal measure" as revealed through changes in semantic ratings was not supported by the evidence.

A Summary of semantic ratings concludes from the tests applied, that the mean differences in semantic ratings toward the concept "Guidance" and toward the concept counselor were not affected by the treatment applied.

Request for Guidance

The third hypothesis that, "role-playing brings about behavioral change in attitude toward guidance as revealed by written requests for guidance", was supported. Role-playing affected a greater number of requests for guidance than either the active control treatment (T_2) and the inactive control (T_3).

Self-referral for Guidance Tabulations

The fourth hypothesis that, "role-playing brings about behavioral change in attitude toward guidance through increasing the frequency of student self-referral for guidance" was supported. Role-playing affected a significantly greater number of self-referrals for guidance than either the active control (T_2) and the inactive control (T_3) groups.

Discussion

The principal purposes of this study were to determine the effects of spontaneous role-playing on student attitudes toward counselors, toward guidance, requests for guidance, and the frequency of student self-referral to the guidance department in a high school setting.

Perhaps one of the most striking findings of this study is the fact that attitudes as measured in terms of semantic interpretation remained relatively constant while attitudes as measured in terms of manifest behavior changed in a positive direction in the group to which the role-playing treatment had been applied. Thus, as Glasser (1965) points out, cognitive behavior precedes attitude change after role-playing.

Interpretations from the study of the change in semantic ratings for both the concepts "Guidance" and "Counselor", suggest that the semantic differential is not subject to variance over a period of eight weeks toward attitudes following this type of spontaneous role-playing.

Perhaps in the guidance setting of a public high school, a more extensive period of role-playing participation is warranted. Further, that more precise instruments to measure student attitudes toward guidance services and counselors be developed. Compounding this discussion of attitude change through use of the semantic differential and role-playing, was the finding that high attitude level Ss increased positively whereas low attitude level Ss decreased in attitude rating for both T_1 and T_2 . Although the reasons for this occurrence are

beyond the scope of the present study, an implication may be that differential types of group procedures may be required for different types of students.

These results support Glasser's (1965) contention that role-playing is basically a behavior changing technique which will eventually bring about attitude change. The evidence from this study, wherein the observed behavior of Ss requesting guidance and of Ss referring themselves to the guidance department, indicates an agreement with the view that manifest behavior change occurs through role-playing.

The observed behavioral changes, that is, requests for guidance and self-referral for guidance, are in line with Harth's (1966) study which was directed toward children's positive behavior in school. The present research was directed toward increasing student use of guidance services, as well as facilitating positive attitudes toward counselors and guidance. Thus the observed behavior of students by self-referrals and requests for guidance was facilitated by role-playing, wherein counselors increased contact with these students. Brough (1965) and Rippee (1965) both reported that direct contact and experience with school counselors was the most effective source of student utilization and acceptance of guidance services. However, the results of this study suggest that just contact per se may not be enough with all students. It appears that contact must be of such a nature that it will reinforce positive attitudes towards guidance while cautiously avoiding reinforcement of negative attitudes as well.

It is also of interest to note that the tabulations of self-referral were obtained through the course of normal guidance activity in the high school, which although an additional function for the counselor, did not interrupt the department's activities. It was therefore a simple process of tabulation.

Perhaps also, this study may serve as a source of inspiration to guidance counselors to utilize role-playing techniques or even the technique as standardized in this study. The author, in conversation with the two experimenters following the completion of the study, and having listened to the tape-recordings of the role-playing sessions, was impressed by the interactions of the role-playing and discussions by the Ss. Intensive and emotional responses concerning adolescents' problems and ideas were actively and openly expressed. Indeed, as one of the Ss related to an experimenter, "Can we come back again?" "This was really great, expressing our views!"

Before the results and interpretation of this study can have serious implications for guidance services, and counseling, replication and verification of present findings are necessary.

In essence this study has demonstrated that student attitudes toward guidance are amendable to change through the systematic application of role-playing techniques. These changes are most readily observable in students' manifest behavior rather than through their verbal responses.

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APPENDICES

APPENDIX A
SEMANTIC DIFFERENTIAL SCALES
REQUEST FOR GUIDANCE FORM
S-R TABULATION FORM

This booklet contains a questionnaire designed to allow high school students an opportunity to judge certain things that are familiar to them inside and outside of school.

You may have completed this booklet before at some time, or at least be familiar with the type of instructions requested. However, please go ahead and answer the booklet as the instructions request regardless of your having responded to this or a similiar booklet. Your responses will be greatly appreciated.

You are asked to place your name and age at the top of the instruction page. Thus, those students who are absent can be contacted later to complete the questionnaire. However, please note that no one connected with your high school will see what your responses are. Your questionnaire will be placed in a large envelope, sealed, and forwarded to the University of Massachusetts.

It is important that all students requested to complete this questionnaire do so. Remember, your responses are confidential and will not be seen by any of your teachers or administrators. Answer the questions as openly as possible since it is your true impressions that are desired.

Go ahead and complete the booklet!

INSTRUCTIONS

Name: _____

Age: _____

The purpose of this study is to measure the meanings of certain things to high school students by having them fill out a series of descriptive scales. In taking this test, please make your rating on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be rated and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair X : _____ : _____ : _____ : _____ : _____ : _____ : unfair

or

fair _____ : _____ : _____ : _____ : _____ : _____ : X : unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong _____ : X : _____ : _____ : _____ : _____ : _____ : weak

or

strong _____ : _____ : _____ : _____ : _____ : X : _____ : weak

If the concept seems only slightly related to one side or opposed to the other side (but not really neutral), then you should check as follows:

active _____ : _____ : X : _____ : _____ : _____ : _____ : passive

or

active _____ : _____ : _____ : _____ : X : _____ : _____ : passive

GUIDANCE DEPARTMENT

Name: _____

Many students have the desire to discuss their school life and their future with their guidance counselor. For some reason or other, you may not have found time or have not been able to make yourself available to see your counselor.

Please indicate here by a check mark (✓) if you would like to have an appointment arranged for you with the guidance department.

Yes _____

No _____

S-R Tabulation Form:

Counselor.....

Date.....

<u>Name of Student</u>	<u>Time</u>	<u>Check if S-R</u>
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APPENDIX B
FORMS, LETTERS AND SCHEDULES

STUDENT INFORMATION FORM

Name: _____

Age: _____

Address: _____

Telephone Number: _____

Home Classroom: _____

Home Room Teacher: _____

1. Are you willing to participate in these group meetings?
2. Please list the days of the week and the after school hours (time) that you are available for possible participation in group meetings. (Use a check mark ✓ beside the days preferred and write in the hours you are available.)
Monday:
Tuesday:
Wednesday:
Thursday:
Friday:
3. Would transportation help you to be able to attend these meetings?
4. Please list some of your extra-curricular activities, such as clubs, sports, part-time employment, etc.

Dear _____:

Perhaps you have heard, or were informed, that several groups of students at the high school will come together briefly to discuss ideas and views of interest to boys of your age group. The idea of these groups relates to the recognition of the need for persons of your grade and your age group to offer their ideas and feelings to those persons who educate you in the high school setting. To get these ideas and views, we need your help and your cooperation. We know you recognize that you have an invested interest in what goes on in school and what is done for you while you are there.

In order to be of help to you and to us we are asking you and your friends for a total of only 4 hours of your time. This time will consist of only 1 hour of your time per week for four weeks. That is, we are asking you to participate in one of these groups of 6 boys each for only $\frac{1}{2}$ hour (30 min.) twice per week for a total of 1 hour a week. We do not intend to keep you longer than $\frac{1}{2}$ hour in the group you may be assigned to and you will be left to freely enter any discussions that develop. Also, all boys may not be initially placed in a group, but will be asked to participate a little later on. Thus you may or may not be assigned to a group to start with, but you can be certain that any group you are assigned to will last for only $\frac{1}{2}$ hour, two times per week, as conveniently after school as possible for you.

Please fill out the attached form as it indicates. We can use you for the brief time requested, and we know you will find it interesting and of value to you. Perhaps it may also serve to make your future educational activities more likeable for you. When you have completed this form please return it to your teacher.

Thank you!

L. A. Rodgers

Dear _____

from L. A. Rodgers

As part of our survey concerning students' ideas and needs in the high school environment we have established the schedule of short group meetings. In order to allow us to include as many students as possible to participate and yet not infringe upon too much of your time, the following schedule is designed to help you. Remember your committal amounts to only four hours time which is divided into half-hour meetings.

If the time schedule involves your interrupting after school employment or athletic practices etc. please note that not all time-of-meetings are the same and that only $\frac{1}{2}$ hour is required. Perhaps if you show this schedule to your coach or your employer he may allow you to attend at the time indicated. Since this is part of a student-oriented study to help students receive some say and support about their ideas and views we urge you to arrange to attend the short meetings. If we can have you attend all eight meetings for the $\frac{1}{2}$ hour of each, we can add your views to our survey with force.

As we discussed with you on the telephone and in our brief meeting, your schedule of half-hour meetings has been arranged to have you meet at four different half-hour periods, on two separate occasions each. That is you will meet for two meetings only at 2:00 pm on separate days; 1:30 pm on separate days for two meetings; 1:00 pm on separate days for two meetings; and 12:30 pm on separate days for two meetings. This means that no student will have to plan on being available nor participating after 2:30 pm. All meetings therefore will be held before 2:30 pm. Also all students will have made equal time commitments fairly.

In order to facilitate your participation in the study and get the eight $\frac{1}{2}$ hour meetings completed, as soon as possible we have decided to carry out these meetings during a four week period. We will clarify this schedule with you at your first meeting to see if your group feels this procedure is the best one for them. We will be free to have you suggest changes! To do so and to help you complete the sessions we have obtained the use of two rooms at the Franklin County Community Action Inc., at 39 Federal St., which is located directly across from Bill's Restaurant. If transportation is a problem for you, contact one of the members of your group whom you will meet at the first meeting. We will also try to arrange transportation to and from the high school if you need it, so that no participant need be worried about getting back to a baseball practice or such.

Please remember that all group members will spend only $\frac{1}{2}$ hour at the meetings, so do try to come as it is most important to aid in the goal of obtaining student ideas and views. Let us know at the meetings if you lose your schedule, or copy one from a member of your particular group.

Your schedule is attached to this letter.

Thank you!

GROUP SCHEDULE OF: _____

1st week	Day	Month	Time	Room
1.				
2.				
2nd week	Day	Month	Time	Room
1.				
2.				
3rd week	Day	Month	Time	Room
1.				
2.				
4th week	Day	Month	Time	Room
1.				
2.				

#

Group

APPENDIX C
EXPERIMENTERS' TRAINING PERIOD

Experimenters Training Period

Two weeks prior to the beginning of the experiment, both Es were given copies of the standardized instructions for all treatments of the study.

The author met with the Es to review and clarify the treatments and the Es roles on several occasions for approximately five hours.

The Es then underwent a two day training period of two hours each day at Granby High School, Granby, Massachusetts.

Two groups (#1 and #2), of six (6) voluntary male students each, from grade eleven, were utilized.

Group #1 was administered T_1 , as outlined in the standardized procedures, on the first day with both Es, and the author present. Group #2 then followed this period undergoing T_2 , as outlined in the standardized procedures, with the Es and the author.

The second day was the same as the first except Group #1 recieved T_2 and Group #2 recieved T_1 .

The experimenter's training period allowed the author to evaluate the techniques utilized in role-playing and movie treatments and to make necessary adjustments.

APPENDIX D

TREATMENT 1 - ROLE-PLAYING

TREATMENT 2 - MOVIES

EXPERIMENTER'S HANDBOOK
OF SPONTANEOUS ROLE-PLAYING AND DISCUSSION

(Treatment I)

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VI.1/ Design of Themes and Events.

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VI.4/ Role-Playing Event Record.

Chapter I. - INTRODUCTION

I.1/ Introduction of Treatment I - Spontaneous Role-Playing.

Spontaneous role-playing is defined as a group method that provides an opportunity for young people to explore, in spontaneous enactments followed by guided discussions, attitudes towards persons and things.

Treatment I will consist of having Subjects undergo a series of sixteen role-playing enactments based on four themes involving guidance functions as outlined in the American School Counselor Association's "Tentative Statement of Policy for Secondary School Counselors." 1.

The four themes utilized are outlined fully in this handbook. (* See Chapter VI, "Table of Contents": Handbook)

Each of the experimental meetings of Treatment I. will have two separate enactments (or events) with each event enacted once in the thirty minute meeting. Each event will be followed by a discussion period.

The author has found it more convenient to clarify the role-playing director's role (E), the subjects' roles (S), and the techniques of role-playing utilized, by developing a step-by-step process of each experimental meeting.

* Note. All references to "-See Table of Contents: Handbook" means this handbook.

1. Personnel and Guidance Journal; October, 1963; pp. 194-203.

I.2/ TIME SCHEDULES FOR TREATMENT I.

Treatment I. will utilize two time schedules, both established on approximate time basis only. E's (role-playing director) will be instructed to work with these time schedules as closely as possible during all role-playing sessions.

The first time schedule is for Meeting #I, 1st Week. The second time schedule is for Meetings #II through #XII.

1st Schedule: Meeting #1.

Introduction	7 minutes
Introductory Event #1	5 minutes
Discussion	5 minutes
Event #2 Introduction + Role-Playing	8 minutes
Discussion	5 minutes
<hr/>	
Total:	30 minutes

2nd Schedule: Meetings #II through VIII.

Introduction	5 minutes
1st Event (See "Schedule of Events" Ch. VI.2, "Table of Contents" Handbook)	
Role-Playing:	
1st enactment	6 minutes
Discussion.	6 minutes
Change Over	1 minute
2nd Event (See "Schedule of Events" Ch.VI.2 "Table of Contents"; Handbook)	
Role-Playing:	
1st enactment	6 minutes
Discussion.	6 minutes
<hr/>	
Total:	30 minutes

I.3/ Special Procedures During Meetings.

1. All meetings will be tape-recorded for the full thirty minutes.
2. Each S (Subject) who plays a role of an actor will be recorded by the E (director of role-playing) as having played that role. A form titled " R.P. EVENT RECORD" will be used to record the S's participation. (See Ch.VI "Table of Contents"; Handbook)
3. Each S will be given the opportunity to role-playing once per week. However, if a S in attendance does not play a role in one of the two enactments of a meeting, he is still considered as having participated with his group in role-playing.
4. A S who is absent from one or more meetings will be noted on the "Role-Playing Event Record" by the E. The E will try to have the S included in another role-playing group directed by that E. This will give the S exposure to a group role-playing situation similar to the one(s) he missed.
5. Time scheduling will be adhered to as closely as possible according to the schedule for Treatment I. However, since role-playing involves volunteering for acted roles, and instruction to S's with potential overlapping, timing will be treated as approximate time only.
6. S's will be seated in a semi-circle at all role-playing meetings.
7. Whenever the E sees the word Experimenter (underlined) while he is following directions, this signifies that he speaks to the group at that time.

8. Discipline problems which may occur will be handled as follows:
 - a. The E, in a friendly and authoritative manner will ask the S's to behave.
 - b. If the E is unable to cope with the S or S's by speaking to him as a friendly authority, the E will ask the S or S's if he/they find(s) the participation difficult. If the S responds affirmatively, the E will say, "You need not be too anxious, name (s) of S, we will allow you to choose whether you want to participate in the role-playing or not. However, try to watch and see what you can get from it." If this approach does not work and the S continues to disrupt the meeting, then dismiss him and note the incident in the "Role-Playing Event Record."
 - c. The E will then refer the S to the Pupil Personnel Director who will discuss the S's commitment to the meetings. The Pupil Personnel Director will be asked to stress S's cooperation as it will help adults understand teenagers.
 - d. Note all incidents involving a S leaving the meeting on the "Role-Playing Event Record."

I.4/ Instructions for Preparation of Meetings.

Before each meeting, the E will follow these procedures:

1. Check the availability of the room to be used with the office.
2. Check on school absentee list in the school office for group-members' names.
3. Check equipment in the room which should include; a black-board, at least nine chairs, a table.

4. Set up the tape recorder.
5. Check the necessary forms required; Handbook, Role-Playing Event Record, Schedule of Events, Events for that day.
6. Other required items include; pen, pencil, chalk.

I.5/ Instructions for E's to Follow After Meetings.

1. Turn off tape recorder.
2. Complete "Role-Playing Events Record."
3. Tidy the room.
4. Use the following "Instructions for S's Questions After Meetings" to deal with students who carry on conversation after the meeting.

1.6/ Instructions for Handling S's Questions After the Meetings.

E's will respond to S's questions concerning the role-playing or discussion after the meeting by answering the following:

Experimenter: "Unfortunately our meeting time is up. I do not have the time to explore this issue with you. It would be better if we held our discussions until the next morning."

The E then will leave the room temporarily or busy himself gathering the tape recorder and papers.

Chapter II. - MEETING #I, 1st WEEK

The E will prepare for the meeting according to "Instructions for Preparation of Meetings by E's" (See Ch.I.4, 'Table of Contents': Handbook).

II.1/ Starting the Role-Playing Meeting.

When E is ready to start the meeting and a minimum of four S's are present, he will turn on the tape recorder. The Meeting should start at a time which will allow for a thirty minute meeting. The E may tell S's that tape recording is to be used to pick out statements which will help us understand what student needs are!

When the above conditions are satisfactory, the E will say the following:

Experimenter: "Good! I see everyone is here." (In case of an absentee, the E adds "except name of S ."

Experimenter: "As you already know we are gathered in this meeting to bring together students with different opinions about school, home, community, and people in general."

II.2/ INTRODUCTION OF ROLE-PLAYING

The E will say the following:

Experimenter: "In order to help us recognize various opinions and ideas held by individuals in the school, community, and home, we will actively engage in discussions and a form of dramatic and active problem solving or situational activity. What is meant by this is that instead of just exploring

a problem or event concerning school, home, "...students or the community, we will try to represent it right here by acting the event out."

"For instance, we could simply name a topic or event which might occur in a school such as 'a player being dropped from the basketball team due to the coach finding cigarette butts in his locker' and discuss it. However, if we not only discussed it but were to enact some scenes or small episodes about persons involved in the 'being dropped from the team' event such as the player, the coach, the player's father, or the principal, we would see and feel the situation that much more. We would then be part of the event, even though it is a fictional one. This process of enacting an event is called role-playing."

"As a group we could all try a hand at involving ourselves in this process. It's fun and it's a great way to handle topics of interest to us. What we do is to take the part of one of the persons named in the events that we will attempt to role-play and discuss."

II.3/ INVOLVEMENT IN ROLE-PLAYING

Experimenter: (states) "It will be more interesting and useful if we have a common experience to examine rather than starting off with a discussion. We will be able to see that role-playing is a simple, non-frightening thing in which we can share as a group. I will need your help to do this."

"What I would like to do is enact a short scene which will allow us to observe persons in action in role-playing.

"Now, when you take the part of a person in role-playing you try to become that person as you think he is in his role or position, such as coach, a student, a teacher, or anyone else. All we need to do in that particular situation is to be the person as best we can. Try to be that person as you think he would be in the event or situation we will try. Just speak or respond to questions or conversation as you think the person you are being in the event would act like in a real situation. Try not to 'ham-it-up' or when you are acting in the event, don't step out of your assigned role. You will enjoy it much more. Don't just characature or imitate a real person. Try to be that person as you would act if you were in that role. You be him!"

II.4/ INTRODUCTORY EVENT.

Experimenter: "First let me tell you the story of an event we can try."

The Introductory Event which in EVENT #1 (Ch.VI, 'Table of Contents: Handbook') will now be read by the E.

Following the description of EVENT #1, the E will say the following:

Experimenter: "I shall play _____." (One person from the the Event #1.)

The E participates as an actor according to guidelines described in the section Ch. II.5 that follows "ROLE OF E AS A ROLE-PLAYER."

Experimenter: "Who feels he can play the other person _____?"

(The other person's role in Event #1.)

The E pauses and looks at the S's and allows time to volunteer. The E will look at any S who seems to be interested in volunteering in order to encourage him to do so. If there is no response, the E will say:

Experimenter: "Who would like to be _____?" (acted role). If there is still no volunteering, the E will say:

Experimenter: "I'm certain one of you would like to try it out. Don't be shy. I will be the other actor. Who will try?" If there is still no response, the E will say:

Experimenter: "name of S! How about you? You be _____." (acted role).

Here the E has assigned the role.

Once a volunteer or an assigned S is acquired, the E will say:

Experimenter: "Good! You are now _____." (acted role) "Relax and take a few seconds to think about your role as _____."

(acted role) The E then writes the name of the S in the "Role-Playing Event Record" opposite the role name in Event #1.

II.5/ THE ROLE OF E AS A ROLE-PLAYER.

The E role-plays in only the Introductory Event and Event #2. However he may choose to role-play later on. In order to boost the role-playing tempo. E follows guidelines set-out for him in this "Introductory EVENT." This participating will be recorded.

The E lets Event #1 occur using the points of "Guidelines Within Acting Sequence." (See Ch.II, "Table of Contents": Handbook.)

The E stops the role-playing according to the procedures in "Scene Cutting Guidelines." (See Ch.II, "Table of Contents": Handbook.)

Following the acting out of the event, the E asks the S who acted the role the following questions:

Experimenter: "How did you feel in the role of (acted role) in this event?"

The E gives a brief time to listen to the response,

Experimenter: "What ideas and thoughts entered your mind as you were involved with (name of the E's role) in this situation?"

The E gives a brief time for S's response.

The other group members are now included in the discussion. The E says:

Experimenter: "What observations, such as differences of opinion, ideas expressed, feelings and emotions, did some of you observers note? What did you people note?"

The E then allows the S's an opportunity of expressing their views on this question but avoids answering direct questions. This is done by using the statement which follows:

Experimenter: "There are other views and observations."

In the role-playing enactments, the E speaks spontaneously as other actors do, but follows the directions which follow:

1. The E will play the role and not be the center of attention.
2. His role will be one which has him play a quieter, less expressive character,
3. The E will attempt to avoid entering the enactment unless prompted

to do so by the other actors. He will, however, be aware of and facilitate the enactment in the direction of the situation enacted.

4. To facilitate the enactment in terms of the direction of the event, the E will try to draw the actors' spontaneous remarks back toward the situation of the event.
5. In drawing the spontaneous remarks of actors back to the situation, the E will avoid reducing spontaneity. To do so he will always relate what he says to what the actor has just expressed and to the situation.

The E then redescribes Event #1, stressing the role of the S. E then says:

Experimenter: "Remember (name of S), you are (acted role). Be (acted role) as you think he would be in this event. Try to be him as you think he would be! Let's begin!"

The E refers to the "Discussion Procedures" section if necessary, (See Ch.II, "Table of Contents": Handbook.) to help facilitate the discussion.

The E will terminate the discussion when five minutes has passed of discussion time, or if E recognizes that further discussion will not add significantly to the introductory event.

The E then will say:

Experimenter: "All right, then, it seems to be clear to us from this example just what taking the role of another person and playing that role is. Remember, in taking the part of another person you try to be that person in the event as you think he would be in that situation. All we need to do in that particular role is to be the person as best we can."

II.6/ INTRODUCTION TO EVENT #2.

Experimenter: "Now what we will do is involve a few more of us in a role-playing event with more than just two persons acting in the event. There will be a group of us. What I will do is call for volunteers to be significant persons in the event.

"First, let me tell you the event."

The E then describes EVENT #2 as outlined. While describing EVENT #2, the E will write the names of the characters involved in the event on the blackboard.

II.61/ Volunteering of Actors.

Once the E has read the event and written the names of characters on the blackboard, he will say:

Experimenter: "I shall play (one acted role) .

"Which students feel that they can enact one of the other parts?"

The number of S's varies with the number of acted parts in the event.

The E waits for volunteers by pausing.

If the roles are not filled, the E says:

Experimenter: "Who would like to be (acted role) ?"

The E goes through the list of characters not taken repeating the statement.

The E thanks all volunteers by saying:

Experimenter: "Good: (name of S) , you are now acted role ."

II.62/ Techniques to Encourage Participation.

If some or all of the parts are not volunteered for the E repeats the following:

Experimenter: "Who feels that he can play one of the parts?"

The E will follow these guidelines in having S's volunteer:

1. Do not coax too forcefully.
2. Proceed slowly.
3. Do not talk too much. Only as described.
4. Allow S's to think about it. Brief pauses.
5. Remain relaxed and secure since S's tend to volunteer.

However, if S's still sit back, counter this with the E saying:

Experimenter: "It is more fun if I do not have to assign roles.

"Who will be (roles to be acted) ?"

The E will go through the list of vacant roles.

If someone volunteers another S for a role, the E will say the following:

Experimenter: "It is better if we do not volunteer someone else!"

The E allows some pauses, since stillness can produce tension to prompt volunteers.

If there are still not enough volunteers, then the E says:

Experimenter: "We can find volunteers to help me enact this event.

"Who will do it?"

"What part?"

The E will be aware of S's paying attention. The E should look at them to encourage a response.

If there is still no success, the E then will assign the roles that are left by saying:

Experimenter: "(name of S), you will make a good (acted role) !

The E repeats this statement for the remaining roles.

Remember, the E thanks all role members when assigned or choosing a role by saying:

Experimenter: "Good! (name of S), you are now (acted role) ."

The E writes the S's names on the "ROLE-PLAYING EVENT RECORD."

II.63/ Starting the Acting.

When all parts are taken, the E will say:

Experimenter: "Remember, now that you actors have your roles, just begin to talk as you feel the person you are role-playing would do in this scene. Talk whenever you would like to within the event, keeping in mind what the event is about.

"You people watching, try to guess how the participants in the roles are feeling as they try to be the person they are role-playing. Notice what goes on and how the characters that are acted in the event react. Don't look at how they act, but only at what type of person they present or are in the scene.

"Is it clear to everyone?"

The E pauses a few seconds.

The E should answer questions poised by S's not acting in the event by repeating the above instructions at, "You people . . ."

The E should answer questions posed by the actors by the following statement, as well as reading it to all subjects even if questions are not asked:

Experimenter: "The value of what we are about to do lies in trying to simulate real life. Try to act just as you would act in the situation if this were a real situation. Try and be them (acted roles) as you think they would be."

II.64/ Event Review.

The E then briefly relates the names of the characters in the event pointing to the S who will play the role.

The E then quickly rereads the event to the group. The E then states:

Experimenter: "Let's take our positions."

"Let's begin."

II.65/ Guidelines Within Acting Sequence.

The E will allow the event to progress according to the following guidelines:

1. The E maintains actors in keeping with the reality of a role. For instance, if the S says "Really, I would do this." The E corrects this by stating "Remember, you are (acted role). Be (acted role)."
2. If comments occur from the observers during the acting then indicate silence by a hush signal in a friendly but authoritative manner.

3. The E must not direct the actions or verbal expressions of the S's once the acting is underway, except as in "1." above.
4. If an actor introduces an additional piece of information not expected, let the group handle it as a realistic aspect of the group interaction.

II.66/ Scene Cutting Guidelines.

The E will terminate the acting according to the following guidelines.

The E will cut the scene when in his opinion enough has been seen for an analysis of the event or for the actors and audience to have gained some insight.

The E's opinions will be based on the following factors:

1. Terminate after five minutes of acting.
2. Cut the action when the audience appears to be stimulated and ready for discussion.
3. When an impasse has been reached and nothing more will happen.
4. Cut the scene when the players are merely redoing or saying the same things.
5. Cut the scene when tension gets too high for everyone at that moment.

To cut the scene the E will say the following:

Experimenter: "I think we can end the scene at this point."

"Let's take our seats and discuss what we have seen, felt, and heard."

The above statement will also be stated after the enactment of EVENT #1.

The E will then proceed with a discussion period according to the following procedures.

II.67/ Discussion Procedures.

When the scene ends, the E will have the actors in that event comment on their experience by asking them the following question:

Experimenter: "How did you feel in this situation, _____? (Here the E uses the acted name and not the S's real name.)?"

Procedures for control of responses in the discussion are as follows:

1. The E uses role names in the discussion to continue the illusion and free the group to criticize the character and not the member.
2. The E always keeps the discussion on the original problem role-played.
3. Avoid criticism of the acting.
4. Remember the theme of the scene and don't stray too far away from it.
5. Give each actor a chance to respond to the question initially asked above.

The E now includes the spectators and actors in the discussion as a group by saying the following:

Experimenter: "How does the group feel about the event just role-played and what you observed during it?"

If this question fails to bring out some S views, then the E will utilize the following question:

Experimenter: "What did _____ (one of the actors, using acted name) say that caused _____ (use an incident or remark by another actor)?"

The E will let the conversation develop if these questions initiate it.

The E will encourage discussion and try to withdraw himself from any giving of information and ideas. To do so, the E will use the following techniques:

Techniques to facilitate discussion;

1. Use any of the following questions:
 - a) What ideas about teenagers and their behavior seem to be illustrated in the enacted scene?
 - b) What reaction or behavior occurred when (acted role) said _____ (use a quote from the scene as one of the actors said it)?
2. Paraphrase a S's statement and wait for a response from the group.
3. Draw in a S for a direct contribution, if discussion is limited, by saying "How do you feel about this point that happened in the acting _____ (use an observation you made during the scene), _____ (actor or observer)?"
4. Make an observation from the specific discussion situation at the time.
5. Let the group define, examine, and solve its own problems or acquire its own opinions. Do not supply answers, but stimulate the group to discussion.

6. Encourage participation by including the less verbal S's with the statement " (acted role) or (observer) must have some views on that?" Do this only if it seems appropriate to the development of conversation.

Termination of discussion:

The E terminates discussion when it appears that S's no longer are responding with discussion and ideas, or when the time limit is up for this meeting. To do so, the E says the following:

Experimenter: "That was an interesting discussion and role-playing event.

I guess we can end our discussion now."

II.68/ Termination of Discussion Guidelines.

The E's will terminate discussion according to the following guidelines:

1. A maximum of six minutes of discussion has occurred
2. The thirty meeting time is reached.
3. When an impasse has been reached and no more discussion occurs.
4. When S's are merely restating the same points.

If the second event has not been introduced in a meeting, the following will be applied:

For all meetings except Meeting #1, the E will go back to the instructions of that meeting where the second event of that meeting is to be introduced in the Basic Outline Source.

If the second event has been introduced the E will follow the Dismissal Section of that particular meeting,

II.69/ Dismissal-Meeting #1 only,

In this meeting, the E dismisses the S's by saying the following:

Experimenter: "The meeting is dismissed. Thank you for your cooperation
I will see you all next (date of next meeting) at (time
of next meeting)."

The E then follows the procedures of "Instructions for E's to Follow After Meetings" after the meeting has terminated: (See Ch. I, "Table of Contents: Handbook.")

Chapter III, - MEETING #II, 1st WEEK.

III,1/ Introduction of Meeting #II.

Prior to the meeting E will follow the "instructions for Preparation of Meetings by E's" (See Ch.I.4, "Table of Contents": Handbook.)

When all S's have arrived, the E will say:

Experimenter: "Good! I see we are all here. (If an absense, add
' .except (name of absent S !)

"Remember the thing we are doing here as a group is called 'role-playing ' In role-playing, we take the roles of persons involved in some problem or event which we act out and then discuss. This allows us to involve ourselves in ideas, points-of-view and situations dealing with teenagers in our society, community and school. When you receive a role to play in the event which we will act out, you try to be that person as you think that person would be in that particular event. It's fun and it's a great way to handle the topics of interest to us "

III.2/ Event Introduction.

The E says:

Experimenter: "Everyone remembers the events we role-played last time and the discussions we had."

Experimenter: "Let me tell you about one of today's events."

The E will then read Event #5. The E will remember to follow the order of events in the "Schedule of Events." (See p.102, Ch. VI, Table of Contents": Handbook).

III.3/ Basic Outline Source

The E will then refer to the section of Ch.II.61 entitled "Volunteering of Actors" which is located in the Meeting #1 outline. The E will proceed from that point (Ch.II.61) right through to the "Termination of Discussion" section (Ch.II.68) of the Meeting #1.

Once the E has terminated the Event #5, he will immediately start the second event of this day by calling for volunteers to replace the actors of the first event. E will say:

Experimenter: "What we will do now is to have new volunteers act out a new event."

The E then reads out Event #6, writing the names of the characters in the event on the blackboard as he reads. After reading the event, the E will say:

Experimenter: "Which spectator will volunteer for the role of _____ (acted role) _____?"

The E thanks the volunteer by saying:

Experimenter: "Thank you _____ (name of S) _____. You are now _____ (acted role) _____."

The E will repeat the above two quotations to obtain the rest of the actors for the event.

If no volunteers are obtained, the E will assign the roles to the S's who were previously spectators by saying:

Experimenter: " _____ (name of S) _____, you can be _____ (acted role) _____. _____ (Name of S) _____, you would make a good _____ (acted role) _____."

The E will attempt to avoid assigning actors and make every effort to encourage volunteering!

The E will then refer to the section Ch,II.64 of Meeting #1, entitled "Event Review." The E will then follow direction of that section (Ch.II.64) right through to the section Ch.II.68, "Termination of Discussion."

III,4/ Dismissal.

The E will use the same dismissal statement as Meeting #1, except for substituting the next meeting date as outlined in the "Schedule of Events", Ch. VI.3.

Chapter IV. - MEETING #III THROUGH # VII.

IV.1/ Introduction.

When all S's have arrived, the E will say:

Experimenter: "Good! I see that we are all here. (if there is an absense, add except (name of absent S) ."

"We will be enacting role-playing events today as we did during our last meeting. Everyone who was here remembers the events we role-played last and the discussion we had. I know we found it interesting and fun."

IV.2/ Event Introduction.

Experimenter: "Let me tell you about today's first event."

The E will then read Event #_____ for that day. Follow the "Schedule of Events." (See Ch. VI, "Table of Contents": Handbook.)

IV.3/ Basic Outline Source.

The E will then refer to the section of Meeting #1 Ch.II.61 entitled, "Volunteering of Actors. E then will proceed from that section (Ch.II.61) through the rest of Meeting #1 up to and including the section Ch.II.68, entitled "Termination of Discussion Guidelines."

Once the E has terminated the first role-playing event on this day, he will immediately start the second role-playing event by saying:

Experimenter: "What we will do now is to act out a new event using the spectators as the role-players."

The E reads out Event #_____ for that day. (See "Schedule of Events," Ch.VI.3.)

Experimenter: "Which spectator in the last event will volunteer for the role of (acted role)?"

The E repeats the name of the acted role:

Experimenter: "(acted role) ."

The E thanks the volunteer by saying:

Experimenter: "Thank you (name of S) . You are now (acted role) ."

The E will repeat the above three quotations to obtain the rest of the actors for the event.

If no volunteers, or not enough volunteers, are obtained, the E will assign the S's who were previously spectators to one of the roles by saying:

Experimenter: "(name of S) , you can be (acted role) ."

(Name of S) , you would make a good (acted role) ."

The E will then refer the section Ch. II. 64 of Meeting #1 entitled "Event Review" and follow the directions of that section right through to the section Ch. II. 68 entitled "Termination of Discussion Guidelines."

IV.4/ Dismissal.

The E will use the same dismissal statement as in Meeting #1, except for substituting the next meeting date as outlined in the "Schedule of Events."

The E will follow the instructions as outlined in the "Table of Contents": Hnadbook, Ch.I,5 "Instructions for Experimenters to Follow After Meetings."

Chapter V. - MEETING VIII.

V.1/ Introduction.

Prior to the meeting, E will follow the "Instructions for Preparation of Meetings by Experimenters," Ch. I.4. (See "Table of Contents": Handbook.)

When all S's have arrived, the E will say:

Experimenter: "Good ! I see we are all here. (if an absence, add 'except (name of absent S)').'")

"This is our final group meeting. Everyone remember the many events we have role-played.

Let me tell you about today's first event."

V.2/ Event Introduction.

The E will then read Event #__, to the group. (See Ch.VI, "Schedule of Events")

V.3/ Basic Outline Series.

Following the reading of this event and after the E has written the names of the characters on the blackboard, the E will then refer to the directions of Meetings #III through to #VII. At the section Ch. IV,3, entitled "Basic Outline Source" of Meetings #III to #VII, the E will proceed from there through these directions up to but not including the "Dismissal" section of Ch. V,4.

V.4/ Dismissal.

Following the discussion of Event #__, the E will dismiss the S's as follows:

Experimenter: "Thank you very much for your cooperation in our role-playing sessions. It was very much appreciated."

The E will follow the instructions entitled "Instructions for Experimenters to Follow After Meetings".

Chapter VI - DEVELOPMENT OF THEMES AND EVENTS

The author used a total of sixteen role-playing events. Each role-playing event was based on a selected function of guidance counseling as outlined in the American School Counselor Association's "Tentative Statement of Policy for Secondary School Counselors" (2). Eight functions of guidance counselors were utilized by the author with two role-playing events designed for each of the functions selected.

To choose the function which served as the theme basis to each event, the author first chose four counselor roles as outlined in the "Tentative Statement of Policy for Secondary Counselors" above. The following four roles (R) were utilized:

- (R₁) 1. Planning and Development of the Guidance Program.
- (R₂) 2. Counseling.
- (R₃) 3. Pupil Appraisal.
- (R₄) 4. Educational and Occupational Planning.

Each one of these roles (R₁, R₂, R₃, R₄) from the "A.S.C.A Statement" has several functions (F) listed under that particular role. From these functions, the author chose two functions which served as the theme basis for each event. These eight selected functions (F₁ to F₈) and A.S.C.A roles with which they are associated are listed as follows:

ROLE 1. Planning and Development of the Guidance Program.

Function 1. Identifies the guidance needs of pupils.

Function 2. Assists in developing plans of action.

(2). Personnel and Guidance Journal. October, 1963. PP. 194-203.

ROLE 2. Counseling

Function 3. Assists the pupil to understand and accept himself as an individual, thereby making it possible for the pupil to express and develop an awareness of his own ideas, feelings, values and needs.

Function 4. Seeks to develop in pupils a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he and his parents are responsible.

ROLE 3. Pupil Appraisal.

Function 5. Interprets pupil information to pupils, parents, teachers, administrators, and others professionally concerned with the pupil.

Function 6. Identifies pupils with special abilities or needs.

ROLE 4. Educational and Occupational Planning.

Function 7. Assists the pupil and his parents in relating the pupil's interests, aptitudes, and abilities to current and future educational and occupational opportunities and requirements, long-range educational plans and choices.

Function 8. Assists pupils in obtaining information about educational opportunities in the military service.

VI.1/ Design of Themes and Events.

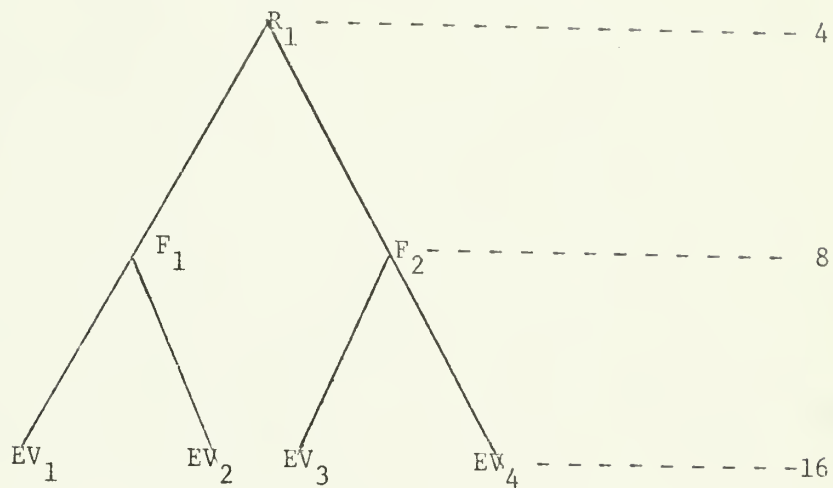
There were two role-playing events designed for each of these eight functions. Thus a function (F) represented the theme on which two role-playing events enacted at each meeting were based. (A total of two enactments per meeting).

A total of sixteen role-playing events (EV) were utilized. These

events were designated as EV₁ to EV₁₆.

This design is represented by the following diagram:

Diagram of the Design of Events



R - A.S.C.A Role.

F - Function of the Role.

EV - Role-playing Event.

For the purposes of implementing one theme per meeting, and role-playing two events based on that theme, odd numbered F's (in ascending order) (F₁, F₃, F₅, F₇) were used as themes for the first three weeks of the experiment. Therefore, the events of the odd numbered F's (F₁, F₃, F₅, F₇) were enacted in pairs in ascending order for the first three-week period.

Even numbered F's (F₂, F₄, F₆, F₈) were used as themes in ascending order for the final three weeks of the experiment.

The following "Schedule of Events" will serve to outline this design

VI.2/

Schedule of Events

DAY	DATE	FUNCTION*	1st EVENT	2nd EVENT
1		1	1	2
2		3	5	6
3		5	9	10
4		7	13	14
5		2	3	4
6		4	7	8
7		6	11	12
8		8	15	16

* The theme of both events on one day is based on the Function. (See 'Design of Themes and Events' Ch. VI.1, "Table of Contents": Handbook.)

VI.3/ EVENTS.

EVENT #1

Mr. Anderson the principal of Meadowville High School is concerned about the guidance program in his high school. Mr. Empey, a new member of the school's staff is a trained guidance counselor. Mr. Empey is invited to discuss student needs and what guidance services can do for these needs. Mr. Anderson seems uncertain and doubtful. Mr. Empey is certain of being able to help

two characters: Mr. Anderson
Mr. Empey.

EVENT #2

John Kinsley and Howard Barnes are both guidance counselors. At a meeting they find themselves in a disagreement with a school board member Mr. Smythe who feels that the guidance program is not meeting the needs of the students.

three characters: John Kinsley
Howard Barnes
Mr. Smythe

EVENT #3

John Havens finds that he cannot do the studying he is requested to do by the school although he wants to graduate. The Vice-principal Mr. Carol takes him to Mr. Field the school counselor who then talks to John about it.

three characters: John Havens
Mr. Field
Mr. Carol

EVENT #4

Ken Brock has just about "had it" with school and with life period. He has lost his part time job and flunked three subjects. He is talking to two friends about it. His friend Alec White does well in school. Joe Thorne another friend is just an average student.

three characters; Ken Brock
Alec White
Joe Thorne

EVENT #5

Ron, Luke and Bert are sitting in a car in the school parking lot. "You know," states Ron, "no one really cares about individuals today! No one really cares about me, as an individual, as a person I mean---I'm just an IBM number!"

three characters: Ron
Luke
Bert

EVENT #6

Eric, a football player and Ted, a debating team member are talking with Carl, a tennis player on the school team. Ted states - "I wish I was an athlete like you guys! I get kind of put off sometimes when I have to tell girls I'm a debating team member!"

three characters: Eric
Ted
Carl

EVENT #7

Gus and Tad are concerned about the amount of drinking being done by the group they hang around with. They realize it is breaking the law and that their parents would be upset about it if they found out. However, they don't want to feel left out of the group; so they talk it over with Mr. Small a counselor.

three characters: Gus
Tad
Mr. Small

EVENT #8

Hugh is in a dilemma, he is undecided about a few things. He ponders in his mind the wisdom of buying a car with the money he has or banking it because he has post-high school studies in mind. He sees Ron and Carl, two classmates sitting with Mr. Goldstern their counselor in Friendly's. He decides to sit with them.

three characters: Ron
Carl
Mr. Goldstern

EVENT #9

John Blackman is accompanied to school by his father, Mr. Blackman. Mr. Blackman tells John's Math teacher, Mr. Myers, that John is Going to be a professional engineer, just like Mr. Blackman always wanted to be but was not.

three characters: John Blackman
Mr. Myers
Mr. Blackman

EVENT #10

Alec Carson has been informed by Mr. Smythe the school counselor that his interest tests indicate that he scores high in physical science occupations such as physicists, chemist etc. Alec happens to be in the Literature, Composition, Art, Music and History (Liberal Arts) curriculum. Alec is talking to Mr. Smythe!

two characters: Alec Carson
Mr. Smythe

EVENT #11

Mr. Sloan a guidance counselor discusses the military draft with two students: Warren who plans to go to college, and Ben who does not plan to go to college.

three characters: Mr. Sloan
Warren
Ben

EVENT #12

Malcolm, Don and Luke have just stepped out of the guidance office after having talked to Sgt. Tyme, a Marine Corps. recruiter about military futures.

three characters: Malcolm
Don
Luke

EVENT #13

Three fellows meet - Ted, Frank and Kirk. "Hey, Frank", states Kirk, "If we want we can have that job playing semi-pro baseball for the Winroad Bombers. We'll make good money, but we have to do some mid-week travelling to Maine, New York, and New Jersey, for the games on Wednesday nights. Chances are we're likely to miss school on Thursday mornings!"

three characters: Ted
Frank
Kirk

EVENT #14

Bob's counselor Mr. Mikita comes to Bob's home at Bob's request. Bob's parents want him to work a full time evening work shift in a plant from 3:30 to 11:30 p.m., since they need the money to meet family financial problems. Mr. Thomal is Bob's father.

three characters: Bob
Mr. Thomal
Mr. Mikita

EVENT #15

A committee of students has been formed to compile and present students ideas and views concerning greater representation of student involvement and ideas in the guidance programs of Eastman High School. Anyd, who is the school's student council president is on the committee meets with the other committee member who are Tom, Gary and Ken. And is speaking-----

four characters: Tom
Andy
Gary
Ken

EVENT #16

The student council of Eastman High School has the Action Committee to put some of their ideas to work. The action committee composed of Ted and Alec, meet with Mr. Malcom, and Mr. Todd of the school guidance department.

four characters: Ted
Alec
Mr. Malcom
Mr. Todd

VI.4/ ROLE-PLAYING EVENT RECORD.

EVENT # _____

DATE _____

GROUP# _____

EXPERIMENTER _____

CHARACTER

SUBJECT - (S)

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REMARKS:

TREATMENT II (T₂) OUTLINE

(MOVIE CONTROL GROUP)

TABLE OF CONTENTS

- Chapter I. Introduction
- Chapter II. Meeting #1.
 - II.1/ Starting the Meeting
 - II.2/ Starting the Movie.
 - II.3/ Dismissal.
 - II.4/ Instructions for Experimenters (E's) to Follow after Meetings.
- Chapter III. Meeting #II. through Meeting #VII.
 - III.1/ Starting the Meeting.
 - III.2/ Basic Outline Source.
- Chapter IV. Meeting #VII.
 - IV.1/ Starting the Meeting.
 - IV.2/ Dismissal.
- Chapter V. Schedule of Meetings and Movies.
- Chapter VI. Description of Movies.

Chapter I. INTRODUCTION

T₂ was an active control group which underwent a series of movies. These movies had themes which were based on four areas of concern about students' needs by guidance counseling services.

These four areas are:

1. Personal concern: self-understanding and decision making of students.
2. Social concern: community and interpersonal relations with adults and peers involved in the students' lives
3. Vocational concern: occupational selection and occupational interests of students.
4. Educational concern: school, college and post-high school needs of students.

T₂ consisted of two 30 minute meetings per week for the four week period.

Each T₂ movie session utilized movies of a minimum of 20 minutes viewing time. (In the one case where the 20 minute minimum was not met by a 16 minute film the S's were held four minutes longer by having them write out slightly longer opinions and ideas about the film.)

The maximum time of a film in this study, ideally was 30 minutes since the role-playing meetings of T₁ in this study were 30 minutes in length.

The E (Experimenter) directing the T₂ treatment introduced the film to the S's (Subjects). The introduction varied in length depending on the film or films used. Since there is a minimum of 20 minutes of viewing time, the E had a potential of 10 minutes of non-viewing time. Allowing that time was required for film breakage or unexpected disruption, the E used only approximately one half the available additional minutes of

the time to introduce the movie. This meant that a maximum of 10 minutes non-viewing or non-introduction time occurred. This additional time was utilized by having each S write out a brief description of his impressions of the film or films he had just seen in that meeting.

It was more convenient to clarify the techniques of movie meetings, the role of the E's and the S's participation by outlining the step-by-step process of these meetings as follows:

Chapter II. MEETING #I. 1st Week

II.1/ Starting the Meetings.

E's will begin the Meeting #I. when all subjects (or at least 4 S's) are present by saying:

Experimenter: "Good! I see that everyone is here." (add, if necessary except (name of absent S) .")

Experimenter: "Remember, it is important that we all arrive here on time and attend each meeting as scheduled."

"As you already know, we are gathered in this meeting to bring together students with diverse opinions about school, students, home and community. In order to help us recognize various opinions and ideas held by individuals in the school, community and home, we will be viewing a series of movies. These movies will be presented to you at each of our meetings for the short period we are together. Following each movie you will make observations about them. Each movie will represent some point-of-view concerning opinions and ideas which are of interest to us as members of society. Thus in these 30 minute meetings, we will have the opportunity of seeing these films."

"You will be given a piece of paper to jot down your feelings about this movie and its suitability for your age group and observations you wish to make. Write these observations immediately at the end of the movie. You do not have to sign the paper. Are there any questions about what we are expected to do at these meetings?"

The E will repeat parts of the above instructions in answering questions.

After a few seconds of pause and it appears there are no more questions. the E will proceed to the following:

II.2/ Starting the Movie.

The E's introduction of the film will consist of the following 4 steps:

1. Introducing the Title

Experimenter: "We will now watch the movie entitled _____."

(See "Schedule of Meetings and Movies". located in Ch. VI of "T₂ Outline")

2. The E will then introduce some of the plot of the movie but not the conclusion.

3. The E will give a minimal description of some of the characters involved.

4. The E will introduce a brief description of the setting.
(The E will gauge his time spent doing this on the time available for filming.)

The E will check the lights and shades.

The E will start the movie. Here the E sits in such a position as to be seen by all S's.

If a second movie is utilized, the E will repeat the instructions starting at "Starting the Movie" above.

II.3/Dismissal.

At the end of the movie, dismiss the meeting if no time remains by saying:

Experimenter: "That will be all for today. I will see you next (date) at (time)." (The E refers to the "Schedule of Meetings and Movies," located in Ch. VI of T₂ Outline.)

If time remains after the movie, have the S's write out the brief description of their impressions of the film as each one of them saw it. Tell the S's that any and all impressions are valid and acceptable. Then dismiss them as above, picking up any written impressions of the movie.

II.4/ Instructions for E's to follow After Meetings.

1. Avoid Discussions with S;s about the movies or the meeting once the meeting is finished.
2. Respond to S's questions about the movies by stating the following:

Experimenter: "Unfortunately, I do not have the time to answer your questions today!"

3. Busy yourself with gathering up equipment or checking it for the next meeting.
4. Respond, of course, to requests for the time of the next meeting.

Chapter III. - MEETING #II 1st WEEK through
MEETING #VII 4th WEEK.

III.1/ Starting the Meeting.

The E's will begin the meeting when all subjects (or at least 6 S's) are present by saying:

Experimenter: "Good! I see everyone is here." (add, if necessary
"except (name of absent S)")

Experimenter: "Remember, it is important that we all arrive here on
time and attend each meeting as scheduled."

The E will write down the name of anyone who is absent in the
"ROLE-PLAYING EVENT RECORD".

III.2/ Basic Outline Source.

The E will now refer to the section entitled "Starting the Movie"
at Ch. II.2 located in the instructions of Meeting #I. He will proceed
through these instructions up to and including the "Dismissal" section.
The E will also note the "Instructions For E's to Follow After Meetings"
as discussed in the instructions of Meeting #I. at section Ch. II.4.

Chapter IV. - MEETING #VIII. 4th WEEK. (Final Meeting)

IV.1/ Starting the Meeting.

The E will proceed as usual using the instructions of Meeting #II through #VII. However, at the end of the movie, he will dismiss the S's as follows:

IV.2/ Dismissal.

Experimenter: "This is the last meeting. Thank you for your attendance at these movies. I hope that they were of interest to you."

The E will again not respond to S's questions but will repeat the statement in response to any questions concerning the movies by saying:

Experimenter: "Unfortunately, I do not have time to answer your questions."

Chapter V. - SCHEDULE OF MEETINGS AND MOVIES

<u>Day</u>	<u>Movie Theme*</u>	<u>Movie**</u>
1.	Personal	A
2.	Social	C
3.	Vocational	E
4.	Educational	G
5.	Personal	B
6.	Social	D
7.	Vocational	F
8.	Educational	H

* - Four themes based on four areas of concern about students' needs by guidance counseling services are utilized. These four areas of concern are; Personal, Social, Vocational, and Educational. Each one of these four themes is represented once in every four meetings and in the following order; Personal, Social, Vocational and Educational.

** - See "Description of Movies" Ch. VI.

Chapter VI - DESCRIPTION OF MOVIES

1. Movie A.

Theme: Personal concern.

Time: 30 minutes.

Title: "Why Do People Misunderstand Each Other?"

Description: Analyzes how words lead to misunderstanding when people talk to each other.

2. Movie B.

Theme: Personal Concern.

Time: 33 minutes.

Title: "Angry Boy."

Description: Tells the story of emotional disturbances engendered by family tension which has led Tommy Randall, a pre-adolescent boy, into serious trouble at school. In recognizable human terms, this film is a presentation of modern psychiatry in action.

3. Movie C.

Theme: Social concern.

Time: 29 minutes.

Title: "How to Raise a Boy."

Description: A boy from a city orphanage is placed with a farm family. Each time the boy tries to accept a friendly advance, something from the past pulls him back and he withdraws into his cold, unresponsive self. Finally, through the two farm boys and a calf, he breaks through the emotional block.

4. Movie D.

Theme: Social concern.

Time: 28 minutes.

Title: "Mission of Discovery".

Description: Presents the various aspects of Peace Corps service; the tedium and hardships, the pleasure and accomplishment. They are shown on the job, at home and socializing with friends in host host countries where they are now serving.

5. Movie E.

Theme: Vocational concern.

Time: 25 minutes.

Title: "Young Mr. America".

Description: The story of a college senior and his efforts to plan a career in agricultural Engineering. In the process of writing a thesis, he investigates the contributions of big business to the opportunities open to youth.

6. Movie F.

Theme: Vocational concern

Time: 25 minutes.

Title: "Engineering: A Career for Tomorrow."

Description: Outlines the work and opportunities available in the many fields of engineering and the education necessary to carve a successful engineering career.

7. Movie G.

Theme: Educational concern.

Time: 27 minutes.

Title: "They Grow Up so Fast."

Description: Pinpoints the values and denied outcomes of physical education and shows how these outcomes contribute to the avowed purposes of all education.

8. Movie H.

Theme: Educational concern.

Time: 16 minutes.

Title: "I Never Went Back".

Description: Hard hitting drama of high school dropout.

