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A CASE STUDY ON ATTRIBUTION RETRAINING AND SELF-EFFICACY IN A HIGH SCHOOL COUNSELING SETTING

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A CASE STUDY ON ATTRIBUTION RETRAINING AND SELF-EFFICACY IN A
HIGH SCHOOL COUNSELING SETTING

By

Heather Laurel Pickett

THESIS

Submitted To
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2008

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ABSTRACT

A CASE STUDY ON ATTRIBUTION RETRAINING AND SELF-EFFICACY IN A HIGH SCHOOL COUNSELING SETTING

By

Heather Laurel Pickett

This case study is an investigation of the effects of attribution retraining on perceived academic self-efficacy of a high school student. The study took place over a period of four weeks, with the first week dedicated to gathering baseline data on the student's attributions for academic success and failure. The following three weeks consisted of attribution retraining efforts. The student's attributions were assessed before and after attribution retraining using the cognitive domain of Connell's (1985) Multidimensional Measure of Children's Perceptions of Control. Interview questions regarding perceived self-efficacy were used to determine change in attributions for successes and failures. After three weeks of attribution retraining, attributions were not found to change substantially as measured by homework completion, verbal attributions, and survey results. The responses on the posttest survey revealed the student seemed to be moving in the right direction as did some homework completion rates and assessment pass rates. Results were inconclusive but encouraging. Implications for future research are discussed.

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DEDICATION

To Mark and to my parents for all their love and support.

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and Dr. Derek Anderson and Dr. Maya Sen for their support.

This thesis follows the format prescribed by the Publication Manual of the American
Psychological Association.

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INTRODUCTION

Following a national trend, the Michigan school system has undergone major changes in the last few years. Michigan Merit Curriculum (MMC) along with No Child Left Behind (NCLB) standards have made attaining a diploma a much more serious endeavor for many youth. At the same time, according to the United States Secretary of Education Margaret Spellings, our nation's relatively high dropout rate has been called "America's Silent Epidemic". Spelling's speech at America's Promise Alliance Dropout Prevention Campaign convention highlighted high dropout rates in urban areas and among minority students (U. S. Department of Education, 2008). Reportedly, some urban districts graduated a staggeringly low 25 % to 35 % of their students. Across the nation, only half of African American and Hispanic students graduate from high school. Confounding these statistics are the diverse standards by which students are considered dropouts, which lends this problem its name of "The Silent Epidemic" (U. S. Department of Education, 2008).

National graduation rates for 2000/2001, 2001/2002, 2002/2003, and 2003/2004 were 71.7 %, 72.6 %, 73.9 %, and 74.3 % respectively, according to the United States Department of Education Condition of Education report (Laird, DeBell, Kienzl, & Chapman, 2006). Graduation rates for the State of Michigan for the same years were 75.4 %, 72.9 %, 74.0 %, and 72.5 % (Laird, et al.).

With dropout rates already a problem early in the decade, tougher graduation requirements implemented in recent years could worsen the situation. New standards require Michigan students to complete four years of math and English, and three

years of science and social studies in order to graduate. Given the more stringent requirements, one might expect school dropout rates to increase.

School districts must rise to the occasion by providing students who are challenged by the new college preparatory curriculum with the help they need. Districts risk loss of funding if they fail to meet adequate yearly progress (AYP) according to NCLB. Educators must find new ways to bolster the confidence and motivation of students struggling to graduate. One construct that has consistently been shown to correlate with success is self-efficacy (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996). This concept, developed by Bandura (1977), has to do with the extent to which an individual thinks he or she is capable of success. Another important construct is that of attribution theory developed by Weiner (1985). Attribution theorists seek to answer the question “to what does this person attribute her or his successes and failures”, the answer being a person’s causal attributions.

Connell's Multidimensional Measure of Children’s Perception of Control (1985) is used to assess changes in attributions. The purpose of the following discourse is to explore how attribution retraining might be a useful tool for school counselors to boost the self-efficacy and motivation of students and contribute to their continued success in high school.

CHAPTER ONE: LITERATURE REVIEW

Both Attribution theory and Self-efficacy theory have played important roles in educational research on motivation. Human motivation is at the heart of Weiner's (1979) attribution theory and has been influential in the field of psychology. Weiner's work points to causal attributions as the root explanation of motivation and emotion.

Attribution Theory

Attribution theory rests on the assumption of pursuit of mastery, which asserts individuals will work towards success simply to know they have mastered something (White, 1959). When individuals are successful, they identify causes and attribute their success to a causal behavior in hopes of duplicating the outcome. If an individual fails at a task, the individual will search for a reason or cause of the behavior in order to change behavior and be successful the next time. By ascribing attributions to success or failure, an individual is creating a mental map of behavior that will lead them to success.

Answers to questions like "Why did I do so well on this test?" or "Why did I fail math?" are the causal attributions working on motivation and emotion. Weiner posited four categories for failure and success by individuals. These categories are ability, effort, task difficulty, and luck. Further research corroborated Weiner's conclusion that these four factors were the most salient in identifying causes (Anderson, 1983; Bar-Tal, Goldberg & Knaani, 1984; Burger, Cooper, & Good, 1982; Cooper & Burger 1980; Elig & Frieze, 1979; Frieze, 1976; Frieze & Snyder, 1980; Wilson & Palmer, 1983;). Cooper and Burger (1980) found that among

teachers, student school performance was attributed mainly to typical effort, academic ability, immediate effort, and attention. Another study found attributions to include ability, immediate effort, stable effort, and attention (Burger, Cooper, & Good, 1982). Elig and Frieze's (1979) study of college students working at anagrams found task, ability, stable effort, and mood to be the most prevalent causal attributions whereas Frieze (1976) found college students most often used causal attribution for working at a hypothetical school or game performance to be effort, ability, luck, and other persons. Frieze and Snyder (1980) and Bar-tal, Goldberg, and Knaani (1984) carried out studies of first through fifth graders and seventh graders, respectively. First through fifth graders identified unstable effort, ability, interest, and task as attributions when working on hypothetical academic tests, art projects, sports, and games (Frieze & Snyder, 1980). Seventh graders used test preparation, effort during study, concentration during study, teacher ability, and self-confidence for attributions of success and failure on an academic test. Effort, ability, task characteristics, and luck are shown to be causal ascriptions most often in these data. Weiner concedes that an infinite number of possible causal attributions exist, but the four categories given are those identified most often by individuals searching for causes. This study will also consider two causal attributions identified by Connell (1985), powerful others and unknown causes, in addition to attributions identified by Weiner.

For causal attributions to be meaningful toward a theory of motivation, some classification of their properties must be set. Weiner refers to this classification system as taxonomy. Attributions of causality, according to Weiner, can differ along three lines: locus of causality, stability, and controllability (Weiner, 1979). An

internal-external dimension has been identified by several previous theorists (Heider, 1958; Rotter, 1966; de Charms, 1968; & Deci, 1975). The Locus of Control construct was first identified by Rotter, but was changed by Weiner to Locus of Causality in the interest of keeping Locus and Control separate to refine the theory. Locus of causality refers to whether the cause is seen as being internal or external with regard to the individual. Any cause associated with the individual will fall under the internal classification of locus of causality.

Stability is the next dimension along which causality can vary (Weiner, 1979). The stability of a cause is determined by whether it can vary between stable and unstable. Causal attributions that can be changed are classified as unstable; attributions that cannot be changed are classified as stable. Effort is a common attribution, which would be classified as unstable, in that effort can vary. Ability would normally be classified as a fixed entity, therefore being stable (Weiner 1979).

A third dimension of causality was labeled intentionality by Heider (1958) and later by Rosenbaum (1972) as cited by Weiner (1979). Intentionality was used by Rosenbaum to differentiate between the internal-unstable nature of both mood and effort, which are two different things. The classification was changed by Weiner to Control (1979). Controllability has to do with whether the individual identifying the attribution has any control over the variable.

A final possible dimension of causality, proposed by Abramson, Seligman, and Teasdale is globality (1978). Globality refers to the extent to which an attribution is seen as a trait, which affects everything an individual might attempt to do. "I failed the math test because I am stupid" would be an example of a global assessment of an

attribution, whereas “I failed the math test because I am not very good at math” would be a more task-specific assessment of ability. This dimension is given credence in some of the works cited, but is not considered at length here.

Weiner (1985) cites the four most dominant causes identified pertaining to achievement and their classification along the locus \times stability \times control continuum. Figure 1 shows the classification of ability, effort, task difficulty, and luck within the matrices of locus of causality \times stability \times control. Figure 2 shows powerful others and unknown causes within the same matrices. Ability is an internal, stable, and uncontrollable variable. Effort is internal, unstable, and controllable. Task difficulty is external, stable, and uncontrollable. Luck is classified as external, unstable, and uncontrollable. The beauty of the continuum along which attributions can be classified is that attributions need not be one of the four most common listed. Things like mood, illness, fatigue, teacher variables, and others can be classified easily within this framework.

Connell (1985) suggested two important possible causal attributions in the development of his Multidimensional Measure of Children’s Perception of Control; unknown causes and powerful others. He used unknown causes as the given causal attribution when the individual was not able to pinpoint a cause for an outcome. Unknown causes by their very name must be uncontrollable, unstable, and external. Powerful others are influences like teachers and parents. These attributions would also be classified as uncontrollable, unstable, and external.

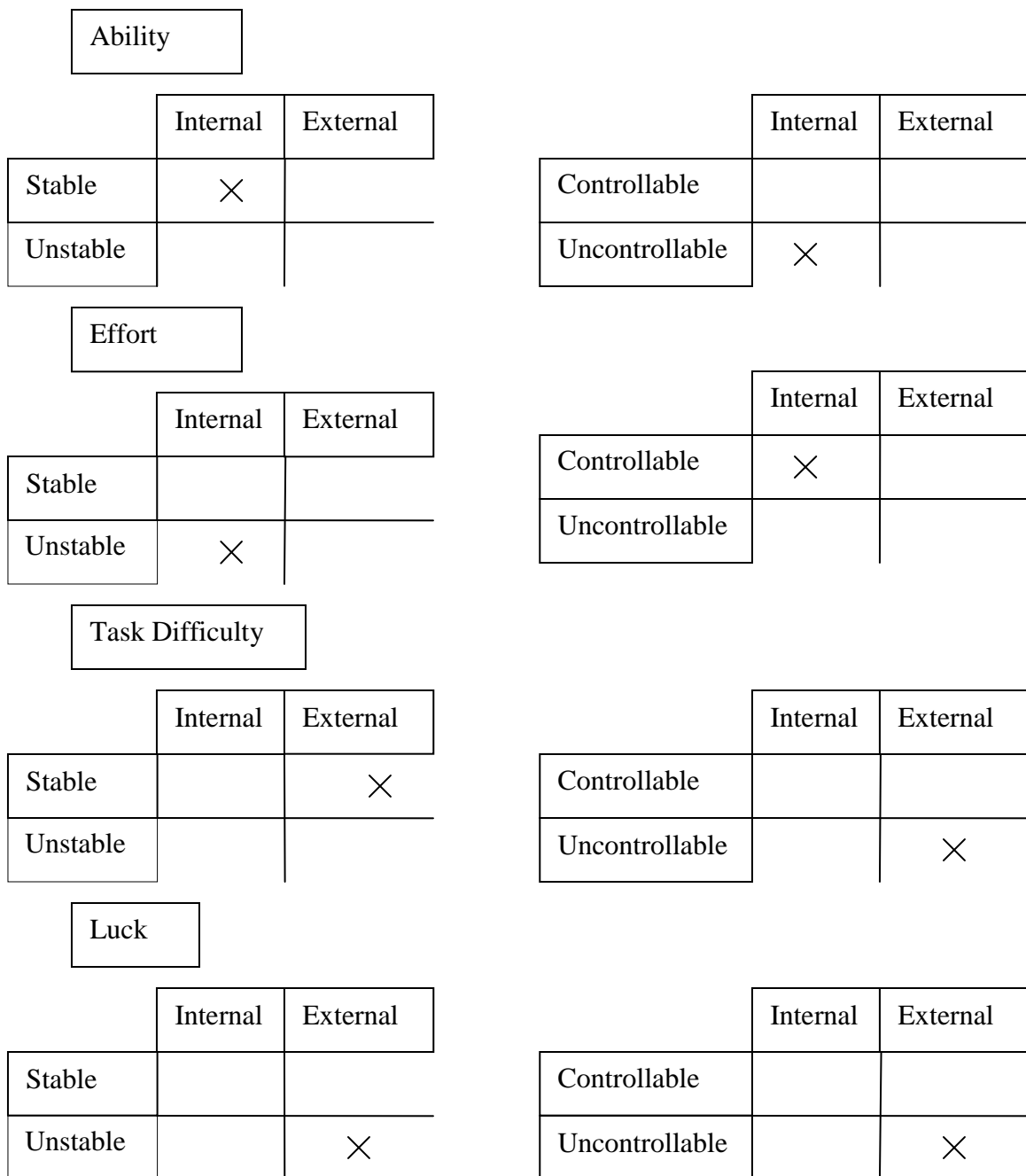


Figure 1: Attribution taxonomy. Four major causal attributions (ability, effort, task difficulty, and luck) are classified within the matrices of stability vs. locus of causality and control vs. locus of causality.

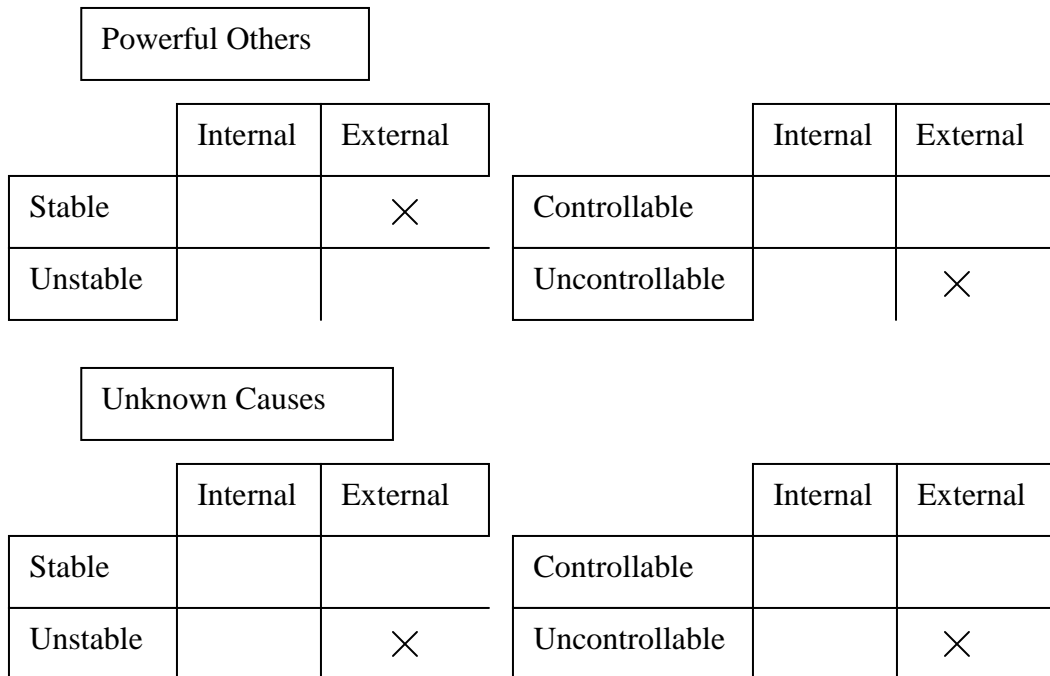


Figure 2: Connell’s Attributions. Powerful others and unknown causes classified in Weiner’s taxonomy scheme.

The location of causal attributions on the locus \times stability \times control continuum has an effect on student behavior. According to Horner and Gaither (2004), students who attribute success to internal and controllable variables, such as effort and hard work, will be more apt to persist with difficult math problems. Children who attribute success to external uncontrollable variables, like teacher effectiveness, will be more likely to give up (Horner & Gaither, 2004). Attributing failures to internal, stable, uncontrollable causes has been associated with increased anxiety (Dweck & Legget, 1988; Hyman & Dweck, 1998; Smiley & Dweck, 1994). Over time, attributions of this sort can lead to loss of motivation and increased feelings of depression (Abramson, Metalsky, & Alloy, 1989) as well as learned-helplessness (Abramson, et al., 1978). A student is labeled as learned helpless when they do not see a connection between their effort and success. Learned helplessness is also characterized by

consistent identification of ability as causal attribution for failure (Dweck, 1975). When attributions for failures are internal, unstable, and controllable (effort), the chance exists for lasting motivation and faster recovery time after a setback (Janoff-Bulman, 1979). Conversely, according to Skinner, Wellborn, and Connell (1990), ability attributions (internal, stable, and uncontrollable) to failure are particularly damaging to student motivation.

As children age, their understanding of the relationship between ability and effort tends to change. Young children think intelligence is reflected by high effort, while older children understand the reciprocal relationship between ability and effort; some individuals may have to work twice as hard for the same outcome due to lower ability (Folmer et al., 2008).

External attributions can be used to protect oneself from failure (Jones & Berglas, 1978). If an individual is convinced that an outcome was caused by something out of their control, then they do not have to take ownership of the failure. A low effort strategy has also been documented being used by students for the same purpose, so they can say, "I could have done better if I had tried harder" (Jacobs, Lanza, Osgood, Eccles, & Wigfield, 2002).

Attribution Retraining

According to Hall et al., "attributional retraining (AR) is a motivational intervention that consistently produces improved performance by encouraging controllable failure attributions" (p. 280, 2007). By encouraging individuals to change their attributions for failure to something controllable, they can have greater motivation to try to succeed. Several studies have shown attribution retraining to be

effective in one-on-one situations (Borkowski, Weyhing, & Carr, 1988; Fowler & Peterson, 1981; Reid & Borkowski, 1987) and stand as an important tool for school counselors to use in helping students find academic success in school. The majority of these studies have relied on persuasion to change attributions. Generally, these studies have tried to move attributions of failures to effort. Försterling (1985) pointed out that effort feedback is usually given in a way where lack of effort is attributed to failure, and some studies of attribution retraining also use effort as a cause of success. Schunk has shown effort is effective in changing motivation only if given as a past effort attribution (“you worked hard on that assignment”) rather than a future effort attribution (“you are going to need to work hard”) (1982). Horner and Gaither (2004) found some success using an attribution-retraining model in a regular classroom setting as an aid to second graders’ math skills. The most significant findings in this case were that students who received attribution retraining reduced their identification of uncontrollable causes and increased their math scores. In this study, the classroom teacher modeled self-talk and mathematics strategy to reinforce effort as the determining cause of success. Effect sizes were small but perhaps still significant due to the small sample size (29 students split between control group and attribution retraining group). This study was carried out in a classroom setting, whereas most attribution retraining efforts have been done on a one-on-one basis in a laboratory setting.

Attribution theory is a well-documented theory of motivation with significant opportunities for use in schools. Educators in general and school counselors in particular can have a great deal of influence on students' attributions about their

success. The next section will focus on another theory of motivation, which has proven influential in the educational setting.

Self-Efficacy

Self-efficacy was first described by Bandura (1994) as “people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (p. 71). Self-efficacy influences how people behave, think, feel, and motivate themselves through cognitive, motivational, and selection processes (Bandura, 1994). Those individuals with high degrees of perceived self-efficacy will feel more self-assured and will be more likely to view difficult tasks as challenges, rather than barriers. Individuals who hold an “efficacious outlook” set high goals for themselves do not shy away from challenges and recover quickly after setbacks. A sense of self-efficacy serves as a buffer against depression and negative effects of stress. Conversely, a lack of self-efficacy makes the individual susceptible to depression and stress. It also can foster the tendency to view challenges as threats and cause the individual to avoid such situations. A person who lacks in self-efficacy might dwell on faults in the face of a challenge, rather than strategizing to overcome the obstacle (Bandura, 1994).

Self-efficacy can come in one of two forms. Efficacy expectation refers to the extent to which the individual feels capable of performing the behavior. Outcome expectancy is the feeling that production of the behavior will yield the desired outcome. An individual may feel confident of their ability to perform a prescribed behavior but does not believe it will produce the outcome. Conversely, the connection

between performing the behavior and the resulting outcome may be seen, but the individual may not feel efficacious in performing the behavior (Bandura, 1977).

Self-efficacy is gained through four different mechanisms: mastery, modeling, social persuasion, and perception of physiological state. The sense of accomplishment an individual feels upon mastery of a task or skill is the best way to form a strong and resilient sense of self-efficacy (Bandura, 1982). If a person experiences success too easily however, he or she will come to expect easy victories. It is important for the individual to experience hard-earned success to form a strong sense of self-efficacy (Bandura, 1994). People can also come to gain self-efficacy vicariously through observing others, or modeling. The higher the degree of similarity between model and observer, the greater the effect on self-efficacy will be. Modeling can also produce the opposite effect. If the individual witnesses failure by a similar other, self-efficacy could be undermined. Social persuasion refers to the act of verbally persuading an individual that they have what it takes to succeed. This can help boost confidence in those feeling inadequate or disinclined to take the risk of effort. While persuasion does work to step up efforts, it can be quickly undermined upon failure to succeed. Social persuasion also works to hamper efforts at success by instilling the belief that one does not have the ability to succeed. Perception of physiological state has to do with the degree to which an individual perceives their physical and emotional response to stress as positive or negative (Bandura 1994). If a person perceives the ache in their muscles upon physical exertion as a sign of weakness, they may be less likely to continue exerting themselves. In contrast, if a person takes the pain they feel in their muscles as a sign that their body is getting stronger, they will be more likely

to continue a routine of physical activity. Personal mastery of a task will produce the strongest sense of self-efficacy. Perceptions of strength gained through modeling and persuasion are likely to be less resilient because they have not been founded on personal experience of success.

Perceived self-efficacy is what affects behavior. As noted previously, low self-efficacy can result in avoidance of seemingly threatening situations or tasks. Efficacy also predicts the amount of effort and duration of effort to be committed in the face of obstacles (Bandura, 1977). A person with a high degree of self-efficacy would expend more effort than someone who has a low degree of self-efficacy. Someone who does not believe the self to be capable of performing the required behaviors to complete a task will often expend less energy, thereby undermining their effort.

Self-efficacy is a factor related to learning and academic achievement in many ways. The level to which a person believes the self to be capable of success has a great deal to do with the amount of success they experience. Self-efficacy beliefs “influence aspirations and strength of goal commitments, level of motivation and perseverance in the face of difficulties and setbacks, resilience to adversity, quality of analytic thinking, causal attributions for successes and failures, and vulnerability to stress and depression” (Bandura, Barbaranelli, Carpura, & Pastorelli, 1996, p.1206). Efficacy has been shown to vary across domains of functioning (Bandura, 1997). Students who experience mastery of one task may not transfer that perception of efficacy to another subject. This is more likely if the subject to which the efficacy is being transferred is similar to the subject or task already mastered (Bong, 1999).

Through a general sense of efficacy, however, students can feel more efficacious about learning new things (Schunk, 1985). A child's perceived self-efficacy is an important predictor of academic success (Bandura, et al., 1996). Low self-efficacy has been found to relate strongly to academic achievement status (Multon, Brown, & Lent, 1991).

The generality of academic self-efficacy has been shown to vary with gender, language primacy, and class assignment (Bong, 1999). Boys had more general academic self-efficacy than girls did, whereas girls distinguished efficacy between verbal skills and math skills. Hispanic students showed stronger self-efficacy in Spanish than in English. Students who attended advanced placement (AP) classes showed less generality in self-efficacy than students who attended regular classes, but students in AP classes felt more self-efficacious in math (Bong, 1999).

While mastery is the fastest course to self-efficacy, the individual does not always attribute success to one's own effort (Bandura, 1977). "Very young children view effort as the prime cause of outcomes", but "with development a distinct conception of ability begins to emerge" (Schunk, 1985, p. 212). Situational circumstances affect to what students will attribute their success. If the student was aided in success by a teacher, success could be attributed to the help and not to the student's effort or ability (Schunk, 1985). Efficacy may be most likely to grow if the individual holds some initial self-doubt but also has the efficacy to overcome obstacles (Schunk, 1985). Efficacy precepts in the economic realm have been shown to have a positive effect on academic achievement. Students who hold high degrees of

economic self-efficacy were more likely to take steps during their senior year to help themselves go to college (Grabowski, Call, & Mortimer, 2001).

Relationship of Attribution Theory and Self-Efficacy

Both attribution theory and self-efficacy theory have been shown to be particularly important for educators working toward motivating and empowering youth. Since both of these theories are important predictors of success in school, it is important to understand how they might work together. As Bandura (1996) points out, self-efficacy beliefs affect student motivation and causal attributions. Internal, unstable, and controllable causal attributions will lead to greater motivation and greater self-efficacy. Self-efficacy, in turn affects motivation. A student with low self-efficacy will be less likely to put forth effort on a task they deem too difficult. Skinner et al. note the importance of causal attributions in predicting academic achievement and self-efficacy (1990).

Maimon (2002) conducted a study on community college students where their writing self-efficacy was assessed along with their thoughts about what kind of writing was possible for them to do. Students with higher writing self-efficacy scores identified more reasons to write, whereas low self-efficacy students identified only in-school writing as something they could do, but did not enjoy. Maimon concluded that student knowledge of different purposes of writing (i.e., writing for fun, writing for information, writing to correspond) made them much more likely to express feelings of self-efficacy in writing. Seeing different purposes in writing tasks would lead a student to attribute success or failure accordingly.

The literature reviewed concerning self-efficacy and attribution theory paints an optimistic picture of the possibilities for these two theories to be used in educational settings. Self-efficacy has been shown to be a strong predictor of academic success (Bandura, 1996). Self-efficacy affects causal attribution just as causal attributions affect self-efficacy, with both affecting motivation (Bandura, 1996). The dynamic relationship between these two constructs warrants a closer look at what might be effective in terms of attribution retraining in the school counseling setting.

Research Hypotheses

The researcher investigated the effects of a counselor's use of retraining attributions efforts to boost a student's self-efficacy and motivation and homework completion and assessment pass rates. Five two-tailed research hypotheses were derived concerning the effects of attribution retraining.

1. Retraining attributions should affect a change in the student's homework completion.
2. Retraining attributions should affect a change in assessment pass rates.
3. Retraining attributions should affect a change in student motivation.
4. Retraining attributions should affect a change in the student's perceived academic self-efficacy.

CHAPTER TWO: METHODOLOGY

This chapter describes the general methods and procedures used in this study. Sections include research design, case study student background information, description of the counselor's role, and materials and procedures. The last section will cover Connell's cognitive domain scale, baseline attributions, and case study student attributions.

Research Design

The current study used a mixed methods approach involving a qualitative case study research design and a quantitative pretest and posttest survey.

According to the Colorado State University online writing guide, a case study is an intensive study of a single unit, in this case a person, resulting in qualitative descriptive data (Becker, et al., 2005). According to Stake (1995), a case study is an important type of qualitative research method that allows us to come to a better understanding of a single case. The author goes further to stress the fact that human behavior seldom has one cause. Case study investigation allows for the understanding of many intersecting causes acting on an individual at one time. This type of understanding cannot be reduced to numbers, which makes the richness of case study research valuable (Stake, 1995).

Data collected for the case study were from interviews and documents (student homework and assessment records). The researcher took the role of participant observer, as described by Creswell (2008). A participant observer is involved in activities at the research site. The interview narrative was generated by a

series of open-ended, relatively unstructured questions, which adds potential depth of information about the case study student and his school life.

In addition to the qualitative methodology, a quantitative pretest and posttest survey gauged effects of attribution retraining with the case study student. The survey addressed attributions to unknown causes, powerful others, and locus of control and general feelings of perceived academic self-efficacy through qualitative data.

Although numerous examples of attribution retraining have met with success (Gatting-Stiller, Gerling, Stiller, Voss, & Wender, 1979; Schunk, 1981; 1982; 1983; 1984; Zoeller, Mahoney, & Weiner, 1983), this researcher could not find a study dealing specifically with attribution retraining in a school counseling setting.

Case Study Student

Research took place in a rural high school in the upper Midwest. The research subject was identified through the help of the researcher's supervisor due to at-risk status relating to the student's grades. Participation in the study was voluntary. The student and the student's mother were aware of the purpose of the study and gave their informed consent (see Appendix E).

Role of Counselor

During the semester in which this study took place, the researcher was serving as a school counseling intern. The role of a school counselor is to provide counseling, consultation, coordination, and appraisal across all school years (Schmidt, 2003).

Type of involvement varies with level of school. As a high school counseling intern, the researcher's duties included classroom instruction, individual counseling, and group counseling activities. The role of the researcher with the case study student was

as a classroom teacher and counselor, as interactions took place in a directed studies class, individual counseling sessions, and classroom activities three days each week during the semester.

Materials and Procedures

Case study procedures are in Figure 3, which depicts a timeline of interventions. The cognitive domain from Connell's (1985) Multidimensional Measure of Children's Perception of Control was used as a pretest before any interventions were carried out. Directly after administration of the pretest, the researcher interviewed the student to gather baseline and background information one week before attribution retraining. Attribution retraining followed for three weeks. Data collection ended with the administration of a posttest.

Procedures for data collection are described in the following sections.

Connell's cognitive domain scale.

A pretest on Connell's (1985) Multidimensional Measure of Children's Perception of Control was administered to assess attributions before any interventions were carried out (see Table 2 and Appendix D). Connell's original instrument contained items pertaining to cognitive, social, and physical domains. Here, the cognitive domain is used exclusively.

Connell assessed construct validity by comparing results from his scale with teacher ratings of student achievement and with student grades (Connell, 1985). Concurrent validity was assessed by comparing results from Connell's scale with the scores from the Wechsler IQ Test and a standardized achievement test. Correlations for both construct and concurrent validity were found to be weak but significant.

Connell's research uncovered an interesting trend. Attributions to unknown causes and powerful others decrease as school experience increases, with attributions to powerful others decreasing the most.

Table 1. Pretest and Posttest Instrument Assessing Attributions to Unknown Causes, Powerful Others, and Locus of Control (from Connell, 1985).

Constructs	Items	Not True At All	A Little True	Mostly True	Very True
Unknown Causes	When I do well in school, I usually can't figure out why.	1	2	3	4
	When I don't do well in school, I usually can't figure out why.	1	2	3	4
	If I get a bad grade in school, I usually don't understand why I got it.	1	2	3	4
Powerful Others	When I do well in school, it's because the teacher likes me.	1	2	3	4
	The best way for me to get good grades is to get the teacher to like me	1	2	3	4
	If I have a bad teacher, I won't do well in school.	1	2	3	4
Locus of Control	If I don't have a good teacher, I won't do well in school.	1	2	3	4
	If I want to do well in school, it's up to me to do it.	1	2	3	4
	If I want to get good grades in school, it's up to me to do it	1	2	3	4
	If I get bad grades, it's my own fault.	1	2	3	4
	If I don't do well in school, it's my own fault.	1	2	3	4

Note. Constructs were added to aid the reader's understanding of Connell's (1985) use of unknown causes, powerful others, and locus of control.

Connell's (1985) items assessed causal attributions on a four-point Likert-type scale. Eleven items tested for attributions for success and failure. These items were split into three constructs. The first four items sought to determine whether the student could pinpoint a cause of success or failure, termed the “unknown cause” variable. The next three items sought to determine the respondent’s attributions concerning powerful others, specifically, the teacher. Finally, the last four items assess locus of control. Since the researcher was primarily interested in affecting effort, these measures were considered indirect indicators of attributions to effort, particularly if attributions were made to unknown causes and powerful others.

Baseline attributions.

After administration of the pretest the researcher and student had an informal discussion to obtain background information and ascertain the student’s general level of perceived academic self-efficacy. (See questions listed in Appendix A.) Baseline data was collected concerning successes and failures in class, and causes of those outcomes. Questions used for baseline data collection are listed in Appendix B.

Data collection during the counseling sessions was of two types. First, the researcher asked the same research-constructed list of questions each time and recorded responses in a computer file following each discussion. The questions addressed attributions for successes and failures and questions about whether the student felt able to do what he needed to pass his classes. Second, the student was also asked to rate the amount of effort he generally put forth on a scale of one to ten once during the week. This process was carried out three times during the first week (Monday, Wednesday, and Friday).

Case Study Student Attributions

The researcher administered attribution retraining in the same way she collected baseline data and asked the same baseline-data collection questions during attribution retraining. However, the researcher gave the student feedback during attribution retraining. The researcher inquired about the student's causal attributions for success. If effort, ability, task difficulty, luck, or teacher influence were not mentioned as a cause of success, the researcher asked if any of these were possible causes for the outcome. With regard to success, the researcher's feedback linked the student's performance to high effort. Ability was not offered as a possible cause of failure, just as luck was not offered as a possible cause of success. These omissions were made in an attempt to avoid providing feedback to the student that could be damaging to his self-efficacy (e.g., offering luck as a causal attribution of success could be damaging to the student's self-efficacy). Ability was not offered as an attribution to failure to keep the student from developing a global lack of ability attribution.

The student's general feeling of being able to succeed was sought during each session, along with a 1 to 10 ranking of effort being put forth weekly. Links between effort and success were capitalized on whenever the occurrence materialized. At the end of each session, the researcher expressed confidence in the student's effort and ability, and gave encouragement to continue putting forth effort.

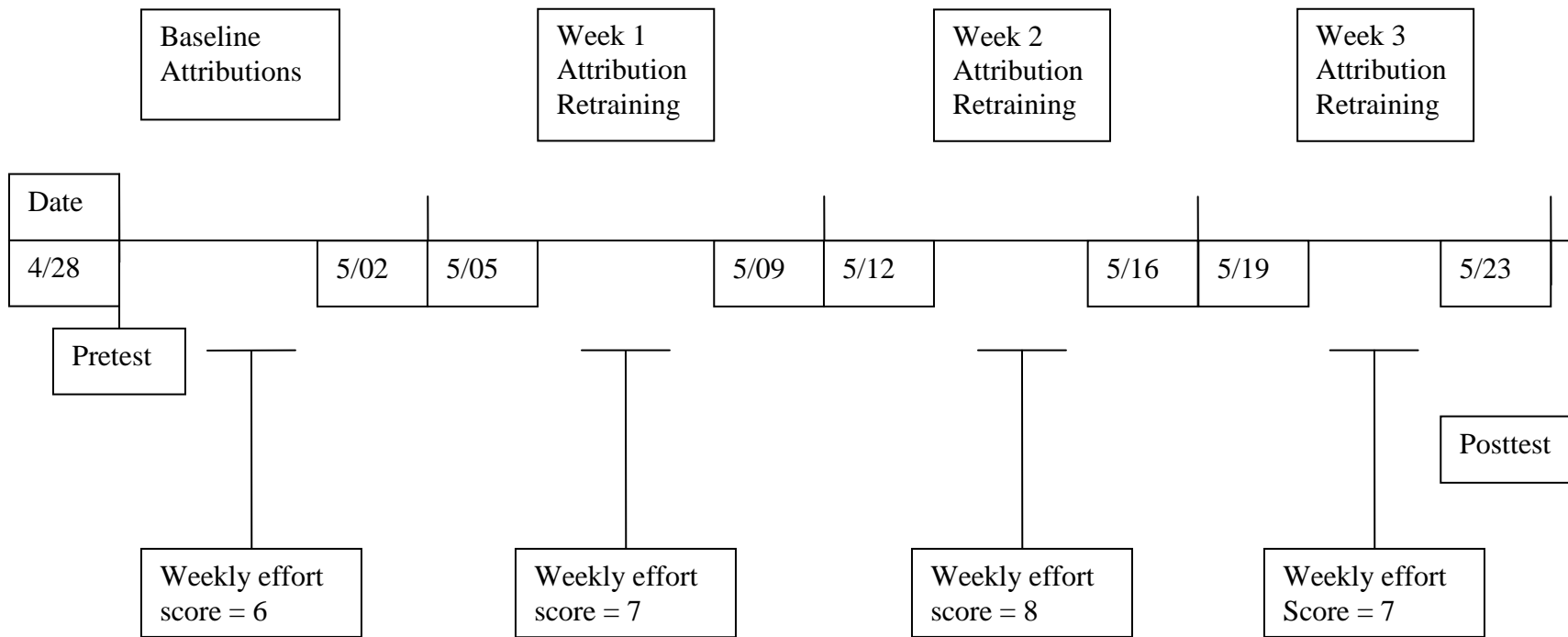


Figure 3. Attribution Retraining Timeline

If the student performed well on a test, the focus of attribution retraining and discussion was on how much effort the student put into studying or the amount of effort he put in with homework, which directly led to the good grade. If a test outcome were negative, the researcher would highlight where the student could have put in more effort. The student often reported forgetting to do his homework. Each time the subject of forgetting to do homework came up, the researcher stressed the connection between effort towards homework completion and doing well on tests and understanding material in general.

The researcher also spent time with the student exploring strategies for remaining on task at home. Some of the strategies presented were working in a room without distractions, letting his family and friends know when he was busy studying, creating a study schedule to incorporate breaks for himself, and establishing a system of goals and rewards for work completed. As the student was in danger of failing four classes, the extreme importance of turning in all homework and doing well on exams was stressed.

CHAPTER THREE: RESULTS

This chapter contains the qualitative case study description of the participant and the results of statistical analyses of data for the pre- and post-survey.

Case Study Student

The research subject was a ninth-grade male, who was born overseas and who had lived with his mother only since 1998. In first grade, he was given the Iowa Test of Basic Skills. Percentile rank scores were as follows: vocabulary 26, advanced reading 73, reading total 69, listening 38, language 74, language total 59, advanced math 16, math total 26, core total 32, word analysis 54. Due to his poor grades in elementary school, a Student Teacher Action Team (STAT) was held in order to explore ways to help him be successful in school. Some of the accommodations agreed upon included seating him close to the teacher, providing him with alternative forms of directions, reducing length of assignments, giving him extra time on assignments, and manipulating other external stimuli.

During elementary school, a special education referral was made. Following a special education referral, school officials held an Individualized Educational Program (IEP) meeting to decide how to meet the speech and language needs of the student. Results from a hearing test on 12-11-97 met criteria for referral to a physician. On 2-8-01, a Multidisciplinary Evaluation Team assessment (MET) was issued, again due to poor school performance. The student was given a Wechsler Intelligence test on which he scored 111, which falls within average range, and a Woodcock Johnson reading assessment, which he scored in the average range. Part of

the MET report was a psychological evaluation, for which the practitioner completed a history. This history uncovered an Attention Deficit Hyperactivity Disorder (ADHD) diagnosis during elementary school. Ultimately, the MET found the student to have appropriate speech and language skills. Ninth grade Michigan Educational Assessment Program (MEAP) scores in social studies showed him to meet the state standards with a proficiency level of two. Eighth grade scores were as follows: three in math, two in science, three in reading, four in writing, and a composite of three. Table 1 describes the MEAP proficiency scores. Although the student had previously received special education services, the most recent tests found him to be ineligible for services.

Table 2. MEAP Proficiency Scores

MEAP Score	Proficiency Level
1	Advanced
2	Proficient
3	Partially Proficient
4	Not Proficient

Data gathered in conjunction with this study span four different sections: baseline attribution information, student attributions during attribution retraining efforts, and homework completion and assessment pass rates, and results of the

pretest and posttest. The following section focuses on information retrieved from baseline attribution data collection.

Baseline attributions.

Preliminary information revealed the student was worried about his grades. When asked to rate the amount of his effort toward schoolwork on a scale of one to ten, with ten being the most effort, he replied six. He was asked how he felt about all of his subjects, which included history, science, algebra, Spanish, English, and introduction to technology (an industrial arts class). Spanish, algebra, English, and introduction to technology were his favorite subjects. history and science were his least favorite. He expressed positive feelings toward being able to succeed in all of these classes. When asked why he was having so much trouble in some of his classes, he responded that he did not turn in his work, but denied having a problem taking tests. Homework completion was a problem because he had a hard time concentrating on homework due to distractions at home (e.g. T.V., pets). When asked about his ability to succeed in science class, the student said, "I've never been very good at science".

Student attributions during attribution retraining.

Week 1 of attribution retraining, the student took a test in Spanish on which he scored a B+. The researcher asked whether he had studied for the test. The student replied he had studied a little bit, but attributed the success more to his high ability in Spanish than to effort. Much discussion concerned the multitude of missing and late homework assignments. He claimed not to know why he had trouble getting his

homework in on time, but said he had been doing work at home. Effort on a scale of one to ten for the week was a seven.

Week 2 of attribution retraining began with a discussion regarding the difference between Spanish class and math, science, English, and history. His explanation for why he does so much better in Spanish was that he just “got it”. The researcher suggested that he was just as capable of doing well in the other classes if he did his homework to which the student agreed. As the semester’s end was drawing near, the student had a lot of work to do (eight homework assignments, science and history tests, and studying for exams). The researcher asked the student what he needed to do in order to be successful at the end of the semester. Student’s reply was to “get my assignments in on time and study really hard for my exams”. Effort at the end of this week on a scale of one to ten was eight.

Week 3 of attribution retraining, the researcher and student went over what the student had accomplished in science. He had not been through all the chapters, but he had been reading the book. Mid-week, the student and researcher went over strategies for studying from the book, such as making outlines, skimming, and answering the questions at the end of the chapter. According to the student, the task was doable. The researcher reiterated study techniques and ways to stay focused at home by way of schedules, goals, and rewards. The end of the week found the student worried most about science, somewhat worried about English and history, and not too worried about math. He reported studying about ½ hour a night for each class. The researcher suggested finding more time if possible and reiterated the connection between effort and success. Effort on a scale of one to ten was seven.

Retraining ended with the researcher asking the student if he felt capable of the task to which he replied “yes”. Finally, the researcher tried to impress on the student the confidence she had in his ability to succeed. The posttest was given during the last week of school after the student’s English exam and before his next exam, concluding the data collection portion of this study. Generally, the student expressed relatively high levels of self-efficacy throughout each session. However, during the last week of attribution retraining, the student’s reply to the question, “Do you feel like you can do this?” (i.e., passing all his classes), changed from “Yes” to “I don’t know”.

The student remained unsure why he did not do well on tests. He did not seem to know how to help himself stay on-task at home, and he felt that teachers had more to do with his ability to do well in school than he did. When asked further about these statements, he explained he felt able to learn when teachers were “good teachers” He explained “good teachers” to be those who explained things thoroughly and clearly and were willing to give students help. He kept a high level of self-efficacy with regard to Spanish, English, and math. science and istory were the classes with which he seemed to feel lost.

Toward the middle and end of the semester, the student’s optimistic attitude about his chances at success with some of these classes began to wane. He expressed a feeling of ability to succeed, but when faced with the make-up work, homework, projects, and studying ahead, his articulation of his ability grew fainter. At this point, the researcher tried to help by assisting the student in setting goals for homework completion and studying. One technique used was to help the student set a schedule

for covering the material in his study guide for science, a class of particular concern, before the exam. The student assured the researcher that he felt able to cover two chapters each evening, which would allow him two days to review before the exam. A similar technique was used to help the student catch up on late homework. The researcher recorded all assignments the student had yet to turn in and helped the student develop a timetable for completing his work.

The student's attributions did not change significantly throughout the period of study. When asked about effort, the student always admitted needing to put forth more with homework, although his weekly assessments of effort on a scale from one to ten were never below a six. On the surface, the student believed he was putting forth quite a bit of effort, but he did not think the effort was enough. During the first meeting for collecting baseline attribution notes, the student expressed some measure of confusion over his inability to focus at home to complete homework assignments.

During the class in which the researcher worked with the student, he would routinely take the entire hour to finish one or two homework problems. With regard to attributions, the student was able to identify his abilities and to concede that effort was needed where his abilities were not as strong as in other areas.

Homework and Assessments

The student's grades for his five academic classes (Spanish, English, history, algebra, and science) were obtained from school officials. These documents (which are listed in appendix C) detail homework assignments and assessments along with grades. Homework completion rate was calculated for the period before attribution retraining, as well as after attribution retraining began. The number of homework

assignments due during the second semester before attribution retraining started was summed and divided by the total number of homework assignments. The resulting number was the percentage of homework completion. Assessment pass rate was determined in the same way. Both assessment pass rates and homework completion rates were calculated for the periods of (January 21, 2008 to May 5, 2008) and (May 5, 2008 to May 23, 2008). Attribution retraining dates are shown in Table 3.

Homework completion rates increased only for English and science (28.5% to 33.3% in English and 33.3% to 57.1% in Science). Percentages of completed homework for algebra, history, and Spanish (57.1%, 33.3%, and 50.0%, respectively) all went down after attribution retraining began (0.00%, 20.0%, and 33.3%). Pass rates for assessments all increased with the exception of algebra, which went from 62.5% to a 00.0%.

Final grades for all classes were as follows:

English	D
Spanish	C
science	F
algebra	F
history	D-

Table 3.

Homework Completion Rates and Assessment Pass Rates

	Number of homework assignments	Number of completed homework assignments	Percent complete	Number of assessments	Number of assessments passed	Percent passed
Eng pre	14	4	28.5%	2	2	100.0%
Eng post	3	1	33.3%	1	1	100.0%
Span pre	20	10	50.0%	16	14	87.5%
Span post	6	2	33.3%	3	3	100.0%
Sci pre	48	16	33.3%	4	1	25.0%
Sci post	7	4	57.1%	2	2	100.0%
Alg pre	14	8	57.1%	8	5	62.5%
Alg post	5	0	0.00%	1	0	0.00%
Hist pre	30	10	33.3%	10	5	50.0%
Hist post	5	1	20.0%	1	1	100.0%

Note. Eng = English, Span = Spanish, Sci = Science, Alg = Algebra, Hist = History, pre = Pretest, post = Posttest

Connell's (1985) Cognitive Domain

The differences in answers between pretest and posttest lend themselves to some interpretation. Pretest scores showed the student to have a strong internal-locus of control at the outset. The student gave the highest possible rating, which was a four for “very true”. Connell’s scale went from one (not true at all) to four (very true).

The student did not agree at all that good grades were a result of a teacher liking him or that getting good grades relied on getting the teacher to like him. With regard to unknown causes, the student answered “Mostly true” to the statement “When I don’t do well in school, I usually can’t figure out why”. The other two statements regarding unknown causes elicited a “not true at all” response as well as an “a little true” response.

Compared to posttest, no difference in internal locus of control existed. The student gave the highest possible scores. In fact, only three answers changed between pretest and posttest. “If I don’t have a good teacher, I won’t do well in school” went from “a little true” in pretest to “not true at all” in posttest. “When I don’t do well in school, I usually can’t figure out why” moved from “mostly true” in pretest to “a little true” in posttest. Finally, “when I do well in school, I usually can’t figure out why” went from “not true at all” in pretest to “a little true” in posttest.

CHAPTER FOUR: DISCUSSION

The following chapter will address implications of the results of baseline attributions, student attributions during attribution retraining efforts, homework and assessments, and Connell's cognitive domain scale.

Discussions with the student revealed a strong internal locus of control, a strong sense of perceived academic self-efficacy, and a robust belief in putting forth quite a bit of effort. These qualities were evident both in the preliminary discussion with the student as well as baseline attribution collection.

When asked to rate the level of effort he was expending on a scale from one to ten, he never replied less than a six. When asked about his difficulties in science class the student's reply indicated a resignation to lack of ability. When he was asked about his homework and missing assignments, he consistently conceded that more effort was needed. Possibly the student was telling the researcher what he thought she wanted to hear concerning his effort and perceived self-efficacy. A second explanation is that the student might not have valued the goal of academic success. Expectancy-value theory, developed by Fishbein (1968), posited an individual's behavior is a result of expectations and the value the goal has for the individual. The scope of this study did not include the student's expectations and perceptions of school. Lack of value on academic success might explain why the student failed to turn in any algebra homework and failed the algebra test during the retraining period. If he did not see success in algebra as a desired goal, he would not have put effort into attaining a passing grade. The student may have been using effort to protect his feelings of self-efficacy (Jacobs, et al., 2002). If he tells

himself he could have done better with more effort, his feelings of ability remain intact, thus protecting his academic self-efficacy.

The high level of self-efficacy shown by the student with regard to Spanish, English, and algebra was interesting, considering he failed algebra. The high degree of self-efficacy was probably more a result of the student's favorable view of the teacher than a reflection of the student's ability. Many of the case study student's peers held this algebra teacher in high esteem. Even in the face of what most would consider poor marks, this student kept a strong internal locus of control and a generally high degree of self-efficacy. Throughout attribution retraining, the student's self-efficacy remained relatively high, except for the last week when he conceded that he was not sure if he could pass his classes, which was his honest appraisal of the situation, as the student did not have much of a chance to pass his algebra or science courses. The student's self-efficacy and motivation to succeed in school remained firm, given the attribution feedback from the student.

Marginal increases in homework completion rates for two classes combined with decreases in homework completion rates for the rest of the classes are not promising in terms of inferring any real effects on motivation for success on homework. Percentage of passed assessments after attribution retraining compared with percentage of passed assessments before attribution retraining look more promising, with the exception of the scores for Algebra, which went from 62.5% to 0.00%.

Changes in homework completion rates must be viewed with caution due to the short length of time attribution retraining took place. Assessment rates and grades, especially, should be judged suspiciously. During the three-week attribution-retraining

period, only one test was given in algebra. The student failed this test, giving him a 0.00% assessment pass rate. Only one test in history was given as well, which the student passed, giving him a 100% assessment pass rate for the retraining period in history. The short treatment period prohibits the touting of any real change in homework completion or assessment pass rates. Although changes were in both directions, the length of time and the number of assignments and assessments does not allow for any substantial conclusion. However, the positive changes seen in the short trial of three weeks hold some promise for more significant changes with a longer treatment period.

Pretest and posttest data showed no changes in locus of control, and no substantial changes in attributions to unknown causes, or attributions to powerful others. Only three of the 11 test items changed between pretest and posttest, which leads the researcher to believe the change was unsubstantial. The student's uncertainty concerning the role of powerful others on his ability to do well in school, which was voiced in discussions, was echoed in his responses on the pretest and posttest. Posttest scores did hint at some change toward a decreased tendency to attribute success to teachers. Another change seen between pretest and posttest was the attributions of failure and success to unknown causes. Causal attributions for success moved toward unknown causes in the posttest, while causal attributions for failure moved away from unknown causes. This change is in keeping with the developmental change model discussed by Connell (1985), where student's attribution to unknown causes and powerful others decrease as they gain experience in school. The only certainty from the attribution assessment is that the student had a strong internal locus of control. Changes seen in attributions to unknown causes and powerful others suggest the student may have been responding to treatment.

These changes could also reflect the student's gains in school experience, as suggested by Connell (1985).

Attributions were starting to move in the right direction, as indicated by homework completion rates for English and science, assessment pass rates for Spanish, science, and history, and the movement of posttest attributions in the right direction. If given more time for retraining, a greater effect may have been seen. Research by Campbell links attribution feedback to a changing self-concept (1990). Campbell defines self-concept as the cognitive schema, which organizes information about the self and controls processing of information concerning the self (Campbell, 1990). As discussed by Campbell (1990), self-concept is very difficult and time-consuming to change. This study lends support to the possibility that attribution retraining holds promise as a tool for high school counselors in supporting struggling students' efforts toward academic success.

CHAPTER FIVE: CONCLUSION

This section will synthesize the study's strengths, limitations, and implications for further research.

Strengths of the Research

The research was the only study of which this researcher is aware that sought to use attribution retraining in a school counseling setting. The student did change three items on the posttest in the direction of a more realistic appraisal of his academic outcomes, even though these changes were not substantial. The student's pretest attribution items went from feeling that it was mostly true that he did not understand why he got a bad grade to being "a little true" on the posttest. On the pretest, he went from selecting "a little true" for the item, "If he had a bad teacher he wouldn't do well in school", to selecting the statement "not at all true". These points are promising to the extent that the pretest and posttest scales reflect the student's actual attributions to success and failure.

The student's weekly appraisal of effort on a scale from 1 to 10 lends support to the findings from Connell's cognitive domain scale. Results from Connell's scale suggest a stable output of effort. On a 1 to 10 scale of effort, the student wavered between 6 and 8, strengthening the findings from Connell's test.

Attribution retraining was a good method for use with a case study. This method of qualitative research requires more intense interaction with the subject. Attribution retraining may have been more effective given the rapport developed by the researcher during interviews with the student.

Limitations

Given the short amount of time used for attribution retraining, all findings should be read with caution. Attribution retraining may have been more successful if implemented for a longer time. Another possibility is retraining might have lacked intensity. Horner and Gaither (2007) used 45-minute attribution retraining sessions for an eight-day period. The attribution retraining in this study used five to ten minutes three days per week for three weeks.

The case study format does not lend itself to great reliability. Only one research participant renders generalization impossible. Due to the student's past ADHD, speech, and language impairment documentation, the student might not have been a representative candidate for the attribution retraining study.

The repetitive nature of the questions used for attribution retraining could have had a weakening effect for the student. Using the same questions each time was ideal for consistency, but caused the researcher to think she was repeating herself. Possibly, the student may have become bored with the same questions or stopped taking the questions seriously after hearing the same question repeated several times. If the study were to be carried out again, greater care should be taken to vary the questions used for retraining. The self-report nature of the study also brings the accuracy of responses into question; a high school student may not be an accurate self-reporter.

The setting for attribution retraining was different from a normal classroom, which may have given the student a feeling of greater security and optimism.

Another possible detriment to the study was the researcher's outsider status as an intern. The student may not have felt comfortable enough with the researcher to see her as a good model. The attempts made to develop rapport with the student might not have been enough, which is a distinct possibility given the researcher's newness to the school counseling field.

The number of possible contributing factors to changes in attributions or expressed self-efficacy makes it difficult to infer causality. This problem would be present in any study carried out in a non-clinical setting. The best the researcher can hope to do is identify as many possible factors as possible.

Finally, the cognitive domain of Connell's Multidimensional Measure of Children's Perceptions of Control (1985) is quite short and may have provided too shallow a picture of the student's attributions. Although a more thorough measure might have been difficult for the student to complete, future researchers could consider using a more thorough measure of attributions.

Implications

Judging from both the positive and negative changes shown in the data, effects of attribution retraining efforts on motivation and self-efficacy were negligible. Self-efficacy did not change significantly, judging from discussions with the student or pretest and posttest. Changes in attributions were seen in differences between pretest and posttest. This difference, although not drastic, should be given some weight. Given the case study nature of the research, the change away from attributing failure to unknown causes should be considered significant, as well as the change in attributing success away from powerful others. Both of these changes reflected movement in the right direction.

The change seen was not drastic, but is an interesting consideration, given the short duration of qualitative research in a high school counseling setting.

Further efforts in attribution retraining in a school counseling setting might meet with more success if they were carried out for a longer time. The student in the present study had been receiving failing grades in many of his classes for the entire year, so three weeks was probably not enough time for a significant effect. Fortunately, the ease with which attribution retraining was carried out and documented could lend itself as an easy tool for use by a practicing school counselor. Attribution retraining could serve as a means for school counselors to document services and augment program evaluations. For future research, more studies on attribution retraining should be completed within the high school counseling setting before advocating the implementation of attribution retraining in a comprehensive guidance program.

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APPENDIX A

BASELINE DATA COLLECTION QUESTIONS

- How are you doing in school?
- Why do you think that is?
- What are your favorite classes?
 - What makes them your favorites?
- What are your least favorite classes?
 - What makes them your least favorites?
- What is home like?
 - Family
 - Pets
- Hobbies?
- What do you want to do when you graduate?

APPENDIX B

ATTRIBUTION RETRAINING QUESTIONS

- Review current grades with student
- Why are you getting these grades?
 - Your effort?
 - Your ability?
 - Do you like the subject? Does that have anything to do with it?
 - Do you like the teacher? Does he/she have anything to do with it?
 - Does luck have anything to do with it?
- How are you doing on homework?
 - What kind of effort are you putting in at home?
- Do you feel like you are able to succeed in school?

Baseline data collection final question

- Do you think your grades are a result of your effort?

Attribution retraining final question

On a note of success: Do you think your effort has paid off?

On a note of failure: Could you have put more effort into this?

Attribution retraining sessions always ended with a positive note of ability along with support of continued effort.

APPENDIX C
SEMESTER GRADES

Semester Grades for English

Grade for SEMESTER 2 - S2 01/21/08 - 05/30/08		63.58	D			
SEMESTER2 EXAM - EX2 (20%)		72.00	100.00	72.00	C-	
ASSIGNMENTS (80%)		587.00	955.00	61.47	D-	
Homework		24.00	197.00	12.18	F	
HMWK	01/24/08 Concise and Precise Paper	0.00	20.00	0.00	F	✓
HMWK	01/30/08 Research Outline Rough Draft	0.00	10.00	0.00	F	✓
HMWK	01/31/08 5 Topics Selected	2.00	5.00	40.00	F	
HMWK	02/07/08 Works Cited Rough Draft	6.00	10.00	60.00	D-	
	Comments: Late, but completed					
HMWK	02/12/08 6 notecards	0.00	12.00	0.00	F	✓
HMWK	02/13/08 6 Notecards	0.00	12.00	0.00	F	✓
HMWK	02/14/08 6 Notecards	0.00	12.00	0.00	F	✓
HMWK	02/18/08 6 Notecards	0.00	12.00	0.00	F	✓
HMWK	02/19/08 12 Notecards	16.00	24.00	66.67	D+	
HMWK	02/22/08 Outline final draft	0.00	20.00	0.00	F	✓
HMWK	02/27/08 Rough Draft of Research Paper	0.00	50.00	0.00	F	✓
HMWK	02/29/08 Extra Credit Baggies	*	0.00			✓
HMWK	05/14/08 Fable Lesson and Setting	0.00	10.00	0.00	F	✓
Projects		67.00	100.00	67.00	D+	
PROJ	05/20/08 Children's story	67.00	100.00	67.00	D+	
Quiz		45.00	52.00	86.54	B+	
QUIZ	04/03/08 Holes Quiz Chp. 1-8	23.00	24.00	95.83	A	
QUIZ	04/10/08 Holes Chapters 1-24	22.00	28.00	78.57	C+	
Reflection		0.00	70.00	0.00	F	
REF	04/23/08 Holes Journals	0.00	70.00	0.00	F	✓
Speech		85.00	100.00	85.00	B	
SPEE	05/12/08 Demonstration Speech	85.00	100.00	85.00	B	
Test		110.00	116.00	94.83	A	
TEST	05/05/08 Holes	110.00	116.00	94.83	A	
Writing		256.00	320.00	80.00	B-	
WRI	01/25/08 Pride and Regrets Paper	20.00	20.00	100.00	A	
WRI	03/04/08 Research Project	236.00	300.00	78.67	C+	

Semester Grades for Spanish

Grade for SEMESTER 2 - S2 01/21/08 - 05/30/08				73.79	C		
TERM 3 - T3 (40% of SEMESTER 2 Grade)				322.00	425.00	75.76	C
CLASSROOM WORK				3.00	3.00	100.00	A
CLWK	02/21/08	Ser versus Estar	2.00	2.00	100.00	A	
CLWK	03/28/08	Video Papeles III	1.00	1.00	100.00	A	
Homework				16.00	72.00	22.22	F
HMWK	01/22/08	Hs/MS Possesive Adjectives WS	0.00	3.00	0.00	F	
HMWK	01/24/08	Estar, adj., & possessive adj.	0.00	5.00	0.00	F	
HMWK	01/30/08	Capitulo 2, Leccion 3 WS	0.00	5.00	0.00	F	
HMWK	02/05/08	Family Tree & Estar WS	0.00	6.00	0.00	F	
HMWK	02/12/08	Gustar Packet	0.00	6.00	0.00	F	
HMWK	02/20/08	Capitulo 2, Leccion 4 WS Pt. 1	0.00	5.00	0.00	F	
HMWK	02/26/08	Adj., gustar, ser, & estar WS	0.00	6.00	0.00	F	
HMWK	02/29/08	Deportes Draw & Ser, Estar WS	5.00	5.00	100.00	A	
HMWK	03/03/08	Repaso B Oral Q.'s (Written)	2.00	2.00	100.00	A	
HMWK	03/06/08	Repaso B Assignment	0.00	20.00	0.00	F	
HMWK	03/13/08	HS/MS Ar Verbs Present Tense	5.00	5.00	100.00	A	
HMWK	03/27/08	HS/MS Days & Months WS	4.00	4.00	100.00	A	
Quiz				214.00	250.00	85.60	B
QUIZ	01/25/08	Lista 12 Vocabulary Quiz	16.00	20.00	80.00	B-	
QUIZ	02/01/08	Lista 13 Vocabulary Quiz	17.00	20.00	85.00	B	
QUIZ	02/05/08	Capitulo 2, Leccion 3 Quiz	35.00	45.00	77.78	C+	
QUIZ	02/08/08	Lista 14 Vocabulary Quiz	11.00	20.00	55.00	F	
QUIZ	02/14/08	Lista 15 Vocabulary Quiz	18.00	20.00	90.00	A-	
QUIZ	02/22/08	Lista 16 Vocabulary Quiz	17.00	20.00	85.00	B	
QUIZ	02/29/08	Capitulo 2, Leccion 4 Quiz	50.00	50.00	100.00	A	
QUIZ	03/04/08	Repaso B Oral Quiz	13.00	15.00	86.67	B+	
QUIZ	03/14/08	Lista 17 Vocabulary Quiz	18.00	20.00	90.00	A-	
QUIZ	03/28/08	Lista 18 Vocabulary Quiz	19.00	20.00	95.00	A	
Test				89.00	100.00	89.00	B+
TEST	03/07/08	Repaso B Test	89.00	100.00	89.00	B+	
TERM 4 - T4 (40% of SEMESTER 2 Grade)				243.00	365.00	66.58	D+
CLASSROOM WORK				4.00	4.00	100.00	A
CLWK	05/02/08	Repaso C Written Oral Q.'s	2.00	2.00	100.00	A	
CLWK	05/30/08	Video Papeles IV	2.00	2.00	100.00	A	
Homework				14.00	71.00	19.72	F
HMWK	04/01/08	United Streaming Act. Ar Verbs	3.00	3.00	100.00	A	
HMWK	04/08/08	Capitulo 3, Leccion 5 WS	0.00	7.00	0.00	F	
HMWK	04/15/08	HS/MS Tener Worksheet	5.00	5.00	100.00	A	
HMWK	04/17/08	Leccion 6 Worksheet	0.00	6.00	0.00	F	
HMWK	04/22/08	Las Fechas & Venir WS	3.00	3.00	100.00	A	
HMWK	05/06/08	Repaso C Assignment	0.00	20.00	0.00	F	
HMWK	05/08/08	Big #, tener, & venir WS	0.00	8.00	0.00	F	
HMWK	05/13/08	HS/MS Er & Ir Verbs WS	3.00	3.00	100.00	A	
HMWK	05/20/08	En Casa & La Cocina WS	0.00	8.00	0.00	F	
HMWK	05/22/08	Capitulo 4, Leccion 7 WS	0.00	8.00	0.00	F	
Quiz				130.00	190.00	68.42	D+

QUIZ	04/04/08	Lista 19 Vocabulary Quiz	0.00	20.00	0.00	F
QUIZ	04/09/08	Capitulo 3, Leccion 5 Quiz	42.00	45.00	93.33	A
QUIZ	04/18/08	Lista 20 Vocabulary Quiz	0.00	20.00	0.00	F
QUIZ	04/25/08	Capitulo 3, Leccion 6 Quiz	46.00	50.00	92.00	A-
QUIZ	05/02/08	Repaso C Oral Quiz	15.00	15.00	100.00	A
QUIZ	05/16/08	Lista 21 Vocabulary Quiz	15.00	20.00	75.00	C
QUIZ	05/23/08	Lista 22 Vocabulary Quiz	12.00	20.00	60.00	D-
Test			95.00	100.00	95.00	A
TEST	05/07/08	Repaso C Written Test	95.00	100.00	95.00	A
SEMESTER 2 EXAM - EX2 (20% of SEMESTER 2 Grade)			118.00	140.00	84.29	B

Semester Grades for Earth Science

Grade for SEMESTER 2 - S2 01/21/08 - 05/30/08				46.84	F
<input type="checkbox"/>	TERM 3 - T3 (40% of SEMESTER 2 Grade)	337.00	761.00	46.45	F
	Extra Assignments (None)	0.00	0.00		
	Homework (20.0% of TERM 3 Grade)	179.00	395.00	45.32	F
	HMWK 01/22/08 <u>pg.660 1-13</u>	0.00	17.00	0.00	F
	HMWK 01/25/08 <u>Catalyst</u>	3.00	5.00	60.00	D-
	HMWK 01/28/08 <u>Earth's Seasons</u>	8.00	17.00	47.06	F
	HMWK 01/31/08 <u>Ocean Video</u>	12.00	12.00	100.00	A
	HMWK 02/01/08 <u>Catalyst</u>	2.00	5.00	40.00	F
	HMWK 02/08/08 <u>Catalyst</u>	3.00	4.00	75.00	C
	HMWK 02/11/08 <u>pg.660 28-40</u>	0.00	13.00	0.00	F
	HMWK 02/12/08 <u>Exercises pg.661</u>	0.00	16.00	0.00	F
	HMWK 02/14/08 <u>Weather Facts & Quest</u>	30.00	30.00	100.00	A
	HMWK 02/15/08 <u>Catalyst</u>	4.00	4.00	100.00	A
	HMWK 02/21/08 <u>Quest 1-10 pg.629</u>	9.00	10.00	90.00	A-
	HMWK 02/22/08 <u>Catalyst</u>	3.00	4.00	75.00	C
	HMWK 02/26/08 <u>Quest 11-19 pg.629</u>	0.00	14.00	0.00	F
	HMWK 02/28/08 <u>Quest 20-36 pg.629</u>	0.00	25.00	0.00	F
	HMWK 02/29/08 <u>Catalyst</u>	2.00	4.00	50.00	F
	HMWK 03/07/08 <u>Catalyst</u>	4.00	5.00	80.00	B-
	HMWK 03/10/08 <u>Weather Project</u>	57.00	75.00	76.00	C
	HMWK 03/11/08 <u>Weather Work Grade</u>	14.00	15.00	93.33	A
	HMWK 03/14/08 <u>Catalyst</u>	1.00	5.00	20.00	F
	HMWK 03/24/08 <u>Anatomy of a Cloud</u>	0.00	10.00	0.00	F
	HMWK 03/26/08 <u>Weather Station Worksheet</u>	24.00	56.00	42.86	F
	HMWK 03/27/08 <u>Weather Review</u>	0.00	45.00	0.00	F
	HMWK 03/28/08 <u>Catalyst</u>	3.00	4.00	75.00	C
	Lab (20.0% of TERM 3 Grade)	35.00	135.00	25.93	F
	LAB 01/23/08 <u>Layers of Atmosphere</u>	0.00	15.00	0.00	F
	LAB 01/24/08 <u>Modeling the Seasons</u>	0.00	15.00	0.00	F
	LAB 01/29/08 <u>Convection Current</u>	12.00	20.00	60.00	D-
	LAB 02/04/08 <u>Heat Transfer Lab</u>	10.00	20.00	50.00	F
	LAB 02/05/08 <u>Greenhouse Lab</u>	0.00	10.00	0.00	F
	LAB 02/06/08 <u>Trends in CO2</u>	2.00	20.00	10.00	F
	LAB 02/19/08 <u>Dew Point Lab</u>	11.00	20.00	55.00	F
	LAB 02/29/08 <u>Hurricane Andrew</u>	0.00	15.00	0.00	F
	Quiz (10.0% of TERM 3 Grade)	20.00	31.00	64.52	D
	QUIZ 03/13/08 <u>Severe Weather Quiz</u>	20.00	31.00	64.52	D
	Test (50.0% of TERM 3 Grade)	103.00	200.00	51.50	F
	TEST 02/13/08 <u>Test Chapter 26</u>	46.00	100.00	46.00	F
	TEST 03/28/08 <u>Weather Test</u>	57.00	100.00	57.00	F
<input type="checkbox"/>	TERM 4 - T4 (40% of SEMESTER 2 Grade)	237.00	564.00	45.14	F
	Extra Assignments (None)	0.00	0.00		
	Homework (20.0% of TERM 4 Grade)	69.00	169.00	40.83	F
	HMWK 04/04/08 <u>Astronomy Problems</u>	0.00	10.00	0.00	F
	HMWK 04/04/08 <u>Catalyst</u>	1.00	4.00	25.00	F
	HMWK 04/11/08 <u>Catalyst</u>	2.00	4.00	50.00	F

HMWK	04/15/08	Video Questions	7.00	17.00	41.18	F
HMWK	04/18/08	Catalyst	3.00	5.00	60.00	D-
HMWK	04/28/08	Catalyst	0.00	5.00	0.00	F
HMWK	04/28/08	Quest 1-35	0.00	36.00	0.00	F
HMWK	05/02/08	Catalyst	5.00	5.00	100.00	A
HMWK	05/08/08	Quest 37-45	6.00	9.00	66.67	D+
HMWK	05/09/08	Catalyst	0.00	5.00	0.00	F
HMWK	05/14/08	Moon Sheet	1.00	1.00	100.00	A
HMWK	05/19/08	Quest 1-23	0.00	23.00	0.00	F
HMWK	05/20/08	Rocket Project	40.00	40.00	100.00	A
HMWK	05/23/08	Catalyst	4.00	5.00	80.00	B-
Lab (20.0% of TERM 4 Grade)			38.00	170.00	22.35	F
LAB	04/02/08	Estimating Size and Distance	0.00	25.00	0.00	F
LAB	04/03/08	Seeing Details	0.00	10.00	0.00	F
LAB	04/07/08	It's Only a Paper Moon	0.00	15.00	0.00	F
LAB	04/08/08	Activity 9	12.00	20.00	60.00	D-
LAB	04/09/08	Time Travler	0.00	10.00	0.00	F
LAB	04/10/08	How Far to the Star	0.00	10.00	0.00	F
LAB	04/14/08	Activity 10	6.00	10.00	60.00	D-
LAB	04/22/08	Ecological footprint	10.00	20.00	50.00	F
LAB	05/01/08	Eclipse Activity	0.00	30.00	0.00	F
LAB	05/06/08	Planets in Proportion	10.00	20.00	50.00	F
Quiz (10.0% of TERM 4 Grade)			0.00	25.00	0.00	F
QUIZ	04/18/08	Astronomy Questions	0.00	25.00	0.00	F
Test (50.0% of TERM 4 Grade)			130.00	200.00	65.00	D
TEST	05/12/08	Solar system test	63.00	100.00	63.00	D
TEST	05/23/08	Test Ch 29	67.00	100.00	67.00	D+
SEMESTER2 EXAM - EX2 (20% of SEMESTER 2 Grade)			51.00	100.00	51.00	F

Semester Grades for Algebra 1

Grade for SEMESTER 2 - S2 01/21/08 - 05/30/08			56.75	F		
TERM 3 - T3 (40% of SEMESTER 2 Grade)			247.00	372.00	66.40	D
Homework			34.00	49.00	69.39	D+
HMWK	01/28/08	7-6, & 7-7	1.00	4.00	25.00	F
HMWK	01/28/08	7-8 worksheet	8.00	10.00	80.00	B-
HMWK	02/08/08	8-1	2.00	2.00	100.00	A
HMWK	02/14/08	8-2 & 8-3 work	5.00	6.00	83.33	B
HMWK	02/28/08	8-4 Worksheet & 8-5	6.00	6.00	100.00	A
HMWK	03/03/08	Progress Rep. Returned/If app.	5.00	5.00	100.00	A
HMWK	03/06/08	8-7 to 8-8	2.00	4.00	50.00	F
HMWK	03/14/08	9-1, 9-2, 9-1WS	4.00	6.00	66.67	D+
HMWK	03/28/08	9-4, 9-5, WS	1.00	6.00	16.67	F
Quiz			95.00	123.00	77.24	C+
QUIZ	02/14/08	8-1 to 8-3	27.00	35.00	77.14	C+
QUIZ	02/28/08	8-4 to 8-6	40.00	42.00	95.24	A
QUIZ	03/28/08	9-1 TO 9-5	28.00	46.00	60.87	D-
Test			118.00	200.00	59.00	F
TEST	02/05/08	Chapter 7 Test	54.00	100.00	54.00	F
TEST	03/11/08	Ch 8	64.00	100.00	64.00	D
TERM 4 - T4 (40% of SEMESTER 2 Grade)			205.00	387.00	52.97	F
Homework			13.00	54.00	24.07	F
HMWK	04/07/08	9-6 to 9-8	2.00	6.00	33.33	F
HMWK	04/07/08	worksheets	0.00	5.00	0.00	F
HMWK	04/14/08	9-9	0.00	2.00	0.00	F
HMWK	04/28/08	10-1, 10-3, 10-4	4.00	6.00	66.67	D+
HMWK	05/01/08	10-5, 10-6, WS	7.00	9.00	77.78	C+
HMWK	05/12/08	12-1	0.00	2.00	0.00	F
HMWK	05/12/08	Homework Quiz	0.00	8.00	0.00	F
HMWK	05/12/08	12-3 & WS	0.00	7.00	0.00	F
HMWK	05/13/08	12-5	0.00	2.00	0.00	F
HMWK	05/21/08	wsheet & 13-1	0.00	7.00	0.00	F
Quiz			16.00	33.00	48.48	F
QUIZ	04/29/08	10-1 to 10-4	16.00	33.00	48.48	F
Test			176.00	300.00	58.67	F
TEST	04/14/08	chapter 9	49.00	100.00	49.00	F
TEST	05/02/08	Chapter 10 Test	87.00	100.00	87.00	B+
TEST	05/14/08	Chapter 12 factoring	40.00	100.00	40.00	F
Extra Assignments			0.00	0.00		
XTRA	05/19/08	xtra credit				✓
XTRA	05/30/08	Chapter Review Extra Credit				✓
SEMESTER2 EXAM - EX2 (20% of SEMESTER 2 Grade)			45.00	100.00	45.00	F

Semester Grades for History

Grade for SEMESTER 2 - S2 01/21/08 - 05/30/08		59.54	D-		
TERM 3 - T3 (40% of SEMESTER 2 Grade)		363.00	719.00	56.26	F
Homework (25.0% of TERM 3 Grade)		111.50	323.00	34.52	F
HMWK	01/28/08 <u>Review of 1.1-1.2</u>	2.00	10.00	20.00	F
HMWK	02/01/08 <u>Ch 1 study guide</u>	0.00	40.00	0.00	F
HMWK	02/05/08 <u>Section 2.1</u>	18.00	18.00	100.00	A
HMWK	02/06/08 <u>Section 2.2 GRR</u>	4.00	14.00	28.57	F
HMWK	02/07/08 <u>Ch 2 section 3</u>	11.00	15.00	73.33	C
HMWK	02/08/08 <u>Ch 2 section 4</u>	15.00	22.00	68.18	D+
HMWK	02/08/08 <u>Section 2.5</u>	0.00	10.00	0.00	F
HMWK	02/12/08 <u>French Rev. DVD</u>	16.00	16.00	100.00	A
HMWK	02/20/08 <u>CH 3, sect 1</u>	0.00	12.00	0.00	F
HMWK	02/22/08 <u>Ind. Rev. v/ideo</u>	12.00	12.00	100.00	A
HMWK	02/25/08 <u>Ch 3 sect 3</u>	3.50	7.00	50.00	F
HMWK	02/26/08 <u>Ch 3 section 4</u>	9.00	14.00	64.29	D
HMWK	02/27/08 <u>Ch 3 Review packet</u>	0.00	35.00	0.00	F
HMWK	03/03/08 <u>Ch 5, section 1</u>	0.00	23.00	0.00	F
HMWK	03/04/08 <u>Ch 5, sect 2</u>	0.00	9.00	0.00	F
HMWK	03/06/08 <u>Ch 5, section 1</u>	0.00	13.00	0.00	F
HMWK	03/07/08 <u>Ch 6, Sect 2</u>	4.00	6.00	66.67	D+
HMWK	03/11/08 <u>Ch 8, sect 2</u>	0.00	17.00	0.00	F
HMWK	03/25/08 <u>WWI/WWII thing</u>	5.00	5.00	100.00	A
HMWK	03/26/08 <u>Ch 10, sect 1</u>	0.00	12.00	0.00	F
HMWK	03/28/08 <u>Ch 10, sect 2</u>	12.00	13.00	92.31	A-
Test (75.0% of TERM 3 Grade)		251.50	396.00	63.51	D
TEST	01/31/08 <u>Quiz on American Revolution</u>	6.50	15.00	43.33	F
TEST	01/31/08 <u>Extra Credit: Rev. CH 1</u>	2.00	0.00		
TEST	02/01/08 <u>CH 1</u>	73.00	100.00	73.00	C
TEST	02/13/08 <u>Extra Credit: CH 2</u>	2.00	0.00		
TEST	02/14/08 <u>Ch 2</u>	75.00	100.00	75.00	C
TEST	02/21/08 <u>Quiz on Ch 3, sect 2</u>	2.00	11.00	18.18	F
TEST	02/27/08 <u>Extra Credit: Ch 3</u>	2.00	0.00		
TEST	02/28/08 <u>Test on Ch 3</u>	65.00	100.00	65.00	D
TEST	03/05/08 <u>Quiz on 5.1-5.3</u>	5.00	30.00	16.67	F
TEST	03/12/08 <u>Quiz on Ch 8 (open note)</u>	9.00	40.00	22.50	F
TEST	03/14/08 <u>Pl. Day Extra Credit</u>	10.00	0.00		
TERM 4 - T4 (40% of SEMESTER 2 Grade)		256.00	508.00	55.05	F
Homework (25.0% of TERM 4 Grade)		41.50	182.00	22.80	F
HMWK	03/31/08 <u>Ch 10, sect 3</u>	0.00	8.00	0.00	F
HMWK	04/04/08 <u>Ch 10, sect 4</u>	0.00	15.00	0.00	F
HMWK	04/07/08 <u>Ch 10, sect 5</u>	0.00	12.00	0.00	F
HMWK	04/15/08 <u>Ch 11, sect 1</u>	0.00	14.00	0.00	F
HMWK	04/17/08 <u>Ch 11, sect 3</u>	0.00	13.00	0.00	F
HMWK	04/22/08 <u>Ch 13, sect 1</u>	0.00	13.00	0.00	F
HMWK	04/23/08 <u>Ch 13, sect 2</u>	0.00	17.00	0.00	F
HMWK	04/23/08 <u>Ch 13, sect 3</u>	8.00	11.00	72.73	C
HMWK	04/24/08 <u>Ch 13, sect 4</u>	0.00	14.00	0.00	F

HMWK	04/24/08	EC: Quiz on 13-4	0.00	0.00		
HMWK	05/05/08	Ch 14, sect 1	15.00	17.00	88.24	B+
HMWK	05/12/08	Ch 14, section 2	0.00	13.00	0.00	F
HMWK	05/12/08	EC: Quiz on WWII DVDs	7.50	0.00		
HMWK	05/15/08	Ch 14, section 3	6.00	14.00	42.86	F
HMWK	05/19/08	Ch 14, section 4	0.00	8.00	0.00	F
HMWK	05/20/08	Ch 14, section 5	5.00	13.00	38.46	F
Test	(75.0% of TERM 4 Grade)		214.50	326.00	65.80	D
TEST	04/02/08	Test on Ch 10	63.00	100.00	63.00	D
TEST	04/18/08	Quiz on Ch 11 (open note)	3.50	26.00	13.46	F
TEST	04/30/08	Test on CH 13	63.00	100.00	63.00	D
TEST	05/16/08	Extra Credit Paper	*	0.00		
TEST	05/22/08	Test on Ch 14	85.00	100.00	85.00	B
SEMESTER2 EXAM - EX2 (20% of SEMESTER 2 Grade)			75.10	100.00	75.10	C

APPENDIX D

PRETEST AND POSTTEST

Pretest

Circle one answer for each question.	Not True At All	A Little True	Mostly True	Very True
When I do well in school, I usually can't figure out why.	1	2	3	4
When I don't do well in school, I usually can't figure out why.	1	2	3	4
If I get a bad grade in school, I usually don't understand why I got it.	1	2	3	4
When I do well in school, it's because the teacher likes me.	1	2	3	4
The best way for me to get good grades is to get the teacher to like me	1	2	3	4
If I have a bad teacher, I won't do well in school.	1	2	3	4
If I don't have a good teacher, I won't do well in school.	1	2	3	4
If I want to do well in school, it's up to me to do it.	1	2	3	4
If I want to get good grades in school, it's up to me to do it.	1	2	3	4
If I get bad grades, it's my own fault.	1	2	3	4
If I don't do well in school, it's my own fault.	1	2	3	4

Posttest

Circle one answer for each question.	Not True At All	A Little True	Mostly True	Very True
When I do well in school, I usually can't figure out why.	1	2	3	4
When I don't do well in school, I usually can't figure out why.	1	2	3	4
If I get a bad grade in school, I usually don't understand why I got it.	1	2	3	4
When I do well in school, it's because the teacher likes me.	1	2	3	4
The best way for me to get good grades is to get the teacher to like me	1	2	3	4
If I have a bad teacher, I won't do well in school.	1	2	3	4
If I don't have a good teacher, I won't do well in school.	1	2	3	4
If I want to do well in school, it's up to me to do it.	1	2	3	4
If I want to get good grades in school, it's up to me to do it.	1	2	3	4
If I get bad grades, it's my own fault.	1	2	3	4
If I don't do well in school, it's my own fault.	1	2	3	4

APPENDIX E

INFORMED CONSENT

Dear Parent(s) or Guardian(s):

I am a Northern Michigan University student working toward a Masters of Arts in Education degree in school counseling. My role at Westwood High School is that of an intern working under the supervision of Mr. Boburka, the guidance counselor. My required coursework includes the writing of a thesis which will cover the topics of self-efficacy and academic learned helplessness. These concepts refer to the degree to which an individual thinks herself or himself able and confident to complete a task successfully.

As part of my thesis I would like to conduct two case studies. My research plan involves identification of students' perceived academic strengths, weaknesses, and general feelings of self-efficacy using the following model: 1. set positive climate and expectations for academic success, 2. assess the students' perceptions of the "doable" nature of the assignments, 3. give feedback on students' perceptions of their academic outcomes and reinforce the students' focus on effort, 4. retrain the students' attributions to help the student move from the "I can't" to "I can" with a focus on effort. I will be developing a model for teachers and counselors to help students undo academic learned helplessness. This information will be used in my thesis I am required to write for my degree. The identity of your son or daughter will be kept confidential and anonymous. All of my dealings with your son or daughter will be identical to any guidance counselor/student interaction.

I am looking forward to trying to make a positive impact on the life of your child. By signing in the space provided you are agreeing to the terms I have described in the above. Please do not hesitate to contact me if you have any questions or concerns regarding this study. I have enclosed an extra copy of this letter for you to keep, along with a self-addressed stamped envelope to return your signature of permission. Thank you in advance for your cooperation.

Sincerely,

Heather L. Pickett
376 Alger Street
Marquette, MI 49855
(906) 228 8972

hpickett377@hotmail.com

Approved by HSRRC: Project # HS08-168

Signed _____ Date _____

APPENDIX F

HSRRC APPROVAL DOCUMENT



Continuing Education & Specialized Programs
1425 Thompson Hall Avenue
Marquette, MI 49855-2025

March 24, 2008

TO: Heather Pickett
Education

FROM: Cynthia A. Prozan, Ph.D.
Dean of Graduate Studies & Research



RE: Human Subjects Proposal #HSR08-168
"A Case Study Approach to Undoing Academic Learned Helplessness in a High School Counseling Setting"

The Human Subjects Research Review Committee has reviewed your proposal and has given it final approval. To maintain permission from the Federal government to use human subjects in research, certain reporting processes are required. As the principal investigator, you are required to:

- A. Include the statement "Approved by HSRRC: Project # (listed above) on all research materials you distribute, as well as on any correspondence concerning this project.
- B. Provide the Human Subjects Research Committee letters from the agency(ies) where the research will take place within 14 days of the receipt of this letter. Letters from agencies should be submitted if the research is being done in (a) a hospital, in which case you will need a letter from the hospital administrator; (b) a school district, in which case you will need a letter from the superintendent, as well as the principal of the school where the research will be done; or (c) a facility that has its own Institutional Review Board, in which case you will need a letter from the chair of that board.
- C. Report to the Human Subjects Research Review Committee any deviations from the methods and procedures outlined in your original protocol. If you find that modifications of methods or procedures are necessary, please report these to the Human Subjects Research Review Committee before proceeding with data collection.
- D. Submit progress reports on your project every 12 months. You should report how many subjects have participated in the project and verify that you are following the methods and procedures outlined in your approved protocol.
- E. Report to the Human Subjects Research Review Committee that your project has been completed. You are required to provide a short progress report to the Human Subjects Research Review Committee in which you provide information about your subjects, procedures to ensure confidentiality/anonymity of subjects, and the final disposition of records obtained as part of the research (see Section II.C.7.c).
- F. Submit renewal of your project to the Human Subjects Research Review Committee if the project extends beyond three years from the date of approval.

It is your responsibility to seek renewal if you wish to continue with a three-year permit. At that time, you will complete (D) or (E), depending on the status of your project.

kjm