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Programmed Interpersonal Relations Training for High School Students

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PROGRAMMED INTERPERSONAL RELATIONS TRAINING

FOR HIGH SCHOOL STUDENTS

by

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Leland J. Winger Jr.

Table of Contents

Table of Contents (Continued)

List of Tables

Abstract

Programmed Interpersonal Relations Training

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by

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The purpose of this study was to test the effectiveness of the Basic

Interpersonal Relations program as a facilitator of interpersonal relations

for high school students.

Three intact classes of high school introductory psychology students

were used to contrast the effectiveness of the Basic Interpersonal Relations

program as shown by the experimental group with a treatment-control group

receiving didactic instruction, and with a no-treatment control group. All

subjects were pretested with the following instruments: Attitude Toward

Others Scale (MMPI), Attitude Toward Self Scale (MMPI), Rotter's Internal-

External Control Scale, and an achievement test based on the content of the

Basic Interpersonal Relations program. Following pretesting the experi-

mental group began training using the Basic Interpersonal Relations program.

While the experimental group received training using the Basic Interpersonal

Relations program, the treatment-control group received an equal amount

and distribution of time in interpersonal relations training based on the

Effectiveness Training principles of Dr. Thomas Gordon. The no-treatment

control group participated in their regularly scheduled psychology class. At

the conclusion of training, all subjects were posttested using the same mea-

sures used for pretesting. In addition, a student opinion survey was adminis-

tered to the experimental and treatment-control groups subjects, and a parent

questionnaire was mailed to the parents of all subjects.

The results of the study were not conclusive. Some support was

indicated for the effectiveness of the Basic Interpersonal Relations program

as a facilitator of interpersonal relations of high school students by the

results of the parent questionnaire, the student opinion survey, and the Basic

Interpersonal Relations program achievement test. No significance was ob-

tained using the Attitude Toward Self Scale, Attitude Toward Others Scale,

and the Internal-External Control Scale. Further research is needed to

clarify the effectiveness of the Basic Interpersonal Relations program for use

with high school students.

(117 pages)

Introduction

Individual and group counseling have traditionally been the means of improving interpersonal relationship skills of those persons seeking that type of advancement. In this manner Carkhuff (1969) has stated that the helping processes and their training programs are all instances of interpersonal learning or relearning (p. 3). Because group counseling is inherently inter-personal, it has an experiential advantage over individual counseling in developing and improving the interpersonal skills of clients. In many cases group processes are the preferred mode of working with difficulties in inter-personal functioning (Carkhuff, 1969, pp. 129-185; Carkhuff, 1973). Many studies have reported successfully enhancing interpersonal relations of skills of subjects using group techniques, including several recent studies (Carkhuff & Bierman, 1970; McGovern, Arkourtz & Gilmore, 1975; Pierce, 1973; Pierce & Drasgon, 1969; Valle & Marinelli, 1975; Vitato, 1971; Wolff, 1969). However, the professional manpower needed for group, let alone individual, counseling is not always adequately available and is often-times expensive. The Basic Interpersonal Relations program developed by the Human Develop-ment Institute (HDI), a division of Instructional Dynamics Incorporated, based in Chicago, Illinois, if shown to be effective could minimize the problems of cost and need for a trained professional. It utilizes a programmed instruction format which does not require a professional counselor to be present during

training and the cost is minimal considering that the booklets can be used repeatedly.

The Basic Interpersonal Relations program was designed to teach and facilitate improvement of interpersonal relationship skills in small group situations (Human Development Institute, 1969). It was developed by HDI from materials obtained in their previously existing General Relationship Improvement Program (GRIP). GRIP also utilized a programmed instruction format, but in the development of GRIP, HDI altered the classical presentation of programmed material and developed a diadic teaching format designed to be used by individuals working in pairs. HDI later found, however, that "the programs were much more interesting, and the materials more effectively covered, when used by small groups rather than pairs of people" (Human Development Institute, 1969). Hence, the development of the Basic Interpersonal Relations Program.

While several studies have been reported testing the effectiveness of GRIP (Brown & Campbell, 1966; Hurst, 1967; Perkins, 1968; "Programming Harmony," 1964; Ralph, 1971; Saltzman, 1967; Willis, 1967), only one study (Fredricks, 1971) has been found reporting tested effectiveness of the Basic Interpersonal Relations program. Statistical support has been obtained confirming favorable effects for college students, industrial supervisors, and in-patients in a Veterans Administration hospital who has used GRIP. Only one study utilizing GRIP used high school age subjects. Willis (1967) used GRIP with a group of high school dropouts. He reported no statistically significant

trends following the use of GRIP, but he did report that the trends shown were in an improved direction. The one study cited above using the Basic Interpersonal Relations program reported by Fredricks also resulted in no statistically significant difference in interpersonal relations skills among college student subjects following use of the program. Fredricks subjects, however, completed training in a 2-week period, which is 3 weeks less time than recommended by HDI. His results may, therefore, be suspect since his subjects had little time to practice the points made in each session.

All of the studies cited above as testing the effectiveness of GRIP and the Basic Interpersonal Relations program except the Willis study which used GRIP have used subjects above high school age. The Basic Interpersonal Relations program, however, states that the course is for both adults and students (Human Development Institute, 1969). The HDI catalog also indicates that the Basic Interpersonal Relations program may be used successfully in a high school setting (Human Development Institute, 1974, p. 5). Fredricks recommended the use of the Basic Interpersonal Relations program with high school subjects after testing its effectiveness with college students (Fredricks, 1971, p. 39). As far as can be determined, however, no study using the Basic Interpersonal Relations program with high school age subjects has been reported. The problem of this study was, then, that there was a lack of research concerning the effectiveness of the Basic Interpersonal Relations program for use with high school students. The purpose of this study was to test the effectiveness of the Basic Interpersonal Relations program as a

facilitator of interpersonal relations for high school students. This purpose

is highly pertinent, especially when it is realized how important adequate

interpersonal relations skills will be for students after they leave high school.

Many students upon completion of high school go either directly to a work

situation or to a college for advanced training. Isaacson (1966) reported that

difficulty with interpersonal relationships on the job is the single largest cause

of employee dismissals. Likewise, the extremely high rate at which college

freshmen drop out of school is in part due to inadequate interpersonal rela-

tionship skills which hinder their satisfactory adjustment to the college set-

ting (Fredricks, 1971, p. 1). Whether today's high school graduates go

directly to work or graduate from college before entering the work force,

interpersonal relationship skills are ultimately vitally important for job

success. Venn (1966, p. 33) comments that "most individuals, though they

be Ph. D. or seventh grade level, lose their jobs because they do not know how

to cooperate with other people." The Basic Interpersonal Relations program,

if shown to be effective with high school students, would be a valuable tool for

inclusion in high school counseling or psychology curriculum.

Review of Literature

The review of literature will be divided into the following areas:

1. Efficacy of Programmed Instruction,

2. Effectiveness of the General Relationship Improvement Program

   and the Basic Interpersonal Relations Program, and

3. Effectiveness of Parent Effectiveness Training.

Efficacy of Programmed Instruction

The successful application of programmed instructional materials in a variety of settings has been widely demonstrated and several reviews of programmed instructional techniques and literature are available (Calvin, 1969; Filep, 1963; Garner, 1966; Hughes, 1962; Lumsdaine & Glaser, 1960; O'Day, Kulhavy, Anderson, & Malczynski, 1971). A more current review of the literature concerning programmed instruction in an educational setting by Jamison, Suppes, and Wells (1974) reported that programmed instruction is as effective as other techniques of instruction currently utilized. The techniques of instruction compared in the review included (a) traditional class, (b) instructional radio, (c) instructional T. V., (d) programmed instruction, and (e) computer-assisted instruction. The authors concluded that students learn effectively from all media. They reported that relatively few studies indicate that one medium is significantly different from another. A further conclusion of this review based upon comparing programmed instruction and

traditional instruction was that programmed instruction is generally as effective as traditional instruction and may result in decreasing the amount of time required for a student to achieve specific educational goals. In a similar vein, Nash, Mucayk, and Vettori (1971) concluded after reviewing the literature regarding the relative practical effectiveness of programmed instruction that it was clear from the data reviewed that programmed materials most always reduce training time to a practically significant extent as compared with conventional methods of instruction. They also concluded that programmed materials have an advantage over conventional instruction methods with high and low ability groups. Blumenfeld and Crane (1973) in a study concerning perceived effectiveness and quality of effectiveness of various group involvement techniques for training business and industry personnel reported programmed instruction was ranked as highest in "quality of evidence of effectiveness" by business and industry management personnel. The group involvement techniques for training compared were (a) role play, (b) case method/incident process, (c) simulation/business games, (d) group discussion/conference, (e) programmed instruction, and (f) in-basket. The rankings of the techniques for quality of evidence of effectiveness were made on the basis of reports from management personnel concerning the effectiveness of the techniques based on objective data obtained from gains made from pre- to posttesting. This differed from the one other ranking of the techniques made in this study which was for perceived effectiveness and was based on subjective data (managerial

personnel opinions). Simulation/business games was rated as highest in perceived effectiveness with programmed instruction ranked second.

The above cited literature supports the efficacy of programmed instructional techniques. The majority of research studies conducted and literature available concerning programmed instruction is from the areas of education and business and this is reflected by the above cited literature. However, studies from the areas of guidance, counseling, and personality which have utilized programmed instruction have also reported results primarily favorable to programmed techniques. Since the areas of guidance, counseling, and personality are directly related to the present study, research in these areas utilizing programmed instruction will be reviewed and will constitute the major remaining portion of this section of the review of literature.

Solomon, Berzon, and Weedman (1968) tested the effectiveness of a programmed therapy approach to group psychotherapy. A control group and a professionally directed group, conducted in the manner of therapeutically oriented group sessions under the guidance of a professionally trained group leader, were used to contrast the effectiveness of the self-directed structured groups, in which the subjects met without a professionally trained leader present and utilized programmed materials to guide their interaction. All groups met for 2 hour sessions twice a week for 9 weeks. All subjects were vocational rehabilitation clients. Quantitative assessment was made using a battery of seven research instruments: (1) The Constructive Personality Change Index, (2) Self Concept Rating Scale, (3) Vocational Rehabilitation

Progress Scale, (4) Relationship Inventory, (5) Therapeutic Group Event

Questionnaire, (6) Self-Disclosure Index, and (7) The Evaluation of Thera-

peutic Climate Scales. The results in general indicated a change in the self-

concept, in the direction of more positive evaluation, by both the profession-

ally directed and self-directed subjects, as compared to the control subjects.

Also, the data revealed a significant increase (.05 level of significance) in

"self-disclosure" from early sessions to late sessions for both the profession-

ally directed and self-directed conditions as determined by the Self-Disclosure

Index. In both instances, improved self-concept and increased self-disclosure

were achieved in the self-directed condition to the extent as was possible under

the guidance of a professionally trained group leader. Judged therapeutic

climate, however, was consistently lower for the self-directed condition as

compared to the professionally directed condition as judged by the subjects.

Also using vocational rehabilitation clients as subjects, Robinault and

Weisinger (1973) reported gains in the areas of decision-making, insightful-

ness, and general interpersonal growth for their clients following use of a 10

session self-directed program designed for vocational education. The gains

reported were based on self and others reports. No standardized testing

instruments and no control group were used. It was further reported by the

authors that the clients felt that being in the group had been a helpful experi-

ence.

The techniques of programmed instruction and the goal from psychology

of facilitating interpersonal growth have also been combined and extended into

the area of cultural assimilation. A programmed self-instructional approach

to culture training called the Culture Assimilator has been used to decrease

some of the stress experienced when one works with people from another

culture. In a review of Culture Assimilator validation studies, Dossett and

Mitchell (1971) reported improvement in personal adjustment and interper-

sonal relationships among members of heterocultural groups following use of

the Culture Assimilator. Productivity measures were less affected, although

there is some evidence that Culture Assimilator training may result in

increased productivity as well. In a study published after the above men-

tioned review also utilizing the Culture Assimilator, Mitchell, Dossett,

Fiedler, and Triandis (1972) obtained identical results to those repeated in

the review.

McClellan and Stieper (1971) have reported the use of a programmed

instruction format approach to group marriage counseling. The programmed

instruction format was based on and included the principles and concepts of

Rational-Emotive Therapy. As the subjects progressed through sections of

the programmed instruction, the content material was presented and discussed

in didactic classroom fashion. Structured psychodrama skits based on the

Rational-Emotive Therapy program were also conducted during the classroom

sessions. A final aspect of the treatment procedure involved extensive use of

homework assignments, again, based on the Rational-Emotive counseling pro-

gram. All subjects were married couples with extensive histories of marital

discord, the husbands of which had had extensive histories of psychological

treatment at Veteran Hospitals. A marital functioning questionnaire con-

structed by the authors was administered as a pre- and posttest. The

Irrational Beliefs Scale was administered midway through the programmed

instruction and again as a posttest. The Minnesota Multiphasic Personality

Inventory and the Shipley-Hortford Abbreviated Intelligence Scale were ad-

ministered as part of the pretest battery, but were not administered at post-

testing. Based on the subject's differing responses from pre- to posttest on

the marital functioning questionnaire, the authors stated that the wives, as a

group, reported it easier to communicate with their spouses after therapy.

Increased communication between married couples and a greater tolerance of

each other was reported by the subjects in general. The results of the

Irrational Beliefs Scale posttest indicated improvement in self ratings with

members reporting significantly (.05 level of significance) less "psychic

distress" after therapy. Also from the area of marriage counseling, Stewart

and Hand (1972) reported the use of programmed instruction as an aid to

marriage counseling. The program they discussed was the Marriage Enrich-

ment Program developed by Dr. Tom Malone and sold commercially by the

Human Development Institute, Chicago, Illinois. The authors verbally evalu-

ated the program on the basis of their experience with it. No statistical

calculations were performed. The authors recommended that the Marriage

Enrichment Program be used in association with counseling or marriage

growth groups as a means of helping couples open up, become aware of feel-

ings and grow in their marriage relationships. They suggest that the program

not be used as a substitute for a professionally trained counselor, but rather with the help of trained counselors as guides.

Some psychologists have studied more directly the facilitation of interpersonal relationships. Using various measures associated with interpersonal functioning they have attempted to measure change in interpersonal functioning as a result of the use of programmed instruction booklets designed to enhance the interpersonal relations of the users. Baldwin and Lee (1965) reported one such evaluation of programmed instruction in human relations. They failed, however, to state the name of the programmed instrument they were evaluating or if it was one of their own design. They did report that the instrument was designed as a method for improving interpersonal relations using programs presented in the teaching-machine format and taken by two people in interaction. They further stated that the programs were intended to make one more aware of the feelings of others and to help in applying this new understanding to the life situation. All subjects were enrolled in a course in abnormal psychology. Pre and post mean ratings on empathy as shown in a role playing interview were used to evaluate the program's effectiveness. Results indicated that the pre and post mean ratings on empathy were the same for experimental subjects, but a control group showed significant improvement. Davis (1971) compared the effects of sensitivity training and programmed instruction on the development of human relations skills of beginning nursing students. He proposed that changes toward a higher level of Self-Actualization and an increase in perceived Levels of Regard,

Unconditionality of Regard, Empathic Understanding, and Congruence would be evidence of increased effectiveness in human relations skills. The Personal Orientation Inventory and the Barrett-Lennard Relationship Inventory were used to attempt to measure such changes. A control group was used to contrast the effectiveness of the sensitivity training group and the programmed instruction group. Ten nursing students were randomly assigned to each of the three conditions. The programmed instruction in human relations was designed specifically for use by nurses. The assessment instruments were administered as pre- and posttest with the following results:

1. The sensitivity training group and the programmed instruction group did not change in significantly different ways on the variables measuring levels of self-actualization as measured by the Personal Orientation Inventory, and they did not differ in amount of change from the control group.

2. Both the sensitivity training group and the programmed learning group showed positive significant changes between pre- and post-testing on the four Barrett-Lennard Relationship Inventory (BLRI) variables of Level of Regard, Unconditionality of Regard, Empathic Understanding, and Congruence.

3. The control group showed significant change between pre- and posttesting on only one of the BLRI variables, that of Congruence.

4. The programmed learning group and the sensitivity training group both showed significantly greater changes on the four BLRI variables than the control group.

5. The programmed learning group changed in a significantly more positive direction on the four BLRI variables than the sensitivity training group.

The author concluded that since the programmed learning approach appeared to be of more benefit to the students and had additional advantages over the sensitivity training approach, primary consideration needs to be given to this type of program for human relations skills training for beginning nursing students. Higgins, Ivey, and Uhlemann (1970) prepared a programmed approach to teaching the behavioral skills of direct, mutual communication. They judged these skills to be closely related to those emphasized in encounter groups. Ten dyads of subjects who had previously known each other were assigned to each of three procedures, (a) full treatment group (which the authors called "media therapy" and which included the programmed text, video tape recordings of the subjects interacting with playbacks and critiquings, and live demonstrations of the skills being taught), (b) programmed group (which included the programmed text and video tape recordings of the subjects interacting with playbacks only; no critique, no live demonstrations), and (c) control group (in this condition the subjects were given material to read that was selected from popular mental health texts and was on the subject of interpersonal communications). All training took place with dyads of subjects

and the entire media therapy sequences took approximately 2 hours each dyad.

Evaluation instruments were (a) a rating scale to assess degree of direct,

mutual communication developed from observation of video tapes and also

from adaptation by the authors of Kagan and Krathwohl's Affective Sensitivity

Scale, and (b) a 25 item semantic differential scale adapted by the authors

from Miller, Morrill, and Normington's Counselor Effectiveness Scale in

which the subjects evaluated the effectiveness of their relationship. The

results indicate that no significant differences after training were noted among

the comparisons of the three conditions of this study on the semantic differen-

tial. Subjects in all three conditions showed significantly (.001 level) higher

ratings for their relationships after training than before on the semantic dif-

ferential. The results of the ratings utilizing the rating scale of this study

indicate an increase in amount of direct, mutual communication as judged by

observer raters among the three groups. This increase in facilitative com-

munication among the three groups was significant at the .001 level. No

further statistical computations were conducted to determine where the dif-

ferences among the three groups could be attributed. A table prepared by the

authors, however, showing the mean raw rating scores for the three groups

before and after training shows that the full treatment group showed the most

improvement in amount of direct, mutual communication followed by the pro-

grammed group. The control group showed little gain. The authors con-

cluded that the judges' ratings provide clear support that it is possible to

teach individuals directly the skills of direct, mutual communication.

The final studies utilizing programmed instruction to enhance inter-

personal relations skills to be presented in this section of the review of

literature are from the area of counselor training. DiMattia and Zimmer

(1972) compared two training methods for teaching counseling students to

discriminate cues associated with the emotion of depression. The training

methods compared were (a) a programmed instructional sequence designed to

teach the discrimination of the verbal, facial, and vocal cues included in the

operational definition of depression, and (b) a video tape presentation employ-

ing a simulated counseling session in which an actress client was trained to

emit the same behavioral cues used in the programmed instructional sequence.

A control group was included to contrast the effectiveness of the training

procedures. After random assignment of 114 subjects to one of the three

group conditions, some of the subjects didn't show up for training. Even so,

40 subjects participated in the programmed group, 33 in the video presenta-

tion group, and 41 in the control group. The criterion instrument of this

study consisted of 40, 30-second video taped segments of 20 depressed and 20

nondepressed scenes. Subjects judged each segment as depressed, non-

depressed, or uncertain. Completion time of the programmed instruction

ranged from 15 to 30 minutes. All three groups took 45 minutes to rate the

criterion instrument. The results show that subjects in the programmed text

treatment were significantly (.05 level) more accurate than were subjects in

the video presentation group. Subjects in the programmed text treatment were

also significantly (.01 level) more accurate in discriminating depressed

segments than were subjects in the control group. There was no significant difference between the subjects in the video presentation versus the control group.

In a somewhat different area of counselor training a programmed approach to increase counselor open-mindedness has been reported (Hart, 1973). Sixty counseling graduate students served as subjects and were randomly assigned to either the treatment or the control group. Three attitude measures were administered as pre- and posttest and three performance measures were given as posttests only. The attitude measures were (a) the Rokeach Dogmatism Scale, (b) Block and Yuker's Intellectualism-Pragmatism Scale, and (c) Budner's Scale of Tolerance-Intolerance of Ambiguity. The performance measures were (a) Truax's Empathy Scale, (b) Kagan and Krathwohl's Counselor Verbal Response Scale, and (c) Hart's Counselor Response Scale. For the performance tests each subject counseled a coached client in an observation room and was rated on the performance measures by two independent raters. Results show the experimental subjects significantly (.05 level) more open-minded than the control subjects as detected by the three performance measures. No significant differences between the two groups were indicated on the attitude measures. Again in a somewhat different area of counselor training, Saltmarsh (1973) attempted to develop empathic interview skills in counseling graduate students through the use of programmed instruction. He combined a printed program which required about 2 hours for completion and could be done independently, with a tape-directed experiental

component which also required approximately 2 hours to complete and was done in class-size groups with provision for structural experience in pairs and quartets. The author contrasted this treatment approach with a control group which engaged in discussion based on two readings (Rogers, "What We Know About Psychotherapy;" Saslow, "Rational on Counseling") which presented concepts about relationship building for effective counseling and then viewed a video tape of Rudolph Dreikurs discussing the Adlerian views toward relationship establishment. Results indicate significantly (.05 level) better empathic skills performance for treatment subjects over control subjects as measured by the Michigan Affective Sensitivity Scale.

Although this section of the review of literature of this study does not lend unanimous support to the use of programmed instruction techniques to enhance interpersonal relations skills or to foster other related goals of psychology, it has been shown that programmed instruction has been and continue to be a valuable and useful technique in these areas and, as such, an aid to counselors and psychologists.

Effectiveness of the General Relationship Improvement Program and the Basic Interpersonal Relations Program

The studies cited thus far in this literature review generally support the efficacy of the programmed instruction approach. Those studies from the area of counseling and personality are particularly relevant to the present research. They indicate the potential usefulness of a programmed self-instruction approach to modification of various facets of ones character

including interpersonal relations skills. This section of this review of literature will now be directed to that information and those studies directly involving the Basic Interpersonal Relations program used in this study and its predecessor, the General Relationship Improvement Program (GRIP).

The Human Development Institute (HDI) extended programmed teaching methods into the field of interpersonal relationships in 1963 with the devopment of GRIP (Human Development Institute, 1963). The HDI program resulted from a coalescence of Rogerian and Skinnerian approaches to behavioral change. The theoretical basis for GRIP has been discussed by the developers of GRIP, Berlin and Wyckoff (1964, pp. 1-2), as follows:

> Rogers' first requisite for the occurrence of personality change is that two or more people be in contact, that is to say that there be at least a minimum experience which could be called a relationship. He further states that, given this relationship, personality growth will take place to the extent that certain psychological conditions are perceived by the participants. These conditions--congruence, empathic understanding, level of regard, and unconditional regard--facilitate the self-actualization of the human being.

> For the Skinnerians, the first requisite for learning is that the desired behavior must emerge from the learning organism. The initial efforts then are in the area of stage setting, so as to increase the probability that a given response will occur. Once the behavior occurs it can be reinforced so as to increase the frequency and strength of the response. Appropriate generalization of the behavior will take place to the extent that the learning situation is psychologically and/or physically similar to the real-life situation in which the desired behavior will take place.

Based on the above presented theoretical foundation, HDI altered the classical presentation of programmed material in the preparation of GRIP and developed didactic teaching programs which are taken by two people in

interaction with each other (Berlin & Wyckoff, 1963). Thus, the HDI program

is both a didactic and experiential exercise. Wyckoff expresses the opinion

that the practice aspect of GRIP provides a way "for the students to begin

bringing their new knowledge into a living experience" (Wyckoff, 1963, p. 4).

GRIP consists of 10 different sessions lasting from 45 minutes to 1 hour each.

In using GRIP the two participants, who may be either strangers or acquaint-

ances, take turns reading the specially designed segments or "frames" which

guide them through the course from start to finish. Sometimes one person

responds to specific questions and other times they both do. Sometimes they

are asked to engage in discussion and then verbally explore their interactions

together. They look into various types of exchanges found in everyday life

which are represented in the pages of the program booklet. Often they are

asked to share significant events from their own experience. The general

aims of GRIP are: (a) to deepen one's ability to be more aware of his own

feelings and the feelings of others; (b) to enhance one's appreciation of his

own potential; (c) to increase flexibility in both the emotional and cognitive

aspects of behavior; and (d) to develop the ability to apply these new behavior

patterns to the life situation (Berlin & Wyckoff, 1964). The newer Basic

Interpersonal Relations program used in this study is essentially the same as

GRIP except that it is structured for use by a group of five or six members

and consists of five sessions approximately 1 1/2 hours in length each instead

of the 10 shorter sessions of GRIP. Basic Interpersonal Relations resulted

from HDI's finding that GRIP materials were much more interesting and more

effectively covered when used by small groups rather than pairs of people (Human Development Institute, 1969). Accordingly, the GRIP material was adapted and rewritten in order to be usable by small groups. Briefly, the basic content material presented in each of the five sessions of the Basic Interpersonal Relations program by session include (1) awareness and accep- tance of the feelings of others, (2) awareness and acceptance of the feelings of others, and self awareness of feelings, (3) review and expansion of the topics of session 2, and owning feelings, (4) owning feelings, and self-concept and ideal self-concept discussion, and (5) contradictory feelings, and steps in learning and internalizing concepts with emphasis on the need for practice in learning and internalizing interpersonal skills.

Research concerning the effectiveness of the Basic Interpersonal Relations program and GRIP is comparatively scarce. Statistical support has, however, been obtained confirming favorable effects following the use of these programs.

Brown and Campbell (1966) implemented GRIP with a group of 10 unmarried, female university students. A control group of an additional 10 students was used to contrast the effectiveness of GRIP. The experimental group completed GRIP in 10 sessions of about 1 hour duration, spaced approxi- mately 4 days apart. During the same period, the control group attended a lecture-type Psychology of Adjustment course for 30 sessions, each of 1 1/2 hours duration. The Saslow Expression of Feelings Checklist, Jourard and Dutton's Who Knows You Inventory, and the Minnesota Multiphasic Personality Inventory were administered during pre, post, and follow-up testing sessions.

Changes in a favorable direction significant at the .05 level were noted on

five scales of the MMPI for the experimental group during follow-up testing.

In addition, subjective reports from experimental subjects indicated a

unanimous judgment that their interpersonal relationships had improved as a

result of their experience with GRIP. It was concluded that GRIP has some

effect in producing measurable personality changes which might generalize

to improvements in interpersonal relationships. Another study using college

students was reported by Shepherd at Georgia State College (cited in Berlin &

Wyckoff, 1964) indicating that GRIP combined with group meetings produced

significant favorable changes as indicated by the Edwards Personal Preference

Inventory and the Jourard Self Disclosure Scale.

In an unpublished pilot study report by Hurst (1966, p. 51), Hough

noted that in 30 of 40 analyses, groups of pre-service teachers using GRIP

made significant positive changes in human relations skills. In the resultant

study, Hough and Ober reported significantly greater acceptance and clarifi-

cation of student ideas in a treatment group of pre-service teachers that com-

bined instruction in interaction analysis with interpersonal relations training

via GRIP (cited in Hurst, 1966, p. 51).

Counseling students have been used as subjects in several studies

attempting to validate GRIP. In one such study Saltzman (1966) utilized a

pretest, posttest, control group design. A modification of the Barrett-

Lennard Relationship Inventory was used as the assessment instrument.

Results indicated that compared to the control group the experimental group

made positive growth as measured by the Barrett-Lennard Relationship

Inventory that was significant at the .05 level. A follow-up posttest 3 months

later revealed that although experimental group results were still more posi-

tive than control group results, the two groups did not differ significantly.

The author concluded that the changes registered by the experimental group

were sufficient to warrant further consideration of the use of GRIP. Hurst

(1966) also used counseling students to test the effectiveness of GRIP. He

combined GRIP with weekly T-group sessions as one experimental treatment

and contrasted it with a second experimental treatment based on readings and

didactic instruction in counseling theory and methodology. A third group

received no training and served as a control group. His findings confirmed

the prediction that the training program using GRIP would increase self and

other acceptance of the trainees more than the other training program or the

control group. The GRIP group was the only one of the three to show con-

sistent increases in mean scores on instruments designed to measure self

and other acceptance. The Acceptance of Self and Acceptance of Others

Scales derived from the Minnesota Multiphasic Personality Inventory yielded

group differences significant at the .05 and .001 levels respectively favoring

the GRIP group. Perkins (1967) used GRIP with first quarter counseling

students in an effort to improve their counseling effectiveness. Three experi-

mental and one control group were utilized. All experimental groups used

GRIP. One experimental group was made up of pairs of neophyte counselors

using GRIP together. Subjects in the second experimental group were paired

with experimental group were paired with experienced counselors for GRIP

sessions, while those in the third experimental group were each paired with

the experimenter. The control group received no training. Results reported

by the author indicate that the students in the experimental groups were not

evaluated as significantly more effective counselors than students in the con-

trol group as shown by practicum supervisors' ratings. It should be noted,

however, that no pre training ratings of the student counselor's counseling

effectiveness were made. A study attempting to validate GRIP using counsel-

ing students as subjects has also been reported by Ralph (1971). Ralph

investigated the effectiveness of GRIP on the development of affective sensi-

tivity in counselor trainees. Subjects were assigned to one of four conditions

as follows: (a) Group I completed GRIP in the regular manner, (b) Group II

completed the same program singly, i.e., without a partner as recommended

by its publisher, (c) Group III completed a program of elementary statistical

concepts in pairs utilizing special instructions designed to increase participant

interaction, and (d) a control group receiving no treatment. All programs

were completed in 7 1/2 weeks, at which time the Michigan State Affective

Sensitivity Scale was administered to assess differences among the four group

conditions in terms of affective sensitivity. The results indicate that, although

there was a tendency for subjects in all treatment groups to score somewhat

higher on the Michigan State Affective Sensitivity Scale, no significant differ-

ences were obtained. The author concluded that GRIP did not appear effective

in developing affective sensitivity as measured by the Michigan State Affective

Sensitivity Scale. The lack of a pretest, however, weakens the validity of

this conclusion.

Brown and Campbell compared GRIP with group therapy meetings

and a control group in a Veterans Administration hospital in-patient setting

(cited in Hurst, 1966, pp. 50-51). Using Minnesota Multiphasic Personality

Inventory blind ratings, the GRIP group showed higher degrees of improve-

ment when compared to the other two groups.

Support for GRIP has also been noted by business and industry

("Programming Harmony," 1964). In 1964 GRIP had already been sold by

the Human Development Institute to over 50 companies. The program was

used as a training tool in a variety of situations including employee orienta-

tion, as an adjunct to supervisory courses, and in customer relations training.

Some companies used the course exclusively to improve working relations

between its employees. One company using GRIP in a pilot study reported

more than 80% of the trainees thought their time was well spent ("Program-

ming Harmony," p. 144). Likewise, Berlin and Wyckoff (1964) reported that

90% or more of questionnaire responses by volunteer GRIP participants indi-

cated that the program was worthwhile. The rate of positive judgments

dropped only by 5% to around 85% when the participants were selected.

Thus far the literature reviewed concerning GRIP has generally con-

firmed the effectiveness of the approach. The following two studies are more

directly involved with the present study. One reported the use of high school

age subjects, which were used in the present study, and the other involved the use of the Basic Interpersonal Relations program, also used in the present study.

Only one study testing the effectiveness of GRIP reported using high school age subjects (Willis, 1966). Willis used subjects drawn from an on-going retraining program for high school dropouts that was sponsored by the Manpower Development and Training Act of 1962 and the Ford Foundation. All experimental group subjects worked through GRIP in the same-sex dyads and not with someone they overtly disliked. They completed each of the 10 sessions of GRIP in a room without other individuals in attendance. Two GRIP sessions were completed per week by the experimental group subjects. Three control groups were contrasted with the experimental group. One control group consisted of subjects enrolled in a 43 week manpower academic program. A second control group consisted of those students who were enrolled in the 43 week academic program, but who dropped out prior to completion of 15% of the training. The third control group consisted of subjects from the same dropout population as the other groups, but were not enrolled in the academic program. A battery of tests was administered on a pretest-posttest basis to assess the effects of training on the dependent variables of academic achievement, personal and social adjustment, anxiety, and dogmatism. All subjects were pretested August 3rd through 6th, 1964. The experimental group met for GRIP sessions from February 15, 1965, to March 26, 1965. Posttesting was completed during May 1965. Statistical tests indicated no

statistically significant differences at the .05 level among the groups on any

of the instruments used to assess the dependent variables. The author adds,

however, that "a strong trend is indicated in the expected direction for the

experimental group on most of the variables" (Willis, 1966, p. 77).

Only one study (Fredricks, 1971) reported in the literature has been

found by the author after an extensive search reporting effectiveness of the

Basic Interpersonal Relations program. Perhaps this is because the Basic

Interpersonal Relations material was adapted from the GRIP material, and the

research validating GRIP has been, perhaps erroneously, accepted as also

validating the Basic Interpersonal Relations program. The author noted,

however, in a selection of promotional literature published by the Human

Development Institute, the publisher of the Basic Interpersonal Relations pro-

gram, that it was stated:

> All Institute materials have been thoroughly validated and reviewed
> by professionals in the particular specialties involved. As such,
> every Institute program carries with it an absolute guarantee of
> complete satisfaction. Assessments of any Institute program, as
> published in professional journals as well as other reference
> materials, are available upon request. (Human Development
> Institute, 1976)

The author requested said assessments of both GRIP and the Basic Interper-

sonal Relations program. The reply to the request included the following:

> The Human Development Institute was moved from Atlanta to
> Chicago in 1970, and unfortunately in the process, much of the
> research data on development of programs was at that time lost
> or discarded. So, we are unable to help you with any information
> about either Basic Interpersonal Relations or the General Relation-
> ship Improvement Program. (Wilkinson, 1976)

Hence, the study by Fredricks remains the only one currently available

testing the effectiveness of the Basic Interpersonal Relations program.

Fredricks (1971) attempted to determine the effects of the Basic

Interpersonal Relations program on the interpersonal functioning of college

student volunteers. He contrasted the effects of the Basic Interpersonal Rela-

tions treatment with a professionally directed group therapy treatment and two

control groups. Both treatment groups met five times over a 2 week period.

Each session continued for 2 hours. The control groups received no treat-

ment. All subjects were pre- and posttested on: (a) the Fundamental Inter-

personal Relations Orientation-Behavior scale, (b) the California Psycholog-

ical Inventory, and a semantic differential designed to measure subject

changes in interpersonal relations attitudes. The results do not clearly indi-

cate whether the Basic Interpersonal Relations program is or is not as effec-

tive as the counselor led group in terms of training subjects in interpersonal

skills. Neither group achieved pre-post significance on any of the measures

except for .05 level of significance on one of the 18 variables of the California

Psychological Inventory (variable 5, Self-Acceptance) favoring the profes-

sionally directed group. Fredricks' study, however, contained a potentially

serious flaw regarding Basic Interpersonal Relations training. His subjects

completed training in a 2 week period which is 3 weeks less time than the pro-

gram was designed to involve. By so doing, Fredricks' subjects may not have

had adequate time to practice the principles they were learning. This point is

supported by the near total lack of statistical significance on the assessment

instruments that was also shown by the professionally directed group. A

fairer test of the Basic Interpersonal Relations program would have included

regularly scheduled weekly group meetings over a 5 week period.

The results of the review of literature concerning GRIP and the Basic

Interpersonal Relations program are tentative. The majority of the studies

utilizing GRIP, however, provide positive support for the program. The

Basic Interpersonal Relations program lacks adequate testing. It is noted

in the brochure which is included with each Basic Interpersonal Relations pro-

gram, however, that the program is for both adults and students (Human

Development Institute, 1969). The Human Development Institute's catalog

also indicates that the Basic Interpersonal Relations program may be used

successfully in a high school setting (Human Development Institute, 1974,

p. 5). Fredricks reported that college students who had used the Basic Inter-

personal Relations program verbally reported that the program was too simple

for college students and perhaps more appropriate for high school age subjects

(Fredricks, 1971, p. 39). Therefore, the inclusion of the Basic Interpersonal

Relations program for testing in this study appeared warranted and repre-

sented a potentially productive area of research.

In planning to test the effectiveness of the Basic Interpersonal Rela-

tions program it was felt that a two control group design would be most effec-

tive for the present study. One control group would receive no treatment.

The other control group would be a treatment-control group and receive train-

ing in interpersonal relations based on an interpersonal communication skills

approach derived from the work of Gordon (1970). Therefore, research
pertaining to Gordon's work will now be reviewed.

Effectiveness of Parent Effectiveness Training

Thomas Gordon's book, Parent Effectiveness Training (P. E. T.), was
first published in 1970 (Gordon, 1970). More than a book to aid parents in
relating more effectively with their children, P. E. T. is also a textbook for
a seminar or workshop type of training course. In the short time since P. E. T.
was first published more than a million parents have read the textbook for the
course; more than 7,500 certified instructors have been trained; and more
than 250,000 parents have taken the training course (Effectiveness Training,
Inc., 1976). In his book, Gordon explains how parents can raise happier,
more responsible, and cooperative children. His model is essentially a com-
munications skills approach to developing and/or enhancing effective inter-
personal relations and is not limited to parent-child relationships. That is,
the theory and model presented in P. E. T., although adapted to parent-child
interactions, is general in nature and applicable to all human relationships.
Concerning what is taught in P. E. T., Gordon states that it is "a general
theory of effectiveness in all human relationships" (Gordon, 1971, p. 4). He
reports further that "the skills and methods taught in P. E. T. are equally
applicable to all human relationships" (Gordon, 1971, p. 4). This being the
case, Gordon has adapted the theory and general principles found in P. E. T.
to interpersonal relations situations other than those of parent and child.

Other training programs adapted from the general principles presented in

P. E. T. and developed by Gordon include Teacher Effectiveness Training, and

Leader Effectiveness Training (Gordon, 1971, p. 5), and Human Effectiveness

Training (Gordon, 1972). Teacher Effectiveness Training is concerned pri-

marily with the teacher-student relationship. Leader Effectiveness Training

is concerned with school administrator-teacher relationships and/or employer-

employee relationships. Human Effectiveness Training has primarily been

oriented toward coworkers in business or industry who wish to improve their

interpersonal skills. The same basic principles are found in each of the

specific training programs. In fact, a single training manual outlining these

principles is used by certified trainers to teach P. E. T. , Teacher Effective-

ness Training, and Leader Effectiveness Training (Effectiveness Training

Associates, 1972). The general principles common to each of these programs

as outlined in the training manual are referred to in the simplified manner as:

Effectiveness Training. An additional adaptation of Gordon's principles has

been reported by Andelin (1975). Andelin adapted the principles of P. E. T.

for use in teaching children in the elementary grades the principles of effec-

tiveness training. Due to the general nature of Gordon's theory and principles

reported in P. E. T. , they are readily adaptable to other human interaction

situations. Accordingly, the general principles of P. E. T. were adapted by

the present writer as a contrasting approach to the Basic Interpersonal Rela-

tions program in an attempt to facilitate interpersonal relations skills of high

school students.

Research testing the effectiveness of the P. E. T. approach is relatively scarce. Publication of the P. E. T. book in 1970 was recent enough that research concerning the approach has not as yet often appeared in the published literature. Those studies using P. E. T. that were located by the author in reviewing the literature will now be reviewed.

Garcia (1971) demonstrated the value of P. E. T. as a model for parent education programs concerned with prevention of parent-child relationship problems. He administered Hereford's Parent Attitude Survey Scales as a pre- and posttest to two groups of parents taking a course in P. E. T. A total of 33 parents were involved in the two groups. The P. E. T. graduates showed significant changes from pre-course to immediately after-course on the following dimensions: (a) greater confidence in the parental role significant at the .05 level, (b) increased mutual understanding between parent and child significant at the .01 level, and (c) increased mutual trust between parent and child significant at the .001 level. On the basis of the results the author concluded that P. E. T. can serve as a model for preventive parent education programs.

Stearn (1970) studied the effect of P. E. T. on parent attitudes, parent behavior, and self-esteem of the child. To assess these dimensions he used the following instruments: (a) Levinson-Huffman Traditional Family Ideology Scale, (b) Coopersmith's Self-Esteem Inventory, and (c) the Barrett-Lennard Relationship Inventory. The Levinson-Huffman instrument was administered to the parents; the other two instruments to their children. All testing

instruments were administered on a pre, post, and 6 week follow-up basis.

The results indicated (a) P. E. T. graduates were significantly more demo-

cratic in their attitude toward their families 14 weeks after beginning the

P. E. T. course as compared with two no-training control groups, (b) the

children of the P. E. T. graduates increased significantly in self-esteem from

pre-P. E. T. to 14 weeks after beginning the P. E. T. course as compared with

two no-training control groups, and (c) no significant differences were found

between P. E. T. graduates and two no-training control groups in children's

ratings of their parents' empathy, congruence, acceptance, and positive

regard. It should be noted that the significant results obtained by Stearns

were obtained with follow-up testing data. No significant results were ob-

tained at the time of posttesting which took place 8 weeks after pretesting.

Changes in parent's self-assessed attitudes, and children's percep-

tions of their parents following a P. E. T. course was the subject of a research

study by Lillibridge (1971). Data obtained from Hereford's Parent Attitude

Survey and Schaefer's Children's Reports of Parental Behavior Inventory were

analysed by using analysis of variance. A pretest, posttest, control group

design with two control groups was utilized. The results indicate that P. E. T.

graduates improved significantly from before the course to immediately after

the course in the following ways: (1) more confidence in themselves as parents

(.05 level), (2) more accepting of their children (.05 level), and (3) more

trusting of their children (.10 level). No significant change for P. E. T.

graduates was noted in understanding causation of child's problems or in

understanding of child. The two control groups showed no significant changes in any of the above five areas. Further, the children of P. E. T. graduates showed significant changes in (1) perceiving their parents as more accepting of them as individuals (. 01 level), (2) perceiving their parents as less rejecting (. 01 level), and (3) perceiving their parents as more generally accepting (. 01 level). Again, the two control groups showed no change. The author concluded that the research strongly indicates that P. E. T. is a preventive program which fosters more healthy parent-child relationships and more healthy emotionally-adjusted children.

Similar to the above study, Peterson (1971) measured change in parental attitudes after completing a P. E. T. course as opposed to before P. E. T. Peterson measured change in parental attitudes using Schaefer and Bell's Parent Attitude Research Instrument, and by reports from the subjects' children on Schaefer's Children's Report of Parent Behavior Inventory. Class participants scored significantly lower on authoritarian control (. 01 level), and higher on mutual problem solving (. 01 level), acceptance of conflict (. 01 level), and attitude toward listening (. 02 level) after completion of a P. E. T. course. Their adolescent children rated their parents significantly higher on acceptance (. 01 level), acceptance of individuation (. 02 level), and positive involvement (. 01 level) following their parents participation in the training course. They also rated their parents lower on excessive permissiveness (. 05 level of significance) and lower on hostile detachment (. 05 level of significance). The author concluded that P. E. T. is able to effect

measurable attitude changes in parents in the direction of more constructive relationships with their children.

Haynes (1972) compared P. E. T. with a lecture/discussion course on adolescent psychology to assess changes in parental attitudes toward child rearing practices. The author used two experimental groups of 20 mothers each. One group received the 8 week P. E. T. course and the second received a 6 week lecture/discussion course on adolescent psychology. Two groups of 20 mothers each were used as controls. All subjects were pretested and posttested with a modified version of Hereford's Parent Attitude Survey. Results indicated that P. E. T. significantly (.01 level) improved parental attitude toward child rearing, and that the P. E. T. approach is significantly (.01 level) more effective than the lecture/discussion series on adolescent psychology. The author concluded that P. E. T. is a successful method of improving parental attitudes toward the rearing of children.

Larson (1972) compared three parent class approaches designed to improve family communications. He felt this would result in improved attitude and behavior changes in parent participants and observed improved changes in their children. The three approaches were (1) the Achievement Motivation program, (2) a discussion-encounter group, and (3) Parent Effectiveness Training. Insofar as possible, parents were assigned to groups for which they volunteered. Each group met for one 3 hour session per week for 8 weeks. Instruments used included: (a) an adaptation of Sears' Self-Concept Inventory, (b) Kiresuk and Sherman's adaptation of the Parent Concern Survey,

(c) A Checklist of Problems, (d) Hereford's Parent Attitude Scale, (e) self-report logs, (f) a parent concern survey, and (g) a final evaluation by parent participants. Results favored P. E. T. as being superior to the other two approaches in achieving improved parent-child relationships. The discussion-encounter group was the least effective. Specific findings pertaining to P. E. T. are:

1. Children designated as underachievers whose parents took P. E. T. gained a full grade point in school from the first to the third quarter.

2. Children of the P. E. T. graduates improved in school performance from the first to the third quarter as compared with control group children.

3. The P. E. T. group of parents showed the greatest overall gains especially in confidence as parents, insight into the behavior of their children, and trust of their children.

4. The P. E. T. group of parents showed the greatest reduction in problems with their children.

5. P. E. T. graduates showed larger improvements in their own self-concept than did parents in a no-training control group.

6. P. E. T. graduates showed fewer concerns or problems after training than before.

P. E. T. and Verbal Reinforcement Group Counseling were compared on the basis of their effectiveness in reducing students' inappropriate classroom

behavior, improving students' self-esteem, and improving attitudes of students toward their parents and their school in a study reported by Miles (1974). Subjects were randomly selected from a list of students identified by Project ARISE as potential dropouts. They were then randomly assigned to one of four conditions: (1) P. E. T. , (2) Verbal Reinforcement Group Counseling, (3) P. E. T. - Verbal Reinforcement Group Counseling, and (4) the control group. Parents of the subjects also participated in the study. Subjects in the P. E. T. group received no treatment, but their parents participated in eight 3-hour sessions of P. E. T. Subjects assigned to the Verbal Reinforcement Group Counseling group met with a counselor once per week for 6 weeks. Each group session lasted approximately 45 minutes. Their parents received no treatment. The P. E. T. - Verbal Reinforcement Group Counseling, group was a combined treatment with students and their parents receiving treatment as outlined above for the individual groups. The control group received no treatment. Four instruments were administered to the subjects prior to and following treatment: (1) the Tennessee Self-Concept Scale, (2) the Teacher's Behavior Rating Scale, (3) a Parent Attitude Semantic Differential, and (4) a School Attitude Semantic Differential. Results of the study indicate (1) P. E. T. was significantly (.05 level) effective in reducing inappropriate classroom behavior of students, (2) P. E. T. - Verbal Reinforcement Group Counseling was significantly (.05 level) effective in reducing inappropriate classroom behaviors in students, (3) P. E. T. - Verbal Reinforcement Group Counseling was significantly (.05 level) more effective in improving attitudes of subjects

toward their parents than were the other three groups, and (4) none of the four conditions were effective in improving attitudes toward school nor in significantly influencing subjects' self-esteem. The author concluded that P. E. T. was an effective method for improving classroom behavior problems of students, and that the combined treatment of P. E. T. -Verbal Reinforcement Group Counseling is more effective than either treatment alone in improving attitudes toward parents and for improving classroom behavior problems of students.

Schmitz (1975) evaluated the effectiveness of P. E. T. with subjects drawn from a rural area. A total sample of 46 subjects included a treatment group of 23 subjects from two different P. E. T. courses in the Springfield and Vermillion areas of South Dakota and a no treatment control group of 23 subjects from both communities. All subjects were administered pre and post measure of Hereford's Parent Attitude Survey Scales and Rokeach's Dogmatism Scale. Results indicated that there was a significant difference on the variables of understanding causation of child's problems (.05 level) and trust (.05 level) as measured by the Parent Attitude Survey Scales favoring those who participated in P. E. T. over those who did not. Non-significant results were found on the variables of confidence, acceptance, and understanding from the same Scales. There was a significant difference (.05 level) on the Dogmatism Scale between groups. The P. E. T. group was more democratic and open-minded, and less authoritarian and dogmatic compared to the control group.

The author concluded that P.E.T. changed participants attitudes significantly confirming the effectiveness of the P.E.T. program.

One study (Andelin, 1975) reported adapting the general principles of P.E.T. for use with children with learning adjustment problems. The study attempted to determine if concurrently teaching P.E.T. principles to parents and their children would result in greater effectiveness than teaching the parents only. Subjects were 35 students who had learning disabilities and/or emotional disturbances and a total of 52 of their parents. Students and their respective parents were assigned to the same condition, either the experimental treatment group or the control group. Both groups of parents participated in a course in P.E.T. The experimental group of children received a modified version of P.E.T., while the control group of children did not. All parents were pretested and posttested on the Parent Attitude Survey, the Parent Problem Check List, and the Self-Concept Inventory--Parent. All children were pretested and posttested on the Children's Reports of Parental Behavior Inventory and the Self-Concept Inventory--Child. The results indicate that the experimental group of parents showed a significantly greater increase in confidence in themselves as parents (.025 level), in trusting their children (.01 level), in overall attitude improvement (.05 level), and in more positive self-ratings of their own problems (.025 level) as compared to the control group of parents. The control group of children rated their parents as showing a significantly (.025 level) greater decrease in hostile detachment than the experimental group of children. The control group of children also

rated themselves as showing a significantly greater increase in positive

work habits (.05 level) and happy qualities (.025 level) than did the children

in the experimental group. The author concluded that teaching children P. E. T.

principles was desirable from the point of view of parents, but undesirable

from the point of view of children.

The interpersonal relationship principles outlined by Gordon in P. E. T.

have been taught in situations other than those directed toward parent-child

relationship as reviewed above. Willenson and Bisgaard (1970) provided

training in P. E. T. principles to psychiatric technicians in a state institution

for the mentally retarded in an effort to improve resident-technician rela-

tions. The customary length of P. E. T. is 8 weeks, but the course was con-

densed to 4 weeks in this study. Five measures were employed in course

assessment: ward observations for Use of Commands, the Technician Per-

formance Rating Scale, a course evaluation, a follow-up course evaluation,

and a Resident Problems Checklist. Testing was on a pre and post basis

except for the course evaluation given post treatment only and the follow-up

evaluation. Results indicate a significant (.02 level) decrease in the use of

commands by technicians in their relations with residents, and a significant

(.01 level) improvement in technicians performance ratings on the posttest

as compared to the pretests. The significant change in the technicians

resulted in a reduction of ward tensions. The authors conclude that P. E. T.

is seen as an important supplement to technicians training. The above results

are even more noteworthy when it is remembered that the P. E. T. course

was condensed from the customary 8 week period to 4 weeks in this study.

The effectiveness of the P. E. T. approach as a facilitator of inter-

personal relations has been confirmed by the research studies cited above.

Gordon, as previously cited, has indicated the "skills and methods taught in

P. E. T. are equally applicable to all human relationships" (1971, p. 4).

Therefore, the inclusion in this study of effectiveness training principles

modified from P. E. T. for use in interpersonal relations training for high

school students was deemed warranted.

Objective and Hypotheses

The objective of this study was to test for the effects of the Basic

Interpersonal Relations training program on the interpersonal relations of

high school student subjects. More specifically, an attempt was made to

assess the effects of the Basic Interpersonal Relations program on the inter-

personal relations of the subjects using Rotter's Internal-External Control

Scale, the Attitude Toward Self Scale, and the Attitude Toward Others Scale

from the Minnesota Multiphasic Personality Inventory, and an achievement

test based on the Basic Interpersonal Relations program's content. An in-

crease in scores from pre- to posttesting on all of the above measures except

the Internal-External Control Scale is considered to be a positive gain. On the

Internal-External Control Scale a decrease in scores from pre- to posttesting

represents a move from external control to internal control and a positive

gain. As a means of validating the findings, the results of the Basic Inter-

personal Relations group were compared with a no-treatment control group

and a treatment-control group receiving didactic instruction in a communica-

tion skills based approach to facilitating interpersonal relations. Justification

for testing the effectiveness of the Basic Interpersonal Relations program in

this study has been presented in the review of literature section of this paper.

The effectiveness of the approach used with the treatment-control group has

likewise been presented in the review of literature section of this paper.

Therefore, hypotheses formulated on the basis of the preceding objective were:

1. There will be a significant increase in mean score from pre- to posttesting for the experimental group on the Attitude Toward Others Scale.

2. There will be a significant increase in mean score from pre- to posttesting for the experimental group on the Attitude Toward Self Scale.

3. There will be a significant increase in mean score from pre- to posttesting for the experimental group on the Basic Interpersonal Relations program achievement test.

4. There will be a significant decrease in mean score from pre- to posttesting for the experimental group on the Internal-External Control Scale.

5. There will be a significant increase in mean score from pre- to posttesting for the treatment-control group on the Attitude Toward Others Scale.

6. There will be a significant increase in mean score from pre- to posttesting for the treatment-control group on the Attitude Toward Self Scale.

7. There will be no significant change in mean score from pre- to posttesting for the treatment-control group on the Basic Inter-personal Relations program achievement test.

8. There will be a significant decrease in mean score from pre- to posttesting for the treatment-control group on the Internal-External Control Scale.

9. There will be no significant change in mean score from pre- to posttesting for the control group on the Attitude Toward Others Scale.

10. There will be no significant change in mean score from pre- to posttesting for the control group on the Attitude Toward Self Scale.

11. There will be no significant change in mean score from pre- to posttesting for the control group on the Basic Interpersonal Relations program achievement test.

12. There will be no significant change in mean score from pre- to posttesting for the control group on the Internal-External Control Scale.

13. The mean posttest score for the experimental group on the Attitude Toward Others Scale will be significantly higher than the mean posttest score for either control group.

14. The mean posttest score for the experimental group on the Attitude Toward Self Scale will be significantly higher than the mean posttest score for either control group.

15. The mean posttest score for the experimental group on the Basic Interpersonal Relations achievement test will be

significantly higher than the mean posttest score for either con-

trol group.

16. The mean posttest score for the experimental group on the

Internal-External Control Scale will be significantly lower than

the mean posttest score for either control groups.

All hypotheses will be evaluated at the .05 level of significance.

Method

Subjects

One experimental and two control groups were used in this study to test the effectiveness of the Basic Interpersonal Relations program. Three senior high school introductory psychology classes from Logan High School, Logan, Utah, were used for the three groups. Four psychology classes were available to the experimenter. Selection of the three classes for inclusion in this study and assignments to experimental conditions was done randomly. Each class was assigned a number. A table of random numbers was then consulted and when the first number corresponding to one of the class numbers was encountered, that constituted selection of that class for inclusion in the study and designation as the experimental group which received interpersonal relations training via the Basic Interpersonal Relations program. In a similar manner, the second number encountered in the table corresponding to one of the other psychology class numbers constituted selection of that class and assignment to the treatment-control condition which received interpersonal relations training based on the interpersonal communications approach of Gordon (1970). The third class selected in this manner was utilized as the no-treatment control group.

A total of 78 subjects were available for pretesting and thus inclusion in this study from the three psychology classes that were selected. Of these

subjects, 36 were female and 42 were male. The experimental group included 12 females and 15 males for a total of 27 subjects. The treatment-control group included 11 females and 13 males for a total of 24 subjects. The control group included 13 females and 14 males for a total of 27 subjects. Six subjects from the experimental group, four from the treatment-control group, and three from the control group were unavailable for posttesting and were, therefore, dropped from the study. In addition, two subjects were dropped from the treatment-control group due to excessive absences. Complete data, then, was obtained from a total of 63 subjects; 21 were in the experimental group; 18 in the treatment-control group, and 24 in the control group. All subjects were high school seniors at Logan High School.

Logan High School is located in Logan, Utah, a university town in northern Utah with a population of approximately 22,000. The area surrounding Logan, Utah, is primarily rural in nature with a farming economy.

Procedures

After the selection of the Logan High School introductory psychology classes to be used in this study and assignment of those classes to one of the three conditions, all groups were pretested. Pretesting took one 50 minute class period and was conducted on February 3, 1976, for all groups. All subjects completed a personal data sheet plus four assessment instruments: Rotter's Internal-External Control Scale, Attitude Toward Self Scale (MMPI), Attitude Toward Others Scale (MMPI), and an achievement test based on the

content of the Basic Interpersonal Relations program. The primary purpose

of the personal data sheet was to obtain the mailing addresses of the subjects

so that a questionnaire concerning noticed effects of training could be mailed

to each subject's parents at the completion of the training period. A copy of

the personal data sheet is included in Appendix A.

Training for both the experimental and the treatment-control groups

began the day after pretesting. All training replaced the regularly scheduled

psychology classes for these groups on training days. The Basic Interpersonal

Relations program was designed for small groups of five to six people. There-

fore, the experimental group was divided into sub-groups consisting of five to

six people for administration of the Basic Interpersonal Relations program.

Five complete Basic Interpersonal Relations programs were utilized in order

to include all experimental subjects. The Basic Interpersonal Relations pro-

gram indicates that each of the five sessions of the program will take approxi-

mately 1 1/2 hours, and that the course was designed to be used over a 5 week

period with regularly scheduled weekly meetings. Therefore, two psychology

class periods per week on successive days for 5 weeks were scheduled for each

session of the Basic Interpersonal Relations program since each class period

was 50 minutes long. It was found during the first meeting, however, that

the subjects completed the manual for the entire first session in one class

period. The following week the experimental group subjects were instructed

to work through the session 2 materials more thoroughly, taking enough time

to adequately complete each exercise as outlined in the program. It was

suggested to them that the session may take two class periods to complete and that that amount of time was available to them. One sub-group completed session 2 by the end of the first class period. The other four sub-groups completed session 2 in between 10 and 20 minutes during class the following day. Feedback elicited at that time indicated that one class period was probably sufficient for the sessions. Since all five sessions are approximately the same length, only one class period per session per week was scheduled for the remaining three sessions. It should be noted that the straight through reading time of one session's materials takes approximately 10 to 12 minutes. This is without any interaction or exchange on the part of the participants. It should be further noted that while the subjects worked through the five sessions of the Basic Interpersonal Relations program, the experimenter was an observer only, in the classroom. He did not participate or interact with the subjects except to pass out and gather each session's materials and except for the previously noted interchange that took place at the beginning and completion of session 2.

During the weeks that the experimental group received Basic Interpersonal Relations training, the treatment-control group received an equal amount and distribution of time involved in didactic instruction with the experimenter as the instructor. The presentations were based on the communication skills approach to facilitating interpersonal relations detailed by Gordon (1970). Classroom procedures included group discussion, lecture, and practice exercises in dyads and small groups.

On those days during the weeks that the experimental and treatment-control groups received training, the no-treatment control group attended the regularly scheduled psychology class for that group.

At the completion of 5 weeks of training, all groups were posttested with the same instruments used for pretesting. In addition, a brief opinion survey regarding perceived effectiveness of training was completed by the experimental and treatment-control groups. The survey was constructed by the author and a copy is included in Appendix B. Finally, a parent questionnaire also constructed by the author, a copy of which is included in Appendix C, was mailed to the parents of each subject for which complete pretest and posttest data was obtained except for two subjects who were dropped from the study due to excessive absences. The parent questionnaire was designed to elicit parent's perceptions of changes in the interpersonal behavior of their children over the course of the training. Posttesting was conducted on March 3, 1976.

Instrumentation

Rotter's Internal-External Control Scale, Attitude Toward Self Scale and the Attitude Toward Others Scale from the Minnesota Multiphasic Personality Inventory, and an achievement test based on the Basic Interpersonal Relations program's content were administered to each subject on a pretest-posttest basis. Copies of the instruments are included in Appendixes D through G, respectively. In addition a parent questionnaire (Appendix C) was sent to

the parents of each subject completing training, and an opinion survey

(Appendix B) was obtained from each subject at the time of posttesting.

Rotter's Internal-External Control Scale (Rotter, 1966) was selected

for use in this study because it has been demonstrated in several studies that

internal locus of control may be considered one aspect of good personality

adjustment (Dua, 1970; Gillis & Jessor, 1970; Hersch & Scheibe, 1967;

Hilman & Hewell, 1974; Phares, Ritchie, & Davis, 1968; Smith, 1970). By

way of definition, those people who perceive the events in their lives as a con-

sequence of their own behavior are said to have internal locus of control, and

those people who believe that chance, luck, fate, or powerful others determine

the important events in their lives are said to have external locus of control.

Singer has pointed out that the belief in personal or internal control is a

principle goal of all therapeutic efforts: "[this] single proposition . . . under-

lies all forms of psychotherapy: the proposition that man is capable of change

and capable of bringing this change about himself" (1965, p. 16). That locus

of control can be modified from external to internal through a variety of tech-

niques and with a variety of subjects has been demonstrated (Dua, 1970; Gillis

& Jessor, 1970; Johnson & Croft, 1975; Majumder, Greever, Holt, &

Friedland, 1973; Rotter, 1966; Smith, 1970). It has further been demonstrated

that as little as six weekly sessions of training or therapy is sufficient to pro-

duce significant changes in locus of control from external to internal

(Majumder, Greever, Holt, & Friedland, 1973; Smith, 1970). Foulds, Guinan,

and Warehime (1974) have reported significant increases in internality were

indicated in subjects after a 24 hour marathon group. Busse, Mansfield,

and Messinger (1974, p. 3) stated that in general, internal locus of control

has been found to be more adaptive than external locus of control and internal

persons tend to show better school performance, more confidence, and better

use of environmental feedback than do external persons. The aforementioned

characteristics of internals as contrasted with externals are in a similar

direction to what would be expected of a person showing improvement in inter-

personal relations. Hersch and Scheibe (1967) reported a significant and posi-

tive correlation between interpersonal anxiety and externality. This finding

was supported by Dua (1970). Therefore, an improvement in interpersonal

relations should result in a decrease in externality and an increase in

internality.

Reliability and validity data concerning Rotter's Internal-External

Control Scale have been reported by Rotter (1966), Hersch and Scheibe (1967),

and Smith (1970). Rotter (1966) in an extensive review of internal-external

control literature, reported several studies confirming the construct validity

of the Internal-External Control Scale. Further support for the construct

validity of the instrument was obtained by Smith (1970). Rotter (1966) reported

in his review several studies concerning the reliability of the scale. Internal

consistency correlations have been reported from .65 to .76 test-retest

reliability r's range from .60 to .78 when retested 1 month later. Similar

data were reported by Hersch and Scheibe (1967) confirming the reliability of

the scale.

Improvement in interpersonal relations should result in an improved

attitude toward others and self. For this reason the Attitude Toward Others

Scale and the Attitude Toward Self Scale were selected for inclusion as assess-

ment instruments in this study. Both scales were developed from Minnesota

Multiphasic Personality Inventory (MMPI) items (Gibson, Snyder, & Ray,

1960). The items for both scales were selected on the basis of judgments

made by 11 trained judges. For an item to be retained, seven of the 11 judges

had to agree on the proper scoring direction. The 20 items for each scale

having the highest point-biserial correlating with the total score were then

selected. Hurst (1966, p. 59) concluded after reviewing research in the area

that the MMPI, specifically the Attitude Toward Self Scale and the Attitude

Toward Others Scale, have been effectively used in attempts to assess self

and other acceptance thus providing support for construct validity for the

scales.

Directly related to the present study, Hurst (1966) reported signifi-

cant improvement in attitude toward others as measured by the MMPI Attitude

Toward Others Scale administered to counselor trainees before and after

training with the General Relationship Improvement Program as compared to

a control group (.005 level of significance) and a second treatment group

(.005 level of significance). He also reported significant improvement in

attitude toward self as measured by the MMPI Attitude Toward Self Scale.

The results again favored the General Relationship Improvement Program

group over both the control groups (.02 level of significance) and the theory-methodology treatment group (.005 level of significance).

The Basic Interpersonal Relations program achievement test used in this study was constructed by the author. A copy of the instrument is included in Appendix G. The achievement test was designed to assess the assimilation of the content material of the Basic Interpersonal Relations program by the subjects in the experimental group. In order to assure a valid appraisal of the results, all groups were administered the achievement test so as to provide a comparison. Items for the achievement test were selected from the frames of the Basic Interpersonal Relations program and represented major themes or areas of focus of the program. In many cases the frames themselves were used.

The parent questionnaire and the student opinion survey utilized at the completion of training in this study were also constructed by the author. They represented an attempt to gain the opinionated perceptions of the subjects and their parents regarding effectiveness of training and changes in interpersonal behavior as a result of training. It is recognized that these instruments do not represent hard scientific data, but it was felt that they would be useful in evaluating the training.

Design and Statistical Analysis

A variation of a nonequivalent control group design was used in this study (Campbell & Stanley, 1966, p. 47). The nonequivalent control group

design involves an experimental group and a control group both given a pre-

test and a posttest, but in which the control group and the experimental group

do not have preexperimental sampling equivalence. Rather, the groups con-

stitute naturally assembled collectives such as classrooms, as similar as

availability permits, but yet not so similar that one can dispense with the

pretest. The variation in the design involved the addition of a second control

group that also received a treatment, but one different from the experimental

group. The treatment-control group provided a contrasting treatment for the

experimental group, and represented an experimental group in its own right

when compared with the no-treatment group.

To test for the significance of any changes between pretest and post-

test mean scores involved in hypotheses 1 through 12 of this study, the

analysis of variance was used (Ferguson, 1971, pp. 208-222). The analysis

of variance utilized was part of a statistics package available from Utah State

University's Computer Center.

To test for the significance of the differences between the mean post-

test scores involved in hypotheses 13 through 16 of this study, the analysis of

covariance was used (Ferguson, 1971, pp. 288-300). Pretest scores were

the covariate in each case. The analysis of covariance utilized was also part

of a statistics package available from Utah State University's Computer Center.

Scheffe tests were used to test the significance of the difference between

adjusted posttest means whenever a significant F was indicated for hypotheses 13 through 16.

All hypotheses were evaluated at the .05 level of significance.

Results

Results of the analyses of variance (hypotheses 1 through 12) and the

analyses of covariance (hypotheses 13 through 16) are mixed, but generally

do not confirm the effectiveness of the Basic Interpersonal Relations program

for use with high school introductory psychology students. Similar results

were obtained for the didactic instruction treatment-control group. Table 1

summarizes the results of the analyses of variance for the data pertaining to

hypotheses 1 through 12.

Hypotheses 1 through 12 all concern significant increases or de-

creases in mean score from pretest to posttest on the measures of this study.

The first four hypotheses all pertain to the experimental group. Hypothesis 1

predicted an increase in mean score on the Attitude Toward Others Scale.

This hypothesis was not supported as can be seen in Table 1. Likewise,

hypothesis 2 predicted an increase in mean score on the Attitude Toward Self

Scale and this hypothesis was not supported. Hypothesis 3, predicting an

increase in mean score on the Basic Interpersonal Relations program achieve-

ment test, was supported. Significance was obtained at the .01 level. Hypoth-

esis 4, predicting a decrease in mean score on the Internal-External Control

Scale, was not supported.

Hypotheses 5 through 8 pertain to the treatment-control group.

Hypothesis 5, predicting an increase in mean score on the Attitude Toward

Table 1

Results of Analysis of Variance Comparing Pretest and Posttest

Mean Score by Assessment Instrument for Each Group

	Pretest Mean	Posttest Mean	F
Experimental Group			
Attitude Toward Others	12.00	12.29	.11
Attitude Toward Self	13.19	13.76	.44
Achievement Test	3.24	7.86	29.44*
Internal-External Control	10.71	10.10	.31
Treatment-Control Group			
Attitude Toward Others	12.61	13.89	1.73
Attitude Toward Self	14.22	14.44	.05
Achievement Test	3.11	7.28	20.32*
Internal-External Control	10.33	9.28	.81
Control Group			
Attitude Toward Others	11.25	11.46	.05
Attitude Toward Self	12.79	13.04	.09
Achievement Test	5.08	5.70	1.02
Internal-External Control	10.46	9.08	.80

Experimental group degrees of freedom = 1/40.
Treatment-control group degrees of freedom = 1/34.
Control group degrees of freedom = 1/46.

*Significant at the .01 level.

Others Scale, was not supported. An increase in mean score on the Attitude

Toward Self Scale was not obtained, and, hence, hypothesis 6 was not sup-

ported. Hypothesis 7 predicted that there would be no significant change in

mean score on the Basic Interpersonal Relations program achievement test.

This hypothesis was not supported. Significance was obtained at the .01 level.

Hypothesis 8, predicting a decrease in mean score on the Internal-External

Control Scale, was not supported.

Hypotheses 9 through 12 pertain to the no-treatment control group.

All hypotheses predicted no significant changes in mean score on the four

measures of this study. Hypotheses 9 through 12 were supported.

Hypotheses 13 through 16 all concern demonstrated superiority for

the experimental group over both of the control groups on the four measures

of this study. As can be seen in Table 2, no significance was obtained in com-

paring the adjusted posttest mean scores for the three groups on the Attitude

Toward Others Scale, the Attitude Toward Self Scale, and on the Internal-

External Control Scale. Therefore, hypotheses 13, 14, and 16 were not sup-

ported. An F significant at the .01 level was obtained in comparing the

adjusted posttest mean scores for the three groups on the Basic Interpersonal

Relations program achievement test. Scheffe tests were used to test the

significance of the differences between the adjusted posttest means two at a

time. The results are reported in Table 3. It can be seen that both the

experimental and the treatment-control groups scored significantly higher than

the control group. There was, however, no statistical difference between the

Table 2

Analysis of Covariance Comparing Adjusted Posttest Mean

Scores for Each Group by Assessment Instrument

with Pretest Scores as the Covariate

	Adjusted Posttest Means	F
Attitude Toward Others		
Experimental Group	12.14	2.70
Treatment-Control Group	13.30	
Control Group	11.85	
Attitude Toward Self		
Experimental Group	13.83	.59
Treatment-Control Group	13.86	
Control Group	13.36	
Achievement Test		
Experimental Group	8.15	8.55*
Treatment-Control Group	7.65	
Control Group	4.82	
Internal-External Control		
Experimental Group	9.90	.47
Treatment-Control Group	9.42	
Control Group	9.11	

Degrees of freedom = 2/59.

*Significant at the .01 level.

experimental and the treatment-control groups. Therefore, hypothesis 15 is only partially supported.

Table 3

Results of Scheffe Tests Performed on the Adjusted Posttest

Means for the Achievement Test

Experimental versus Treatment-Control Group	F = .35
Experimental Versus Control Group	F = 17.65*
Treatment-Control versus Control Group	F = 11.91*

*Significant at the .01 level.

Results of the student opinion survey regarding the effectiveness of training were generally positive, but not to any great degree. To tabulate the results of the survey, a numerical weighting was assigned to each of the categories available for the students to check in each area assessed. For each area assessed, for example overall opinion of training, the subjects were to check one of five possible response categories that most closely corresponded to their opinion. The response categories included choices which represented very positive opinion, positive opinion, neutral opinion, somewhat unfavorable opinion, and very negative opinion. Very positive opinion responses scored 2 points; positive opinion responses were scored 1 point; neutral opinions were scored 0; somewhat unfavorable opinions were scored -1; and very

negative opinions were scored -2. Response scores for each area assessed

were averaged by group and then multiplied by 100 to facilitate comparison.

The possible range of scores for each item, then, was -200 to +200. A copy

of the opinion survey is included in the appendices. The results of the opinion

survey are presented in Table 4.

Table 4

Numerical Results of the Student Opinion Survey Regarding the

Effectiveness of the Training or the Degree to which the

Training Enhanced Each of the Listed Areas[a]

	Experimental	Treatment-Control
Overall opinion of training	-29	-33
Awareness of feelings--self	+33	+50
Awareness of feelings--others	+38	+50
Ability to relate with others	+52	+44
Appreciation of potential	+38	+27
Emotional flexibility	+35	+33
Intellectual flexibility	+10	+50
Interpersonal behavior	+19	+20
Combined Mean Rating	+25	+30

[a]Score range is from -200 to +200. Positive numbers indicate a positive
evaluation and vice versa.

As can be seen in Table 4 both the experimental group and the treatment-control group subjects gave a negative overall opinion of training. This is a curious finding in view of the fact that in each of the other seven categories the ratings by both groups were positive. It appears that the subjects did not care for either training procedure, but that they experienced some positive growth as a result of the training. The second and third categories, subjects' awareness of their own feelings and the feelings of others, represent an interesting finding as contrasted to the previously reported results of the Attitude Toward Self Scale and the Attitude Toward Others Scale. The opinion survey results indicate a positive growth for the subjects of both the experimental and treatment-control groups in awareness of their own feelings and the feelings of others. The results favor the treatment-control group over the experimental group in both areas. Further, ability to relate with others appears to have been enhanced for the subjects of both groups, this time favoring the experimental group. The last category rated, interpersonal behavior, resulted from an averaging of ratings on 15 interpersonal personality descriptive adjectives. Ten of the adjectives were positive in nature, and five were negative stems. The scoring was adjusted so that the ratings for all 15 adjectives were comparable. See the copy of the opinion survey in Appendix B for the complete list of adjectives that were included in the interpersonal behavior category rating. It should be noted that the mean rating for all eight categories combined is positive for both the experimental and the treatment-control groups.

The magnitude of the positive results, however, is not great when it is remembered that the maximum possible score was 200.

The results of the parent questionnaire concerning parent perceived effectiveness of training as observed in their subject children were positive. The numerical comparisons were derived in the same manner as for the student opinion survey. The results of the parent questionnaire are presented in Table 5.

Table 5

Numerical Results of the Parent Questionnaire Showing Parent

Perceived Effectiveness of Training for Increasing or

Improving Each of the Listed Areas Observed in

Their Subject Children[a]

	Experimental	Treatment-Control	Control
Overall ability to relate more satisfactorily with others	+47	+57	+25
Relationship with parents	+35	+57	+33
Relationship with siblings	+31	+33	+36
Interpersonal Behavior	+36	+49	+23
Combined Mean Rating	+37	+49	+29

[a]Score range is from -200 to +200. Positive numbers indicate positive evaluation and vice versa.

It can be seen in Table 5 that the parents of the control group children rated their children as improved in each of the areas listed as did the parents of the children of the other two groups. This is perhaps due to a general tendency to rate positively gains made by the control group subjects from attending their regular introductory psychology class. In any event, it is apparent from examination of Table 5 that the results for the treatment-control group were superior to the experimental group and the control group results. It appears that the didactic instruction treatment was more effective in producing growth in interpersonal skills than was the Basic Interpersonal Relations program, at least from the point of view of parents' observations of their children. The first category, overall ability to relate more satisfactorily with others, however, indicates effectiveness for both the experimental group and the treatment-control groups over the control group. This relationship is maintained as shown by the combined mean ratings for all four categories. The fourth category, interpersonal behavior, is the same as on the student opinion survey. That is, it represents an averaging of ratings on the same 15 interpersonal descriptive adjectives as were rated by the subjects. A copy of the parent questionnaire is included in Appendix C.

Discussion

Evaluation of Findings

The results of this study are mixed as to the extent to which the Basic Interpersonal Relations program is effective in enhancing the interpersonal skills of those subjects who undergo training. No significant improvement as measured by the Attitude Toward Self Scale, Attitude Toward Others Scale, and the Internal-External Control Scale was noted for the experimental group with either pretest-posttest comparisons for the experimental groups, or with adjusted posttest means comparisons with the other two groups. Significance was indicated for the experimental group on the Basic Interpersonal Relations program achievement test at the .01 level. This indicates, to some degree, that the subjects were attending to and retaining the concepts presented in the Basic Interpersonal Relations program. However, pretest to posttest gains for the experimental group, even though significant at the .01 level, were less than 5 points. The pretest mean was 3.2 correct responses and the posttest mean was 7.9 correct responses. This does not indicate a great deal of growth when the ceiling for the test is 24 points. Therefore, even though the experimental group scored significantly higher on the posttest compared to their pretest or compared to the control group's posttest, the practical significance of the increase is minimal. It should be noted, however, that the fill-in-the-blank format for the achievement test created a situation in which

it was difficult to achieve a high score, especially with the spacing of the sessions and the minimal amount of time that the subjects had access to the program materials. A multiple choice format for the achievement test may have provided a fairer evaluation of the materials by the subjects.

Support for the effectiveness of the Basic Interpersonal Relations program was indicated by the results of the student opinion survey, and also by the results of the parent questionnaire. The combined mean ratings for the items of the student opinion survey were favorable for the program as a facilitator of interpersonal relations as perceived by the subjects. One exception to this was noted for the item concerning overall opinion of the training. The subjects, as a group, rated this item unfavorably. Even though the subjects did not like the training process, they felt that the program had done them some good in terms of enhancing their interpersonal relations skills. This is similar to a result reported by Saltzman (1966). Saltzman tested the effectiveness of the General Relationship Improvement Program and reported that the less favorably a person viewed the program the more positive change he made as a result of the program.

Parent support for the Basic Interpersonal Relations program was indicated by the combined mean rating for the items of the parent question-naire. The combined mean rating for the parent questionnaire was favorable for the program as a facilitator of interpersonal relations as perceived by the parents of the subjects.

The results of this study concerning the effectiveness of the didactic instruction treatment condition, which was based on Gordon's Effectiveness Training principles, are similar to those reported above for the Basic Interpersonal Relations program. No significant change was indicated as a result of training for the treatment-control group on the Attitude Toward Others Scale, the Attitude Toward Self Scale, and the Internal-External Control Scale. A significant (.01 level) increase was indicated, however, on the Basic Interpersonal Relations program achievement test from pre- to posttest. The Basic Interpersonal Relations training and Gordon's Effectiveness Training have several parallels. For example, an item from the Basic Interpersonal achievement test is: "Sometimes the difference between owning your own feelings and expressing them by accusing is simply the difference between using the word, 'I,' or using the word 'you.'" In Gordon's Effectiveness Training program is included a section on sending "I" messages and "you" messages, their differences and effects. Perhaps the similarities of the two programs accounted for the significant pretest to posttest gains obtained by the treatment-control group. A comparison of adjusted posttest means, for the experimental and treatment-control groups on the Basic Interpersonal Relations program achievement test resulted in a finding of no significant difference.

As with the Basic Interpersonal Relations program, support for the effectiveness of Gordon's Effectiveness Training principles to facilitate interpersonal relations was obtained from the results of the student opinion survey

and the parent questionnaire. The combined mean ratings of both of the

individual instruments indicated enhancement of interpersonal relations for

the subjects as a result of training. That is, the subjects and their parents

both reported this type of enhancement as displayed by the subjects following

training as opposed to before training. In addition, superiority for Gordon's

Effectiveness Training over Basic Interpersonal Relations training is indicated

by the higher positive combined mean ratings obtained on both the student

opinion survey and the parent questionnaire. Caution should be used, however,

in interpreting the results of the student opinion survey and the parent ques-

tionnaire. Both instruments represent opinionated perceptions of untrained

raters and nothing more. They do not provide hard scientific data.

In summary, it is not clear that either the Basic Interpersonal

Relations program or Gordon's Effectiveness Training is effective in

improving the interpersonal relations skills of high school introductory

psychology students. Some support has been shown for both procedures, but

not adequate support for endorsement of either. Where support was indicated,

however, it tended to slightly favor Gordon's Effectiveness Training approach

over the Basic Interpersonal Relations approach. Further research is needed

to determine the effectiveness of these approaches.

The results of this study for the Basic Interpersonal Relations pro-

gram are similar to those reported by Fredricks (1971) using college students

as subjects. Fredricks compared Basic Interpersonal Relations training with

sensitivity training and concluded that the results did not clearly indicate

whether one technique was superior to the other in terms of training subjects

in interpersonal skills. Little statistical support was reported by Fredricks

for either procedure, and the support that was obtained slightly favored

sensitivity training. Based on Fredricks' results and the results of the present

study, it does not appear that there is a great deal of difference between

leaderless group techniques and professionally directed group techniques in

terms of effectiveness. The support that has been obtained for one technique

over the other, however, slightly favors the professionally directed approach.

Limitations

One limitation of the present research concerned the elementary level

at which the Basic Interpersonal Relations program booklets were written.

This same complaint has been registered by business and industry personnel

("Programming Harmony," 1964), and by college students (Fredricks, 1971).

Many of the high school subjects of the present study commented that the pro-

gram was simplistic and more on the level of junior high school students.

Some, however, commented that the materials were interesting. It appeared

from subjects' comments that even though the program's material was

interesting and appropriate for study, it was not fully utilized due in part to

the elementary nature of its presentation.

A second limitation of the present study was the "student teacher"

type of atmosphere for both the experimental and treatment-control groups.

The experimenter was viewed by the subjects of both groups in a manner

similar to that of a student teacher. This was the case despite an introduction

to the contrary, and despite the fact that the experimenter was involved 2 days

a week with the subjects instead of 5 days as is the case with a student teacher.

As a result, those subjects who were not intrinsically interested to participate

and contribute did so only minimally. Many of them did not take the training

seriously. This was a particular problem for the experimental group, since

complete participation was required of each of the sub-group members in

order to correctly proceed through the Basic Interpersonal Relations program.

Several of the experimental subjects wrote comments on their student opinion

surveys indicating that they were interested in participating in the training and

that they felt the program was interesting, but that they were not able to get

as involved in the training as necessary due to the lack of participation or

casual manner in which other group members took the program. It may have

been threatening for some of the experimental group subjects to participate in

discussions of feelings and the exercises that the Basic Interpersonal Relations

program required.

The second limitation of this study, presented above, is related to the

third limitation. Intact classrooms of students were utilized as subjects for

this study. If this had proven to be a feasible approach in this study, it would

have represented a potential approach that would have been the most economical

method, in terms of convenience, for implementing the program in the schools

in the future. However, some of the problems encountered with this approach,

discussed above, raise concern for the use of intact classrooms of students for

this type of training. The use of the regular classroom teacher as a training

monitor may have facilitated the intact classroom approach, but it would have

partially negated the leaderless group format of the Basic Interpersonal Rela-

tions program itself. The most beneficial and productive use of the program

would seem to require the use of volunteer participants rather than intact

classrooms. This is not to diminish the value of intact classrooms for

research. The use of intact classrooms for research is often dictated by the

practicalities found in working in "real life" situations rather than in strictly

controlled laboratory situations. Furthermore, academic research, often

must necessarily take place in intact classrooms to assure the validity of the

results. In the case of this study, however, it appears that the use of volun-

teers rather than intact classrooms was needed to insure motivation on the

part of the participants.

A fourth limitation of this study has to do with the subjects them-

selves. It is doubted that those students who register for introductory

psychology classes are representative of high school students in general. If

intact classrooms of students were to be used as subjects, a more repre-

sentative sample of students may have been obtained by selecting a general

course required of all students such as history or English.

A fifth limitation of this study was the relatively short training time

of the Basic Interpersonal Relations program. The program was implemented

over a 5 week period of time. This was in accordance with the program's

instructions. It may be questioned, however, that 5 weeks of training time is

sufficient to result in changes in interpersonal relations. Pierce and Drasgow

(1969), however, have demonstrated that interpersonal functioning can be sig-

nificantly improved in the short time span of 3 weeks. It appears, then, to be

at least potentially possible to improve interpersonal relations in 5 weeks

using the Basic Interpersonal Relations program.

A sixth limitation, related to the fifth limitation discussed above, is

that no delayed posttesting was conducted in the present study to measure for

changes in the interpersonal relationship skills of the subjects after they had

had a block of time following training to practice and incorporate the training

materials into their everyday lives. The Basic Interpersonal Relations pro-

gram may be effective in producing changes in the interpersonal skills of the

trainees, but more time may be needed to detect the changes than was allowed

in the present study by posttesting the day after completion of training. The

present author was dissuaded from conducting delayed posttesting as a part of

the present study on the basis that since no statistically significant changes

were noted on three of the four pretest-posttest assessment instruments,

delayed posttesting would be meaningless even if statistically significant

changes were demonstrated since the results could be attributed to chance

factors as readily as to the experimental treatment.

Another limitation of the present study was the lack of direct observa-

tion of the subjects' behavior in order to assess changes in interpersonal

functioning. No direct measurement of subjects interpersonal behaviors was

undertaken in the present study. The measures used in this study to assess

interpersonal relations improvement on the part of the subjects were indirect.
The measures that were used in this study were utilized rather than some
form of direct observation of interpersonal behavior because of the lack of
access to the subjects for such observations, and because of practical con-
sideration relating to the amount of time involved in making and rating obser-
vations for the number of subjects involved in this study.

Recommendations for Further Research

An obvious area for further research based on the results of the
present study would be to test the effectiveness of the Basic Interpersonal
Relations program using high school student volunteers as subjects. This
would increase the motivational level of the subjects trained, and minimize
the lack of seriousness noted on the part of some of the subjects of the present
study.

A second potential area for further research would be to test, using
high school subjects, the effectiveness of a different, more advanced, self-
directed or "leaderless" group approach designed to facilitate interpersonal
growth. This would eliminate the criticism of some subjects that the Basic
Interpersonal Relations program was too simple. An example of a more
advanced approach that may merit testing with high school subjects is called
"Encountertapes For Personal Growth Groups" developed by the Western
Behavioral Institute and sold commercially by the Human Development
Institute, Chicago, Illinois.

A third suggested area for further research involves the implementation of Basic Interpersonal Relations training with junior high school students. The Human Development Institute claims that the Basic Interpersonal Relations program has been used widely in education even with students of junior high school age (Human Development Institute, 1974, p. 5). In reviewing the literature, however, the present author found no reported research using the Basic Interpersonal Relations program with junior high school students. If the comments of the high school subjects of the present study concerning the simplicity of the Basic Interpersonal Relations program are valid, then perhaps the Basic Interpersonal Relations program is more properly suited for use with junior high school students. If shown to be effective at the junior high school level, the Basic Interpersonal Relations program would be potentially more beneficial in the long run than if implemented successfully at the senior high school level. The younger mean age of the junior high school students would allow them a few years more to benefit from their enhanced interpersonal skills.

Another area for further research involves testing the effectiveness of the Basic Interpersonal Relations program on a longitudinal basis. It may be that more time is needed than was allowed in this study for the effects of the training to generalize to the area of everyday interpersonal behavior. A systematic replication of the present study, therefore, with delayed follow-up posttesting is warranted.

A fifth suggested area for further research also involves a systematic replication of the present study. The factor to be varied in this case is the method of assessing change in the interpersonal relations of the subjects. Instead of using indirect assessment instruments, it is suggested that direct observation of the subjects' interpersonal functioning be made on a pre- and post-treatment basis to evaluate the effectiveness of the training.

Summary

Individual and group counseling have traditionally been the means of improving interpersonal relationship skills of those persons seeking that type of advancement. The professional manpower needed for counseling, however, is not always adequately available and is often times expensive. The Basic Interpersonal Relations program developed by the Human Development Institute (HDI) could minimize the problems of cost and need for a trained professional counselor if shown to be effective. The Basic Interpersonal Relations program is a programmed instruction approach for facilitating interpersonal relationships in small group situations. The programmed instruction format does not require a professional counselor to be present during training and the cost is minimal considering that the booklets can be used repeatedly. Only one study (Fredricks, 1971) has been found reporting tested effectiveness of the Basic Interpersonal Relations program. College students were utilized as subjects in that study. The HDI catalog, however, indicates that the program may be used successfully in a high school setting (Human Development Institute, 1974, p. 5). The purpose of this study was, then, to test the effectiveness of the Basic Interpersonal Relations program as a facilitator of interpersonal relations for high school students.

The subjects for this study came from three intact senior high school introductory psychology classes. The psychology classes were randomly

selected and assigned to one of three conditions. One class was randomly
assigned to the experimental condition and received interpersonal relations
training via the Basic Interpersonal Relations program. A second class was
randomly assigned to a treatment-control condition and received training in
interpersonal relations based on an interpersonal communication skills ap-
proach derived from the work of Gordon (1970). The third class served as a
no-treatment control group. A total of 78 subjects were initially available
for inclusion in this study from the three psychology classes that were
selected. During the course of this study, however, 15 subjects were lost to
the study due to either unavailability for posttesting or to excessive absences.

A variation of a nonequivalent control group design was used in this
study (Campbell & Stanley, 1966, p. 47). All subjects were pretested with
the following instruments: Attitude Toward Others Scale (MMPI), Attitude
Toward Self Scale (MMPI), Rotter's Internal-External Control Scale, and an
achievement test based on the content of the Basic Interpersonal Relations
program. Following pretesting the experimental group began training using
the Basic Interpersonal Relations program. While the experimental group
received training using the Basic Interpersonal Relations program, the treat-
ment-control received an equal amount and distribution of time in interpersonal
relations training based on the Effectiveness Training principles of Dr. Thomas
Gordon. On those days during the weeks that the experimental and treatment-
control groups received training, the no-treatment control group attended the
regularly scheduled psychology class for that group. At the conclusion of the

training, all subjects were posttested using the same measures used for pretesting. In addition, a student opinion survey was administered to the subjects of the experimental and treatment-control groups, and a parent questionnaire was mailed to the parents of all subjects.

The results of this study were not conclusive. Some support was indicated for the effectiveness of the Basic Interpersonal Relations program as a facilitator of interpersonal relations of high school students by the results of the parent questionnaire, the student opinion survey, and the Basic Interpersonal Relations program achievement test. No significance was obtained using the Attitude Toward Self Scale, Attitude Toward Others Scale, and the Internal-External Control Scale. Further research is needed to clarify the effectiveness of the Basic Interpersonal Relations program as a facilitator of interpersonal relations for high school students.

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Appendices

Appendix A: Personal Data Sheet

PERSONAL DATA SHEET

Name_____ Grade_____ Age_____

Mailing Address: _____ Sex_____
                        (Street)

                 _____ Date_____
                        (City)

                 _____ Class hour_____
           (State)   (Zip Code)

Name of Parent or
Guardian with whom you live_____

Father's Occupation_____

Mother's Occupation_____

Appendix B: Opinion Survey

Name_____ Class hour_____

OPINION SURVEY

Place a check in the column that best represents your opinion or feelings on the following items.   Results will be confidential.

1. Overall, what is your opinion of the training you have just finished.

Very Helpful		Neutral Opinion		Has No Usefulness
_____	_____	_____	_____	_____

2. Concerning your awareness of your own feelings, how has the training affected you ?

Greatly Increased My Awareness		No Affect		Greatly Hindered My Awareness
_____	_____	_____	_____	_____

3. Regarding your awareness of other people's feelings, how has the training affected you ?

Greatly Increased My Awareness of Others Feelings		No Affect		Very Much Hindered My Awareness of Others Feelings
_____	_____	_____	_____	_____

4. To what extent do you feel that the training has affected your appreciation of your potential ?

Greatly Improved My Appreciation		No Affect		Detrimental Affect On My Appreciation
_____	_____	_____	_____	_____

5. To what degree has the training affected your flexibility in emotional aspects of behavior ?

Very Much Increased My Flexibility		No Affect		Very Much Decreased My Flexibility
_____	_____	_____	_____	_____

6. To what degree has the training affected your flexibility in intellectual aspects of behavior?

Very Much Increased My Flexibility		No Affect		Very Much Decreased My Flexibility
_____	_____	_____	_____	_____

7. In what way has the training affected your ability to relate more satisfactorily with others?

Greatly Improved My Ability		No Affect		Very Much Hindered My Ability
_____	_____	_____	_____	_____

8. Place a check in the column that best represents your current behavior with other people as contrasted to before training five weeks ago on each of the following items.

	Greatly Increased	Increased	No Change	Decreased	Greatly Decreased
a. Cooperative	_____	_____	_____	_____	_____
b. Helpful	_____	_____	_____	_____	_____
c. Friendly	_____	_____	_____	_____	_____
d. Patient	_____	_____	_____	_____	_____
e. Understanding	_____	_____	_____	_____	_____
f. Considerate	_____	_____	_____	_____	_____
g. Pleasant	_____	_____	_____	_____	_____
h. Sociable	_____	_____	_____	_____	_____
i. Warm	_____	_____	_____	_____	_____
j. Kind	_____	_____	_____	_____	_____
k. Bossy	_____	_____	_____	_____	_____
l. Critical	_____	_____	_____	_____	_____
m. Dominating	_____	_____	_____	_____	_____
n. Annoying	_____	_____	_____	_____	_____

Appendix C: Parent Questionnaire

PARENT QUESTIONNAIRE

During the past five weeks your son/daughter has been studying psychology, the study of human behavior, at Logan High School. In the interest of evaluating and improving the course instruction, please fill out the questionnaire below as you believe it applies to your son/daughter and return it in the self-addressed, stamped envelope provided. All results will remain confidential. When responding to the questions, consider your son's/daughter's behavior at the present time as contrasted to five weeks ago, and place a check in the appropriate blank. Your cooperation in completing this questionnaire is appreciated. Thank you.

1. Overall ability to relate more satisfactorily with other people.

Vastly Improved	Improved	No Change	Deteriorated	Vastly Deteriorated
_____	_____	_____	_____	_____

2. Relationship with parent(s).

Vastly Improved	Improved	No Change	Deteriorated	Vastly Deteriorated
_____	_____	_____	_____	_____

3. Relationship with siblings, if applicable.

Vastly Improved	Improved	No Change	Deteriorated	Vastly Deteriorated
_____	_____	_____	_____	_____

4. Place a check in the column that best represents your son's/daughter's current behavior with other people contrasted to five weeks ago on each of the following items.

	Greatly Increased	Increased	No Change	Decreased	Greatly Decreased
a. Cooperative	_____	_____	_____	_____	_____
b. Helpful	_____	_____	_____	_____	_____
c. Friendly	_____	_____	_____	_____	_____
d. Patient	_____	_____	_____	_____	_____
e. Understanding	_____	_____	_____	_____	_____
f. Considerate	_____	_____	_____	_____	_____
g. Pleasant	_____	_____	_____	_____	_____

		Greatly Increased	Increased	No Change	Decreased	Greatly Decreased
h.	Sociable	_____	_____	_____	_____	_____
i.	Warm	_____	_____	_____	_____	_____
j.	Kind	_____	_____	_____	_____	_____
k.	Bossy	_____	_____	_____	_____	_____
l.	Critical	_____	_____	_____	_____	_____
m.	Dominating	_____	_____	_____	_____	_____
n.	Annoying	_____	_____	_____	_____	_____
o.	Abusive	_____	_____	_____	_____	_____

Appendix D: Rotter's Internal-External Control Scale

ROTTER'S INTERNAL–EXTERNAL CONTROL SCALE

(Author's Note: This scale is scored in an external direction with a maximum score of 23 possible. Six questions are fillers. Scored items are underlined.)

Name_____ Class hour____

I-E Scale

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Circle the a or b next to the statement you select. Be sure to select the one you actually believe to be more true rather than the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

Please answer these items carefully but do not spend too much time on any one item. Be sure to find and answer for every choice. In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

1. a. Children get into trouble because their parents punish them too much.

FILLER

    b. The trouble with most children nowadays is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.

    b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.

    b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run people get the respect they deserve in this world.

    b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is nonsense.

   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader.

   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try some people just don't like you.

   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.
FILLER
   b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.

   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.

    b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.

    b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government decisions.

    b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.

    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a. There are certain people who are just no good.
    FILLER
    b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.

    b. Many times we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

    b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.

    b. By taking active part in political and social affairs the people can control world events.

18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.

    b. There really is no such thing as "luck."

19. a. One should always be willing to admit mistakes.
    FILLER
    b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.

    b. How many friends you have depends upon how nice a person you are.

21. a. In the long run the bad things that happen to us are balanced by the good things.

    b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. a. With enough effort we can wipe out political corruption.

    b. It is difficult for people to have much control over the things politicians do in office.

23. <u>a</u>. Sometimes I can't understand how teachers arrive at the grades they give.

    b. There is a direct connection between how hard I study and the grades I get.

24. a. A good leader expects people to decide for themselves that they should do.

FILLER

    b. A good leader makes it clear to everybody what their jobs are.

25. <u>a</u>. Many times I feel that I have little influence over the things that happen to me.

    b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. a. People are lonely because they don't try to be friendly.

    <u>b</u>. There's not much use in trying too hard to please people, if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.

FILLER

    b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.

    b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. <u>a</u>. Most of the time I can't understand why politicians behave the way they do.

    b. In the long run the people are responsible for bad government on a national as well as on a local level.

Appendix E: Attitude Toward Self Scale

ATTITUDE TOWARD SELF SCALE

(Author's Note: Scorable responses are underlined.)

Name_____ Class hour____

     This inventory consists of numbered statements. Read each statement and decide whether it is <u>true as applied to you</u> or <u>false as applied to you</u>. If a statement is TRUE or MOSTLY TRUE, as applied to you, circle true. If a statement is FALSE or NOT USUALLY TRUE, as applied to you, circle false.

<u>True</u>   False   1. My judgement is better than it ever was.

<u>True</u>   False   2. I am an important person.

True   <u>False</u>   3. Most of the time I feel blue.

True   <u>False</u>   4. I am certainly lacking in self-confidence.

<u>True</u>   False   5. I do not mind being made fun of.

<u>True</u>   False   6. I seem to be about as capable and smart as most others around me.

True   <u>False</u>   7. I certainly feel useless at times.

True   <u>False</u>   8. I brood a great deal.

<u>True</u>   False   9. I usually expect to succeed in things I do.

True   <u>False</u>   10. I have difficulty in starting to do things.

True   <u>False</u>   11. I think that I feel more intensely than most people do.

True   <u>False</u>   12. I am easily embarrassed.

<u>True</u>   False   13. I am not usually self-conscious.

True   <u>False</u>   14. Often, even though everything is going fine for me, I feel that I don't care about anything.

<u>True</u>   False   15. I am not easily angered.

<u>True</u>   False   16. I am usually calm and not easily upset.

True   False   17.   I have one or more faults which are so big that it seems better to accept them and try to control them rather than to try to get rid of them.

True   False   18.   I sometimes find it hard to stick up for my rights because I am so reserved.

True   False   19.   I cannot do anything well.

True   False   20.   The future seems hopeless for me.

Appendix F: Attitude Toward Others Scale

ATTITUDE TOWARD OTHERS SCALE

(Author's Note: This scale was presented to the subjects stapled to the Attitude Toward Self Scale as the second sheet. The instructions for both scales are the same. Scorable responses are underlined.)

True   _False_   21. No one seems to understand me.

True   _False_   22. I prefer to pass by school friends, or people I know but have not seen for a long time, unless they speak to me first.

True   _False_   23. I think a great many people exaggerate their misfortunes in order to gain the sympathy and help of others.

True   _False_   24. Most people are honest chiefly through fear of being caught.

True   _False_   25. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of thing.

True   _False_   26. Some of my family have habits that bother and annoy me very much.

True   _False_   27. No one cares much what happened to me.

True   _False_   28. It is safer to trust nobody.

True   _False_   29. I dislike having people about me.

True   _False_   30. Most people inwardly dislike putting themselves out to help other people.

True   _False_   31. No one seems to understand me.

True   _False_   32. People often disappoint me.

True   _False_   33. People generally demand more respect for their own rights than they are willing to allow for others.

True   _False_   34. There are certain people whom I dislike so much that I am inwardly pleased when they are catching it for something they have done.

True   <u>False</u>   35. I am bothered by people outside, on streetcars, in stores, etc., watching me.

<u>True</u>   False   36. My worries seem to disappear when I get into a crowd of lively friends.

True   <u>False</u>   37. Whenever possible I avoid being in a crowd.

<u>True</u>   False   38. I do not mind meeting strangers.

<u>True</u>   False   39. I like to let people know where I stand on things.

True   <u>False</u>   40. I do not try to cover up my poor opinion or pity of a person so that he won't know how I feel.

Appendix G: Basic Interpersonal Relations Program Achievement Test

BASIC INTERPERSONAL RELATIONS PROGRAM ACHIEVEMENT TEST

(Author's Note: Primary scorable responses are indicated in the blanks.
Responses of a synonymous nature were also scored as
correct.)

Name_____ Class hour_____

CONCEPT QUIZ

Answers to the following questions may or may not be familiar to you. If
you know the answer to a question, then write the answer in the blank. If you
do not know the answer to a question, then leave that question blank and go on
to the next one. Work as quickly as you can.

1. Two people are relating when each is responding to the other as a

     _____person_____ .

2. Showing acceptance of feelings involves two things: first, you let the other

    person know that you are _____aware_____ of his feelings; and

    second, you do not make him wish he had ___kept them to himself_____ .

3. One way to show awareness of a feeling is to refer to it by

     _____name_____ .

4. It is quite possible to show acceptance of another person's feelings even

    if you _____disagree_____ with his opinion.

5. Frequently when someone asks an ordinary question, some ___feeling_____

    lies behind it which is not expressed.

6. One of the main reasons for showing acceptance of feelings is that this is

    a necessary part of establishing a _____growth-producing_____

    relationship.

7. One way to judge whether you are showing acceptance of a person's feelings

    is to ask yourself whether he would be like to _____continue_____

    _____expressing his feelings to you_____ .

8. Showing acceptance does not mean that you have to do _____something_

    _____about_____ the feelings.

9. Three kinds of response which are often made with the kindest intentions, but which nonetheless can sometimes have the effect of cutting off or discouraging the expression of feelings, are hasty advice, _____ reassurance _____, and vigorous agreement.

10. Greater ___ awareness ___ of your own feelings can be a step toward greater self-acceptance and self-respect.

11. There are times when it would not be appropriate to act on a feeling, although it would be all right to express it. At other times it might not be suitable to even express a feeling; but it is never wrong to ___ have ___ a feeling.

12. ___ Expression ___ of feeling plays an important part in a growth-producing relationship and in the process of gaining awareness and understanding.

13. ___ Owning a feeling ___ implies that you are aware that the feeling belongs to you, and that it is different from the outside events which may have provoked it.

14. Being cautious about expressing your feelings is the opposite of being ___ open ___ about them.

15. Expressing a feeling by accusing usually shows an attempt to ___ justify ___ the feeling at the same time you reveal it.

16. Sometimes the difference between owning your feelings and expressing them by accusing is simply the difference between using the word, "___ I ___," or using the word, "___ you ___."

17. When an argument starts, ___ owning feelings ___ stops.

18. Argument is characterized by trying to ___ change ___ the other person.

19. People often make their greatest strides in personal growth when they begin to ___ accept ___ themselves.

20. All too often, people devote a great deal of time and energy to their self-preservation ideals, but neglect their _____self-actualizing_____ ideals.

21. An important part of personal growth is gaining more _____awareness___ and _____understanding_____ of your own feelings.

22. Sometimes the various feelings you experience at the same time seem to be ____opposed to --- in conflict with_____ each other.

23. The first two steps in the process of personal change are gaining _____knowledge_____ about a new concept, and getting an over-all intellectual _____understanding_____ of the concept.

24. A growth-producing relationship involves a focus of attention on what is going on _____here and now_____ .

Vita

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