CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

A FEASIBILITY STUDY OF A VALUES CLARIFICATION APPROACH IN A COMMUNITY DRUG PREVENTION PROGRAM

A thesis submitted in partial satisfaction of the requirements for the degree of Master of Public Health

by

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DEDICATION

For their encouragement, understanding and love which have enriched my life, I proudly dedicate this thesis to my wife, Joan and to my parents, Charles G. and Helen Kozel.
TABLE OF CONTENTS

| LIST OF TABLES | vi |
| LIST OF FIGURES | vii |
| ACKNOWLEDGEMENTS | ix |
| ABSTRACT | x |

CHAPTER

I. INTRODUCTION .......................... 1
   Statement of the Problem .......... 4
   Statement of the Hypotheses .... 4
   Importance of Study ............. 6
   Definition of Terms .............. 6

II. REVIEW OF LITERATURE .............. 10
   History of The Values Clarification
      Theory .......................... 10
   Use of The Values Clarification
      Approach ....................... 25
   Application of the Values Clarification
      Approach ....................... 38
   Summary Statement ................ 39

III. METHODS ............................ 40
   Introduction ...................... 40
   The Setting ...................... 40
   The Study ........................ 40
   Construction of the Measuring
      Instrument ..................... 42
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Developmental Testing of the Measuring Instrument</td>
<td>46</td>
</tr>
<tr>
<td>The Procurement and Description of the Study Population</td>
<td>50</td>
</tr>
<tr>
<td>The Method of Administering the Measuring Instrument</td>
<td>52</td>
</tr>
<tr>
<td>The Format and Content of the Experimental Program Groups and the Control Groups</td>
<td>54</td>
</tr>
<tr>
<td>IV. ANALYSIS AND RESULTS</td>
<td>91</td>
</tr>
<tr>
<td>Analysis</td>
<td>91</td>
</tr>
<tr>
<td>Results</td>
<td>91</td>
</tr>
<tr>
<td>V. DISCUSSION</td>
<td>105</td>
</tr>
<tr>
<td>VI. SUMMARY, CONCLUSION, RECOMMENDATIONS, AND IMPLICATIONS</td>
<td>107</td>
</tr>
<tr>
<td>Summary</td>
<td>107</td>
</tr>
<tr>
<td>Conclusions</td>
<td>107</td>
</tr>
<tr>
<td>Recommendations</td>
<td>108</td>
</tr>
<tr>
<td>Implications</td>
<td>109</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>111</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>116</td>
</tr>
<tr>
<td>A. THE VALUING PROCESS QUESTIONNAIRE</td>
<td>117</td>
</tr>
<tr>
<td>B. THIRTY CLARIFYING RESPONSES</td>
<td>126</td>
</tr>
<tr>
<td>C. CHECKLIST FOR TROOP LEADERS</td>
<td>129</td>
</tr>
<tr>
<td>D. THANK YOU LETTER TO THE STUDY POPULATION</td>
<td>131</td>
</tr>
<tr>
<td>E. VALUES CLARIFICATION STRATEGY CATEGORY INDEX</td>
<td>133</td>
</tr>
</tbody>
</table>
**LIST OF TABLES**

<table>
<thead>
<tr>
<th>TABLES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The t-Test of the Significance of Difference Between Means of the Pre and Post-Post Questionnaire Periods Group 1, Values Clarification Adapted to Drug Subject Matter</td>
<td>94</td>
</tr>
<tr>
<td>II. The t-Test of the Significance of Difference Between Means of the Post and Post-Post Questionnaire Periods Group 1, Values Clarification Adapted to Drug Subject Matter</td>
<td>95</td>
</tr>
<tr>
<td>III. The t-Test of the Significance of Difference Between Means of the Pre and Post Questionnaire Periods Group 1, Values Clarification Adapted to Drug Subject Matter</td>
<td>96</td>
</tr>
<tr>
<td>IV. The t-Test of the Significance of Difference Between Means of the Pre and Post Questionnaire Periods Group 2, Values Clarification Approach Only</td>
<td>97</td>
</tr>
<tr>
<td>V. The t-Test of the Significance of Difference Between Means of the Pre and Post Questionnaire Periods Group 2, Values Clarification Approach Only</td>
<td>98</td>
</tr>
<tr>
<td>VI. The t-Test of the Significance of Difference Between Means of the Post and Post-Post Questionnaire Periods Group 2, Values Clarification Approach Only</td>
<td>99</td>
</tr>
<tr>
<td>VII. The t-Test of the Significance of Difference Between Means of the Pre and Post Questionnaire Periods Group 2, Values Clarification Approach Only</td>
<td>100</td>
</tr>
<tr>
<td>VIII. The t-Test of the Significance of Difference Between Means of the Pre and Post Questionnaire Periods Group 3, Drug Content Development Only</td>
<td>101</td>
</tr>
</tbody>
</table>
TABLES

<table>
<thead>
<tr>
<th>IX.</th>
<th>The t-Test of the Significance of Difference Between Means of the Pre and Post Questionnaire Periods Group 4, Control - No Program</th>
<th>102</th>
</tr>
</thead>
<tbody>
<tr>
<td>X.</td>
<td>The t-Test of the Significance of Difference Between Means of the Pre and Post Questionnaire Periods Group 1, Values Clarification Adapted to Drug Subject Matter</td>
<td>103</td>
</tr>
<tr>
<td>XI.</td>
<td>The t-Test of the Significance of Difference Between Means of the Pre and Post Questionnaire Periods Group 4, Control - No Program</td>
<td>104</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goal and Teaching Strategies</td>
<td>36</td>
</tr>
<tr>
<td>2. Research Design</td>
<td>43</td>
</tr>
<tr>
<td>3. Values Clarification Theory Overlays</td>
<td>56</td>
</tr>
<tr>
<td>4. Ten Loves</td>
<td>68</td>
</tr>
<tr>
<td>5. Forced Choice Ladder</td>
<td>72</td>
</tr>
</tbody>
</table>
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ABSTRACT

A FEASIBILITY STUDY OF A VALUES CLARIFICATION APPROACH IN A COMMUNITY DRUG PREVENTION PROGRAM

by

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Master of Public Health

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The purpose of this study was to test the relationship of an individual's valuing process to the following three experimental community educational programs: 1) a Values Clarification Approach adapted to drug subject matter, 2) a Values Clarification Approach only, and 3) drug content development only. The field experiment was designed to test the relationship of a combined program as well as the separate programs to the changing of an individual's valuing process.

Five groups were utilized in the study. Three of the groups had experimental programs presented, whereas the other two groups were control groups (no programs).

Analysis was conducted within each separate
group between the pre, post and post-post questionnaires by using the t-test of significance between the means.

Analysis of the data provided the following conclusions: 1) analysis of the data obtained from Group one (Values Clarification Approach adapted to drug subject matter) revealed a difference that was significant between the pre and post-post questionnaires; 2) no significance was found in the other test groups; and 3) due to the breakdown of comparability between test groups, no findings were revealed regarding the interaction of the test groups.

On the basis of the findings it was recommended that: 1) investigative research should be conducted to clarify the relationship between an individual's need satisfaction level and the application of a Values Clarification Approach; 2) further research to test and document the validity of an instrument which measures one's valuing process is needed; and 3) it is feasible for ongoing community organizations to develop an individual's valuing process by employing an approach such as a Values Clarification Approach.

As a result of this study, the author contends that the development of an individual's valuing process should be an integral part of the health education process in the control of disease and promotion of health. The health educator must be concerned with not only
developing an individual's factual knowledge, but at the same time must be concerned with developing the individual's valuing process. The combination of the two increases the likelihood of overt demonstration of the desired behavior.
CHAPTER I

INTRODUCTION

A distinguishing characteristic of human behavior is the ability to make decisions. These decisions are made, consciously or not, on the basis of an individual's values. It is through this decision-making process that the human being determines the meaningfulness of his existence and achieves an integrated life.

Today's youth, exposed to a lifetime of 20th Century inconsistencies and fading value systems, find it increasingly difficult to develop clear values of their own. Today's complex array of choice (inclusive of drugs and other controversial social behavior decisions ... such as, veneral diseases, obesity, preventable diabetes and mental illness ... ) makes the act of choosing even more difficult. (44:16)

As the result of these conflicting situations, many people are finding it difficult to develop their values. In response to this need people are recognizing the necessity to clarify those processes which are instrumental in developing values. (44:16)

We are faced daily with situations of varying importance that demand decision-making and action. Virtually all human behavior deals with beliefs, attitudes and values. Prior concern with values evolved around studying people who were thought to be "more fully human"
and describing their values as ultimate values for all mankind. (30:246) This represents a possible scheme for the indoctrination of individuals and as such is being questioned as to its appropriateness and effectiveness.

In contrast, the Values Clarification Approach puts focus on the process (how to) of valuing instead of on the content of other people's values.

The prevailing challenge faced by institutions such as the school, is expressed in Rosser's article "Values and Health."

For years we have paid lip service to behavioral objectives without making distinctions between knowing and behaving. Hence, the failures of education in general, and health education in particular, are more related to our inability to translate knowing into behaving rather than to the provision of facts and information . . . This is due, in large part, to the fact that we have not maximized individual opportunities to discover the personal value and usefulness of facts and concepts. (36:388)

Dubas recognized a relationship between factual information and an individual's values when he succinctly stated that "while choice can be made more rational by basing it on factual information, and on evaluation of consequences, choice always retains a personal component because it must ultimately involve a value judgment." (8:131) With the importance established of the development of the individual's valuing process, it is the right and proper role of the people having the power to
direct and control to stimulate the development of agencies and institutions which help individuals help themselves. (38:392)

In reaction to the aforementioned challenge, the author of this study attempted to establish the feasibility of a Values Clarification Approach, dealing with the valuing process, by on-going community organizations. A historical perspective is presented providing an overview of the theoretical development surrounding values. In addition, a brief discussion of literature relating the use and application of the logical relationship between a Values Clarification Approach and the prevention of mental illness is discussed. The author attempted to show correlation in two areas, primary and secondary preventive mental health.

Primary prevention aims to reduce the incidence of mental illness by preventing its occurrence. It extends to the healthy segment of the population and is designed to reduce risk that people will become disordered. It attempts to lay a foundation of positive mental health throughout the development of the individual and does not involve the treatment of any conditions or symptoms considered to be abnormal. It develops one's capabilities and strengths, rather than correcting his defects. Secondary prevention refers to efforts to reduce the rate of disability due to mental illness by lowering its prevalence in the community. (20:4)

For each of these levels of prevention, new approaches are sought. The author suggests that Values Clarification is one such approach which will enable people to
develop their fullest potential.

Statement of the Problem

Educational research seems to indicate that people have inadequately developed valuing processes. It is important to note that concern is not with the content of an individual's values; instead, concern is with the process through which the individual establishes values, whatever they might be. This process includes the following sub-processes: 1) the choosing of beliefs and behavior patterns, 2) being happy with the choice of beliefs and behavior patterns, and publicly affirming these beliefs and behavior patterns, and 3) actually acting out these beliefs and behavior patterns and being consistent in these actions. This study tested the relationship of an individual's valuing process to the following three experimental community educational programs: 1) a Values Clarification Approach adapted to drug subject matter, 2) a Values Clarification Approach only, and 3) drug content development only. The field experiment was designed to test the relationship of a combined program as well as the separate programs to the changing of an individual's valuing process.

Statement of the Hypotheses

The following hypotheses were tested:

1. There will be no significantly greater change
in one's valuing process in the group having a Values Clarification Approach adapted to drug subject matter than the group having Values Clarification only.

2. There will be no significantly greater change in one's valuing process in the group having a Values Clarification Approach adapted to drug subject matter than the group having drug content development only.

3. There will be no significantly greater change in one's valuing process in the group having only Values Clarification than the group having drug content development only.

4. There will be no significantly greater difference in a Values Clarification Approach adapted to drug subject matter than the group having no experimental program.

5. There will be no significantly greater difference in one's valuing process in the group having a Values Clarification Approach only than the group having no experimental program.

6. There will be no significantly greater difference in one's valuing process in the group having drug content development only than the group having no experimental program.
Importance of Study

This study serves as an initial step in providing documentation of a systematic Values Clarification Approach in the community. It also looks at the feasibility of such a program in an on-going community organization. The majority of prior research documenting the use and evaluation of Values Clarification programs has primarily dealt with the school setting. With feasibility established, this study may provide the primary basis for future community programs which try to develop an individual's valuing process.

Definition of Terms

The following definitions are provided to insure a clear understanding of the terms used in this study.

Valuing Process: "The process of how people come to hold certain beliefs and establish certain behavior patterns." (40:19) It is important to note that concern is not with the content of an individual's values; instead, concern is with the process through which the individual establishes his or her values, whatever they might be. This process includes seven sub-processes as follows: (31:27-30)

Choosing one's beliefs and behaviors (actions)

1. Choosing freely
2. Choosing from alternatives
3. Choosing after consideration of consequences (examination of consequences and the cost you must pay for your choices; realizing always that something is paid for each choice)

Prizing one's beliefs and behaviors

1. Cherishing and prizing (being happy with the choice)
2. Publicly affirming (if no stand is taken, then it is just a value indicator)

Acting on one's beliefs

1. Acting (this is the difference from passiveness which in turn shows the item is only an indicator)
2. Acting with a pattern, consistency and repetition

Valuing: The seven sub-processes of the Valuing Process when considered as a whole.

Value: Values are the results of the Valuing Process. To be a value, all seven sub-processes must be met.

Inadequately Developed Valuing Process: A process in which one or more of the seven sub-processes of the Valuing Process is not utilized by an individual.

Value Indicators: According to Sidney Simon, Values Clarification Workshop, December 15, 1973, Pasadena,
California, value indicators are items that look like values, but are not values; these indicate only the presence of values. The following are value indicators:

Activities - A quality or state of action, motion, doing; use of energy; liveliness, alertness; any specific action or pursuit.

Aspirations - A strong desire or ambition for achievement or growth.

Attitudes - A manner of acting, feeling, or thinking that shows one's disposition, opinion.

Beliefs - Convictions that certain things are true; trust or confidence, acceptance of anything believed or accepted as true; faith, trust, confidence, credence. An antonym of "beliefs" is "doubts".

Feelings - An emotion; one of the senses by which sensations of contact, pressure, temperature and pain are transmitted through skin; an awareness, consciousness, i.e., feeling of pain.
Goals - An object or end that one strives to attain; an aim.

Interests - Anything in which one participates in or has a share in; a feeling of intentness, concern or curiosity about something.

Morals - relating to, serving to teach, or in accordance with principles of right or wrong; good or right in conduct or character; based on what is observable rather than what is professed; ethics, virtues, righteousness. An antonym of "moral" is "immoral".

Values Clarification: This term refers to:

An approach (involving the seven sub-processes of the Valuing Process) which tries to help people answer some (values) questions and build their own value system. It is not a new approach. There have always been parents, teachers and other educators who have sought ways to help people think through values issues for themselves. They have done this in many ways. However, this values clarification approach is more systematic and more widely applicable. It is based on the approach formulated by Louis Raths, who in turn built upon the thinking of John Dewey. (40:18-19)
CHAPTER II

REVIEW OF LITERATURE

In all that has been written about human values, the focus primarily has been on what a person values and how to inculcate values in individuals. Until the last eight years, literature attempting to document the process by which a person develops values has been a hodgepodge. Within the last eight years, focus has been placed on the theoretical development of how a person's values are developed and on a systematic use and application of these theories.

This chapter will be concerned with a review of literature regarding the "values clarification" education approach. The review will include: 1) a history of what now is recognized to be the "values clarification" theory, 2) the use of The Values Clarification Approach and 3) the application of The Values Clarification Approach.

History of The Values Clarification Theory

John Dewey, a noted pragmatic philosopher, in his 1922 work, Human Nature and Conduct, presented the following philosophical realm which is now recognized as being part of the "values clarification" theory.

It is not pretended that a moral theory based upon realities of human nature and a
study of the specific connections of these realities with those of physical science would do away with moral struggle and defeat. It would not make the moral life as simple a matter as wending one's way along a well-lit boulevard. All action is an invasion of the future, of the unknown. Conflict and uncertainty are ultimate traits. But morals based upon concern with facts and deriving guidance from knowledge of them would at least locate the points of effective endeavor and would focus available resources upon them. It would put an end to the impossible attempt to live in two unrelated worlds. It would destroy fixed distinction between the human and the physical, as well as that between the moral and the industrial and political. A morals based on study of human nature instead of upon disregard for it would find the facts of man continuous with those of the rest of nature and would thereby ally ethics with physics and biology. It would find the nature and activities of one person coterminous with those of other human beings, and therefore link ethics with the study of history, sociology, law and economics.

Such a morals would not automatically solve moral problems, not resolve perplexities. But it would enable us to state problems in such forms that action could be courageously and intelligently directed to their solution. It would not assure us against failure, but it would render failure a source of instruction. It would not protect us against the future emergence of equally serious moral difficulties, but it would enable us to approach the always recurring troubles with a fund of growing knowledge which would add significant values to our conduct even when we overtly failed--as we should continue to do. Until the integration of morals with human nature and of both with the aid of past experience to cope with the most acute and deep problems of life. Accurate and extensive knowledge will continue to operate only in dealing with purely technical problems. The intelligent acknowledgment of the continuity of nature, man and society will alone secure a growth of morals which will be serious without being fanatical, aspiring without sentimentality, adapted to
reality without conventionality, sensible without taking the form of calculation of profits, idealistic without being romantic. (6:12-13)

In his later work, Theory of Valuation, written in 1939, Dewey emphasized that it is less important to know the content of a person's values than to know how he arrived at that value. Dewey went on to question whether the person arrived at the value thoughtfully, proudly, actively or whether he was acting on impulse, copying a fad or the like. (4)

In the late fifties, a conference was held on "New Knowledge and Human Values." This resulted in the publication of a book by the same title, edited by Abraham H. Maslow, which contained several essays that were presented at the conference. At this conference Erich Fromm stated that "living is a process of continuous birth. The tragedy in the life of most of us is that we die before we are fully born. Being born, however, does not only mean to be free from the womb, the lap, the hand, etc., but also be free to be active and creative." (11:156) Also at the conference Kurt Goldstein stressed that a patient must on his own to find his values. In addition, the individual will seek self-realization to a level that he finds satisfying. The degree of self-realization the patient achieves will depend on his personality and mental capacities. The
major component here is choice. Choice is a decision based on consideration and evaluation of a whole situation, which takes priority over the patient's mental capacity. In accordance with this, Goldstein goes on to explain that when demands are forced on an individual under the pretense of being valuable, mental anguish is often the result. (16:184) Related to Goldstein's view of mental anguish is that most of man's spiritual, psychological and social problems stem from the lack of "integration and union" in his value system. (47:115) The meaning of Weisskopf's terms "integration" and "union" is later found in "values clarification" theory.

In 1960, Glasser defined an "effective ego" as one that has a sound set of values or ideals in which the individual strongly believes. These values are derived in many settings where choices are necessary. He further mentioned that when an individual makes his choice only then are his values established, and therefore his identity takes shape, negatively or positively. Glasser noted that "much of what many people conceive to be good in our world has been wrought by individuals who were willing under pain and pressure to stand for what they thought was right - their personal values." (13:15) The major point he cited is that these individuals were not willing to modify their beliefs for another more comfortable identity. "They knew who they were and were
not afraid to state their beliefs. People who know who they are rarely straddle the fence, but if they do, at least they know they are astride." (13:15) These points which Glasser makes are most important to what now is called "values clarification" theory.

Strauss and Sayles brought out the importance of human needs in relation to the human problems of management. (42:17) They stated that according to Maslow's hypothesis:

Human needs can be ordered into a hierarchy, with physical needs being the 'lowest' and most basic, followed, in ascending order, by security, social, egoistic, and self-actualization needs. In this hierarchy, a higher, less basic need does not provide motivation unless all lower, more basic needs are satisfied; but once a lower-level need is satisfied, it no longer motivates. (29:6-8)

The message for educators in this theory is that as long as an individual's lower needs are unsatisfied, it will be difficult to educate him by focusing on needs of a higher order. But once his lower needs are reasonably well satisfied, educators can shift their emphasis to the higher needs of the individual if the educators are to provide for continued growth of the individual. (42:19)

One educator having worked with youth daily for over thirty-five years noted that young people are barraged by disorganization, inward confusion and self-destruction. (45:96) Addressing himself to the turmoil
experienced by all people, not only youth, Ronald Ritchie stated the following.

Because the industrial revolution increasingly widens horizons, opens opportunities for choice, provides more geographic, social, and economic mobility, and inexorably involves each man in widening multiplicity of relationships with other men, personal and impersonal, more men than ever before are not only affected, but realize that they are affected. To keep our society from flying apart or lapsing into apathetic disbelief, it is therefore important that our conflicts in values be seen in perspective by a much larger proportion of society than, in other times, has usually been concerned with such questions. In a rapidly changing society, mere acceptance is irrelevant and inadequate. There must be a continuous search for understanding and for ingredients of a new synthesis. This may mean that old values die and new ones take their place. More often, it means that old values come to be seen in new perspectives and with new dimensions. It can, indeed, be a synthesis of growth. (32:4-5)

Ideas similar to Ritchie's were expressed by Sidney M. Jourard who placed emphasis on an individual's need to find goals and objectives that are of value to him. The extent to which he does so will determine the level of health and fullness of functioning he will enjoy. (25:v) "Nothing makes a man sick sooner than feeling useless, unwanted, unchallenged and unneeded, or the feeling that the values other men pursue are empty and joyless for him. (25:106)

Prior to the formulation of the Values Clarification Theory, in 1964, Lemert discussed values and valuation and he cited the following shortcomings in
Merton's or any other purely structural analysis of deviation as "the failure to separate out 1) acts of individuals which embody values learned symbolically and transmitted as part of culture during childhood, largely through primary groups, and 2) acts which, as explained above, are products of contingent valuation." (28:63)

In his discussion of these shortcomings Lemert stated that "in the first instance, actions of individuals are unreflective, and carried out without calculation of consequences or consideration of alternatives." (28:63)

Conformity of this kind can be, in Merton's sense, a consequence of structured or patterned relationships between values and norms. In the second instance, the prelude to actions is a conscious selective process. Lemert's explanation of valuation stated that "it is mandatory to distinguish between the act of valuation by an individual and the observable pattern of action which demonstrates the position of a value in a hierarchy or order. The act of valuation is a sorting out and ordering process which occurs when events are mediated by the cognitive processes of the cerebral cortex, which result in preferences for various courses of action." (28:62)

Lemert's act of valuation differed from what is now called "Values Clarification" in that the latter includes action as a sub-process whereas Lemert treated the pattern of actions as being separate from the act of
valuation.

In the same work, Lemert described the concept of cost in choosing "to mean these other values which must be sacrifices in order to satisfy any given value. It is assumed that costs can be at least roughly gauged by the amount of time, energy, and psychic stress required in order to reach a chosen goal." (28:63)

Similar to Goldstein who addresses himself to "demands", Shostrom in Man, the Manipulator, 1967, described the serious limitations of negative control which parents exert on their children. He labels this approach as a "shoulding" one. He also cited Karen Horney's description of demands as the "Tyranny of the Should". (22) Shostrom exemplified the "shoulding" syndrome by citing the high frequency of the word "should" used in everyday conversations between parents and children. "The alternative to 'should-ism' is 'is-ism'. Rather than striving for perfection, which raises feelings of impotency and inferiority, we might try to accept life as it is and strive for individual development. Only when a person grows can he ultimately assume responsibility for himself." (39:97)

In 1968, Rene Dubos wrote of the enormous challenge facing man in today's super-industrial society. Since 1959, the urge for economic growth has been increasingly overshadowed by public
concern with the undesirable consequences of growth: crowding, environmental pollution, traffic jams, surfeit of goods, and all the other nauseating and catastrophic by-products of excessive population, production, and consumption. Men of the twentieth century may still be whistling on their way, but deep in their hearts they are worrying about where they should go. Often they are not even sure whether they should keep on going or try to retrace their steps."

Dubos emphasized that "beyond a certain point, prosperity and abundance of goods becomes meaningless." (8:25) It is paradoxical that this "age of affluence, technological marvels and medical miracles is ... the age of chronic ailments, of anxiety, and even of despair. Existentialist nausea has found its home in the most affluent and technologically advanced parts of the world." (8:14)

Dubos reiterated other authors' sentiments that modern man feels that life has lost significance. (8:14) Dubos went on to cite the well known quote by Dostoevski in Notes from Underground contended "the whole work of man really seems to consist in nothing but proving to himself every minute that he is a man and not a piano-key." In man's search for significance, he often considers his values to be unchangeable because he believes them to be built into his innate moral nature. However, Dubos stated that in actuality man's values are derived by vague dispositions, prejudices and from the common
sense learned in day-to-day living. Dubos sees that values will become increasingly influenced by the natural and social sciences. "Scientific knowledge per se cannot define or impose values to govern behavior, but it provides facts on the basis of which choices can be made."

(8:131) Although Dubos recognized the attributes of knowledge with regard to decision making, in stating "while choice can be made more rational by basing it on factual information, and on evaluation of consequences," he then pointed out the limitation that choice always retains a personal component because it must ultimately involve a value judgment." (8:131)

Hansel, in Like Father, Like Son, Like Hell!, addressed himself to the conditions of the super-industrial society which Dubos described. Hansel presented two prevailing value orientations. "The Settled" is that group "who sees a task or a goal to be achieved and sets about getting there by whatever means available." Whereas, "The Searching" is that group "who perceives within (themselves) and others a quality of life which (they) want to discover, explore, and enhance."

(18:44) Hansel perceived the emerging value orientation to be characterized by "The Searching".

They go beyond the surface values of maintaining order, decorum, good taste, common courtesy, and appearance. They strike to the core, exposing the deep malaise, hostility, conflict, deceit, exploitation and
violence which underlie American and world history at this point. They are searching, guided only by conviction and commitment—asking penetrating questions, forcing us to face up to the reality, demanding that the Settled join them in coming up with those answers which are so desperately needed. Values which do not lead to decision and action are questionable values, are they not? (18:103-104)

In the final passage of this quote, Hansel brought out the need to distinguish between consistent and inconsistent value orientations.

Demands which the individual experiences in the school setting are addressed by John Holt. Another institution with which the individual contends is seen to foster a self-image of incompetence and worthlessness. Holt declared that the school's disposition is one that conveys to the student "You've got to let other people manage your life for you or you'll make a terrible mess of it." (21:72)

According to Rogers, the infant's way of valuing lies strictly within himself. He is the center of the valuing process. This complex system of experiencing is clearly organismic, not conscious or symbolic in nature. (33:242) As this infant grows into adulthood, Rogers observed the relinquishing of the valuing process to others thus placing the center of one's life in others. This gives rise to a fearful and insecure individual who clings rigidly to interjected values which bring him
social approval, affection and esteem. (33:255) On the other hand:

To the extent that he can be freely in touch with the valuing process in himself, he will behave in ways which are self-enhancing. . . . Stated in older terms, individuals who are thus in touch with their experiencing come to value such directions as sincerity, independence, self-direction, self-knowledge, social responsivity, social responsibility, and loving interpersonal relationships. . . . Such a value base appears to make for the enhancement of self and others, and to promote a positive evolutionary process. (33:256)

Importance of the individual in determining his own value system has been stressed. Joel Fort suggested that concerned family members, and other concerned human beings have the right and responsibility to try to provide "would-be victims," on a self-destructive course (alcohol, tobacco, marijuana, overeating, walks in the cold with insufficient clothing), to consider more constructive alternatives. (24:147-148)

Nancy Bauer, acting as a concerned educator, posed the question, "Can values be taught by teachers." She suggested they can, through a use of skillful, open-ended questioning, being very careful not to force children to accept the values of the teacher, society or classmates. She presented in her article a brief methodology of procedures which a teacher should follow when teaching values in the classroom. (12:37) The teaching of values in the classroom is presently labeled Values
Education. For further information refer to Values Education by Dalis and Strasser.

Another educator, Benjamin Kogan, stated that "so many changes happen to the adolescent that he needs to become reacquainted with himself." (27:330) A psychologist, Erik Erikson, stated before 1963, that during the adolescent period, an intense period of uprootedness and questioning occurs. (9:330)

An educator, William Glasser stated that students feel that searching for a goal is secondary to their search for a role. Glasser stated that "role is the person's identity, the person's feelings that 'This is me, I'm a separate person, hopefully a distinctive person, a person that stands for certain things, a person that wants to be accepted' . . . This is almost a wish to be accepted 'for me regardless of what I do.'" (14:19)

Rosser in reference to the relationship of values to health, feels that the educational focus in the 70's will be on the "how" (process) by which education can attempt to obtain a change in values in order to insure, in a more humane manner, better utilization of science and technology by our social institutions and agencies. The impetus for his proposal is that "in as much as the dominant method of instruction has been geared toward knowledge acquisition, the development of values has remained accidental and fragmentary." (36:387)
In conjunction with Rosser's statement, The School Health Education Study of 1971 made a similar statement.

Factual and descriptive materials are important, but as means in such education, rather than as ends in themselves. The goal is a young person whose values are being formulated as a result of a reasoned examination of the real issues, and whose decisions are more apt to be positively directed. (37:453)

Carter also recognized the need for a different approach than the traditional one which emphasizes facts, skills and concepts, often "neglecting or de-emphasizing the teaching of values." (3:296) Strandmark cited Paul Tillich who had referred to the fatal pedagogical error as the "throw(ing) of answers like stones at the heads of those who have not yet asked the question." (41:102)

People in education are beginning to merge the cognitive and affective domains. Thus an integrated approach is developing which recognizes the needs of the whole person, encompassing both the emotional and the intellectual being. The result is an educational approach called "confluent" or "humanistic" education. (41:102)

The need for value teaching is recognized by Rosser and Carter. Gorney explained the changing priority of human needs. He purported that now in the "super-industrial" society, as survival needs become less urgent, self-validation must be obtained from love, work,
and play. He stressed that as the individual becomes less concerned with striving for survival, "work" no longer sufficiently provides for self-validation; the individual must look to "love" and "play" for meaning. (17:458) Rokeach sees these human needs being expressed by an individual's values. (35:12)

In 1968, Rokeach described an individual's system as being influenced by differing personality factors which are offset, however, by cultural, institutional and social factors. (34:161) As a result of further research, in 1973, Rokeach described an individual's value system as being . . . "unstable enough to permit rearrangement of value priorities as a result of changes in culture, society and personal experience." This unstable condition is due to "an inadequately learned organization of principles and rules to help one choose between alternatives, resolve conflicts and make decisions." (35:11) Rokeach went on to define the focus of an individual's value system to be that of choosing from alternatives, resolving conflicts and making decisions. (35:327)

In the April 1974 issue of "The American Journal of Public Health," Shafer stated that the "enormous expansion of choice, as the result of technological triumphs, has liberated us into perpetual confusion and indecision, and the mechanical character of our jobs and lives is destructive of both morale and self-respect."
He feels, to remedy this situation, society should be concerned with the development of values by the individual. Importance of self-regulation is emphasized regarding the control of human behavior in our society. "Government's right and proper role is thus to encourage by every possible means the development of those agencies and institutions that help individuals help themselves, institutions such as the family and schools, that teach life as well as techniques." (38:392)

Use of The Values Clarification Approach

Values Clarification, a promising approach presented in Values and Teaching, is an alternative to the "teaching of values". It focuses on clarification of one's valuing process instead of on the content of one's values. The basis of this approach is various "strategies" that raise issues, providing confrontation of the individual with inconsistencies and stimulating the examination of one's values as they relate to his behavior. (43:153)

Acknowledgment should be given to the founders of the Values Clarification Theory, Louis E. Raths, senior author of Values and Teaching, 1966, (2) Merrill Harmin and Sidney B. Simon. Simon has gone on to publish Values Clarification: A Handbook of Practical Strategies for Teachers and Students, 1972. (1) These two books will be
briefly discussed to provide the reader with a working understanding of the use of the Values Clarification Approach.

The founders of the theory recognize that people live in a confusing world. Again, choices people are forced to make daily are ideally based on values that are held, but often people are not clear about their own values. (40:14) Examples of typical areas in which people may experience confusion and conflict in values are: politics, religion, work, leisure time, school, friends, money, aging, death, love, sex, family, material possessions, cultural (art, music, literature), personal tastes (clothes, hairs, style), health, race, war-peace, rules and authority. (31:260)

All of us, young or old, often become confused about our values. But for young people especially, the values conflicts are acute. . . . The children and youth of today are confronted by many more choices than in previous generations. They are surrounded by a bewildering array of alternatives. Modern society has made them less provincial and more sophisticated, but the complexity of these items has made the act of choosing infinitely more difficult. (13:15)

In a world full of confusion and conflict, the problem is how does a person learn to direct his life. In the past, people wishing to help other people lead happy and productive lives have suggested the following ways:

Moralizing is the direct, although sometimes subtle, inculcation of the adult's values upon the young. The assumption behind moralizing
runs something like this: My experience has taught me a certain set of values which I believe would be right for you. Therefore, to save you the pain of coming to these values on your own, and to avoid the risk of your choosing less desirable values, I will effectively transfer my own values to you. (40:15-16)

Another method is the laissez-faire attitude toward transmission of values. The rationale here is: "No one value system is right for everyone. People have to forge their own set of values. So I'll just let my children or students do and think what they want without intervening in any way; eventually everything will turn out all right." (40:17) Modeling is a third approach in transmitting values. The rationale here is "I will present myself as an attractive model who lives by a certain set of values." The shortcoming of these approaches are that people do not develop adequately their ability to make responsible choices. They have not internalized the filtering process of selection and rejection. Instead they have only mirrored the characteristics of others' value systems. "Thus, too often the important choices in life are made on the peer pressure, unthinking submission to authority, or the power of propaganda. (40:16) Furthermore, present in the approaches is the frequent lip service paid to the values of the authority figure while their actual behavior contradicts these values. (40:17)

To point out shortcomings is not to say that these methods are without some useful effect. There are
few who would disagree with having adults set examples for the actions they support, or with those whose words and deeds provide inspiration. And many have found that religion is able to nourish virtue and hope. However, it has been observed that these approaches have not worked as well as one might have hoped. Notation should be made that included in each of these approaches is the concept of persuasion. "The 'right' values are predetermined and it is one method or another of selling, pushing, urging those values upon others. All the methods have the air of indoctrination, with some merely more subtle than others. The idea of free inquiry, thoughtfulness and reason seems to be lost." (31:41)

In other words, "the approach seems not to be how to help the child develop a valuing process, but rather, how to persuade the child to adopt the 'right' values." (31:41)

The founder of Values Clarification Theory, Louis Raths, accepted the challenge of developing an individual's valuing process.

We shall be less concerned with the particular value outcomes of any one person's experience than we will with the process that he uses to obtain his values. Because life is different through time and space, we cannot be certain what experiences any one person values, what style of life, would be most suitable for any person. We do, however, have some ideas about what processes might be most effective for obtaining values. These ideas grow from the assumption that whatever values one obtains
should work as effectively as possible to relate one to world in a satisfying and intelligent way. (31:28)

From this assumption comes what can be called the process of valuing. It is important to note that concern is not with the content of an individual's values; instead, concern is with the process through which the individual establishes his or her values, whatever they might be. This process includes seven sub-processes as follows:

(31:27-30)

Choosing one's beliefs and behaviors (actions)

1. Choosing freely
2. Choosing from alternatives
3. Choosing after consideration of consequences (examination of consequences and the cost you must pay for your choices; realizing always that something is paid for each choice)

Prizing one's beliefs and behaviors

1. Cherishing and prizing (being happy with the choice)
2. Publicly affirming (if no stand is taken, then it is just a value indicator)

Acting on one's beliefs

1. Acting (this is different from passiveness which in turn shows the item is only an indicator)
2. Acting with a pattern, consistency and repetition

Rath asserted that "if children are helped to use the valuing process they will behave in ways that are less apathetic, confused and irrational and in ways that are more positive, purposeful and enthusiastic." (31:11)

However, Raths acknowledged the following limitation. Before much progress can be made in developing clear values, the emotional needs of individual must be satisfied. Individuals will not profit from Values Clarification experiences if they do not feel lovable and capable. (31:200)

The founder of the Values Clarification Theory offered the following interpretation of the term "values".

Out of our experiences grow personal guides. Only when these guides become fully developed do they become values. These values give direction to life, help us relate to our world and take purposeful action. Our values show what we tend to do with our limited time and energy. (31:27)

According to Raths, beliefs are not values; they are "value indicators". These "value indicators" have met only some of the seven sub-processes of the valuing process. "Values indicators" include: attitudes, beliefs, convictions, activities, opinions, feelings, morals, thoughts, ethics, interests, goals, aspirations, and worries. "Value indicators" are ineffectual in offering clarity for people's relation to the world and direction
for their lives. However, since these "value indicators" can proceed through all the seven sub-processes of the valuing process, they are capable of either being modified or becoming values. (31:30-33)

The Values Clarification strategies stimulate individuals to experience the seven sub-processes of the valuing process, thus increasing the likelihood that they will develop clear values. (31:40-44) In Values Clarification: A Handbook of Practical Strategies ..., there are 79 strategies, "each described in a standard format. First comes the purpose which always relates to one or more of the seven processes of valuing. Then the procedures are described in detail. Finally, there are notes and tips to the teacher and additional suggestions if appropriate." (40:23) The structure of the strategies is for the sake of systematic application. It is emphasized that there is no one right way of using these strategies. They are equally adaptable for use with one individual, small groups, or with a whole class. (40:24-25)

In conjunction with the theoretical explanation of the seven sub-processes of the valuing process, the implementation of the strategies should:

1. Encourage children to make choices, and to make them freely.
2. Help them to discover and examine available alternatives when faced with choices.
3. Help children weigh alternatives thoughtfully, reflecting on the consequences of each.
4. Encourage children to consider what it is that they prize and cherish.
5. Give them opportunities to make public affirmations of their choices.
6. Encourage them to act, behave, live in accordance with their choices.
7. Help them to examine repeated behaviors or patterns in their life.

In this way, the adult encourages the process of valuing. The intent of this process is to help children (although it is equally applicable to adults) clarify for themselves what they value. This is very different from trying to persuade children to accept some predetermined set of values. It is based on a conception of democracy that says persons can learn to make their own decisions. It is also based on a conception of humanity that says human beings hold the possibility of being thoughtful and wise and that the most appropriate values will come when persons use their intelligence freely and reflectively to define their relationships with each other and with an ever-changing world. Furthermore, it is based on the idea that values are personal things if they exist at all, that they cannot be personal until they are freely accepted, and that they cannot be of much significance if they do not penetrate the living of the person who holds them. (31:38-39)

Simon expressed his feeling regarding inexperienced use of the strategies. According to Simon, at a Values Clarification Workshop, December 15, 1973, Pasadena, California, "no one should use a strategy with individuals unless he has used it to examine his own material (himself)." In his published material he suggested that an educator should read about Values Clarification, then work through strategies himself before using it with others. (40:24)(31:168) Participation in
a Values Clarification Workshop is another alternative to consider in order to better understand how this values construct is implemented.

In reference to those people taking the initial step in learning any art (i.e. use of Values Clarification Strategies), Fromm (10:90-93) suggested that the practice of any art has certain general requirements: discipline, concentration, patience, and sensitivity. Often people want to be given prescriptions of "how to do it yourself." However, he stated "the steps toward the goal can be practiced only by oneself, and discussion ends before the decisive step is taken."

Simon stressed the importance of structuring the group atmosphere when using Values Clarification Strategies.

When using the activities and strategies for values clarification, encourage a classroom atmosphere of openness, honesty, acceptance and respect. If students feel that something they say about their own beliefs and behavior is going to be ridiculed by their peers or frowned upon by their teacher, they will not want to share their thoughts and feelings about value issues. (40:25)

Also, the leader must encourage the group members to listen to one another. Probably the best way is for the leader to be a good listener himself. This must be done through both verbal and non-verbal means. (40:26) Another structuring policy which is considered most essential for the success of the strategies is to provide each
group member the choice to pass concerning his involve-
ment or response in any activity or to any question at
any time during the strategy. The leader should acknow-
ledge a pass in a similar manner as he would accept any
other response. (40:26)

A prevalent question which arises regarding
implementation of the strategies is that of leader par-
ticipation. The following is a brief discussion of how
Simon sees the role of the leader in the strategy situ-
ation.

The teacher should participate in the
exercises and discussions whenever possible.
The best time for the teacher to give his
view is toward the end, after the students
have had a chance to think things through
for themselves and to express their own points
of view. The teacher should present himself
as a person with values (and often with values
confusion) of his own. Thus, the teacher
shares his values, but does not impose them.
In this way, he presents the class with a
model of an adult who prizes, chooses and acts
according to the valuing process. The teacher
gets a chance to share his actual values as
does any other member of the class. The partic-
ular content of his values holds no more weight
than would anyone else's; but his behavior re-
inforces the seven valuing processes. . . .
But even the best intentioned teachers sometimes
find themselves moralizing. Watch the class.
See if they seem to be telling you what they
think you want to hear. Tell them not to hesi-
tate to let you know if they feel pressured
toward a certain point of view or set of
values. (40:26-27)

The strategies represent only part of what a
leader can do to help individuals develop their valuing
process. Another effective way is to converse with
group members in a manner that encourages them to incorporate the valuing processes in their behavior and thoughts. (31:51-55) Such a manner is one which utilizes "clarifying responses". In making clarifying responses, the leaders ask questions that stimulate group members to go through the valuing process. Questions such as: "Are you proud of this piece of work? Did you choose your opinion freely? What other conclusions could you have reached? Is this a personal preference or do you think most other people should believe that? Have you done anything about that idea? (Please refer to Appendix B for a complete list of Thirty Clarifying Responses). (31:56-62)

Attention of the reader should be given to the possibility for adaptation of the strategies to various subject matter. (40:25) For additional references concerning this aspect, please refer to Clarifying Values Through Subject Matter. (19)

The Values Clarification Approach should be considered one of many existing educational strategies. Recognized educational strategies are utilized to achieve desired goals. The following chart from Teaching Strategies and the Classroom (4:5) clearly indicates the relationship of desired goals to teaching strategies.
FIGURE 1
GOAL AND TEACHING STRATEGIES

GOAL

Content Development
Developing fund of knowledge including data, concepts, generalizations, principles, etc.

Skill Development
Developing a range of cognitive and psychomotor capabilities.

Problem Solving Strategies Development
Developing a range of strategies for seeking and testing theories, explanations, solutions, etc.

Effective Communications
Developing a range of interactive skills useful for participating in and maintaining group dialogue on issues.

MOST EFFICIENT TEACHING STRATEGY

Didactic Teaching Strategy
Characterized by lecturing, assigning reading, showing films, etc.

Socratic Teaching Strategy
Characterized by questioning, cueing prompting, guiding, reinforcing, etc.

Inquiry Teaching Strategy
Characterized by posing a problem to be solved, by acknowledging, responding to students data needs, developing inquiry process and strategy growth through specific behaviors, etc.

Classroom Discussion Teaching Strategy
Characterized by open-ended discussion questions, acknowledging various points of view, structuring to maintain a climate of freedom, trust, openness, and responsibility, etc.
FIGURE 1 (CONT.)

GOAL

Insight Into Values
Developing abilities to identify the values, value judgments, and courses of action related to values.

MOST EFFICIENT TEACHING STRATEGY

Values Awareness Teaching Strategy
Characterized by open-ended questions, structuring to maintain a climate of freedom, trust, openness, responsibility, dialogues in which values are inferred from courses of action and value judgments, etc.

Relying on any one teaching strategy alone limits the teacher's ability to implement a wide range of instructional goals. The attainment of such a range of instructional goals with students is dependent on the teacher's ability to select and use the teaching strategy most appropriate to each specific goal of instruction.

Dalis, Gus T., Ben B. Strasser, Dennis C. Loggins, and Ray Cowan. Teaching Strategies in the Classroom. Teaching Strategies Center, Division of Curriculum and Instructional Services and Office of the Los Angeles County Superintendent of Schools, 1974.
Values Clarification can be made adaptable to situations outside of the classroom. This dimension for potential application is stated in *Values Clarification: A Handbook*.

In this book strategies are discussed in the context of classroom use. However, most of them are very adaptable for use by parents and group leaders in other than classroom situations. In addition, almost all of these strategies can be applied to any age level, as long as the items are adapted to the specific group. (40:24)

**Application of The Values Clarification Approach In the Schools**

During the last eight years since the Values Clarification Theory was devised, application of the theory has primarily taken place in the school setting. The author has found only a single article which documents the adaptation of Values Clarification Approach in a community program.

As cited in *Values and Teaching*, 1966, the senior author, Raths noted research studies of Values Clarification Approach in schools. Four college-level studies, two high school-level studies and six elementary school level studies were cited by Raths. These studies contributed support for the Values Clarification Approach. A difference was observed in certain student behavior patterns. This difference was attributed to the sub-processes of the Values Clarification Approach. "In
general it was found that students become more
purposeful and active." (31:218-219)

In The Community

In reviewing the literature only one community
program was described that used the Values Clarification
Approach. Operation Future, part of The Kings-Tulare
Drug Abuse Control Project was based on the Values Clari-
fication Approach. Although limited discussion was
present concerning research design and methodology, "in
general the program reports success in developing the
value patterns in the participants." (44:42)

Summary Statement

The author presented an overview of the
published material discussing human values. The progres-
sion of ideas from 1922 to the present was examined. The
author noted the changing thrust within the last eight
years to a concern over how an individual's values are
developed. Finally, the author examined the use and ap-
plication of a systematic Values Clarification Theory.
CHAPTER III

METHODS

Introduction

The following chapter deals with a discussion of the setting, the study, the construction of the measuring instrument (the questionnaire), developmental testing of the measuring instrument, the obtainment and description of the study populations, the method of administering the measuring instrument, the format and content of the experimental program groups and the control groups.

The Setting

The community field experiment was conducted in the East San Diego County area.

The Study

The study tested the relationship of an individual's valuing process to the following three experimental community educational programs: 1) a Values Clarification Approach adapted to drug subject matter, 2) a Values Clarification Approach only, and 3) drug content development only. The field experiment was designed to test the relationship of a combined program as well as the separate programs to the changing of an individual's valuing process.
Five groups were utilized in the study. Three of the groups had experimental programs presented, whereas the other two groups were control groups (no programs).

The procedure for experimental groups was as follows: Each group had a different program presented by the author of this study. Each group was given a pre (first week), post (second week) and a post-post (fifth week) questionnaire (author, 1974).

The three experimental program groups were designed as follows: 1) one group (group number 1) took part in a two-week combined program which is a Values Clarification Approach adapted to drug subject matter; 2) one group (group number 2) took part in a two-week program of a Values Clarification Approach; and 3) one group (group number 3) took part in a two-week program of drug content development.

The time allotment for the experimental program groups were as follows: For the pre (first week) and post (second week) approximately 70 minutes was involved (40 minute program, plus time to complete the questionnaire). For the post-post (fifth week) approximately 30 minutes was involved to complete the questionnaire.

The procedure for the two control groups was as follows: 1) one group (group number 4), designed to control for maturation, was given the questionnaire at the
start of the five week period, was given no experimental program, was given the questionnaire at the end of two weeks, and was given the questionnaire at the end of five weeks; 2) one group (group number 5), designed to control for pre-test sensitization, was not given the questionnaire the first week, had no experimental program, and was administered the questionnaire at the end of five weeks. The control groups took approximately 30 minutes to complete the questionnaire.

Both the experimental and the control groups were run during the same time period. These five different treatments were randomly assigned to the groups.

For a pictorial view of the research design, please refer to Figure 2, "Research Design".

Construction of the Measuring Instrument

Literature was reviewed to see if an instrument existed that measured an individual's process (how to) of valuing. The author was able to find surveys which focused on the individual's priority of values and the particular content of one's values, the most recent being the Rokeach "Value Survey", but no instruments were found which focused on the individual's process of valuing.

A measuring instrument which assessed an individual's valuing process was developed by the author and his wife in 1974. This instrument is a pencil and
**FIGURE 2**

**RESEARCH DESIGN**

O   = Questionnaire  
X   = Experimental Program  
-X  = Control Group - No Program  
VCADSM = Values Clarification Adapted to Drug Subject Matter  
VC  = Values Clarification Approach Only  
DCD = Drug Content Development Only  
A   = Pre Test  
B   = Post Test  
C   = Post-Post Test

<table>
<thead>
<tr>
<th>First Week</th>
<th>Second Week</th>
<th>Fifth Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>01A</td>
<td>VCADSM</td>
<td>01B</td>
</tr>
<tr>
<td>02A</td>
<td>VC</td>
<td>02B</td>
</tr>
<tr>
<td>03A</td>
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<tr>
<td>04A</td>
<td>-X</td>
<td>04B</td>
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<tr>
<td></td>
<td>-X</td>
<td>05B</td>
</tr>
</tbody>
</table>
paper questionnaire which consists of situational behavior questions and summated rating scale questions, also called Likert-type scale questions. (26:484)

All of the questions attempted to focus on one or more of the seven sub-processes of the valuing process as defined by Raths, in Valuing and Teaching.

The proposed critical age of valuing, ten to sixteen years of age, is the age level for which the constructed "valuing process" questionnaire is targeted.

The questionnaire used questions which were presumed to measure one's valuing process. Careful attention had been given to the development of questions that do not have terminology unique to Values Clarification, but are related to one's valuing process. This is important so as to not bias the results.

The format for the questions rose out of the need to develop questions which were as real as life situations. Situational questions were designed, utilizing an individual's forced choice in a given situation. The summated rating scale was the other format chosen to be used because of the need to measure the emotional nature of an individual's valuing process. This included an agree-disagree dichotomy, allowing for a greater degree of impulsiveness than the situational questions.

For scoring purposes a "most correct" response was developed in the situational questions according to
the sub-processes of valuing. One point was given for the "most correct" response and no points were given for the other three choices. For example:

If I am concerned about ecology, I would ... 
   a. Talk to my friends to see what they are doing.
   b. Bring my newspapers to a recycling center.
   c. Think about really doing something for the cause but probably never get around to it.
   d. Wait for someone to invent a practical answer to the problem.

The response "b" was considered most relative to the sub-processes of valuing. This response was given one point and the others no points. In the summated rating scale questions, each question was given a positive or negative value depending on its relation to the valuing sub-processes. Five points were assigned to the answer most related to the sub-process of valuing. For example:

I would rather be told what to do, instead of having to decide for myself.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

This question was assigned a negative value and five points were assigned to the response of "strongly disagree"; this response being most in accord with the sub-processes of valuing.

An individual's measurement on the questionnaire was the combined sum of the MOST correct responses in the
situational questions, and the sum of the numerical values of the summated scale question responses.

Developmental Testing of the Measuring Instrument

A list of seventy-five questions were first constructed, utilizing a majority of summated scale questions. The author administered the existing list to six randomly selected individuals in order to develop a modified questionnaire which would be ready for reliability and validity testing. Four of the six individuals were of the target population, including males and females between the ages of ten to twenty-seven years. The following modification procedures were implemented for each of the six individuals.

1. Tested one person at a time.

2. An individual was asked if he or she would take approximately twenty minutes to fill out a questionnaire. If a yes answer (the first six approached answered in the affirmative), the individual was asked to answer every question with one of the given answers. There is no time limit. If you have any questions, ask me; I'll be sitting close to you observing.

3. The author sat opposite or close to the individual and took notes on his copy of the questionnaire. Notation was made of verbal and non-verbal responses
made by the individual, surrounding particular test items or any areas of general reaction.

4. The author did not say anything to the individual during the test period unless asked a question by the individual taking the questionnaire.

5. Probing of the individual was done at the finish of the questionnaire for his reaction to the questions, for feedback concerning any verbal or non-verbal responses made during the taking of the questionnaire, and for his reaction to each question, especially what was going through his mind if they marked frequent undecided choices in the summated scale questions.

6. Time was recorded for each section as well as for the whole questionnaire.

Following the testing of six individuals, the questionnaire was modified to consist of twenty situational questions and thirty summated scale questions, giving a total of fifty questions for the "valuing process" questionnaire.

At this stage of development copies of the questionnaire were mailed to two highly recognized professionals in the areas of Values Clarification for feedback regarding its validity. Unfortunately no response has been received as of this time.

Reliability, the consistency of measure, was
tested by the administration of the questionnaire to a group of twenty-six junior high school students in the East San Diego County area. The questionnaire was administered to the group two times, eight days apart. The group had a range of twelve to fourteen years of age and an average of thirteen years exactly. This group consisted of males and females. Following is the Pearson r (Pearson Product-Moment Correlation) for this group.

1. For the situational questions $r = 0.82$
2. For the summated scale questions $r = 0.74$
3. The whole "valuing process" questionnaire $r = 0.78$

The questionnaire was judged to have a high level of internal reliability.

Using the data obtained from the first testing of the junior high school group an item analysis was done on the situational questions. The number of correct responses for each question was figured. This showed that only four of the twenty questions were responded to correctly by more than eighty percent of the thirty students or missed by less than twenty percent of the thirty students. A presumption was made that sixteen out of the twenty questions gave rise to a broad range of measurement.

Also using the same data obtained from the first testing of the junior high school group of thirty
students, a factor analysis was done to establish the internal validity of the "valuing process". As mentioned previously, all questions attempted to focus on the seven sub-processes of the valuing process. The factor analysis of the thirty summated scale questions revealed that eleven factors were present in the data collected from thirty junior high school students with an average age of eleven and six-tenths years. The author interpreted the eleven factors to consist of single sub-processes or combinations of the sub-processes of the valuing process. From the "Rotated Pattern Matrix" section of the computer print out sheet the author found sixty-six percent (twenty) of the thirty questions to have greater (0.60) correlation with the eleven factors.

Although there is no numerical evaluation of the validity, interpreted recommendations have been established.

Additional testing was done with sixty-two college age individuals having an average age of nineteen years. Also testing was done with ten known heroin abusers with an average age of twenty-seven and one-tenth years. These testings were not interpreted because the individuals tested were older than the targeted age of ten to sixteen years of age.

The "valuing process" questionnaire, Appendix A, was developed by the author and his wife.
The Procurement and Description of the Study Populations

The initial step in selecting a study population was to make an assumption regarding what are the critical years for valuing. The author accepted the assumption presented by Bloom as cited by Raths. "In his recent work, Bloom, 1964, finds that an environmental factor has the greatest effect on a person at the time when the quality in question is in its most rapid period of growth. Our guess would be the years ten to sixteen, but more data are needed." (1)

After deciding to focus on adolescents, ages ten to sixteen, the next obstacle to overcome was obtaining the actual groups. A major factor involved at this point was the need for five separate but comparable on-going groups. The author recognized that it would be ideal to have one large on-going community organization which could be randomly divided into five highly comparable groups. However, in the San Diego community this was not a feasible alternative. Upon consideration of available community resources the author took action to seek the approval of the East San Diego County District Supervisor of the Boy Scouts of America. Upon approval, the author sought to obtain the support and participation of five troops in the east county area of San Diego. The first five troop committee groups, composed of the troop master
and his assistants, to which the author presented the study proposal, indicated their support. These groups were used, three in Spring Valley, one each in La Mesa and Lakeside.

The following randomization procedure for group selection within each troop was adhered to. First, an active troop roster was obtained from each troop. From this list, each active boy's name was placed on a separate card. These name cards were placed in a barrel and mixed. In another barrel consecutively numbered cards totaling the number of boys in the troop were placed and mixed. A card was drawn simultaneously from each barrel, thus pairing each boy with a number. After recording each pair, the amount of these numbered cards equivalent to the number of boys in the troop were placed in the barrel and mixed. The desired representative group of each troop was twenty. To achieve a desired count of twenty remaining cards, the appropriate number of numbered cards were drawn. Thus, a random list was compiled. At the first meeting of a group the author read the random list. If all twenty boys were not present, then a second random selection was made. For this selection procedure, two sets of corresponding numbered cards were used. One set was passed out to the extra boys. (Boys who were not selected from the active roster the first time.) An equivalent number of corresponding numbered
cards were put in the barrel. They were mixed and the numbers drawn. The boy who held the corresponding number to that drawn, was asked to join the group. This process was continued until the limit of twenty was reached or until the number of available boys was exhausted.

There was no contact between the author of the study and the boys who participated within each troop prior to the first program meeting.

The Method of Administering the Measuring Instrument

The questionnaire was administered to the group members without the presence of group leaders. Before the administration of each questionnaire, a set of standard instructions were carefully read to the group members. This was done during the pre, post, and post-post series of testings. The standard instructions for administering the questionnaire are as follows: The procedures are noted in parentheses.

(Questionnaires are passed out after instructions are read)

1. This is not a test. No grades will be given.
2. Please answer each question honestly how you most feel.
3. Please answer how you act as an individual presently, not just today, here, but as you usually behave, not how you would like to act
or be like, but how you are.

4. This is not a test. I am working towards my Masters Degree in Public Health and this is part of my research project. It is with Boy Scouts from five troops in the east San Diego area.

5. This questionnaire is only for me to look at. No one else will see it. I am only interested in your responses as a group, not as individuals.

(Pass out questionnaires and pencils)

6. Please fill in the identification area. Your first name only, your birth date, not today's date. Your troop number and that's all.

(After the author collects the completed questionnaires, he inserts the appropriate number into the space marked series. Number "1" for pre test, number "2" for post test, and number "3" for post-post test.)

7. Please complete all questions. It is very important that you circle only one answer for each question. Make sure you answer all questions.

8. You can take as much time as you need. It will take you approximately 20-25 minutes.

9. Remember, the questionnaire is only for a research project, and only I will look at it,
no one else will.

10. Please write any comments on the last page.

11. It is very important to answer all questions but only select one of the answers provided for each question.

12. No one is allowed to leave until all questionnaires are completed.

(As the questionnaires are handed in, the author checks to see that only one response is circled and that all questions have been answered. If not, it is returned to the individual who is asked to complete it.)

(The author reminds the group members about their next meeting date.)

The Format and Content of the Experimental Program Groups and the Control Groups

The author followed a randomization process in assigning a different treatment to each of the five separate groups. The procedure used was similar to the random selection procedure of the group members. Also, the author followed the same format regarding the meeting environment for each group. In all group meetings, a room separate from the rest of the troop and other leaders was used. At no time were outsiders allowed in the meetings, securing a comparable environment. In addition, at the close of each meeting, the author conveyed
his appreciation to all group members for their participation in the group meeting.

Prior to the first meeting of each group, the author either mailed or personally delivered a copy of the program content and questionnaire to each troop committeemen for final approval, Appendix C.

The three experimental program groups were designed as follows: 1) one group (group 1) will take part in a two week combined program of a Values Clarification Approach adapted to drug subject matter; 2) one group (group 2) will take part in a two week program of a Values Clarification Approach only; and 3) one group (group 3) will take part in a two week program of drug content development only. The format and content of each experimental program follows.

Incorporated into both the Values Clarification programs was the use of an overhead projector to visually aid the group members cognition of the seven sub-processes of the valuing process. Separate overlays were made-up of each of the seven sub-processes, allowing all or any combination of the sub-processes to be projected on to the wall facing the group, enabling the group to be aware of which sub-processes were being focused on at any particular time, especially during each of the strategies. For a copy of the overlays refer to Figure 3.
FIGURE 3
VALUES CLARIFICATION THEORY OVERLAYS

Seven Processes For Valuing

Choosing one's beliefs and behaviors (actions)
1. Choosing freely
2. Choosing from alternatives
3. Choosing after consideration of consequences
   (examination of consequences and the cost you must pay for your choices; realizing always that something is paid for each choice)

Prizing one's beliefs and behaviors
1. Cherishing and prizing (being happy with the choice)
2. Publicly affirming (if no stand is taken, then it is just a value indicator)

Acting on one's beliefs
1. Acting (this is different from passiveness which in turn shows the item is only an indicator)
2. Acting with a pattern, consistency and repetition.
The significant difference between the Value Clarification Only program and the Values Clarification Adapter to Drug Subject Matter program was that the latter limited the topics of the value issues involved in the strategies to only that of drug subject matter, whereas the former included any subject matter dealing with values issues.

The Standard Introduction

The Standard Introduction Is Given to All Three Experimental Program Groups After the Pre-test.

Three Minutes of Allocated Time

1. Hello! I am a student working on my Master of Public Health Degree in Community Health Education. Part of the requirements for the degree is to conduct a research project.

2. For reasons of research, so as not to favor any side, I cannot tell you about the program or answer any questions until after your last meeting. At that time I will be glad to do so.

3. Here are your program dates; ____ , ____ , and ____.

4. In order to finish the project it is very important that you come to the meetings mentioned above. Only those who are here at the first meeting may come to the others.

5. I hope that you will feel that it's not wasting your
time and that you can get something out of it, besides just a fun time. I want you to know you are a great help to my project.

6. Also, remember that I am conducting this project with boy scout troops in the East San Diego Area.

7. Remember that what goes on in the group is only between the group members. We will be a group for the following forty minutes.

8. For the purpose of the project please do not leave during the program. If you have to go to the bathroom, ok. But remember, it is very important that you return quickly.

Structuring For The Values Clarification Programs

The Group Structure Is Set For Both Values Clarification Programs Immediately Following The Standard Introduction.

Five Minutes of Allocated Time

1. What we will be doing together is somewhat different than what usually happens in school or other educational programs that you might have had. During the program we will be having discussions and we have to be very careful not to put each other down. I call these "killer" statements. It's ok to say "I don't agree, but I hear what you're saying." In other words it's alright to disagree with the idea, but not with the person.
2. Also, you have the choice to pass if you want to.
   If I or someone else asks you a question or to do something, and you don't want to, it is your choice to pass on the question or activity.

3. If you have an idea or an opinion about the topic on hand, we would like to have you share it with us if you want to do so.

4. Everyone has the right to his own opinion because each one of us through his own experiences feels the way they do. This is because some of the experiences are different from those of other people.

5. If you don't understand something that is said in the group, you can ask that the person repeat it.

6. I will not call on you to force you to answer any question.

7. You may feel afraid to speak up or to say how you feel to other people at first, and that is alright. But as time goes by hopefully you will feel more comfortable and if you feel like talking that is ok, too.

GROUP 1

Values Clarification Adapted To Drug Subject Matter

First Program

Part One: Establishment of the Broad Definition of the Term "drug". Three Minutes of Allocated Time.
1. Any chemical that modifies the function of living tissue, resulting in physiological or behavioral change.

2. Clear up any misunderstandings.

First Program Continued

Part Two: The "ING Name Tags" Strategy

Ten to Fifteen Minutes of Allocated Time

ING Name Tags Tend to Develop: Cherishing and prizing, acting, feelings, communications and understanding.

Equipment:

1. 5 X 7 index cards

2. Crayons

3. Straight pins

(Pass out index cards with the pins and the crayons)

(Leader makes a name tag)

1. Remember no put downs. You can disagree with the idea, but not with the person.

2. On the side of the card you choose, print your first name in large letters.

3. In the upper left corner write one reason why you might use drugs. (The author did not give any examples in order to allow the group greater choice.)

4. In the lower left corner write one reason why you might not use drugs,
5. In the upper right corner write one thing you really like to do that makes you happy about living.

6. In the lower right corner write one thing you do to change your moods. For instance when you are feeling down, what do you do if you want to change this mood?

7. Now flip your card over and print your first name again.

8. In the upper left corner write one of your favorite heroes or heroines.

9. In the lower left corner write a favorite character from a book or movie or musical group.

10. In the upper right corner write the name of your favorite television program.

11. In the lower right corner write a place you would like to live.

12. When you are finished, choose any side that you want and pin the card on your shirt showing the side of your choice.

13. Now, let's all stand up so everyone may read each others cards.

(Some discussion follows concerning items of their choice)

Author adapted this strategy to drug subject matter.

Adapted from strategy number 19, "___ING Name Tags," pp. 174-176.

First Program Continued

Part Three: The Development of a Working Concept of the Term "values".

Five Minutes of Allocated Time

1. I am going to switch the structure for the next five minutes.

2. I will be lecturing and asking questions trying to establish a working concept of "values". (Using didactic and socratic teaching strategies)

3. If you have any questions please feel free to ask them.

4. Everyone has experiences and some of your experiences may be different than mine, and that's ok. Because of our difference in experiences we have different feelings about things that are important to us. What is important for (pick a boy's name from group) may not be important for (another boy in the group), and that is ok.

5. Important things can be major like "I believe in God", to simple, mundane, things like putting onions on hot dogs. (use several examples from group)

6. (Emphasize) People have different experiences, different things which are important to them, and
the fact that people have these differences is ok.

Adapted from:

Dalis, Gus T., and Ben B. Strasser. "Values Education," Office of the Los Angeles County Superintendent of Schools, as part of the Dalstra VATS Program. Distributed by the Teaching Strategies Center, Division of Curriculum and Instructional Services, Office of the Los Angeles County Superintendent of Schools.

First Program Continued

Part Four: The "Values Voting" Strategy

Five Minutes of Allocated Time

Values Voting Tends to Develop: Choosing and publicly affirming (prizing).

1. Remember no put downs, no "killer" statements.
2. The structure is back to as before. I am not lecturing. We're together as a group again.
3. No verbal discussion is needed during the voting questions in this strategy.
4. If you choose to answer in the affirmative raise your hands.
5. If you feel very strongly affirmative you can raise your hands and wave them back and forth.
6. Those that choose to answer negatively point your thumbs down.
7. If you feel very strongly negative move your thumbs up and down.
8. If you are undecided fold your arms.
9. Those that choose to pass, take no action at all.
10. Please let's not discuss until after all voting questions have been asked.
11. How many of you put onions on hamburgers?
12. How many of you can swim?
13. How many of you think school is fun?
14. How many of you think you have a communication problem with your parents?
15. How many of you feel that you can be honest and open with your parents concerning your decisions of drug use.
16. How many of you would approve of legalizing the smoking of cigarettes in the schools?
17. How many of you enjoy smoking cigarettes?
18. How many of you would support the legalization of marijuana usage?
19. How many of you have ever been offered a sip of beer by your parents?
20. How many of you have ever been offered a puff of marijuana by your parents?

(Discussion follows concerning the values voting questions)
(As the leader I voted after everyone else in the group had their choice to vote.)
(During the strategy I point out that no one needs to look to see what other people have decided, remembering
that what is important for one person may not be important for another, and that is ok.)


First Program Continued
Part Five: The "Ten Things You Love To Do" Strategy

Ten to Fifteen Minutes of Allocated Time

Ten Loves Tend to Develop: Cherishing (being happy with one's choice), prizing (publicly affirming) and feelings.

(Pass out charts for the strategy)

(The leader makes a list with the group)

1. Please write ten things you love to do.
2. They can be major things or simple things.
3. (After a few minutes) If you can't think of ten loves that's ok. Just write as many as you choose to.
4. If you would like to write more than ten go ahead, there is room for you to do it.
5. When you are done please use the left side of the paper to code your list of loves in the following way.
6. Column One: Put a dollar sign next to each love that costs you more than $2.00 each time you do it.
If not then leave blank.

7. Column Two: Put a letter "D" if you think your dad would have put this item on his list if he were to do this strategy. Put a letter "M" if you think your mom would have put this item on her list if she were to do this strategy. If they both would do it then put the letters "DM". If neither one would have done it, then leave blank.

8. Column Three: Place the letter "A" beside those items which you prefer to do alone. Place the letter "P" next to those activities which you prefer to do with other people. Put the letters "AP" next to activities which you enjoy doing equally alone or with other people.

9. Column Four: Please indicate next to each item when (day, date) it was last engaged in.

10. Column Five: Put the numbers one through five beside the five most important items you love to do.
(No more definition or instruction is given in order to stimulate thinking and decision making within the individual members.)

(Discussion followed, members relating and sharing their ten loves and what insight if any was gained by coding their ten loves.)
(Thanks was given for their participation and they were reminded of their next program meetings.)
(Name tags were collected and handed out at the beginning of the next program meeting.)


(The following page is a copy of the "Ten Loves" chart, which was adapted by the author)

GROUP 1

Values Clarification Adapted To Drug Subject Matter
Second Program (For boys who attended first program only)

Brief Review of Standard Introduction
Brief Review of Structuring for Values Clarification Programs
Five Minutes of Allocated Time

Second Program Continued

Part One: Discussion of Values Rich Areas and How One's Values May Be Influenced.
Five Minutes of Allocated Time

1. I am going to switch the structure for the next five minutes.

2. I will be lecturing and asking questions.

(Using didactic and socratic teaching strategies)
**FIGURE 4**

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3. Review briefly the working concept of "values".

4. Discuss the value rich areas as stated in Values and Teaching: Money, friendship and peers, love, sex, religion, morals, leisure, politics, social organizations, work, school, family, community, maturity, character traits, mass media and technology.

(Read the list to the group and discuss briefly how each area could influence one's values.)

(The discussion depends on participation of group members. No formal lecture was developed. Remember only five minutes for this activity.)

Adapted from:

Second Program Continued

Part Two: The "Forced Choice Ladder" Strategy

Fifteen Minutes of Allocated Time

Forced Choice Ladder Tends to Develop: Choosing, communication and understanding and feelings.

1. Remember no put downs, no "killer" statements.

2. The structure is back to as before. I am not lecturing. We're together as a group again.

(Pass out the ditto of the stair-step ladder with lines for writing on bottom of page.)

3. I will read eight statements, situations or alternatives which call for value judgments by each
4. Following the reading of each statement you are to write down key words from the item on one of the steps on the ladder or at the bottom of the page to be considered later after all eight statements have been read.

5. In this exercise you are to rank the items according to the strength of your feelings, regardless of whether they are positive or negative.

6. The ladder measures the intensity of your feelings only. Down to the lower steps the weakest feelings pro or con, and up to the higher steps the strongest feelings pro or con.

7. You may cross out, draw arrows, or make changes as new items are presented. At the end, you will have a few minutes to make a final arrangement.

8. I will read them one at a time.

9. A person who sneaks cigarettes from his parents to bring to smoke with his friends. Sneaks cigarettes

10. A policeman who turns in his own son for smoking grass. Policeman and son

11. A drug user who steals to buy his drugs. Drug user - steals

12. A person who supplies kids with drugs, but doesn't use any himself. Pusher to kids

13. A person who sells drugs because he needs the money
for his college education. Sell drugs for college
14. A best friend who finds a friend popping pills and
looks the other way. Looks the other way
15. A thirteen year old drunkard who began drinking to
help him feel more at ease at parties. Teen drunk
16. A person who needs sleeping pills every night to
fall asleep. Pills to sleep

(Discussion follows between group members, I remind them
no putting down anyone for his choice.)

(The leader fills out a forced choice ladder with the
group)

Adapted from strategy number 6, "Forced Choice Ladder,"
pages 98-111.
Simon, Sidney B., Leland W. Howe and Howard Kirschenbaum.
Values Clarification: A Handbook of Practical
Strategies for Teachers and Students. New York:

(The following page is a copy of the "Forced Choice
Ladder", which was adapted by the author)

Second Program Continued

Part Three: Review of All Seven Sub-processes of the
Valuing Process.

Five Minutes of Allocated Time
1. I am going to switch the structure for the next five
minutes.
2. I will be lecturing and asking questions.
(Using didactic and socratic teaching strategies)
FIGURE 5

FORCED CHOICE LADDER

Weakest Feelings
Pro or Con

Strongest Feelings
Pro or Con
(The overlays of the seven sub-processes of the valuing process are projected on the wall facing the group by the overhead projector. Please refer to page 56 in this same section of the Methods Chapter for a copy of the overlays)

3. Read through each sub-process and use a general example for the ten through sixteen age levels.

4. The author used: Camping, putting onions on hot dogs at baseball games, pulling the weeds at home for allowance money.

5. Discussion of value trade-offs and how happy one can be with his choices.

(The group takes the example through the sub-processes and decides for themselves whether or not it is a value or just a value indicator)

Adapted from page 30.

Second Program Continued

Part Four: The "Proud Whip" Strategy

Ten Minutes of Allocated Time

Proud Whip Tends to Develop: Choosing, cherishing and prizing, acting, and communication and understanding.

1. Remember no put downs, no "killer" statements.

2. The structure is back to as before. I am not lecturing. We're together as a group again.
3. In this strategy people will be saying something that is important to them. (We need no "killer" statements.)

4. Keep in mind that if you are talking while someone else is saying something which is important to them, that in a way is a put down. Conveying to the person that he is not important enough to be listened to.

5. The group members are asked to consider what they have to be proud of in relation to what they can do on their own?

6. The leader explains that he will whip around the room calling upon each person with the question "what is something you are proud of that you can do on your own?", each person is to respond by saying "I am proud of . . ." or "I am proud that . . .".

7. Also remember that if you choose to pass that is ok.

8. After each member made their choice then the leader asks one of the group members to ask him the same question.

(Now the Post-post questionnaire is administered)


(This is the end of the program for group one)
GROUP 2

Values Clarification Approach Only

First Program

The Standard Introduction (Refer to pages 57 and 58)

Three Minutes of Allocated Time

Structuring For The Values Clarification Programs

Five Minutes of Allocated Time (Refer to pages 58 - 59)

First Program Continued

Part One: The "__ING Name Tags" Strategy

Ten to Fifteen Minutes of Allocated Time

__ING Name Tags Tend to Develop: Cherishing and
prizing, acting, feelings, communications and
understanding.

Equipment:

1. 5 X 7 index cards
2. Crayons
3. Straight pins

(Pass out index cards with the pins and the crayons)
(Leader makes a name tag along with the group)

1. Remember no put downs. You can disagree with the
idea, but not with the person.

2. On the side of the card you choose, print your first
name in large letters.

3. In the upper left corner write one of your favorite
heroes or heroines.

4. In the lower left corner write a place you would like to live.

5. In the upper right corner write the title of a favorite movie.

6. In the lower right corner write the name of your favorite television program.

7. Now flip your card over and print your first name again.

8. Any where on this side of the card write five or six words ending in "ing" which tell something about who you are. Examples are baseballing, caring. You can make almost any word into an ing word by just adding "ing" to the word.

9. When you are finished, choose any side that you want and pin the card on your shirt showing the side of your choice.

10. Now, let's all stand up so everyone may read each others cards.

(Some discussion follows concerning items of their choice)

(The ING words represent action words concerning the individual)

First Program Continued

Part Two: The Development of a Working Concept of the Term "values".

Five Minutes of Allocated Time
(Refer to pages 62 - 63 for an exact copy of this part)

First Program Continued

Part Three: The "Values Voting" Strategy

Values Voting Tends to Develop: Choosing and prizing
(Publicly affirming).

1. Remember no put downs, no "killer" statements.
2. The structure is back to as before. I am not lecturing. We're together as a group again.
3. No verbal discussion is needed during the voting questions in this strategy.
4. If you choose to answer in the affirmative raise your hands.
5. If you feel very strongly in the affirmative you can raise your hands and wave them back and forth.
6. Those that choose to answer negatively point your thumbs down.
7. If you feel very strongly in the negative move your thumbs up and down.
8. If you are undecided fold your arms over your chest.
9. Those that choose to pass take no action at all.
10. Please let's not discuss until after all voting questions have been asked.
11. How many of you think people should limit the size of their families to two children?
12. How many of you think we should legalize marijuana usage?
13. How many of you feel free to discuss sex with your parents?
14. How many of you think sex education should be taught in the schools?
15. How many of you approve of premarital sex for boys?
16. How many of you approve of premarital sex for girls?
17. How many of you like to look at pictures of nude women?
18. How many of you like to look at pictures of nude men?
19. How many of you have ever been offered a sip of beer by your parents?
20. How many of you have ever been offered a puff of marijuana by your parents?

(Dialogue follows concerning the values voting questions)
(As the leader I voted after everyone else in the group had their choice to vote.)
(During the strategy I point out that no one needs to
look to see what other people have decided, remembering that what is important for one person may not be important for another, and that is ok.)

Adapted from strategy number 3, "Values Voting," pages 38-57.

First Program Continued

Part Four: The "Ten Things You Love To Do" Strategy

Ten to Fifteen Minutes of Allocated Time

(Refer to pages 65 - 67 for an exact copy of this part)

GROUP 2

Values Clarification Approach Only

Second Program (For boys who attended first program only)

Brief Review of Standard Introduction

Brief Review of Structuring for Values Clarification Programs

Five Minutes of Allocated Time

Second Program Continued

Part One: Discussion of Values Rich Areas and How One's Values May Be Influenced.

Five Minutes of Allocated Time

(Refer to pages 67 - 69 for an exact copy of this part)
Second Program Continued

Part Two: The "Forced Choice Ladder" Strategy

Fifteen Minutes of Allocated Time

Forced Choice Ladder Tends to Develop: Choosing, communication and understanding and feelings.

1. Remember no put downs, no "killer" statements.
2. The structure is back to as before. I am not lecturing. We're together as a group once again.

(Pass out the ditto of the stair-step ladder with lines for writing on bottom of page.)

3. I will read eight statements, situations or alternatives which call for value judgments by each of you separately.

4. Following the reading of each statement you are to write down key words from the item on one of the steps on the ladder or at the bottom of the page to be considered later after all eight statements have been read.

5. In this exercise you are to rank the items according to the strength of your feelings, regardless of whether they are positive or negative.

6. The ladder measures the intensity of your feelings only. Down to the lower steps the weakest feelings pro or con, and up to the higher steps the strongest feelings pro or con.

7. You may cross out, draw arrows, or make changes as
new items are presented. At the end, you will have
a few minutes to make a final arrangement.

8. The leader will read the items one at a time.
9. Someone who constantly interrupts the class by
talking to the teacher and bothering other students.

Bother Bug

10. Someone who talks back to his parents. Back Talker

11. An individual who cheats in a game. Cheater

12. A person who drops trash on the sidewalk. Litter

Bug

13. A boy who beats up on younger children. Bully

14. An individual who steals candy from a store. Shoplifter

15. Someone who smokes cigarettes. Cigarette Smoker

16. A youth who rats on a friend. Ratter

(Discussion follows between group members, the leader
reminds the group members that there is no putting down
anyone for his choice.)

(The leader fills out a forced choice ladder with the
group)

Adapted from strategy number 6, "Forced Choice Ladder,"
pages 98-111.
Simon, Sidney B., Leland W. Howe and Howard Kirschenbaum.
Values Clarification: A Handbook of Practical
Strategies for Teachers and Students. New York:

(Please refer to page 72 for a copy of the "Forced
Choice Ladder", which was adapted by the author)
Second Program Continued

**Part Three:** Review of All Seven Sub-processes of the Valuing Process.

Five Minutes of Allocated Time

(Please refer to pages 71 - 73 for a complete copy of this part)

Second Program Continued

**Part Four:** The "Proud Whip" Strategy

Ten Minutes of Allocated Time

(Refer to pages 73 - 74 for a complete copy of this part)

(This is the end of the program for group two)

GROUP 3

Drug Content Development Only

First Program

The Standard Introduction (Refer to pages 57 and 58)

Three Minutes of Allocated Time

(No special structuring is given here as was done in groups one and two.)

(The leader will be lecturing and asking questions, using didactic and socratic teaching strategies and in the last part of each program a content development game is used.)

First Program Continued
Part One: Definition of Drug Terms

Five Minutes of Allocated Time

1. Drug: Any chemical that modifies the function of living tissues, resulting in physiological or behavioral change.

2. Drug Use: Where the effects of a drug sought can be realized with minimal hazard, whether or not used therapeutically, legally or as prescribed by a physician.

3. Drug Abuse: Where drugs are taken or administered under circumstances and at doses that significantly increase their hazard potential, whether or not used therapeutically, legally or as prescribed by a physician.

4. Psychological Dependence: A tendency or craving for the repeated or compulsive use (not necessary abuse) or an agent because its effects are deemed pleasurable or satisfying, example drugs, food, or as with television watching, skiing, or relationships to another person.

5. Physical Dependence: Dependence of the body tissues on the continued presence of a drug (even in the absence of psychological dependence), revealed by disturbing or life-threatening withdrawal symptoms that develop when the drug is discontinued.

6. Drug Tolerance: Development of body or tissue
resistance to the effects of a drug so that larger
doses are required to reproduce the original effect.

All Drug Information Adapted From:
Irwin, Samuel. Drugs of Abuse: An Introduction to Their
Actions and Potential Hazards. Oregon: The Student
Association for the Study of Hallucinogens, 1970.

First Program Continued

Part Two: Major Drugs: Their Uses and Effects

Seventeen to Twenty Minutes of Allocated Time

1. Alcohol (A Depressant Drug)

A. Name: Beer, distilled spirits, wine
B. Origin: Grain, fruit
C. How Taken: Swallowed
D. Short-term Effects of Average Amount: Relaxation,
   breakdown of inhibitions, euphoria, depression,
   decreased alertness
E. Short-term Effects of Large Amounts: Stupor,
   nausea, unconsciousness, hangover, death
F. Risk of Dependence: Psychological is high,
   physical is high and tolerance is high
G. Legality: Legal if twenty-one years of age

2. Inhalants (A Depressant Drug)

A. Name: Freon, airplane glue
B. Origin: Synthetic
C. How Taken: Inhaled
D. Short-term Effects of Average Amount: Relaxation,
   euphoria, impaired coordination
E. Short-term Effects of Large Amount: Stupor, death

F. Risk of Dependence: Psychological is high, physical none, tolerance there is a possibility

G. Legality: Sometimes illegal to make purchase

3. Canabis (A Psychedelic Drug, Touching Several Categories)
   A. Name: Marijuana (Only one covered)
   B. Origin: Cannabis plant
   C. How Taken: Inhaled and swallowed
   D. Short-term Effects of Average Amount: Relaxation, breakdown of inhibitions, alteration of perceptions, euphoria, increased appetite
   E. Short-term Effects of Large Amount: Drowsiness, blurred vision, dizziness, slurred speech, allergic reaction, stupor
   F. Risk of Dependence: Psychological is moderate, physical none, tolerance is no
   G. Legality: Always illegal in the U.S. (Research)

4. Nicotine (A Stimulant Drug)
   A. Name: Cigarettes (Only one covered)
   B. Origin: Tobacco Leaves
   C. How Taken: Inhaled
   D. Short-term Effects of Average Amount: Relaxation, Constriction of blood vessels
   E. Short-term Effects of Large Amount: Headache,
loss of appetite, nausea

F. Risk of Dependence: Psychological is high, physical none, tolerance is yes.

G. Legality: Legal if eighteen years of age

For reference refer to Karpel, Craig. "Buyer Beware".

First Program Continued

Part Three: The "Who Am I Game"

Fifteen Minutes of Allocated Time

1. The leader asks for a volunteer.

2. The volunteer comes up to the front of the group and is given a card with the name of a drug printed on it. The card is hung over his back so he can't see it, but the rest of the group can.

3. The volunteer tries to guess what drug he is by asking questions that (can be answered by a yes or no) pertaining to drug content information presented in the program.

4. The group responds with yes or no answers.

5. After asking four questions the volunteer may guess what drug he is.

(This game helps develop content cognitive skills)

This game was used with permission from DEFY (Drug Education and Counseling For You) a San Diego County Health Care Agency
GROUP 3

Drug Content Development Only
Second Program (For boys who attended first program only)

Brief Review of Standard Introduction
Brief Review of Definitions of Drug Terms
Five Minutes of Allocated Time

Second Program Continued

Part One: Major Drugs: Their Uses and Effects
Twenty Minutes of Allocated Time

1. Barbiturates (Depressant Drugs)
   A. Name: Nembutal, Phenobarbital, seconal (Only Covered)
   B. Origin: Synthetic
   C. How Taken: Swallowed
   D. Short-term Effects of Average Amount: Relaxation, euphoria, decreased alertness, drowsiness, impaired coordination, sleep
   E. Short-term Effects of Large Amount: Slurred speech, stupor, hangover, death
   F. Risk of Dependence: Psychological is high, physical is high, tolerance is yes
   G. Medical Uses: For insomnia, tension, and epileptic seizures

2. Narcotics (Depressant Drugs)
A. Name: Heroin (Only one covered)
B. Origin: Opium poppy
C. How Taken: Sniffed and injected
D. Short-term Effects of Average Amount: Relaxation, relief of pain and anxiety, decreased alertness, euphoria, hallucinations
E. Short-term Effects of Large Amount: Stupor, death
F. Risk of Dependence: Psychological is high, physical is high, tolerance is yes
G. Medical Uses: None in the U.S.

3. Hallucinogens (Psychedelic Drugs)
A. Name: LSD (Only One Covered)
B. Origin: Synthetic
C. How Taken: Swallowed and injected
D. Short-term Effects of Average Amount: Perceptual changes - especially visual, increased energy, hallucinations, panic
E. Short-term Effects of Large Amount: Anxiety, hallucinations, psychosis, exhaustion, tremors, vomiting, panic
F. Risk of Dependence: Psychological is low, physical none, tolerance is yes
G. Medical Uses: Has been tested for treatment of alcoholism, drug addiction, mental illness and migraine
4. Amphetamines (Stimulant Drugs)
   A. Name: Benzedrine, dexedrine, methedrine, preludin
   B. Origin: Synthetic
   C. How Taken: Swallowed and injected
   D. Short-term Effects of Average Amount: Increased alertness, excitation, euphoria, decreased appetite
   E. Short-term Effects of Large Amount: Restlessness, rapid speech, irritability, insomnia, stomach disorders, convulsions
   F. Risk of Dependence: Psychological is high, physical none (?), tolerance is yes
   G. Medical Uses: For obesity, depression, excessive fatigue, narcolepsy, children's behavior disorders

5. Caffeine (A Stimulant Drug)
   A. Name: Coffee, cola (Only covered)
   B. Origin: Coffee bean (~2 cups), Kola nut (10 ozs.)
   C. How Taken: Swallowed
   D. Short-term Effects of Average Amount: Increased alertness
   E. Short-term Effects of Large Amount: Restlessness, insomnia, upset stomach
   F. Risk of Dependence: Psychological is high,
physical none, tolerance is yes

G. Medical Uses: For oversedation and headache

Second Program Continued

Part Two: The "Who Am I Game"

Fifteen Minutes of Allocated Time

(Refer to page 86 for a complete copy of this part)

(This is the end of the program for group 3, and the end of experimental programs)

A letter expressing the thankfulness of the author for the participation of each troop in the research study was sent out to each troop at the finish of the post-post test period, Appendix D.
CHAPTER IV

ANALYSIS AND RESULTS

The following chapter deals with analysis and presentation of results. The data was obtained through methodological procedures explained in Chapter three.

Analysis

No analysis was conducted between the test groups due to inadequate comparability. This is discussed in detail in Chapter five. Therefore the null hypotheses of the study were not analysed. Analysis was conducted within each separate group between the pre, post, and post-post questionnaires by using the T-test of significance between the means.

Results

The findings are related to only the first hypothesis. This hypothesis was that there will be no significantly greater change in one's valuing process in the group having a Values Clarification Approach adapted to drug subject matter than the group having Values Clarification only. This hypothesis was tentatively rejected due to the significant difference found in Group One (a Values Clarification Approach adapted to drug subject matter) and not found in Group Two (Values
Clarification Approach only). It should be noted that
definite rejection of this hypothesis cannot be ascer-
tained since analysis cannot be done due to the breakdown
of comparability.

On the basis of the $t$-test of significance
between means for correlated groups, using the difference
method between individual group members, no significant
difference was found to exist at the 0.05 level, but a
significant difference at the 0.08 level was found to
exist between the pre and the post-post questionnaire
periods of Group One, Table I (average age is 12.63
years). This group utilized the Values Clarification
Approach adapted to drug subject matter. The group was
the only one of the four test groups to reveal a signifi-
cant difference in any of the pre, post, and post-post
questionnaire periods, Tables II - IX.

However it should be pointed out that results
can be made to differ (the level of significance in Group
One between the pre and post questionnaire periods would
be 0.05, Table X, and in Group Four between the pre and
post questionnaire periods would be 0.05, Table XI) by
using the $t$-test of significance between means for cor-
related groups, using the difference method for the total
group instead of using the difference method between in-
dividual group members. For further information refer
to page 309 of Foundations of Behavioral Research by
Kerlinger. This total group method would yield results which are biased due to the significant difference attributed to a very small proportion of the entire group and thus neglecting static responses of the greater portion of the group.
TABLE I

THE t-TEST OF THE SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE PRE AND POST-POST QUESTIONNAIRE PERIODS GROUP 1, VALUES CLARIFICATION ADAPTED TO DRUG SUBJECT MATTER

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>n</th>
<th>$\bar{D}$</th>
<th>$S_D$</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>111.69</td>
<td>16</td>
<td>3.69</td>
<td>1.94</td>
<td>+1.90</td>
</tr>
<tr>
<td>Post-Post Test</td>
<td>115.38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant at the 0.08 level. d.f. = 15
TABLE II
THE $t$-TEST OF THE SIGNIFICANCE OF DIFFERENCE BETWEEN
MEANS OF THE POST AND POST-POST QUESTIONNAIRE PERIODS
GROUP 1, VALUES CLARIFICATION ADAPTED TO DRUG SUBJECT MATTER

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>n</th>
<th>$\bar{D}$</th>
<th>$S_{\bar{D}}$</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Test</td>
<td>113.25</td>
<td>16</td>
<td>2.13</td>
<td>1.31</td>
<td>+1.63</td>
</tr>
<tr>
<td>Post-Post Test</td>
<td>115.38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nonsignificant at the 0.05 level. d.f. = 15
### TABLE III

**THE t-TEST OF THE SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE PRE AND POST QUESTIONNAIRE PERIODS GROUP 1, VALUES CLARIFICATION ADAPTED TO DRUG SUBJECT MATTER**

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>n</th>
<th>$\bar{D}$</th>
<th>$S_D$</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>111.68</td>
<td>16</td>
<td>1.55</td>
<td>2.54</td>
<td>+.610</td>
</tr>
<tr>
<td>Post Test</td>
<td>113.23</td>
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<td></td>
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</tbody>
</table>

Nonsignificant at the 0.05 level. d.f. = 15
TABLE IV
THE t-TEST OF THE SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE PRE AND POST QUESTIONNAIRE PERIODS GROUP 2, VALUES CLARIFICATION APPROACH ONLY

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>n</th>
<th>$\bar{D}$</th>
<th>$S_{\bar{D}}$</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>107.31</td>
<td>16</td>
<td>-.38</td>
<td>2.04</td>
<td>-.186</td>
</tr>
<tr>
<td>Post Test</td>
<td>106.94</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nonsignificant at the 0.05 level. d.f. = 15
TABLE V

THE \( t \)-TEST OF THE SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE PRE AND POST QUESTIONNAIRE PERIODS
GROUP 2, VALUES CLARIFICATION APPROACH ONLY

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>n</th>
<th>( \bar{D} )</th>
<th>( S_{\bar{D}} )</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>108.00</td>
<td>10</td>
<td>-1.40</td>
<td>2.97</td>
<td>-.471</td>
</tr>
<tr>
<td>Post Test</td>
<td>106.60</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Nonsignificant at the 0.05 level. d.f. = 9
### TABLE VI

THE $t$-TEST OF THE SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE POST AND POST-POST QUESTIONNAIRE PERIODS
GROUP 2, VALUES CLARIFICATION APPROACH ONLY

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>$n$</th>
<th>$\bar{D}$</th>
<th>$S_{\bar{D}}$</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Test</td>
<td>106.60</td>
<td>10</td>
<td>-1.50</td>
<td>2.68</td>
<td>-.56</td>
</tr>
<tr>
<td>Post-Post Test</td>
<td>105.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nonsignificant at the 0.05 level. d.f. = 9
### TABLE VII

**THE t-TEST OF THE SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE PRE AND POST-POST QUESTIONNAIRE PERIODS GROUP 2, VALUES CLARIFICATION APPROACH ONLY**

<table>
<thead>
<tr>
<th></th>
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<th>n</th>
<th>$\overline{D}$</th>
<th>$S_{\overline{D}}$</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>108.00</td>
<td>10</td>
<td>-2.9</td>
<td>2.55</td>
<td>-1.14</td>
</tr>
<tr>
<td>Post-Post Test</td>
<td>105.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nonsignificant at the 0.05 level. d.f. = 9
TABLE VIII

THE t-TEST OF THE SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE PRE AND POST QUESTIONNAIRE PERIODS.
GROUP 3, DRUG CONTENT DEVELOPMENT ONLY.

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>n</th>
<th>D</th>
<th>S_D</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>117.93</td>
<td>15</td>
<td>-.733</td>
<td>1.68</td>
<td>-0.436</td>
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<td>Post Test</td>
<td>117.20</td>
<td></td>
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</tbody>
</table>

Nonsignificant at the 0.05 level. d.f. = 14
TABLE IX

THE $t$-TEST OF THE SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE PRE AND POST QUESTIONNAIRE PERIODS
GROUP 4, CONTROL - NO PROGRAM

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>n</th>
<th>D</th>
<th>$S_D$</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>114.73</td>
<td>15</td>
<td>1.07</td>
<td>1.64</td>
<td>+.652</td>
</tr>
<tr>
<td>Post Test</td>
<td>115.80</td>
<td></td>
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</table>

Nonsignificant at the 0.05 level. d.f. = 14
### Table X

****THE t-TEST OF THE SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE PRE AND POST QUESTIONNAIRE PERIODS**

**GROUP 1, VALUES CLARIFICATION ADAPTED TO DRUG SUBJECT MATTER**

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>n</th>
<th>$\bar{D}$</th>
<th>$S_D$</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>111.69</td>
<td>16</td>
<td>1.56</td>
<td>.633</td>
<td>+2.47</td>
</tr>
<tr>
<td>Post Test</td>
<td>113.25</td>
<td></td>
<td></td>
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</tbody>
</table>

Significant at the 0.05 level. d.f. = 15
TABLE XI

THE t-TEST OF THE SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE PRE AND POST QUESTIONNAIRE PERIODS
GROUP 4, CONTROL - NO PROGRAM

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>n</th>
<th>D</th>
<th>$S_D$</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>114.73</td>
<td>15</td>
<td>1.07</td>
<td>.423</td>
<td>+2.52</td>
</tr>
<tr>
<td>Post Test</td>
<td>115.80</td>
<td></td>
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</tr>
</tbody>
</table>

Significant at the 0.05 level. d.f. = 14
Herein is a discussion of two areas which merit clarification. First, the breakdown of comparability between test groups is discussed. Second, the nonsignificant difference found within Group Two (Values Clarification Approach only) is discussed.

The author acknowledges the need for comparability between test groups which enables a generalization of study results. The author is aware that the ideal would have been to obtain a large community population and then randomly divide the population into five comparable groups. The reality of the community situation enabled the author to obtain only five groups from within the same geographic region. The author tried to develop comparability of the groups by randomly assigning the programs and by randomly selecting twenty group members per troop of Boy Scouts. Although these randomization procedures were followed, the author noted from the first program meeting, a marked difference between groups. The author feels that each group was a distinctive group. The difference between groups may have been due to an inability to select adequately randomized test groups. Due to the breakdown in comparability, analysis was conducted
only within each test group instead of between the test groups.

The author feels that the nonsignificant difference found within Group Two (Values Clarification Approach only) is due to low level of satisfaction of the emotional needs of the individual group members. Raths (31:223) stated an original hypothesis in 1966 that "emotional needs must be satisfied before much progress can be made with the development of clear values." There is a need for investigative research and measurement regarding the relationship between need satisfaction and the effective application of the Values Clarification Approach in developing one's valuing process.
CHAPTER VI

SUMMARY, CONCLUSION, RECOMMENDATIONS, 
AND IMPLICATIONS

Summary

This study served as an initial step in providing documentation of a systematic Values Clarification Approach in the community. It also looked at the feasibility of such a program in an on-going community organization. The study measured the relationship of an individual's valuing process to the following three experimental community educational programs: 1) a Values Clarification Approach adapted to drug subject matter, 2) a Values Clarification Approach only, and 3) drug content development only. This field experiment was designed to test the relationship of a combined program, as well as, the separate programs to the changing of an individual's valuing process.

Conclusions

The conclusions contained in this section were derived from the findings obtained from the data collected from a selected study population. The findings are limited to the study population consisting of five Boy Scout troops located in the East San Diego County area.

1. Analysis of the data obtained from Group One
(Values Clarification Approach adapted to drug subject matter) revealed a difference that was significant between the questionnaire given before the experimental program and the questionnaire given five weeks after the first questionnaire, and three weeks after the experimental program.

2. Analysis of the data obtained within each of the other test groups revealed no significant differences between questionnaire periods.

3. Due to the breakdown of comparability between test groups, no findings were revealed regarding the interaction of the test groups.

**Recommendations**

On the basis of the findings of this study the following recommendations were made:

1. Investigative research should be conducted to clarify the relationship between an individual's need satisfaction level and the application of a Values Clarification Approach.

2. Further research to test and document the validity of an instrument which measures one's valuing process is needed.

3. It is feasible for on-going community organizations to develop an individual's
valuing process by employing an approach such as a Values Clarification Approach.

Implications

As a result of this study, the author contends that:

1. A Values Clarification Approach in an on-going community organization should focus on the leaders of the organization who have continual contact with the individual members. By focusing on these leaders, the effectiveness of a Values Clarification Approach is increased, as compared to the Values Clarification Approach being implemented by outside people on a short term basis. Implementation of a Values Clarification Approach on a short term basis by an outsider is suggested only for promoting a Values Clarification program.

2. A Values Clarification Approach can be used as an alternative to the existing educational strategies as explained in Chapter II. However, it should be noted that a Values Clarification Approach does not replace any of the existing educational strategies and thus should be used as an alternative to them.

3. The development of an individual's valuing
process should be an integral part of the health education process in the control of disease and promotion of health. (47:407) The health educator must be concerned with not only developing an individual's factual knowledge, but at the same time must be concerned with developing the individual's valuing process. The combination of the two increases the likelihood of overt demonstration of the desired behavior. This point was emphasized by Rene Dubos who succinctly stated that "while choice can be made more rational by basing it on factual information, and on evaluation of consequences, it always retains a personal component because it must ultimately involve a value judgment." (16:131)


4. Dalis, Gus T., Ben B. Strasser, Dennis C. Loggins, and Ray Cowan. Teaching Strategies in the Classroom. Teaching Strategies Center, Division of Curriculum and Instructional Services and Office of the Los Angeles County Superintendent of Schools, 1974.

5. Dalis, Gus T. and Ben B. Strasser. Values Education. Teaching Strategies Center, Division of Curriculum and Instructional Services, Office of the Los Angeles County Superintendent of Schools, 1974.


APPENDICES
APPENDIX A

THE VALUING PROCESS QUESTIONNAIRE
INSTRUCTIONS: This is not a test. There are no right or wrong answers. Please pick the one answer that most applies to you. Circle the letter of your choice.

1. If you were given $10.00 you would . . .
   a. Spend it on something you would like.
   b. Ask a friend for an idea of what to spend it on.
   c. Save it for another time to spend.
   d. Ask your parents for advice on what to do.

2. Do you usually go on an activity because . . .
   a. Your parents want you to go.
   b. Most of your friends do, so why not.
   c. There is nothing better to do.
   d. You like the particular activity.

3. I am the type of person that when someone says something that I strongly disagree with I . . .
   a. Don't say anything, but will if they ask me.
   b. Let them know I disagree in a nice way.
   c. Hope they don't want to know my feelings.
   d. Change my mind to go along with what most of my friends say about it.

4. You don't want to do your homework now. You want to go out first with your friends, but your parents say you must do it now. Do you . . .
   a. Do your homework now as you were told.
   b. Do your homework, but feel angry towards your parents.
   c. Discuss it with your parents hoping to settle on a compromise.
   d. Do you go out with your friends anyway.

5. Your friends say something to you that you don't agree with. Do you . . .
   a. Try to change their minds to agree with yours.
   b. Don't listen to them and walk away.
   c. Listen to the way they feel and then tell them
Please pick the one answer that most applies to you.

how you feel.
  d. Get very upset that they could think differently from you.

6. When someone asks you for your opinion, do you . . .
   a. Prefer not to say anything.
   b. Ask them how they feel first and agree with them.
   c. Tell them honestly how you feel.
   d. Change the subject since they may feel differently than you.

7. You are with a group of your friends and everyone wants to go hunting, but you feel strongly against hunting. Do you . . .
   a. Go hunting.
   b. Do something else that you really like.
   c. Go along and watch, hoping they will change their minds.
   d. Ask somebody else what you should do.

8. The school paper printed an article on drugs that you feel was written very poorly and favored one side of the issue, which is not how you feel. Do you . . .
   a. Forget your feelings and let it go.
   b. Hope someone will write a letter to the paper about the other side.
   c. Wait to see the reactions of your friends before commenting.
   d. Write a letter to the paper stating your views.

9. If I am concerned about ecology, I would . . .
   a. Talk to my friends to see what they are doing.
   b. Bring my newspapers to a recycling center.
   c. Think about really doing something for the cause but probably never get around to it.
   d. Wait for someone to invent a practical answer to the problem.

10. When people tell me what I should do, I . . .
    a. Accept what they say with a sense of thankfulness.
    b. Reject what they say because I already know what is right for me.
    c. Listen carefully and decide if some things they say are what I want.
    d. Pretend to listen carefully to them, but turn them off in my mind.
Please pick the one answer that most applies to you.

11. When some friends are very important to me, I . . .
   a. Ignore what they think since what I think is more important.
   b. Listen carefully to what they say and try to think like they do.
   c. Tell them what I think so they can understand my thoughts if they are different than theirs.
   d. Rarely tell them what I think so we will remain close friends.

12. When given a list of things to do, I . . .
   a. Ask someone what they think I should do first.
   b. Wait to see what my friends choose and then make my choice.
   c. Stall until someone tells me what to do.
   d. Pick the things I enjoy to do.

13. When someone becomes angry with me about something I feel I didn't do, I . . .
   a. Ignore them but resent them accusing me.
   b. Discuss the situation with them and explain my side.
   c. Don't bother hasseling them.
   d. Don't care what they think since I know what I feel.

14. I found $20.00 at school and told my sister. She asks what I am going to do with the found money. I . . .
    a. Ask her what she would do if she were me.
    b. Tell her what I am going to do.
    c. Don't tell her what I am really going to do because she may not agree with my decision.
    d. Give it to her and let her make the decision.

15. When I've been selected as team captain and have first pick, I . . .
    a. Don't know who to choose first among my friends.
    b. Ask the other captain to pick first.
    c. Ask someone to help me pick the right person.
    d. Know who to pick right away.

16. When ordering at a restaurant, I . . .
    a. Order whatever the people I'm with have.
    b. Order anything when the waiter comes to prevent being embarrassed.
    c. Let someone else order for me.
    d. Ask the waiter to come back if I am still
Please pick the one answer that most applies to you.

undecided when he comes to take my order.

17. When I have received a grade that I feel is unjust, I . . .
   a. Question it with my teacher.
   b. Complain to my friends.
   c. Keep my feelings in since the teacher is probably right.
   d. Want to discuss it with the teacher but probably won't.

18. When people ask whom I voted for, I . . .
   a. Ask them to tell me first who they voted for.
   b. Refuse to tell anyone of my choice.
   c. Try to change the subject.
   d. Tell others whom I voted for.

19. If there is something I really want, I . . .
   a. Ask my friends how they feel about it and then redecide about its worth to me.
   b. Hope someone will give it to me.
   c. Usually change my mind about its importance as soon as I receive it.
   d. Am willing to accept the consequences for getting it.

20. During elections when I am able to vote, I . . .
   a. Vote for who my friends say is best.
   b. Check over the candidates carefully and vote according to how I feel.
   c. Don't vote because my one vote won't make any difference.
   d. Vote for the most popular side.
INSTRUCTIONS: Please circle the one which shows how you feel about each statement. There are no right or wrong answers. The choices are:

Strongly Agree Agree Undecided Disagree Strongly Disagree

Example: I am a happy person.
SA A U D SD

1. I would rather be told what to do, instead of having to decide for myself.
SA A U D SD

2. Things which are important for me may not be as important for you.
SA A U D SD

3. I do not like to discuss who or what I vote for with people I don't know very well.
SA A U D SD

4. I do not like to let other people know how I feel because if they think differently they probably won't like me.
SA A U D SD

5. I only tell others how I feel when I am angry.
SA A U D SD

6. I do things just because they are there to do.
SA A U D SD

7. I am afraid to talk to other people.
SA A U D SD

8. I do not like to make decisions, so I usually let other decide for me.
SA A U D SD
Please circle the one that shows how you feel.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

9. I believe in the goals of certain organizations, but seldom participate in them.
   SA    A    U    D    SD

10. I act without thinking through the consequences.
    SA    A    U    D    SD

11. I don't care where life takes me, as long as I get somewhere.
    SA    A    U    D    SD

12. I feel good inside when I tell my friends how I feel about something that they feel differently about.
    SA    A    U    D    SD

13. I do things I really don't want to because my friends like them.
    SA    A    U    D    SD

14. I ask people to help me determine my goals.
    SA    A    U    D    SD

15. I do one thing and say another.
    SA    A    U    D    SD

16. I enjoy voting.
    SA    A    U    D    SD

17. I accept new things or ideas in a quiet way without discussion.
    SA    A    U    D    SD

18. I ask people what I should do.
    SA    A    U    D    SD
Please circle the one that shows how you feel

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

19. I don't do anything I really do not enjoy.
   SA   A   U   D   SD

20. I usually agree with my parents without questioning.
   SA   A   U   D   SD

21. I like it when people tell me what I should do.
   SA   A   U   D   SD

22. I know when I am right and I let people know it.
   SA   A   U   D   SD

23. My close friends know what I believe in.
   SA   A   U   D   SD

24. I realize that it is important for me to say what I want and ask for it.
   SA   A   U   D   SD

25. There is no difference between what I say and what I do.
   SA   A   U   D   SD

26. I think seriously about some things that I want, but have not gotten around to getting or doing them.
   SA   A   U   D   SD

27. I find myself reacting to things the same way I reacted before.
   SA   A   U   D   SD

28. I feel happy with many of the things I do.
   SA   A   U   D   SD
Please circle the one that shows how you feel.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

29. I don't know why I do some things, but I do them anyway.

   SA  A  U  D  SD

30. I hang around with people that I don't enjoy.

   SA  A  U  D  SD
APPENDIX B

THIRTY CLARIFYING RESPONSES
Thirty Clarifying Responses

1. Is this something that you prize?
2. Are you glad about that?
3. How did you feel when that happened?
4. Did you consider any alternatives?
5. Have you felt this way for a long time?
6. Was that something that you yourself selected or choose?
7. Did you have to choose that; was it a free choice?
8. Do you do anything about that idea?
9. Can you give me some examples of that idea?
10. What do you mean by _____; can you define that word?
11. Where would that idea lead; what would be its consequences?
12. Would you really do that or are you just talking?
13. Are you saying that . . . (repeat the statement)"
14. Did you say that . . . (repeat in some distorted way)?
15. Have you thought much about that idea (or behavior)?
16. What are some good things about that notion?
17. What do we have to assume for things to work out that way?
18. Is what you express consistent with . . . (Note something else the person said or did that may point to an inconsistency)?
19. What other possibilities are there?
20. Is that a personal preference or do you think most people should believe that?
21. How can I help you do something about your idea?
22. Is there a purpose back of this activity?
23. Is that very important to you?
24. Do you do this often?
25. Would you like to tell others about your idea?
26. Do you have any reasons for saying (or doing) that?
27. Would you do the same thing over again?
28. How do you know it's right?
29. Do you value that?
30. Do you think people will always believe that?

Adapted from:
APPENDIX C

CHECKLIST FOR TROOP LEADERS
"Checklist For Troop Leaders"

San Diego County Health Research Project
Graduate Project

Troop Leaders -

Troop Dates -
Project for your troop will be on:
April ____, April ____ and also May ____
evenings.

Troop Program -
The program for your troop will start _______
and end at _______.
Your assigned program will last approximately ____.
It is most important to ask your boys to
participate in the troop meeting before April ____.
Please do not mention the purpose of the Project;
only that they would be participating in a San
Diego County Health Research Project

For any questions please call me. Again, it is VERY
IMPORTANT for the program to have twenty boys the first
night and thereafter, but especially ask the boys to
come to a special meeting April ____ at ____. Please
remind the boys in your troop that a special program
begins April ____. Thank you for your help.
APPENDIX D

THANK YOU LETTER TO THE STUDY POPULATION
May 9, 1974

To Your Entire Troop,

The time your troop allowed for participation in my research project has proven to be worthwhile from my standpoint. The feasibility of a values clarification program in an on-going community organization has been established.

I hope your troop has gained something in return.

My sincere thanks go to all of you for your cooperation and your participation.

Yours very truly,

Chuck Kozel
Graduate Student in
Public Health Education
APPENDIX E

VALUES CLARIFICATION STRATEGY CATEGORY INDEX
CHOOSING

These strategies tend to help youngsters consider alternatives and make choices.

# 2--Values Grid
# 3--Values Voting
# 4--Rank Order
# 5--Either-or Forced Choice
# 6--Forced Choice Ladder
# 8--Values Continuum
#10--Values Whips
#13--The Interview Whip and Interview Chain
#17--The Values Journal or The Values Data Bank
#21--Privacy Circles
#23--Alternatives Search
#24--Alternative Action Search
#25--Brainstorming
#26--Consequences Search
#29--Pattern Search
#30--Three Characters
#31--Chairs or Dialogue With Self
#33--The Pie of Life
#35--All About Me
#37--Unfinished Sentences
#38--Who Comes to Your House?
#47--Personal Coat of Arms
#52--The Free Choice Game
#53--Life Line
#57--Two Ideal Days
#63--What's In Your Wallet?
#64--Clothes and Values
#68--Christmas Gift Giving
#69--Past Christmas Inventory
#72--Are You Someone Who?
#73--Who's to Blame?

CHERISHING AND PRIZING

These strategies tend to help youngsters decide what they value and affirm those choices.

# 1--Twenty Things You Love to Do
# 2--Values Grid
# 7--Value Survey
#10--Values Whips
#11--Proud Whip
#17--The Values Journal or The Values Data Bank
#19--_______ing Name Tags
Cherishing and Prizing (Cont'd)

#24--Alternative Action Search .......................... 198
#30--Three Characters .................................. 219
#34--Magic Box ......................................... 232
#37--Unfinished Sentences ............................... 241
#39--Strength of Values ................................ 250
#54--Who Are You? ...................................... 306
#62--I Am Proud--Song .................................. 327
#72--Are You Someone Who? .............................. 366
#75--Baker's Dozen ..................................... 383
#78--The Suitcase Strategy .............................. 392

ACTING

These strategies tend to help youngsters translate their ideas into actions.

# 2--Values Grid ......................................... 35
#10--Values Whips ....................................... 130
#12--Public Interview ................................... 139
#15--Inventing Name Tags ................................. 174
#20--Partner Risk or Sharing Trios ..................... 177
#21--Privacy Circles .................................... 183
#22--Risk Ratio or Force-field Analysis ............... 189
#27--Removing Barriers to Action ....................... 209
#28--Getting Started .................................... 211
#41--Taking A Stand ..................................... 255
#42--Values In Action ................................... 257
#43--Letters To The Editor ............................... 262
#44--I Urge Telegrams .................................. 264
#46--Unfinished Business ................................ 276
#49--Cave-in Simulation ................................ 287
#59--Self Contracts ..................................... 319
#71--Ready For Summer .................................. 363

COMMUNICATING AND UNDERSTANDING

These strategies encourage youngsters to express their own ideas and feelings and to understand the ideas and feelings of others.

# 2--Values Grid ......................................... 30
# 6--Forced Choice Ladder ............................... 98
#11--Proud Whip ......................................... 134
#12--Public Interview ................................... 139
#13--The Interview Whip and Interview Chain ........ 158
#14--Group Interview .................................... 160
#16--Wonder Statements .................................. 166
Communicating and Understanding (Cont'd)

#18--Values Focus Game ........................................ 171
#19--_________ing Name Tags ................................... 174
#20--Partner Risk or Sharing Trios ............................. 177
#25--Brainstorming .............................................. 204
#29--Pattern Search ............................................... 214
#30--Three Characters ........................................... 219
#31--Chairs or Dialogue With Self ............................... 221
#46--Unfinished Business ......................................... 276
#48--The Fall-Out Shelter Problem ............................... 281
#49--Cave-in Simulation .......................................... 287
#51--Rogerian Listening ........................................... 295
#52--The Free Choice Game ........................................ 299
#54--Who Are You? .................................................. 306
#57--Two Ideal Days ................................................ 314
#58--Life Inventory ................................................ 316
#60--How Would Your Life Be Different? ......................... 322
#62--I Am Proud-Song .............................................. 327
#63--What's In Your Wallet? ....................................... 329
#67--Ways To Live ................................................... 343
#71--Ready For Summer ............................................. 363
#76--Reaction Statements .......................................... 385
#77--Diaries .......................................................... 388
#79--Assist or Support Groups .................................... 395

FEELING

These strategies tend to aid children in understanding their own emotional make-up and the emotions of others.

# 1--Twenty Things You Love To Do ............................... 30
# 2--Values Grid ..................................................... 35
# 6--Forced Choice Ladder ......................................... 98
# 7--Value Survey ................................................... 112
#12--Public Interview .............................................. 139
#16--I Learned Statements ......................................... 163
#17--The Values Journal or Values Data Bank .................... 168
#19--_________ing Name Tags ..................................... 174
#20--Partner Risk or Sharing Trios .............................. 177
#21--Privacy Circles ............................................... 183
#22--Risk Ratio or Force-field Analysis ......................... 189
#24--Alternative Action Search .................................... 198
#28--Getting Started ............................................... 211
#32--Percentage Questions ......................................... 224
#34--The Magic Box .................................................. 232
#35--All About Me ................................................... 234
#36--Pages For An Autobiography ................................ 236
#37--Unfinished Sentences ......................................... 241
#38--Who Comes To Your House? ................................... 248
Feeling (Cont'd)

#39--Strength Of Values .............................................. 250
#45--Sensitivity Modules ............................................... 266
#47--Personal Coat Of Arms ............................................ 278
#49--Cave-in Simulation ................................................ 287
#51--Rogerian Listening ................................................ 295
#55--Epitaph .................................................................. 308
#56--Obituary .................................................................. 311
#60--How Would Your Life Be Different? .............................. 322
#61--What Is Important-A Song .......................................... 325
#62--I Am Proud-Song ..................................................... 327
#66--The Miracle Workers ................................................ 338
#70--RDA's. Resent-Demand-Appreciate .................................. 358
#72--Are You Someone Who? ............................................. 366
#73--Who's To Blame? ..................................................... 374
#76--Reaction Statements ................................................ 385
#77--Diaries .................................................................. 388
#79--Assist Groups Or Support Groups ................................ 395

These categories are just suggestions. Most of the strategies are quite flexible and can serve various purposes.