NONDIRECTIVE GROUP PLAY THERAPY

WITH AGGRESSIVE BOYS

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NONDIRECTIVE GROUP PLAY THERAPY
WITH AGGRESSIVE BOYS

THESIS

Presented to the Graduate Council of the
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Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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CHAPTER I

STATEMENT OF PROBLEM AND REVIEW OF LITERATURE

The study reported here attempts to demonstrate the utility of group play therapy as a method of reducing aggression in preadolescent aged boys. Previous research, reviewed in a later portion of this section, has attempted to demonstrate the value of play therapy as a method of dealing with a variety of emotional and behavioral problems. The present study utilizes nondirective group play therapy in an attempt to deal with aggression, a problem which is common to the elementary school situation.

Among the distinguishing features of this study are the following: (1) The group play therapy sessions were conducted within the school setting. While this approach was somewhat limiting in terms of the physical plant, it allowed for implementation of the therapy without having to send the children away from the school situation. This method permitted the integration of the group play therapy sessions with the usual school day activities. (2) The number of group play therapy sessions was relatively small in relation to what is generally prescribed by experts in the field of group play therapy. This feature of the study attempted to demonstrate the utility of group play therapy as a brief treatment technique. (3) Although the therapist in the study reported here had had some prior experience with
group play therapy, he was not a therapist of long experience. This feature of the study hoped to demonstrate that group play therapy is a particularly useful treatment technique in that a relatively short period of training is required for a therapist to be able to accomplish play therapy. (4) The aggressive children who composed the treatment and control groups were selected on the basis of both teacher and peer ratings. (5) The parents of the children involved in the two groups were not involved in a related treatment program.

As indicated in the following review of the literature, sound research in the area of group play therapy is needed to demonstrate scientifically its effectiveness. The present study was an attempt to contribute to the existing knowledge concerning group play therapy by scientifically investigating the effects of play therapy. This was a particularly important aspect of the present study in that much of the criticism that has been leveled at existing psychotherapy research has been directed toward the investigator's apparent disregard for stringent research methods. In addressing himself to this matter, Ginott (1961) points out that if psychotherapy research is to be recognized as scientific, researchers must incorporate and demonstrate valid research methods.

A review of the literature which deals with play therapy reveals that until only recently adequately designed
studies dealing with the effectiveness of play therapy have been practically non-existent. Most of the claims for the success of play therapy were based upon subjective judgments. While new and valid studies are appearing in greater number than in the past, experts in the field of play therapy are generally in agreement concerning the need for more research of good quality. Ginott (1961) indicated that there was a lack of good experimental evidence which clearly demonstrates the superiority of play therapy over certain forms of recreational activities.

An extensive review of the literature dealing with the results of psychotherapy with children was conducted by Levitt (1957). His review consisted of a survey of 35 reports of child-therapy outcomes. The results of this effort led Levitt to conclude that children who receive therapy do not improve at a more significant rate than do children who receive no therapy. These results are comparable to earlier results obtained by Eysenck (1952), who studied the outcome of adult psychotherapy cases.

A critical review of the research dealing specifically with nondirective play therapy was conducted by Lebo (1953). He concluded that while research on nondirective techniques with adults was sound, research in nondirective play therapy with children was meager. Lebo was particularly critical of the undocumented claims which have been made for the success of nondirective play therapy. He indicated that
the methods and principles of nondirective play therapy were not firmly established and that there was a definite need for more research in this area.

Although still open to criticism, a number of studies dealing with the effects of play therapy have utilized quality research methods. These studies have employed both individual and group techniques in attempting to demonstrate the effectiveness of directive and nondirective play therapy as treatment methods for a variety of children's problems.

Two studies conducted by Bills (1950a, 1950b) utilized individual nondirective play therapy to determine its effects upon retarded and normal readers. In the first study, which dealt with highly intelligent normal readers, the children served as their own controls. Reading tests were administered four times: six weeks before therapy, immediately before therapy, immediately following therapy, and six weeks after therapy. The changes in the reading test scores during the no therapy periods were compared with scores obtained during the therapy period. The results indicated that significant reading gains were made during the therapy period.

The results of the second study, which dealt with the normal readers, failed to demonstrate a significant improvement in reading. The results of the two studies led Bills to conclude that the improvement in reading exhibited
by the retarded readers was related to better personal adjustment brought about by the therapy. This conclusion can be interpreted to mean that play therapy may be helpful to children with emotional problems but not with all types of reading problems.

A study by Dorfman (1958) is one of the few well-controlled studies dealing with the effects of individual nondirective play therapy. Utilizing both an experimental and a control group, Dorfman attempted to demonstrate the effectiveness of play therapy in the treatment of children with measured personality problems.

School children, selected on the basis of personality problems, were randomly assigned to the experimental and the control groups. Three personality tests were administered prior to and after therapy. The individual play therapy sessions were conducted by one therapist.

The results of the study and subsequent follow-up information clearly demonstrated significant personality changes in those children who received the therapy as opposed to those children who received no therapy. In evaluating the results, Dorfman concluded that despite the fact that their parents were not seen in therapy, the children in the experimental group did demonstrate improvement with therapy. A second conclusion was directed toward the fact that effective play therapy had been conducted within a school setting. A third conclusion,
derived exclusively from follow-up information, was related to the findings of Eysenck and Levitt, which imply that in many cases, spontaneous remission accounts for the fact that many "controls" improve at a rate equal to that of the treated patients. Dorfman's third conclusion suggested that time alone did not produce improvements and that while some individuals showed spontaneous remission, the group as a whole did not.

A more recent study which demonstrated the effectiveness of individual nondirective play therapy was conducted by Seeman, Barry, and Ellinwood (1964). One-hundred and fifty second and third grade school children were given a modified reputation test and their teachers completed a teacher rating scale. The two instruments made possible the classification of behavior into categories of high adjustment, aggression, and withdrawal behavior. The scores on these measures were converted to standard scores and the 16 children who scored lowest on adjustment were chosen to participate. Eight of the children were assigned to a treatment group, and eight were assigned to a control group. The play therapy for the experimental group was conducted on a weekly basis, and the median therapy length for the group was 37 weeks.

The results of the study indicated that the experimental group demonstrated a significant reduction in aggression in comparison with the control group in terms of
differences between pre-therapy and follow-up scores on the modified reputation test. The differences in overall teacher rating scores for the two groups were not significant. However, the differences in teacher rating scores for the aggression category were significant in favor of the treatment group. This result was seen as an indication of a reduction in aggression on the part of experimental group members.

The authors concluded that the results of this investigation implied that children who are classified as aggressive can demonstrate a significant reduction in aggression after a period of permissive play therapy. A second conclusion noted that the children were able to benefit from the play therapy without involving their parents in a treatment program.

One of the first studies to employ adequate controls in utilizing group play therapy was conducted by Fleming and Snyder (1947), who attempted to demonstrate that non-directive play therapy could effect measurable changes in social and personal adjustment in children. On the basis of low scores on personality tests administered to 46 children, four boys and three girls were chosen to make up the play therapy treatment group. The remaining 39 children composed the control group. The treatment group received group play therapy twice a week for six weeks while the control group received no therapy. Post-tests were
administered following the therapy.

The results of this investigation indicated that in the treatment group, the three girls demonstrated significant improvement, but the boys did not show significant improvement in relation to the control group. Of importance, however, is the fact that these results are open to serious criticism because the design of the study did not control for regression effects.

Cox (1953) conducted a well-controlled study utilizing group play therapy. Two nine-member groups selected from children living in an orphanage were matched on the basis of age, sex, general adjustment, and score on a sociometric index and the Thematic Apperception Test. The two instruments were administered before and after the therapy period and at follow up.

The children were divided into the two groups. The experimental group received 10 weeks of group play therapy, while the control group received no therapy. The results showed that the experimental group demonstrated significant positive change on the post-tests as compared with the control group. The findings also led Cox to conclude that sociometric indices proved to be useful with play therapy.

A study which utilized group play therapy in the treatment of poor readers was performed by Seeman and Edwards (1954). Thirty-eight fifth and sixth grade school children who ranked low on personality and reading tests were
randomly assigned to a treatment and a control group. A teacher therapist met daily with the experimental group for one half-hour sessions. The treatment group was divided into smaller groups of from four to seven children each. The control group did not receive therapy. Group play therapy of a permissive nature was employed.

The resulting data indicated that the experimental group gained significantly in reading as compared with the control group. However, there was no significant difference between the two groups in terms of changes in personality variables. These results are in direct contrast to those obtained by Bills (1950a, 1950b).

In a recent study, (Clement & Milne, 1967) group play therapy techniques were combined with a behavioral technique in an attempt to effect personality changes in shy, nonassertive, withdrawn boys. Clement and Milne utilized 11 third grade boys who had exhibited shy and withdrawn behavior. The boys were randomly assigned to three groups. One group, treated by a combination play therapy and behavioral technique, received tangible reinforcements for social approach behavior. A second group met with a therapist and received play therapy without the tangible reinforcements for social approach behavior. The third group met for regular play sessions without a therapist present and did not receive any tangible reinforcements for social approach behavior.
The resulting data indicated that the group which received the tangible reinforcements in the presence of the therapist demonstrated the most improvement in terms of changes in social approach behavior. These changes were measured by observers using time sampling techniques.

A final point to be considered in regard to the literature dealing with play therapy, and one which is closely related to the present study, pertains to the question concerning the amount of training and experience necessary for one to undertake group play therapy. Many of the recognized experts in the field such as Ginott (1961), Axline (1947), and Slavson (1956) have suggested that training and experience are the two most necessary elements in the consideration of a qualified play therapist. Recent articles and a study, however, suggest that positive play therapy results can be obtained by individuals who have neither extensive training nor experience with play therapy techniques.

In a recent article, Rioch (1966) indicated that many professionals within the field of mental health are beginning to recognize the ability of nontraditional workers with relatively little training to produce good therapeutic results. A study which investigated this supposition was conducted by Stollak (1967), who within a relatively short period of time trained college students as play therapists.
The results of that investigation led Stollak to conclude that those students who participated in the study made a valuable contribution and, in general, became adequate play therapists.

In summary, the research dealing with play therapy demonstrates the need for new research. Although several investigations have demonstrated significant results in utilizing play therapy, sufficient evidence which clearly demonstrates the effectiveness of play therapy is still lacking.

A number of studies reported in the review of the literature have relevance to the present study. The Dorfman (1958) study indicates that play therapy can be successfully utilized within the school setting. Two studies (Dorfman, 1958; Seeman, Barry & Ellinwood, 1964) concluded that children can benefit from play therapy without involving their parents in a treatment program. The value of utilizing sociometric indices as a means of measuring changes associated with play therapy has been demonstrated in another study (Cox, 1953). Finally, the successful use of play therapists with relatively little training and experience has also been demonstrated in a recent study (Stollak, 1967).

Recognizing the need for sound research in the field of nondirective group play therapy, the present study was designed to utilize adequate methods of control and objective
measurements, both areas of major criticism of research in child therapy. It is hypothesized that if a group of aggressive children who are treated by nondirective group play therapy are compared with a group of like children who do not receive play therapy, then the group that received the therapy will show a significant reduction in aggression.
CHAPTER II

METHOD

Subjects

The Ss consisted of 12 male elementary school children ranging in age from eight to 12. The Ss were chosen from the third, fourth, fifth, and sixth grade classes at the Laboratory School of North Texas State University.

Instruments

Two pre- and post-therapy measuring instruments were utilized. The first was an adaptation of a modified version of Bower's (1960) Class Play. The second instrument was a teacher rating scale which was devised by the E. The class play (CP) and the teacher rating scale (TRS) are two conceptual measures of aggression.

The CP is a sociometric device in which pupils choose classmates to play roles in a hypothetical play by matching the chosen classmate's name with one of 20 descriptions of different roles. Five of the role nominations (numbered 3, 5, 7, 10, and 12 on the appended instrument) were considered characteristic of aggression.

The TRS (sample appended) consisted of a bi-polar scale ranging from one to seven on the basis of amount of aggression. Prior to rating the children, each teacher was given a copy of a modified adaptation of Catell's (1963) instructions for rating children.
Procedure

The CP was administered to the 98 male and female students in the third, fourth, fifth, and sixth grades. The resulting raw scores were converted to standard scores. A total CP score, from items 3, 5, 7, 10, and 12, was computed for each child.

Using the TRS, the teachers rated each child in their class on the basis of aggression. The TRS scores for each boy and the total CP scores of each boy were correlated by using a rank order correlation technique. It can be seen in Table 1 that the resulting correlations were found to be significant for each class.

TABLE 1
Correlations Between Teacher Ratings and Class Play Scores

<table>
<thead>
<tr>
<th>Grade</th>
<th>N</th>
<th>Correlation</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>13</td>
<td>.79</td>
<td>p &lt; .01</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>.65</td>
<td>p &lt; .05</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>.52</td>
<td>p &lt; .05</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>.66</td>
<td>p &lt; .01</td>
</tr>
</tbody>
</table>

The 12 boys with the highest total CP scores were randomly assigned to a treatment and a control group with
six boys in each group. A letter asking for parental consent was sent to the parents of the six boys in the experimental group. All six parents signed and returned the letters (sample appended) signifying their consent for the boys to participate in the play therapy.

The group play therapy consisted of 10 weekly sessions of one-hour duration. Nondirective group play therapy was utilized in accordance with the principles discussed by Axline (1947).

The play therapy was conducted in a room within the Laboratory School at North Texas State University. The children in the treatment group were excused from class each week for the therapy sessions. The control group children, who did not receive therapy, remained in the classroom and followed the routine classroom schedule during the times that the experimental group was receiving the play therapy.

The E served as the therapist for all of the sessions. While the E had had some experience with group play therapy, he was a relatively inexperienced play therapist.

The toys (listed in the appendix) utilized in the group play therapy sessions were selected by the therapist in relation to the ages and needs of the group members.

After the 10 group play therapy sessions had been completed, the CP was again administered to the 98 children. The teachers again rated their children by using the TRS.
The difference in scores between the pre- and post-therapy measures for the 12 boys in the experimental and control groups was subjected to statistical analysis by utilizing a one tailed $t$ test. This was done in order to test the hypothesis that boys who had had play therapy would be less aggressive than boys who had not had play therapy.
CHAPTER III

RESULTS

The post-therapy CP and TRS scores for the experimental and control group Ss were subtracted from their respective pre-therapy CP and TRS scores. A mean difference CP and TRS score for both the experimental and the control group was computed. The mean difference scores of the experimental group were statistically compared to the mean difference scores of the control group by computing the t test for a one-tailed hypothesis.

TABLE 2

Significance Test For Mean Difference Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S. D.</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>3.30</td>
<td>3.51</td>
<td>10</td>
<td>2.16*</td>
</tr>
<tr>
<td>Control</td>
<td>-1.95</td>
<td>4.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>.33</td>
<td>.47</td>
<td>10</td>
<td>1.51</td>
</tr>
<tr>
<td>Control</td>
<td>.16</td>
<td>.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.
### TABLE 3

**Individual Differences in Pre- and Post-Therapy Class Play and Teacher Rating Scores**

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Child Pre- Therapy</td>
<td>Child Pre- Therapy</td>
</tr>
<tr>
<td></td>
<td>Post- Therapy</td>
<td>Child Post- Therapy</td>
</tr>
<tr>
<td>Class Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>19.54 19.71 - .17</td>
<td>G 6.91 7.00 - .09</td>
</tr>
<tr>
<td>B</td>
<td>17.89 8.39 9.50</td>
<td>H 4.65 5.88 - 1.23</td>
</tr>
<tr>
<td>C</td>
<td>8.94 10.05 -1.11</td>
<td>I 3.46 4.78 - 1.32</td>
</tr>
<tr>
<td>D</td>
<td>7.38 2.19 5.18</td>
<td>J 3.37 4.20 - .83</td>
</tr>
<tr>
<td>E</td>
<td>6.17 3.04 3.13</td>
<td>K 3.13 13.92 -10.79</td>
</tr>
<tr>
<td>F</td>
<td>3.23 .06 3.17</td>
<td>L 3.02 .45 2.57</td>
</tr>
<tr>
<td>Teacher Rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>7 7 0</td>
<td>G 7 7 0</td>
</tr>
<tr>
<td>B</td>
<td>7 6 1</td>
<td>H 6 5 1</td>
</tr>
<tr>
<td>C</td>
<td>6 6 0</td>
<td>I 6 5 1</td>
</tr>
<tr>
<td>D</td>
<td>7 7 0</td>
<td>J 6 6 0</td>
</tr>
<tr>
<td>E</td>
<td>6 5 1</td>
<td>K 5 6 -1</td>
</tr>
<tr>
<td>F</td>
<td>6 6 0</td>
<td>L 7 7 0</td>
</tr>
</tbody>
</table>
Differences between individual pre- and post-therapy CP and TRS scores for the experimental and control group Ss were computed. It can be seen in Table 3 that negative difference scores represent a rise in aggression, positive difference scores represent a reduction in aggression, and zero difference scores represent no change in aggression.
CHAPTER IV
DISCUSSION

As reported in Table 2, the results partially supported the hypothesis that children treated by nondirective group play therapy would show a significant reduction in aggression in comparison with a control group of untreated aggressive children. A one-tailed test of the relative change in aggression between the two groups was significant for the sociometric index, but a comparable test of the TRS was nonsignificant.

These data are consistent with the reported evidence concerning the sensitivity of sociometric instruments as compared to teacher ratings. Bower (1960) concluded that the Class Play was the best single instrument for identifying emotionally disturbed children in his study, which included teacher ratings. Seeman and his associates (1966) report results which indicated that the reputation test, another sociometric device, was a more sensitive index than were teacher ratings, and Cox (1953) found a sociometric to be more sensitive to changes in social behavior than objective ratings of adjustment. Since the child's peers are usually participant observers in his social environment, their ratings are probably based on a more relevant and larger sample of the child's behavior, in and out of the classroom, than is the teacher's; therefore, the CP may be
expected to be a more sensitive instrument for the measure of behavioral changes than the TRS.

An examination of the data shown in Table 3 concerning individual change in aggression as measured by the CP reveals that four of the six experimental group Ss demonstrated a reduction in aggression upon post-therapy testing. The data shown in Table 3 concerning changes in aggression of control group Ss as measured by the CP reveals that five of the six control Ss demonstrated a rise in aggression upon post-therapy testing.

The data shown in Table 2, which dealt with group mean differences, reveals no significant differences between the experimental and the control groups as measured by the TRS. An examination of the data shown in Table 3, which dealt with individual change in aggression as measured by the TRS, reveals that two of the six experimental group Ss demonstrated a reduction in aggression upon post-therapy testing. The remaining four experimental Ss demonstrated no change on the post-therapy TRS. In the control group, one S demonstrated a rise in aggression upon post-therapy testing, three Ss demonstrated no change, and two Ss showed a rise in aggression. As shown in Table 3, large changes in CP scores (children C, E, and K) were consistent with large change in the TRS. However, minor decreases and increases were not reflected in the TRS.

The present study demonstrates methods and procedures
which are controversial in play therapy: (1) The therapy, which could be characterized as short term therapy, contributed to either maintaining or reducing the level of aggression of the treated children in the majority of cases. This factor is particularly important in light of Slavson's (1956) thinking concerning the possible occurrence of a rise in aggression on the part of children who are in treatment for short periods of time. This factor could be investigated by lengthening the therapy period and simultaneously increasing the number of times that measures of aggression are administered. (2) The sessions were conducted by a relatively inexperienced play therapist. This factor is generally in accord with the findings of Stollak (1967). (3) Successful group play therapy was conducted without involving the parents in a treatment program. (4) The group play therapy was conducted successfully within the school setting. This factor facilitated "feedback information" between teacher and therapist.

An aspect of the present study which may bear further investigation is concerned with follow-up results. Several of the studies reported in the review of the literature (Cox, 1953; Dorfman, 1958; and Seeman, Barry & Ellinwood, 1966) indicate measurements of change immediately following the therapy period and upon follow-up which occurred some time later.

One of the studies (Seeman et al., 1966) obtained
results which are of particular interest. Seeman did not obtain significant results at post-therapy testing but did obtain significant results on follow-up testing upon the measures of aggression. One might conclude from this data that the therapy may have some long-term carry-over effects which were not apparent at testing immediately following therapy. If the results of the present study were computed at follow-up, more significant changes in behavior may occur.

This study represents a significant contribution to the field of child therapy. It demonstrates the efficacy of short term group play therapy for the treatment of aggressive preadolescent boys by a relatively inexperienced therapist in a school setting without the involvement of parents.
Suppose that your class is going to put on a play and you are selected to pick the cast. Below you will find a list of some of the parts in this play. Your job is to pick a boy or girl in your class for each of the parts. Your play will be most successful and a lot of fun if you pick the boy or girl who you think would most naturally fit the part. Since many of the parts listed are small ones, you may, if you wish, select the same boy or girl for more than one part. Do not choose yourself for any of the parts.

Make your choices carefully. If you have any questions about the meaning of a word or anything else, be sure to ask your teacher.

WRITE ON THE LINE OPPOSITE EACH PART THE NAME OF THE BOY OR GIRL YOU SELECT TO PLAY THE PART. YOU MAY CHOOSE MORE THAN ONE PERSON FOR A PART IF YOU WISH.

<table>
<thead>
<tr>
<th>Description of the Part</th>
<th>YOUR NOMINATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Someone who is not afraid of anyone.</td>
<td></td>
</tr>
<tr>
<td>2. A kind considerate friend.</td>
<td></td>
</tr>
<tr>
<td>3. Someone who gets into alot of fights.</td>
<td></td>
</tr>
<tr>
<td>4. A nice, helpful mother.</td>
<td></td>
</tr>
<tr>
<td>5. A mean, cruel boss who orders people around.</td>
<td></td>
</tr>
<tr>
<td>6. Someone who changes friends very often.</td>
<td></td>
</tr>
<tr>
<td>7. A bully who picks on smaller children.</td>
<td></td>
</tr>
<tr>
<td>8. A neighbor who is careful of other peoples property.</td>
<td></td>
</tr>
<tr>
<td>9. The laziest person in the world.</td>
<td></td>
</tr>
</tbody>
</table>
Description of the Part

10. A person with a very bad temper.

11. A mean bossy sister.

12. Someone who is a stubborn as a mule and who gets angry when he is told that he is wrong.

13. Someone who just can't keep still and is always moving about.

14. A hermit who doesn't like to be with people.

15. Someone who would be the best football player.

16. Someone who is always afraid and acts like a baby.

17. Someone who has no sense of humor and who can't take a good joke.

18. A character who is sloppy and very careless about how he or she looks.

19. Someone who is very smart and usually knows the answer.

20. Someone who would be a good wrestler or boxer.

Your Nomination
DESCRIPTION OF PERSONALITY TRAIT SCALES

At the top of your class list is printed the personality trait of the aggressiveness. This trait is represented along a continuous scale with two extremes and a neutral middle, as in the following example:

<table>
<thead>
<tr>
<th>Non Aggressive</th>
<th>Extreme</th>
<th>Moderate</th>
<th>Slight</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Slight</td>
<td>Moderate</td>
<td>Extreme</td>
<td>Very Aggressive</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The scale is divided into seven intervals with the intervals "1" and "7" corresponding to the extremes of the trait, interval "4" corresponding to the middle or neutral part of the scale, and the other intervals to intermediate points as shown.

The numbers to the right of each pupil's name represent the seven intervals of the scale. The procedure for rating is given below.

IMPORTANCE OF OBJECTIVITY IN THE TRAIT DESCRIPTION

In estimating a pupil's position on the trait scales it is most important to be objective.

One difficulty repeatedly encountered in this type of judgment is called "halo effect." This is the tendency of persons to use their general overall impression of an individual's behavior in judging a particular trait, rather than basing their judgment on the trait itself. The "halo effect" results in severe contamination in the accuracy of judgments and is thereby extremely important to avoid. By strictly adhering to the procedures listed below, you will effectively eliminate "halo effect."
Procedure

Indicate the position you believe each pupil occupies on the scale by circling the corresponding number following the pupil's name. Be sure to judge every child on the trait even if you are not certain in each case. Most teachers are better judges of their pupils than they may realize. However, if you believe you are unable to rate one or more children on the trait, cross out the name(s) and do the remainder.

Base your judgment for the trait on behavior you have observed. Discount rumors and other second-hand information of a pupil's behavior.

Avoid evaluation of the trait itself. The trait is a personality dimension along which behavior may be observed. It is not intended as a measure of "good" or "bad" and evaluation of the trait as such is for the most part meaningless.
March 23, 1970

Dear Parent:

Mr. Raymond R. Bucur, a graduate student in the department of Psychology at North Texas State University, is conducting a research project involving the study of a number of personality traits. The project involves Mr. Bucur leading a play therapy group to determine if the play therapy has a positive effect upon the personality traits. Your son has been chosen to participate in this project. He would be asked to participate in weekly one hour play therapy sessions for a period of about ten weeks. Mr. has given her permission for to participate. The project also has the approval of Mr. Buell, Principal, as well as the Department of Education at North Texas State University.

We would appreciate your giving your permission for to participate in this project. Please sign your name in the space provided below and return this letter in the enclosed envelope to the Laboratory School as soon as possible.

If you have any questions, please do not hesitate to contact Mr. Buell.

Thank you for your cooperation.

Sincerely,

Mr. Frank Buell

Mr. Raymond Bucur

I give my permission to allow to participate in the above mentioned research project. I understand that the project has been approved by both and Mr. Buell, Principal.

Signed: ________________________

Parent.
LIST OF TOYS

Bow and arrow set
Clay
Crayons and paper
Dart board and darts
Inflatable "Bobo" punching clown
Lincoln Logs
Miscellaneous parlor games
Rubber and plastic balls
Toy guns
Toy trucks
Water pistols
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