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The Development and Use of a Locus of Control Board Game for 7 Through 11 Year Old Children

Nancy J. Kaniuga
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THE DEVELOPMENT AND USE OF A LOCUS OF CONTROL BOARD GAME FOR 7 THROUGH 11 YEAR OLD CHILDREN

by

Nancy J. Kaniuga

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
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and Counseling Psychology

Western Michigan University
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In this study, a children's board game, The Clubhouse Game, was developed, described and evaluated. Created by the author, The Clubhouse Game addresses locus of control and was designed for use in psychotherapy with 7 through 11 year old children. A review of selected writings of Piaget, Erikson and Winnicott yielded four concepts which were incorporated into the game. The Clubhouse Game was evaluated in terms of its effectiveness in modifying belief in locus of control in children who played the game, and its ability to serve as a stimulus or point of reference for discussions of situations which contain issues relevant to locus of control. Subjects for the study were 43 normal children, i.e., not psychotherapy clients, attending a Kalamazoo YMCA daycamp. Subjects ranged in age from 7 through 11.

The Children's Nowicki-Strickland Internal-External Locus of Control scale was used to assess subjects' locus of control orientation before and after exposure to the game. Analysis of covariance, with the pretest as the covariate, showed a significant difference between adjusted
mean posttest scores for the treatment and control groups, with treatment children moving toward internal control.

A questionnaire developed by the researcher was used to measure treatment group subjects' abilities to use two specified key concepts from the game when discussing situations which contain locus of control issues as a primary focus. All subjects who responded to the questionnaire were able to meet or exceed the criterion levels for their respective age groups.

It was concluded that The Clubhouse Game was a useful tool for helping daycamp children learn and apply concepts which might be expected to assist them in problem-solving. Implications of the study for child psychotherapy and suggestions for further research were given.
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The development and use of a locus-of-control board game for 7 through 11-year-old children

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Western Michigan University, 1989

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Nancy J. Kaniuga
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CHAPTER I

INTRODUCTION

The purpose of this study is to develop, describe and evaluate The Clubhouse Game, a therapeutic board game for children which is based upon the practical application of selected ideas from child development theory.

Psychotherapists have long used toys, games and other therapy materials to facilitate therapeutic communication and promote the psychological well-being of child clients. Early child therapists (Axline, 1968; Freud, 1928; Klein, 1932/1975) selected from among available toys and play materials to find objects which assisted them in their work with children. As the field of child psychotherapy grew, child therapists found new ways to use available play materials and they developed new therapy materials and play techniques to meet specific treatment needs of child clients (Gardner, 1986b; Schaefer & Reid, 1986). Meanwhile, developmental psychologists and others were making significant discoveries which contributed to the understanding of many aspects of child development, including cognitive, social and ego development (Erikson, 1963, 1968, 1977; Piaget, 1962, 1932/1965; 1964/1968; 1961/1969, 1970a, 1968/1970b, 1972; Winnicott 1965, 1971). It was
recognized that this information on child development was of great importance to the manner in which child psychotherapy was conceptualized and practiced, and in recent years there has been an emphasis on the need for integrating child development knowledge with treatment methods and techniques (Santostefano, 1980). The game developed in this study was an attempt to address this need by providing a developmentally appropriate and useful child therapy tool.

The development of therapy games and other therapy materials which are based upon knowledge of child development is part of a broader movement to integrate developmental and clinical child psychology. Santostefano (1980) advocated for the application of developmental principles to clinical child psychology, stating that there is a dire need for the development of treatment methods which are based on knowledge of child development. He proposed guidelines for diagnosis and treatment of emotionally disturbed children, and described a biodevelopmental treatment method designed to alter children's cognitive patterns when they fit poorly with society's expectations (Santostefano, 1978). Further attempts at the integration of developmental with clinical child psychology were made by Selman and Jaquette (1976) who described developmental implications for the education and treatment of emotionally impaired children. Jurkovic and Ulrici (1982) examined the nature
of insight from a cognitive-developmental framework, and called for further research on child psychotherapy to bridge the gap between clinical and developmental child psychology. Jurkovic and Selman (1980) raised questions as to the manner in which cognitive and affective processes interact in therapy and suggested that the child's developmental stage plays an important role in the interaction. Harter (1977) described a task frequently encountered by children in the therapy situation, that of expressing contradictory or conflicting feelings which are held simultaneously. She used developmental principles to explain why this task was a difficult one for children, and suggested a developmentally appropriate pencil and paper therapy activity to assist the child.

As child psychotherapy techniques have been developed and refined, the use of games in therapy has grown. Nickerson and O'Loughlin (1980) conducted an extensive review of the use of games as therapeutic tools. They cited numerous reasons for using play activities in psychotherapy with children. These include the concepts that play is a child's natural medium for self expression and learning; children feel at home in a play setting; play facilitates communication and allows for cathartic release of feelings; play is renewing and wholesome; and adults can better understand the world of children by observing them at play. With respect to games, Nickerson and O'Loughlin cited
studies which described the role of games in therapy, studies which advocated the use of specific games for specific therapy aims, and which outlined therapeutic approaches in which game playing was a central feature. Their conclusion that games can be effective therapeutic tools was accompanied by statements as to the need for systematic research in this area.

Many recreational games available to the general public, such as dominoes, checkers and cards have been used in therapy sessions with children. Dominoes have been used to help children through temporary declines in therapy and as projective materials for eliciting therapeutic material (Levinson, 1979). Checkers and cards have been used as diagnostic and therapeutic aids (Gardner, 1986a; Golick, 1973).

In addition to those games available to the general public, games have been designed specifically for therapeutic purposes. Games such as these have been used to help structure the therapy session and elicit therapeutic material for discussion (Corder, Whiteside & Vogel, 1977; Gardner, 1973). They have been used to enhance the therapeutic relationship and to make therapy more appealing to children who are sometimes unwilling participants referred by parents or other significant adults (Gardner, 1986b). Games have also been used to teach specific therapeutic concepts or help clients meet specific

To summarize, games have been found to be useful therapy materials and they continue to be used and developed by those who work with children (Gardner, 1986b; Schaefer & O’Connor, 1983; Schaefer & Reid, 1986). Despite this wide use, there appears to be room for the development of additional therapy games, as evidenced by the many topics and problems addressed in child psychotherapy for which no games exist.

Need for the Study

In this study a therapeutic board game is developed, described and evaluated. This game is based upon selected ideas from child development theory. The purpose of the game is to help children increase their beliefs in the amount of control they have over their own lives and to assist them in discussing situations relative to these beliefs.

The exploration of clients' perceptions of the control they have over their lives is a common theme in psychotherapy with children and with adults. With many clients, an initial task of therapy is to help them understand that they can perform behaviors which will result in positive changes in their lives. The extent to which they believe they can effect such changes, that is, the extent to which
people believe they control their own destinies, has been shown to have an effect upon their behavior, and upon their attainment of the ensuing consequences and rewards of that behavior. Although it is widely recognized that various types of rewards or reinforcements can be effective in helping individuals change their behavior, Rotter (1966) pointed out that reinforcements are effective in changing behavior only if the person believes that there is a causal relationship between the person's behavior and the reinforcement. If people do not believe that a substantial number of the rewards of their lives are contingent upon their own actions and behaviors, they will be unlikely to perform behaviors which might facilitate the acquisition of those rewards. People who typically perceived reinforcement as contingent upon their own behavior or upon their own characteristics were referred to by Rotter as having a belief in internal control. Those who typically perceived reinforcement as being under the control of luck, fate, chance or powerful others, were referred to as having a belief in external control.

This locus of control dimension has been the subject of considerable investigation. In general, internal locus of control has been associated with more highly adaptive behavior, while external locus of control has been associated with less adaptive behavior (Lefcourt, 1976). Attempts at modification of locus of control have proven
successful in educational, therapeutic, and recreational settings (Lefcourt, 1976). What with the demonstrated value of helping young clients develop a more internal belief in locus of control, the need for new therapy techniques and/or materials to accomplish this goal is evident.

In summary, the professional literature and clinical expertise indicate a need for additional effective therapy techniques, materials and games which are compatible with the developmental positions of child clients. Although the modification of locus of control in the internal direction appears to be a valid therapy goal, there are no references in the professional literature to children's board games which encourage a belief in internal locus of control in children or which facilitate therapeutic communication about children's perceptions of internal and external locus of control. In this study an attempt is made to examine whether use of a therapeutic board game can contribute to improved belief in internal locus of control.

Significance of the Study

This study contributes to the therapeutic materials available for use with child clients. A specific need is met with a game which encourages children to believe that they have control over many aspects of their lives and which facilitates discussion about such beliefs. However,
the significance of the study is much broader. If demonstrated effective, The Clubhouse Game provides an example of the potential usefulness of a developmentally appropriate therapy material. An attempt is made to show that therapy games, such as The Clubhouse Game, derive their therapeutic usefulness from the degree to which they are able to employ abilities, motivation, interests and behaviors of children who are working on valid therapy issues. Moreover, The Clubhouse Game assists children to channel their energy and momentum in the service of therapeutic gain. The results of this study will encourage child psychotherapists to give consideration to the developmental positions of children with whom they work and to implement treatment strategies using developmentally appropriate therapy materials. This study lends support to the practice of seeking out and using developmentally appropriate therapy techniques and materials, and it supports the continued development of such techniques and materials.

Statement of the Problem

A therapeutic board game, The Clubhouse Game, has been developed for 7 through 11 year old children. The Clubhouse Game addresses belief in locus of control and can be used in child psychotherapy as well as a variety of other therapeutic and educational settings. The Clubhouse
The Clubhouse Game is described as a developmentally appropriate therapy material for 7 through 11 year old children. In this study the game is played with normal, i.e., not psychotherapy client, children. The Clubhouse Game is evaluated in terms of its effectiveness in modifying belief in locus of control in children who play the game, and its ability to serve as a stimulus or point of reference for discussions of situations which contain locus of control issues as a primary focus. Implications for the use of the game in child psychotherapy are drawn.

Research Questions

The problem areas suggest specific research questions which are listed below, along with descriptions of the methods which are used to answer them.

1. What are the child development principles which form the framework for The Clubhouse Game and how are these incorporated into The Clubhouse Game?

2. Does exposure to The Clubhouse Game alter belief in locus of control in the internal direction, in 7 through 11 year old children?

3. Are 7 through 11 year old children who have been exposed to The Clubhouse Game able to use two specified key concepts from the game when discussing situations which contain locus of control issues as a primary focus?
Question 1 is answered in Chapter III where the conceptualization, development and construction of The Clubhouse Game is described. Question 2 is answered by comparing gain in internal locus of control in 7 through 11 year old children who have been exposed to the game with that of children who have not. Question 3 is answered by way of a questionnaire presented in a structured interview format to children who have played The Clubhouse Game. Questions assess children's immediate recall and understanding of two main concepts from The Clubhouse Game and measure their abilities to use those concepts when discussing situations which are not related to the game, including hypothetical and real situations from those children's own lives. Both questions 2 and 3 focus on children's short term learning and immediate ability to generalize and use the concepts learned.

Limitations of the Study

In light of the vast amount of information available on child development, certain limitations have been made in selection of the developmental literature reviewed. The developmental theory examined in this study is limited to selected works of Piaget, Erikson, Winnicott and the theories of play.
No effort has been made to examine child development or play from the perspective of sex roles or gender. Likewise, the literature review does not include criticisms by feminist authors. Numerous studies, such as those cited in Gilligan (1982) and Belenky, Clinchy, Goldberger and Tarule (1986) have shown that child development patterns are different for boys and girls, and that there are definite gender differences in their play patterns. Gilligan has criticized the work of Piaget and Erikson, pointing out that although they have written about gender differences, they used the male child's developmental pattern as the norm when referring to child development.

Although The Clubhouse Game is intended primarily for use in children's psychotherapy, the effectiveness of the game is not tested in a therapy setting, nor is an attempt made to simulate a therapy situation.

Long-term retention of learning which might result from exposure to The Clubhouse Game is not measured. Instead, this study focuses on short-term memory and immediate recall.

Finally, this study is limited to the effects of The Clubhouse Game on normal, as opposed to emotionally disturbed, children.
Definitions

In this study, the following definitions of terms are be used:

External Locus of Control. External locus of control is a term first used by Rotter (1966) to describe a characteristic of some individuals reflecting their belief that reinforcement is controlled by luck, chance, fate, or other entities which are outside of their own control.

Internal Locus of Control. Internal locus of control is a term which describes a characteristic of some individuals reflecting their belief that reinforcement is contingent upon their own behaviors.

Positive Action. The term positive action is used throughout this study to describe actions and behaviors which are performed with the intention of influencing the acquisition of rewards or desired results. Positive action may be contrasted with terms such as passivity, accepting without question, or negative action (behavior which is not generally approved by society or which results in undesirable consequences or the failure to acquire desired results).

Therapy material. A therapy material is an object used during a psychotherapy session to facilitate the process of therapy, to elaborate upon a concept, or to make concrete an idea, an affective state, or some aspect of the
communication between therapist and client. Therapy materials include toys, games, doll figures, writing materials, art and/or craft materials, musical instruments, recording devices, books, water, sand, clay, etc.

Organization of the Study

In Chapter II, selected literature which lends support to the development and use of a children's therapy game for locus of control is reviewed. Selected literature on child development is reviewed. The function and meaning of play as a part of human development are considered. Then, literature pertaining to locus of control is reviewed. Developmental issues relevant to locus of control are considered, and locus of control is identified as a particularly pertinent issue in terms of children's therapy. Literature which describes attempts to modify belief in locus of control is examined with emphasis on identifying therapeutic techniques and materials which have been used. A brief overview of the role of play and games in psychotherapy with children is then given. From this literature, four principles relevant to the use of therapy materials are formulated. These principles form the basis for The Clubhouse Game.

In chapter III The Clubhouse Game is described, both in terms of its conceptualization, development and construction, and in terms of its use. A description of
game materials is given and procedure for playing is explained. Developmental principles which apply to the use of therapy games with 7 through 11 year old children are reviewed, and the application of these principles to the conceptualization of The Clubhouse Game and to its use as a children's psychotherapy material are discussed.

In chapter IV the research methodology is presented. Two separate research procedures are described. The first procedure tests the effect of The Clubhouse Game on the internal locus of control in 7 through 11 year old children. The second assesses whether children who have been exposed to The Clubhouse Game are able to use two key concepts from the game, those of Action Owl and positive action, when discussing situations which contain locus of control issues as a primary focus.

In Chapter V the results of the research and analysis of data are presented. Data are summarized and the statistical treatment of them is described.

In Chapter VI the conclusions of this study are presented. Answers to research questions are discussed and statements are made as to support or nonsupport of the hypotheses. Implications of the study for child psychotherapy and suggestions for further research are given.
CHAPTER II
REVIEW OF THE LITERATURE

In this study a children's board game about locus of control, The Clubhouse Game, is purported to be a developmentally appropriate material for 7 through 11 year old children. Moreover, the game is considered appropriate for child psychotherapy. The game was developed on the basis of consideration of selected literature on child psychotherapy, the use of therapy materials, the developmental characteristics of 7 through 11 year old children, and the psychology of locus of control. Chapter II reviews that relevant literature.

Beginning with a review of selected ideas from Piaget's cognitive, Erikson's psychosocial and Winnicott's ego development theories, as well as a review of literature on the role of play in human development, a groundwork is laid for the understanding of children's behavior in general and in psychotherapy specifically. Developmentally determined characteristics, needs, strengths and limitations which create the demand for therapy materials such as The Clubhouse Game, are explored.
Next, literature pertaining to locus of control is reviewed. Developmental issues relevant to locus of control are identified. Literature which describes attempts to modify belief in locus of control is examined with emphasis on identifying techniques and therapy materials which have been used.

Then, within the broader context of child psychotherapy, literature which pertains to the role of play and the use of games in psychotherapy is reviewed.

Finally, based upon the literature, implications for the creation and use of therapy games are drawn.

Child Development

In order to develop or evaluate a therapy game for children, it is necessary to understand how children think, feel and relate to others. It can be assumed that the effectiveness of a therapy game reflects, to some extent, the degree to which the product is compatible with the developmental characteristics and needs of those who will use it. In this section, selected ideas from child development are reviewed, including the cognitive theory of Jean Piaget, the psychosocial theory of Erik Erikson and the object relations theory of Donald Winnicott. Finally, the role of play in human development is examined.
Piaget's Theory of Cognitive Development

Piaget's theory describes the development of intellectual functioning. Children's cognitive abilities and capacities for reasoning influence many aspects of their lives including the degree to which they are able to successfully meet the challenges which confront them, their level of satisfaction and happiness, and their potential for functioning as productive members of society. Thus, the understanding of intellectual development is essential to the understanding of child development and to the practice of child psychotherapy. In this section a summary of Piaget's theory is presented based upon selected writings of Piaget (1962, 1932/1965, 1964/1968, 1961/1969, 1970a, 1968/1970b, 1972) as well as upon the work of writers (Elkind, 1974a, 1974b; Flavell, 1963; Pulaski, 1971; Rosen, 1985) who have attempted to clarify or expand upon Piaget's theory.

Piaget believed intelligence to be rooted in the biological structure of the person, developing according to the same biologically based processes as the body. These processes, adaptation and organization, are referred to as functional invariants, as they continue to function in the same manner as the person passes through the stages of development. Adaptation includes the person's relation to the external world, while organization refers to an
internal process of ordering information into schemas which, according to Rosen (1985) can be likened to internal designs for action.

Adaptation is comprised of two separate processes, assimilation and accommodation. Assimilation refers to a process where incoming information from the external world is changed or modified to fit what is already known. Accommodation involves the changing of the existing viewpoint to fit with new information which is received from the outside. Equilibration is the balance between assimilation and accommodation. When individuals receive new information, the process of assimilation allows them to understand the new information in terms of what they already know. Accommodation allows them to change existing viewpoints to take into account the aspects of the new information which did not conform with the old knowledge base.

Although Piaget believed that underlying elements determine behavior, he did not believe that the human child was born with structures which determine thinking, but instead that these structures are acquired through acting upon the environment. At birth only primitive reflexes exist, such as sucking. Performing reflex behavior leads gradually but directly toward the acquisition of knowledge. Through the processes of assimilation and accommodation,
the child organizes the information about the environment into progressively more complex schemas (Rosen, 1985).

**Piaget's Developmental Periods**

The thought processes of human beings change over time. Through his research on the development of children, Piaget identified four major developmental periods, each with numerous stages and substages.

From birth until approximately 18 to 24 months of age, children are in the sensorimotor period, meaning that development of their intelligence originates in sensorimotor experiences. During infancy, children cannot differentiate between themselves and the outside world. Gradually, by way of interacting with people and objects in their environments, infants learn that they occupy a spatial position in the world. They acquire concepts of object permanence, causality, and time. Toward the end of the sensorimotor period, children become able to use symbols. This is a significant achievement, as many important learning accomplishments, such as the development of language, require the use of symbols.

The preoperational period covers from approximately age 18 months to 6 or 7 years. During this period the symbolic function is further developed and representational thought occurs. The child's attempts at understanding and learning about the environment and the self are no longer
by necessity attached to physical characteristics of the world; mental symbols can represent absent objects.

Piaget found that children at this period of development are heavily influenced by their perceptions. They are able to think and reason, but this reasoning is perceptually rooted. Only aspects that are within the child's perceptual range can be reasoned on, and thus distortions and false conclusions frequently result. Also, their thinking tends to be figurative rather than operative. That is, when thinking about situations, their attention is focused upon the characteristics of the situation at a given moment, rather than on the changes which may have led from a previous situation to the current one. Preoperational children are unable to differentiate between their own points of view and those of others, and cannot take the perspective of another person. This has a great impact upon social relations and upon use of language.

Children enter the concrete operational period at around 6 or 7 years, and remain there until age 11 or 12. During this period, they develop cognitive structures which make them capable of internal logical thought processes. Their thinking during this period is called concrete because it is tied to objects, and to the real world as the children actually know it, rather than to abstract concepts or verbal hypotheses. This does not mean that reasoning is confined to physical objects. It is, of
course, possible for children to use their imaginations, and think about different times, places and objects then those immediately nearby. However, their thinking is concrete in that they cannot conceptualize new or abstract relationships and concepts, and may not make suppositions or hypotheses about them. Rather, their thinking is tied to what they know as real or possible.

During the concrete operational period children can think and reason in a fashion that is not dominated by their perceptions. They know that reality is not always as it appears to be. They are able to decenter and think about several aspects of a situation simultaneously rather than being fixed upon one aspect at a time. They become capable of conservation, which is the capacity to understand that despite the fact that an object might change in certain ways, there are certain properties of that object which remain the same.

The formal operational period begins at approximately age 11 or 12, and extends through adulthood. The term formal means that the person can pursue the form of an argument without regard to its content. Formal operational children are able to entertain hypotheses and to use reasoning which is logical and valid, no matter what the content may be. In addition, formal operational children are able to think about their own thought processes, and to analyze their own theories and strategies for reasoning.
**Erikson's Theory of Psychosocial Development**

As Piaget's theory describes the cognitive aspects of child development, Erikson's describes the social and affective. In this section a summary of Erikson's developmental theory is summarized, based upon a review of selected writings (Erikson, 1963, 1968, 1977; Maier, 1978; Gross, 1987).

Erikson viewed human development as a fluid process with the personality constantly changing and redeveloping. He described eight critical periods of development which occur during the lifespan of the person, wherein the person must grapple with specific developmental tasks. (Erikson, 1963). Each period is characterized by conflicting choices which the person must attempt to balance or resolve. During each stage, individuals are presented with the challenge of defining and redefining their experience of self and others within a particular social context, first that of parent and child, later that of child and peers, and so on through life until the later years when the self is redefined within the context of the upcoming generation. The first five stages, those occurring during childhood and adolescence, are summarized below.

From birth until approximately 18 months, infants must acquire a sense of basic trust while overcoming a sense of basic mistrust. Infants who are warmly and adequately
cared for, and who receive gentle, loving tactile stimulation, develop a sense of trust in their caregivers. If infants' basic needs for physical care, comfort and safety are not met, a sense of mistrust may arise. The frustration, apprehension and anxiety which result from failure of basic needs to be met can lead to fear of the future, and a failure to hope that future needs will be met. Through the acquisition of trust, children come to learn that there is meaning in the actions of the parent, whether those actions are experienced as pleasant or unpleasant. Through this sense of trust infants come to recognize that the withholding or delay of a desired reward does not signal the existence of a hostile world. Infants learn to trust that there is meaning in life which may extend beyond their immediate grasp.

At around 18 months children enter Erikson's second stage which extends until about 3 years of age. During this stage children begin to wrestle with issues related to autonomy. However, a sense of doubt comes into play when children recognize that although their desires for autonomy are strong and compelling, their needs and desires for dependency still exist. This doubt can result in a sense of shame at the exposure of one's weakness. The conflict which needs to be resolved during this stage, the choice which needs to be made, is whether children should seek autonomy, with its accompanying risks of shame and
doubt, or whether to attempt to extend the period of dependency from which they have recently evolved.

During the next stage, from approximately ages 3 through 6 or 7, children acquire a sense of initiative and purpose. They become more aware that they are separate persons, who nevertheless, have a place in the world. They become able to anticipate and imitate the diverse social roles into which they will soon be cast. As they seek a sense of initiative and purpose, they run the risk of failure in two forms; they may intrude on the space of another, perhaps a loved or powerful adult, or they may react with passivity, denying their own desire for independence. Either way a sense of guilt may emerge, guilt for over-stepping their bounds or guilt for failing to realize their own potentials. Children in Erikson's third stage have increased powers of observation and self observation which lead to the possibility of self censure and self punishment.

The next stage of life, from approximately age 7 to age 11, revolves around mastery of the environment, and of the various tasks and challenges of preparing for adult life. Erikson (1968) pointed out that children at this age wish to make something, to build, construct and create in the material world. They yearn to use the tools of the adult world whether these be pen and ink or hammer and nail. These children often experience a burning desire to
excel, to demonstrate their competence. With little understanding of the continuum between absolute success and absolute failure, they often consider anything short of success to be failure, which is accompanied by painful feelings of inferiority.

School plays an important part in the lives of children at this time, as this is where skills for adult tasks are taught systematically. Even some of the duller educational tasks are made tolerable or appealing due to their perceived connection with competence. Erikson (1968) noted that many children are comfortable with being pressured to master these tasks, suggesting that some children like to be mildly but firmly coerced into participating in activities which give them the feeling of accomplishment and pride, things which they would not have thought of themselves, things "which owe their attractiveness to the very fact that they are not the product of play and fantasy but the product of reality, practicality, and logic: things which provide a token sense of participation in the real world of adults" (p. 127).

Much of the play of these children loses the imaginative, fantasy quality of the previous stage, and instead takes on a work-like quality, that of making, of building and of fixing. The influence of the family changes as peers take on a new importance. Peers become something which children need as a criteria against which to measure
their achievements in order to prove their competence to themselves and to others. In games, sports, activities of all kinds they compete against one another or against themselves. They hate to lose. Losses, however minor, bring them into painful awareness of the true discrepancy between their own abilities and those of the adults whom they emulate.

The challenge of this stage of development is for children to acquire a sense of industry while learning how to combat a sense of inferiority. Fending off inferiority includes not only keeping failure at bay, but also learning to accept one's limitations and to manage one's failures as preparations are made for moving on through the succeeding stages of life.

During the fifth stage, the task of adolescence is to establish a sense of identity within a broader framework than that of the child. The adolescent actively identifies with one or more groups of peers, bonding with a given group in the sense of adopting the characteristics and values of that group. In the process of clarifying a sense of identity, and of differentiating self from other, it is the group, not the individual, which serves as the unit of comparison. Through identification with various groups and ideologies, adolescents are able to try on and experiment with many potential self images.
Identity confusion may result if the adolescent is unable to fully participate in the quest for identity, or if that adolescent somehow becomes stuck prematurely in an identity phase or with an ideology which might better have been brief and transient.

Winnicott's Object Relations Theory

Human development encompasses more than cognitive and social aspects. Equally important is the development within each person of the concept of having a self, of being a separate, unique individual in an environment which includes other individuals. Freud's concept of the ego has served as a beginning point for writers who wished to explore the development of the self, and of the individual's struggle to differentiate between self and other (subject and object). The ego was seen by Freud (1923/1962) as being the regulator between the person's instinctual drives, the id, and the prohibitions put upon that person by society, the superego. Post-Freudian analysts and theorists have gone beyond Freud's original theory, giving greater importance to the function and development of the ego (Erikson 1963A; Freud, 1936; Hartmann, 1939/1958) and putting forth new theories regarding the development of object relations (Fairbairn, 1952; Guntrip, 1971; Klein, 1932/1975; Winnicott, 1965, 1971). Particularly germane to this study is the work of
Donald Winnicott, due to his emphasis on playing as a central activity in the development of the individual. In this section, selected ideas from Winnicott's theory are discussed (Winnicott, 1965, 1971).

Winnicott described three areas of human experience. The area of inner reality, or self, belongs to the individual alone. External reality comprises everything other than the individual, everything outside of the self. Winnicott's third area is an intermediate area of experiencing, an area which exists between the inner and external reality, to which both contribute. It is an area "which exists as a resting-place for the individual engaged in the perpetual human task of keeping inner and outer reality separate yet interrelated" (Winnicott, 1971, p. 2). It is an area which encompasses illusion, playing, and various cultural experiences such as art and religion. This concept of a shared reality is central to Winnicott's theory of development of self.

According to Winnicott, infants are born with no concept of a world separate from themselves. External objects, including the mother, are viewed subjectively, as extensions of the self. Gradually, if provided with an environment which facilitates such growth, the infant shifts toward viewing the external world objectively. A suitable facilitating environment is essential to the
development of a healthy infant, and is provided by a caretaker described by Winnicott as the good-enough mother.

Winnicott's good-enough mother not only provides for the infant's physical needs, but does so in a manner which allows for a smooth transition between the infant's inability and ability to recognize, relate to and use a separate reality. At first, the mother allows and even encourages the infant's subjectivity by carefully adapting to the infant's every need. Gradually, as the infant is able to tolerate, the mother de-adapts and the infant begins to conceive of the mother as a separate person. A certain amount of frustration results from the process of de-adaptation. However, under favorable circumstances, this frustration can have a positive effect, since incomplete adaptation makes objects real. "Exact adaptation resembles magic and the object that behaves perfectly becomes no better than a hallucination" (Winnicott, 1971 p. 11).

Winnicott believed that transitional objects or other transitional phenomena are used by the infant in making the transition between subjective and objective perception of the outside world. The transitional object can be something which represents the mother, perhaps a blanket or a soft toy. It is the infant's first possession, the first item recognized by the infant as not being totally part of the infant. Despite this, it is not entirely objectively
perceived. From the infant's perspective, the transitional object is, at the same time, both part of inner reality and part of external reality. Transitional objects or transitional phenomena belong to "the intermediate area of experience, ...between the oral erotism and the true object-relationship, between primary creative activity and projection of what has already been introjected..." (Winnicott, 1971 p. 2).

Winnicott made several definitive comments about the transitional object. The transitional object symbolizes the breast, or the object of the first relationship; it comes from a time before true reality testing was established; and in relation to it the infant passes from magical, omnipotent control to control by actual physical manipulation of it (Winnicott, 1971, p. 9.)

Playing also belongs to the intermediate area Winnicott described, that shared reality between the subjectively and objectively perceived. Winnicott postulated that play is a potential space between mother and baby. It is outside of the person but is not solely of the external world. In play, the child takes objects or ideas from the external world and uses them for some purpose related to that child's inner reality.
Play and Human Development

Play is an activity which is central to the lives of children and which dominates much of their time and energy. The form and quality of play change as children grow; play takes on different characteristics as children pass through the developmental stages (Erikson, 1963; Piaget, 1962;). Play offers a window through which the observer may view and thus better understand the thoughts and feelings of the child, the needs of the child, the wishes and goals of the child. Play becomes a medium through which the psychotherapist can interact therapeutically with children. Children's willingness to play, their need to play provides the impetus for their active involvement with therapy materials, including games. In this section, the function and meaning of play are explored. First, a brief historical overview of play theory is given. Then the role of play within the developmental frameworks of Piaget, Erikson and Winnicott is examined.

The Study of Play: A Historical Overview.

In the mid to late 1900's, play was studied by writers who were influenced by the theory of evolution. One aspect of evolutionary theory which was particularly applicable to the study of play was the concept that most behaviors of living things were directed toward satisfying bodily needs
and thus preserving the species. What, then, was the function of play, a seemingly frivolous activity with little apparent value other than entertainment?

Writers such as Schaller and Lazarus (Cited in Millar, 1974) believed play to have a restorative function for those who were exhausted by work or by activities necessary for preserving and maintaining life. Other writers, such as Friedrich von Schiller and Herbert Spencer (cited in Millar, 1974) believed play to be the discharge of surplus energy and the basis for art. Within his evolutionary framework, Spencer noted that animals which were high on the evolutionary hierarchy engaged in more play behavior than lower animals. He explained that with their greater survival skills, higher animals were required to spend less time and energy on behaviors which were geared solely toward keeping them alive. The excess time and energy which was not needed for life-maintaining activities could then be spent in play.

Another theory of play was proposed by G. S. Hall (cited in Millar, 1974), who was also heavily influenced by the theory of evolution. Hall's recapitulation theory was born of the concept that ontogeny recapitulates phylogeny, or that the development of the individual repeats that of the race. Hall theorized that the child re-enacts, in play, activities of prehistoric and primitive man. For example, children's enjoyment of water play was explained
by the theory that life originated in the sea, their
interest in climbing and swinging from things sprung from
their evolutionary connection with ape-like ancestors.

Another important theory of play was formulated by
Karl Groos, who studied play within the framework of
instinct theory. Groos (1978), viewed play as essential
to the natural selection process. Groos noted that play
is more common in animals whose instincts are not rigidly
formed, and who depend on learning and practicing the
skills necessary for survival. For example, certain
insects carry on elaborate, carefully sequenced mating
rituals or food gathering procedures. These insects, which
perhaps hatch from eggs and never saw or learned from the
adult of the species, were able, due to their fully formed
instincts, to perform these behaviors perfectly the first
time. Practice or trial and error were unnecessary, and
according to Groos, play was unnecessary. However, animals
whose instincts were not so complex and detailed must learn
and practice the skills necessary for survival. Play,
then, serves the function of allowing and encouraging
animals to practice these skills. Groos believed that the
playful fighting of young animals served to prepare them
for fighting enemies and hunting for food, as well as for
winning battles with members of their own species in
attempts to win mates.
Millar (1974) claimed that early attempts to construct theories of play were inadequate in part because they did not treat play holistically but rather, each theory emphasized a certain aspect of play. The surplus energy theory dealt with a narrow interpretation of play; the recapitulation theory emphasized the fact that play varies with the age of the player; Groos confined much of his work to the play of the young of a species.

The study of play was only able to progress further when it was studied within the context of the entire range of human behavior, which brought the study of play into the domain of psychology.

**Play: A Developmental Perspective**

Piaget, Erikson and Winnicott all devoted considerable attention to play. Within their own respective developmental frameworks, they viewed play as having an important function. Piaget regarded play as an aspect of assimilation in that the child repeats an already known behavior in order to consolidate it. As such, the nature of play changes as children move through successive periods of cognitive development.

In the sensorimotor stage, the infant repeats motor behaviors which have been learned. The infant's enjoyment of such activities assures that the activities will be repeated, resulting in consolidation of important cognitive
skills which are being developed in the sensorimotor stage; skills such as infants' abilities to differentiate self from other and to recognize their spacial relationship to objects in their environment. For example, when reaching for a hanging toy and pushing it to make it swing, the infant not only masters the physical act of reaching and connecting with the object, but also consolidates the awareness of separateness from objects in the environment. The infant's enjoyment of causing something to move foreshadows the person's fulfillment in causing things to happen, in achieving mastery over the environment and the self.

During the preoperational period children shift toward symbolic play. Cognitive skills which develop during this stage include the ability to use symbols, the ability to use one object, word, action, etc., to represent another. The era of make believe play begins when, by repetition of representational activities in play, the child consolidates the newly formed cognitive structures which organize symbolic activity. Piaget believed that symbolic play had the function of assimilation in the development of representational thinking. Children, through repetition of symbolic play, are able to organize their thinking in terms of mastering symbols which have already been learned.

Keeping with his theory of play as pure assimilation, Piaget implied that a concept is first learned through the
child's need to accommodate to the environment. Following this, play, in its assimilative function, promotes consolidation of the learned concept or skill. This holds true of emotional experiences as well. Powerful emotional experiences which may be reproduced in play are distorted to conform to concepts the child already understands.

As children pass through the preoperational stage, and as their abilities to use symbols become solidified and perfected, their play becomes more detailed and reality oriented and they approach the concrete operational period.

As children enter the concrete operational period, games which involve rules gradually replace the make-believe play of the previous stage.

In Piaget's framework, play is directly connected with the specific cognitive skills which the individual is acquiring at that time. The specific cognitive skills which are the focus of the child's intellectual energy will also be the focus of the child's play.

Erikson (1963) viewed the individual as being made of various parts which grow and develop at different rates. He viewed play as "A function of the ego, an attempt to synchronize the bodily and the social processes with the self" (p.211). Play enables the ego to master various aspects of life, particularly those areas which are not as yet fully formed.
Infants' first play behaviors center upon their own bodies. They enjoy repeating movements, actions and sounds. Next, infants play with the people and the objects in the environment. The developmental theme of incorporation is played out as they grasp objects in the environment. As they continue to develop, their play centers around holding on and letting go. This coincides with their struggles with dependency and autonomy issues. As development progresses, it becomes evident that play functions both as a way to express disturbing feelings as well as a way to modify them. When troubling things happen to them, children project their anxieties onto play and play objects to express and master those anxieties. Erikson believed that young children use the world of small toys as a place to overhaul their egos. The enjoyment that they experience with manipulating and mastering toys becomes associated with their mastery of the anxiety-provoking events which had been projected onto the toys.

When children grow somewhat older, play is something shared with others. By the time they reach Erikson's stage three, children actively engage in solitary as well as shared play. Children need time to have solitary play in order to play out their conflicts or to daydream their resolutions to problems. They also need time with children to play out their individual and mutual life crises.
In stage four, children incorporate real life situations into play. Many childhood games have elements symbolic of adult life. Children in this age group love to play games with rules. They use competitive play and games as arenas for defining themselves in terms of strengths and skills. All of these activities allow children, through play, to prepare for the challenges of developmental tasks yet to come.

The prevalence of play fades during the teenage years. The significance of the play activity itself diminishes as the social aspects of play increase. Play becomes important because it provides a context within which social interactions can occur.

Erikson assumed a serious attitude toward play and disagreed with theorists who might minimize its significance. According to Erikson (1963) "The child's play is the infantile form of the human ability to deal with experience by creating model situations and to master reality by experiment and planning" (p. 222). Play, according to Erikson, is an integral part of children's attempts to define their identities.

Winnicott viewed playing as a transitional phenomenon, similar to the transitional object. Playing, according to Winnicott (1971), is an area of experiencing which is located in a potential space between the individual and the environment, originally represented by the mother. Playing
is a shared reality, a sharing of the inner world of the child with the environment. Individuals are perpetually involved in the process of separating themselves from their environments. Transitional phenomena, including play, are used to facilitate this process. While playing, children take objects or concepts from the real world and bring them into their own internal worlds. Winnicott suggested that, in play, a child puts forth a sample of dream material, and, into this dream material, incorporates objects from the outer world. Playing, then, is something that does not belong exclusively to the child's internal world, or to the external world. It belongs to both. When playing, children can, without being challenged, combine fantasy with reality. Without the expectation of conforming to reality, children can, in play, sample the various possibilities for definition of self.

Over the years, many writers have viewed play as having an important function in human development, both that of the individual as well as that of the species. Of particular interest in this study is the theory, originally suggested by Groos, that play has a practical function. This concept was echoed, albeit within the conceptual base of their own respective theories, by Piaget, Erikson and Winnicott. Piaget viewed play as assimilation, as having a role in the consolidation of cognitive skills which a person is already beginning to acquire. Erikson saw play
as a context for the ego to master various areas of life, perhaps those which are not fully formed or which are not yet adequately integrated within the social environment. Winnicott viewed play as a transitional phenomenon, a creative activity used to facilitate differentiation of self from other.

Belief in Locus of Control

The Clubhouse Game was developed to help children learn that they can control many aspects of their lives and that they can perform behaviors which will increase the likelihood of their attaining desired results. This concept has been referred to as a belief in internal locus of control. In this section, selected literature on locus of control is reviewed. Literature linking internal locus of control with more highly adaptive behavior is presented. Then, locus of control is examined from a developmental perspective. Finally, literature describing attempts to modify locus of control is reviewed.

Locus of Control and Adaptation

An internal locus of control has been associated with numerous adaptive and competency related behaviors. Nowicki and Roundtree (1971) discovered a significant relationship between internal locus of control and higher grade point average for youth in their late teens, and for
popularity, as measured by votes for class president, for elementary and secondary school boys. Roberts (cited in Nowicki & Strickland, 1973) found a correlation between internal locus of control and reading achievement level. After summarizing literature which examined locus of control as related to cognitive activity, Lefcourt (1976) concluded that internal control is associated with perceptiveness to one's surroundings, ability to learn about one's surroundings and curious and inquisitive behavior. The ability to delay gratification has been associated with internal locus of control by Bialer (as cited in Lefcourt, 1976) by Zytkoskee, Strickland, and Watson, (1971), and by Strickland (1972).

A social and political dimension of locus of control was set forth by Lefcourt (1976). Reviewing literature about war crimes and compliance to expectations of authority figures, as well as research on locus of control and compliance, Lefcourt concluded that internal control is associated with resistance to coercion and external control with unquestioning compliance to authority. Lefcourt suggested that those who had been charged with war crimes and other similar atrocities might be, due to their belief in external control, unaware that they have choices:

Unable to scrutinize his own responses and decisions, he may fail to even see that he has choices available to him. Lacking the perception of choice, he will yield easily to external pressures, be they for good or for evil. (Lefcourt, 1976)
External control has been correlated with low achievement motivation (Crandall, Katkovsky, & Crandall, 1965; Crandall, Katkovsky & Preston 1962), and with prejudice toward blacks among southern white children (Duke & Nowicki, as cited in Nowicki & Strickland, 1973). With respect to motivation and achievement efforts, Lefcourt (1976, p. 77) concluded that individuals with external locus of control, who believe themselves to be at the mercy of capricious external forces are unlikely to become engaged in achievement activity or long-range skill-demanding tasks.

Locus of Control: From a Developmental Perspective

Literature reviewed in the previous section indicated that belief in internal locus of control was associated with a higher level of adaptation than belief in external control, and that internal locus of control increases with age. In this section locus of control is examined in terms of human development. Factors which influence the development, in the 7 through 11 year old child, of a belief in internal control are explored.

A 7 through 11 year old child's position on the continuum between belief in internal or external locus of control is influenced by the development of that child's cognitive abilities, relationships with people and objects in the environment, and acquisition of a sense of self.
Developing a belief in internal control has much to do with giving up a belief in magic. As individuals grow older, they move away from the belief that outside forces magically control events. They begin to see that there is a logical explanation for most events, that most events are caused by behaviors or actions which can in some fashion be explained or understood.

The belief in magic begins at birth when the infant cannot differentiate between the self and the external world. According to Winnicott (1971) the infant perceives the breast as part of himself, something conjured up or created by the infant when needed. Winnicott described the lengthy process by which, with the help of various transitional phenomena the child gradually becomes able to give up this omnipotent control and assign external objects to their proper place in the external world. Gradually, magic recedes into the background and reality takes precedence. However, that sense of reality is always in the process of being redefined by the individual as the individual continues the lifelong process of sorting out what is part of the self and what is not.

Piaget found that the thinking of young children, those who had not yet attained the capacity for operational thought, was heavily influenced by their perceptions. They were not able to focus on more than one aspect of an object at a time or think about changes which might have led from
a previous situation to a current one. These limitations gave their thinking a magical quality. The concept of cause and effect was lacking; from the child's perspective events occurred due to unexplained outside forces, or to magic. Children in the 7 through 11 year age range are in the process of leaving behind the prelogical thinking which is so conducive to the belief in magic, and acquiring the ability to understand the workings of the world based logic and operative thinking. With the understanding that events occur because of a logical reason, children become able to see the connection between actions and the results of those actions. They begin to understand that they can cause things to happen. Thus, the beginnings of belief in internal locus of control are born.

This belief in magic is in many respects supported and encouraged by society, and is incorporated into traditions and institutions such as Santa Clause, the Easter Bunny, wishing on a star and so on. The giving up of these beliefs marks the beginning of entrance into the adult world.

Children in the 7 through 11 year age group are, according to Erikson, engaged in the task of developing a sense of industry. They want to do things, to make things happen, to create something in the world. They busily try to sort out what they can and cannot do; they often perceive their limitations as failures which leads to a sense
of inferiority. The sense of mastery of the environment is central to the concept of internal control. As children struggle with the challenges presented to them, conflicts arise. Having only recently begun to give up the belief in magic, being only a short step from the dependency of early childhood, from the actual inability to effectively manipulate their environments, these children vacillate in their perceptions of themselves. They are caught between the pull of the past and that of the future; between the old, more comfortable viewpoint and the new one which requires active accommodation to reality. The healthy child steadily develops toward mastery of the environment by demonstrating competence. By making things, doing things, learning in school about how the world operates, by acquiring the ability to use the tools of the adult world, the child creates his own evidence that magic no longer exists.

Healthy children, under normal circumstances reach adolescence with a greater sense of their own abilities to control their destinies and favorably manipulate their environments. Some children, however, are not able to make a smooth transition from childhood to adolescence, and remain unaware of their own abilities to perform behaviors which could make a difference in their lives. As a result they manifest less adaptive behaviors such as taking a passive approach to problem-solving, giving up too easily,
using excessive denial or ignoring problems, hoping they will go away. If such a child becomes a participant in psychotherapy, the modification of these beliefs and behaviors might be seen as an appropriate therapeutic goal.

Attempts to Modify Locus of Control

With research findings supporting the concept that internal locus of control is associated with attitudes and behaviors which are considered to be adaptive and success-oriented, it comes as no surprise that educators, psychotherapists and other helping professionals have focused considerable attention upon attempting to alter locus of control in the internal direction. Reimanis, as cited in Lefcourt (1976), conducted a study whereby teachers were trained in methods of increasing students' awareness of the connection between behavior and resulting consequences or rewards. Reimanis found that following the treatment, children in the experimental group were significantly more internal with respect to locus of control than were children in the control group. Swink and Buchanan (1984), studied the effectiveness of sociodramatic goal-oriented role play on locus of control. Students in a fifth grade classroom participated in eight weekly 50 minute sessions which included psychodramatic techniques and discussion. Behaviors characteristic of internal or external locus of control were emphasized and pointed out to the students.
Attention was given to identifying behaviors which were less functional or which resulted in less adaptive solutions to situations, and exploring alternatives to these behaviors. Students received praise when they demonstrated behaviors which reflected internal locus of control. Analysis of variance between the treatment and control groups indicated there was significantly greater change toward internal control in treatment group children.

Diamond and Shapiro (1973) found that encounter group participants increased in internal locus of control following an intensive encounter group experience. Foulds (1971) found that students who were involved in group therapy experiences became more internal upon the post-treatment administration of a locus of control scale.

Nowicki and Barnes (1973) studied the effects of a structured summer camp program on locus of control in deprived inner-city teenagers. Campers who attended the week long program of activities which stressed cooperation in pursuit of goal accomplishment, and which included reinforcement for efforts toward goal accomplishment, were found to be more internal at the close of the camp week.

Dua (1970) studied the effects of an action-oriented psychotherapy, as compared with a reeducative therapy, on female clients at a university counseling center. He found that the action-oriented therapy, which taught clients to employ specific, active behavioral strategies to solve
problems, was more successful than the reeducative therapy in increasing internal control.

In summary, internal locus of control has been associated with numerous positive attitudes and behaviors, including achievement motivation, tolerance, popularity, and ability to make wise and effective decisions. As the adoption of these attitudes and behaviors is frequently a central goal of psychotherapy, questions arise as to how locus of control can be altered within the context of psychotherapy. The modification of locus of control in the internal direction has been demonstrated in research studies, with a variety of educational and therapeutic techniques proving useful in assisting clients to shift toward internality. Therapeutic interventions which have been found useful in modifying locus of control include those which employ active techniques and which emphasize the existence of personal choice and the connection between behavior and its effects. Results of previous research appear to support the development and use of additional therapy techniques and materials which would facilitate therapeutic communication surrounding belief in locus of control.
Child Psychotherapy

The use of games as therapeutic tools comes from a long tradition whereby therapists of many orientations have used play materials and techniques in their work with children. From early psychoanalysts who observed play in an attempt to understand children’s psychodynamics, to present day therapists who use play techniques to teach specific therapeutic concepts, play has been found by many to be an effective part of the helping process.

The Role of Play in Child Psychotherapy

The first case of psychotherapeutic treatment of a child, described by Sigmund Freud in 1909, included reference to play (Freud, 1955/1909). In this case Freud supervised the psychoanalytic treatment of Hans, a child who suffered from a fear of horses. Although play therapy was not done, Hans’ play behavior was carefully observed in the belief that his play content was related to his fear.

The first instance of direct treatment of children by a psychotherapist was reported by Hermoine von Hug-Hellmuth in 1921. Von Hug-Hellmuth's work (Cited in Glenn, 1978), included the use of toys in therapy with very young children. She ascribed meaning to the children's talk and behaviors, and pointed out that the children's play
fantasies served as sources of information about their psychodynamics.

In the 1920's, Anna Freud began analyzing young children. She used play as a source of information about the child's psychodynamics and as a tool for overcoming the child's resistance to treatment (Freud 1928).

At about the same time, Melanie Klein began developing her child psychoanalytic technique. She used toys and small figures as projective devices upon which the child could express unconscious material (Klein, 1932/1975).

Psychotherapy with children was not confined merely to those of a strictly psychoanalytic orientation. The Committee on Child Psychiatry (1982) described a progression of publications which address child psychotherapy. A treatment method called structured play therapy was described by David Levy (cited in The Committee on Child Psychiatry, 1982). Therapists using this technique engaged the child in play, using toys to replicate problem situations in the child's life. Other authors and therapists extended Levy's procedures, developing active play therapy techniques.

In 1947 Virginia Axline's *Play Therapy* was published. This landmark work described Axline's theory of non-directive play therapy which was based upon client centered therapy. In non-directive play therapy, Axline suggested that therapists should relate to children in a permissive
manner, accepting young clients exactly as they are without pressuring them to change or evaluating them. Her technique included the reflection of feelings back to the children, who were given the opportunity to come to know themselves more fully so that they could go about their lives in a more effective manner. Axline's work has since been reprinted and used extensively as a source for nondirective therapy theory and technique.

It is not within the scope of this dissertation to provide a complete history of the development of child psychotherapy theories and techniques. As child psychotherapy became recognized and accepted, many therapists and writers developed play techniques, methods and materials which proved helpful in promoting the psychological growth and development of children and assisting them with their emotional difficulties. To provide examples of current usage of therapy materials, the work of two therapists who have made contributions in this area are briefly reviewed, Violet Oaklander and Richard Gardner.

In Windows to Our Children: A Gestalt Therapy Approach to Children and Adolescents, Oaklander (1978) described a therapeutic technique which assists children in accurately experiencing and expressing feelings. Oaklander implied that emotional disturbance is caused by the person's inability to accurately experience and express feelings. Her therapy interventions were often based
around some type of activity or stimulus, such as drawing, painting etc. Oaklander described many toys, games and play objects which she incorporated into therapeutic activities. When children participate in these activities, they are encouraged to share the experience of doing the activity and to describe how they felt as they approached and performed the task. After getting children to focus their attention and awareness as much as possible, Oaklander recommended that the therapist help them assume personal ownership of the feelings which were expressed. Oaklander believed that it is the task of the therapist, within the framework of the therapeutic interventions, to help children feel strong and to help them see the world as it really is. She used a wide variety of play therapy interventions to help children realize that they have choices in terms of how they act, how they react to situations and people, and how they manipulate their environments. When choices are not within the realm of possibilities for children, the therapist must help them know that they cannot take responsibility for those choices which do not exist for them. Oaklander's work is particularly significant in terms of this study because of the emphasis she places on using objects, whether they be toys, games, or art materials, in helping children recognize, accept and discuss aspects of themselves.
Richard Gardner has, for the past two decades written extensively on child psychotherapy (Gardner, 1971a, 1971b, 1972, 1973, 1981, 1981, 1986a, 1986b). Trained in psychoanalysis, Gardner's technique differs from traditional analysis in that he is very active and at times directive with children. The importance of having fun in the therapy session is emphasized. Fun assures that the child will keep coming to therapy. In addition, fun enriches the therapeutic encounter and makes it a more meaningful and powerful learning experience for the child. Gardner's therapy is straightforward and direct, and involves the teaching of healthier ways of looking at life and of interacting with others. Gardner developed a technique called the Mutual Storytelling Technique (1971a) in which the therapist and child use storytelling to communicate. The child is asked to tell a story. Frequently some type of an object, such as a picture, small toy etc., is used as a stimulus. After the child tells the story, the therapist takes an active role by telling a story which uses the same characters as in the child's story, but that have a more healthy resolution and a wider range of alternatives to behavior than the original story had.

Gardner has also devised several therapy games. The Talking, Feeling, and Doing Game (Gardner, 1973, and The Board of Objects Game, (Kritzberg, 1975) designed in
conjunction with Dr. Nathan I. Kritzberg, both use a gameboard format to facilitate therapeutic communication. According to Gardner, games are excellent therapy materials in that they promote the active involvement in therapy of children who might otherwise be resistant to therapy.

The Use of Games in Psychotherapy

As indicated in the previous section, a variety of play therapy techniques and materials, including games, have been used by therapists to help child clients accomplish the goals of psychotherapy. In this section, the use of games as therapy materials is examined in greater depth. The manner in which games have been used to address various therapy issues and to accomplish therapy goals is discussed.

Long before games were used in conjunction with psychotherapy, they were being used in education where they proved effective in teaching new concepts, encouraging students to practice skills, and in building and maintaining the student's interest in the learning situation (Humphrey, 1969). Games have been created for use in nearly every school subject, including social studies (Henderson & Gaines, 1971), math (Pearson, 1982), English (Hackett, 1972), and speech (Gorden, 1970.) Games have been used successfully for children with special learning problems. For example, card games have been used with
learning disabled children to teach motor skills, rhythm, sequence, direction, and visual discrimination (Golick, 1973; Reid, 1986). Socialization games have been used with mentally retarded adolescents and adults to teach social skills (Moxley, Nevil & Edmonson, 1981). Games have been used at all levels of education and in many non-academic training and educational situations.

Schaefer and Reid (1986) suggested that functions of board games include establishing rapport, diagnosis, ego enhancement, promoting catharsis, allowing for sublimation, assisting with reality testing, promoting insight, marking the client's progression in therapy, encouraging fantasy and contributing to the efficient use of time.

Crocker and Wroblewski (1975) suggested six helping functions of recreational games in counseling, particularly group counseling. These included the use of games as projective devices to sensitize players to behaviors of which they had been unaware, as means for inducing childlike playfulness which might by-pass neurotic patterns which prevent other interventions from being helpful and as tools for helping to establish a permissive climate in which individuals can experiment with new behaviors. Games provide the opportunity to deal with the rules of the game as an analogy to living by acceptable norms of society. They function as agents for helping participants learn coping behaviors. Finally, games can set up situations in
which anxiety about certain conditions, such as feelings of powerlessness, can be dealt with.

Capell (1967) believed that games could help a child master feelings of helplessness and deal with anxiety. He theorized that the wish to win a game reflects the unsatisfied longing of players to feel, act and arrange things as they wish. Capell (p. 46) wrote that humanity is faced by a "restrictive power" represented internally by the superego and externally by social authority. Two methods of facing this power are available, either revolt or some type of illusory participation in the power. Both of these positions may be taken in games. In games which involve luck or chance, the desire to win by an act of fate is an expression of the players' fantasies of having been granted favor due to their own virtues. The players project onto their opponents their latent wish for revolt, and attribute to their opponents evil wishes and motives. Capell described the concept of rooting for or identifying with someone or something in the game. To fully enjoy the game, players must root for one side or the other; this relieves players of guilt associated with their own rebellious wishes.

Games which are readily available to the general public have been used for a variety of purposes in psychotherapy. Levinson (1979) suggested that Dominoes can be used in therapy when the child has reached a temporary
decline in productive therapy work. Issues such as the child's anxieties regarding winning, losing, competing with the therapist, fear of failure, etc. are likely to appear. Following the regular Dominoes game, the therapist may ask the child to build anything he or she wants out of the Dominoes. The child's creation can then be used as a point of departure for discussion, or as a projective device in understanding the child.

The game of checkers has been used to reduce resistance in children and to facilitate expression of unconscious conflict (Loomis, 1957). Gardner (1986a) described the use of checkers as a therapeutic and diagnostic activity and stated that the game of checkers is particularly beneficial for children with minimal brain dysfunction.

Games have been created for a variety of uses in psychotherapy and counseling. One important use is to help structure the therapy session and elicit therapeutic material for discussion. Corder, Whiteside, and Vogel (1977) described a board game used in group therapy with adolescents which helps to structure group therapy sessions and encourages self disclosure. The Learning Game consists of a gameboard, individual gamepieces, and three decks of game cards labeled Knowing Yourself, Understanding Each Other, and Problem Solving. The cards give players the opportunity to discuss attitudes, opinions and important
life events; with the items requiring varying degrees of self disclosure. The cards frequently encourage players to involve one another in verbal interactions. Corder et al. reported positive results from game participants and their therapists in mental health centers, clinics, and a special education school setting.

Richard Gardner's *Talking, Feeling and Doing Game* (Gardner, 1973) is used to elicit therapy material, particularly for children who are inhibited, constrained or resistive (Gardner, 1986b). While playing the game, players draw and respond to questions on three types of gamecards, Talking, Feeling and Doing Cards. Questions range from low anxiety ones such as "What present would you like to get for your next birthday," to higher anxiety ones such as "What is the worse thing you can do to somebody?"

Gardner, developer of the Mutual Storytelling Technique (1971) also created several derivative games which use storytelling as the primary mode of communication and which assist children in revealing aspects of themselves. These include *The Board of Objects Game, The Bag of Toys Game, The Bag of Things Game* and *The Bag of Words Game* (Gardner, 1986b).

Other games which encourage self disclosure include *The Ungame* (Zakich, 1975), *Reunion* (Zakich, 1979) and *Imagine* (Burks, 1978). *The Ungame* encourages self-disclosure and interaction among players. *Reunion* includes
a focus on visual imagery and empathic understanding of others. Imagine makes use of mythological symbols which are purported to hold unconscious as well as conscious meaning.

Games have also been used to teach specific therapeutic concepts or help clients meet specific therapeutic objectives. In an attempt to help players evaluate and sharpen their skills at perceiving the concerns of others, Miller (1979) devised The Perception Game. This game emphasizes the perceptual processes which occur when participants interact socially for the first time. The Self Esteem Game (Creative Health Services, 1983) focuses on enhancing self esteem and helping children cope with problems.

A series of games for specific counseling purposes was developed by Thomas M. Nelson of the University of Alberta. The series, called Games of Rapport consists of four board games: Angels and Devils, Roles, Justifications, and Penalties. Similar in design and rules to the Parker Brothers game, Shutes and Ladders, Angels and Devils was originally developed to assist aged residents of nursing homes in altering negative effects of institutionalization (Corbin & Nelson, 1980). Corbin and Nelson reported positive effects in altering negative social effects of institutionalization. Corbin (1980) pointed out that these positive effects are particularly encouraging due to the
serious consequences of communication failure among aged nursing home residents, as well as the ease with which the game may be used by trained staff when professional counselors are not available.

The three other games in the Games of Rapport series, Roles, Justifications, and Penalties, have been found useful in work with juvenile delinquents (Johnson & Nelson, 1978.) In Roles, players are assigned one of four roles, those of counselor, child, parent and volunteer. Players respond to positive and negative attitude cards which provide stimulus material for discussion, containing statements which are specific to each role and which are relevant to the life of the young players. The next game in the series, Justifications, has the same rules as Roles, but also requires the player to justify the attitude expressed on the card drawn. In Penalties, the same rules and procedures apply, but a penalty is given for inadequate justification.

Board games have been used for specialized purposes relating to families. Blechman (1974) developed The Family Contract Game to teach family members to negotiate and problem-solve. The Changing Family Game (Berg, 1982) helps children deal with issues surrounding parental divorce and remarriage.
Games with specific theoretical orientations have been developed to facilitate communication in psychotherapy. The Transactional Awareness Game (Oden, 1976) assists players in understanding human transactions and in identifying life scripts. In the Rational Emotive Game (Zitsman, cited in Schaefer & Reid, 1986) players are taught to discriminate between rational and irrational thinking, and to understand that beliefs are the underlying causes of emotions and actions.

In summary, play has historically had an important role in psychotherapy with children, and the playing of games has been found to be a useful therapy technique.

Implications for Creation and use of Therapy Games

Literature reviewed in this chapter has provided information relevant to the creation and use of therapeutic materials such as The Clubhouse Game. The Clubhouse Game was designed to be a developmentally appropriate therapy material for children ages 7 through 11. What, then, constitutes developmental appropriateness in a therapy material for children in this age group? What are the developmental characteristics of these children which should be considered by those attempting to create new therapy materials such as The Clubhouse Game? What can a therapy material offer to the child and therapist in terms of meeting the child's developmental needs? Although no
attempt has been made to incorporate all relevant information into a definition of developmental appropriateness, four basic concepts derived from the literature are found to be particularly helpful in answering these questions.

1. A therapy material can serve as a bridge between the abstract and the concrete. It can function as a concrete object to which children can attach abstract concepts and ideas. It can represent one or more aspects of the individual, thereby assisting children in viewing emotions and behaviors as separate entities which can be examined, evaluated and modified.

2. A therapy material can serve as a vehicle through which children can discuss concrete operational tasks. Although 7 through 11 year old children are able to handle concrete operational tasks, they cannot handle them on a purely verbal level if the objects are not within their perceptual range (Rosen, 1985). It is not until children reach the formal operational period, and have the ability to operate with abstractions and universals, that they are able to perform concrete operational tasks on a purely verbal level.

3. It is likely that a therapy material will be more effective if it can serve as an object upon which the child can act. Piaget held that people learn by interacting with the environment. He was opposed to the view that knowledge is a passive copy of reality. "To my way of thinking,
knowing an object does not mean copying it—it means acting upon it" (Piaget, 1970a, p. 15). Winnicott, theorizing that play is a transitional phenomenon which assists children in making the transition from the subjective to the objective perception of external reality, implied that the object must offer enough resistance to show that it is not totally part of the child but instead is to some extent out of the child's control, belonging to the real, or external, world. It can be hypothesized, then, that a therapy material will be more effective if it has substance; if it displays resistance to the child's mental or physical actions upon it; if it changes when the child acts upon it; if it challenges the child in some fashion.

4. Given that 7 through 11 year old children will direct significant energy toward developing a sense of industry and toward avoiding painful feelings of inferiority (Erikson, 1963), it is likely that the goals of therapy will be better served if the therapy material channels or utilizes that energy.

As an example of the incorporation of these four points into a therapeutic intervention, consider the hypothetical case of a 10 year old boy who had experienced an episode of extreme anxiety at school. The anxiety was so intense that it had seriously impaired his academic and social functioning. Since the child was unaware of precipitating factors, the therapist suggested they review the
day's events to determine the time of onset and the etiology of the episode. Although the child was genuinely concerned and appeared to be cooperative with the therapeutic efforts, he was unable to effectively discuss the day's events as the therapist suggested. Instead he merely answered that he had felt upset all day and nothing in particular had caused it.

Why was this task so difficult? It was difficult because in many respects it was beyond the capabilities of a 10 year old child. It required him to view his anxiety as a discrete aspect of himself, one which had a cause, one which could be changed or manipulated and one which had an onset with a specific location in time. In other words, he had to view his anxiety objectively rather than subjectively. Concrete operational children cannot readily do this. In addition, the task was difficult because of its verbal nature. Although tracing back the steps of a problem is a concrete operational task, he was being asked to do it on a purely verbal level. Such verbal problem-solving, requiring the use of abstractions and universals, is not mastered until the formal operational period.

This therapeutic impasse was resolved when the therapist incorporated therapy materials and techniques appropriate to the child's stage of development. The therapist suggested that the child do some self-investigation and record keeping to assist him in solving his problem.
The therapist asked the child to draw a series of pictures, somewhat like a comic strip, depicting the day's events, including significant thoughts and feelings. Much discussion was generated during the drawing of the pictures; the therapist was able to help the child elaborate on thoughts and feelings associated with the day's events. Then, giving the child a translucent marking pen, the therapist asked him to mark the pictures which represented times he had felt upset or anxious. Using this technique the child and therapist were able to quickly discover the time of onset of the episode as well as the thoughts, feelings and events which surrounded it. Following completion of the therapy activity, the therapist suggested that the child keep his pictures in a special file folder in the therapist's office for use in future therapy sessions.

In this example, the therapeutic goal was attained with the use of therapy materials and techniques which were compatible with the child's cognitive, social and ego development. The drawings served as concrete objects to which the child could attach thoughts and feelings. Once the child's thoughts, feelings and behaviors were symbolically made concrete by way of the pictures, they became available for analysis and eventually modification. Precipitating factors became graphically evident. Verbal problem-solving could take place now that the pictures, as
symbols of the day's events, were within perceptual range of the child. This therapeutic project was something the child could act on, even create. The effect would have been significantly diminished or negated had the therapist presented the child with the pictures already drawn and marked according to the therapist's perception of the child's world. Finally, the therapist took great pains to channel and utilize the child's energy given toward developing a sense of industry. The activity was presented as a way for the child to actively solve his own problem, like an adult might. The tools and trappings of the adult world--pencil and paper, file folder, therapist's office--were used to create and store the product of the child's investigation. In summary, this therapy intervention using concrete objects as therapy materials incorporated the four concepts mentioned earlier. That is, it enabled the child to work with abstract concepts and to verbalize concrete problem-solving strategies. It provided an opportunity for him to act on his world, thereby increasing his knowledge of it, both of the world outside of himself as well as his world within. Finally it channeled and utilized the child's momentum toward developing a sense of industry, toward building skills necessary for entrance into the adult world.

The therapist mentioned above used readily available office materials as part of a developmentally appropriate
therapy intervention. This intervention was delivered spontaneously to remedy a therapeutic impasse. In other cases, it is possible to use, in a planned fashion, developmentally appropriate therapy materials which have been designed to address specific therapy goals. The Clubhouse Game is an example of such a therapy material.
CHAPTER III

THE CLUBHOUSE GAME

The literature reviewed has established the need for developmentally appropriate therapy materials such as games, which are understood to be useful therapy materials for 7 through 11 year old children. The therapeutic modification of locus of control has been established as an appropriate psychotherapy goal in certain cases. In this chapter, a therapeutic board game is described which was developed by the author for use with 7 through 11 year old children. The Clubhouse Game was developed for the purpose of teaching children that they can perform behaviors which can increase their chances for achieving desired results. The second and equally important purpose of The Clubhouse Game is to serve as a stimulus or a point of reference for discussions of situations which contain locus of control issues.

The Clubhouse Game is described in terms of its purpose, content and playing procedure. Next, the manner in which The Clubhouse Game was conceptualized and developed is described. Finally, the game's appropriateness as a therapy material is explored with emphasis on the manner in
which The Clubhouse Game addresses children's developmental needs and productively utilizes and exploits the energy generated by children in their efforts toward achieving developmental goals.

Purpose

The purpose of The Clubhouse Game (Kaniuga, 1989) is to increase children's awareness of their own potentials for exercising control over their lives and to help them learn that, by exercising such control, they can improve their chances for gaining desired results. In addition, The Clubhouse Game is intended to facilitate communication between children and adults by serving as a concrete point of reference for them to use when discussing their perceptions of their impact upon their environments and of behaviors which enhance or detract from their ability to positively influence the directions of their lives.

The Clubhouse Game teaches an important concept, that people's own actions, rather than luck, fate or some other external force, determines to a large extent the rewards they get in life. For example, many children believe that luck helps them pass the spelling test, that wishing will help them have friends or that problems will go away if they don't think about them. The Clubhouse Game introduces, among others, the concepts that studying hard
increases a person's chances of passing the spelling test, that being friendly helps people make friends, and that performing some type of problem-solving activity will often result in solving a problem. Taking positive action, as opposed to responding with passivity, accepting difficulties without question, or taking inappropriate or negative action, is presented as an effective problem-solving strategy. By referring to characters, situations, and events in the game, and by using the terms introduced in the game, discussion of concepts related to personal control can be made more pertinent and meaningful for the child. The Clubhouse Game assists in bringing those concepts from the realm of the abstract to the concrete so that they will be more readily learned and will have a higher probability of being translated into effective and socially appropriate behaviors.

Game Materials

The Clubhouse Game contains a directions sheet, a note to the adult giving suggestions for using the game, a gameboard, four playing pieces, four types of game cards, Kid Cards, a spinner, four Action Owl Advice Cards, four Clubhouse Blueprints and enough cardboard building materials for each player to build a complete clubhouse. Representations of game materials are included in Appendix A.
Directions

The directions begin with the following description of the setting and characters involved in the clubhouse game:

A clubhouse is just what you need! Mr. McGruder has given you and your friends permission to build a clubhouse on his vacant lot. You have collected lots of scraps of wood and have saved up some nails and other building materials. With your hammer and saw, you are ready to go!

Building a clubhouse will be exciting and fun—but problems are sure to come up and you could use some help. Action Owl will be watching as you and the kids build your clubhouse. He loves to give advice when you have a problem. Here is some advice now:

"Take positive action," says Action Owl. "Don't ignore the problems that come up, don't just hope they will go away, and don't waste time wishing things were different. Instead, DO SOMETHING POSITIVE TO HELP MAKE THINGS WORK OUT RIGHT!"

So get ready for the fun to begin, and remember Action Owl's advice: TAKE POSITIVE ACTION!

This brief scenario accomplishes several purposes. In addition to describing the setting and characters, it presents the key term, positive action and defines it, it indicates that problem-solving will be a central theme of this game, and it affirms the concept that problems can often be solved by taking positive action.

Following this, the game contents are described, the object of the game is stated, guidelines for setting up the game are outlined and the procedure for playing is given.
The directions are written at the third grade reading level (Reference Software, 1983), as is all text for The Clubhouse Game. This reading level allows for the majority of children between the ages of 7 and 11 to easily read game materials; children at the low end of this age range may require occasional reading assistance from the adult.

Note to the Adult

The note to the adult gives suggestions for using The Clubhouse Game. The term, positive action, is again presented and defined, and some benefits of using positive action are suggested.

The Clubhouse Game is described as being useful with a wide range of children, and as being particularly helpful for children who typically take a passive approach to problem-solving, who give up too easily, who use excessive denial or who ignore problems, hoping they will go away.

It is suggested that the adult participant emphasize the main concept of the game, that of taking positive action when confronted with an existing or potential problem situation. The adult is encouraged to point out the fact that having the opportunity to take positive action helps win the game.

Perhaps the most important concept presented on the Note to the Adult is the suggestion to refer to The
Clubhouse Game, or to the positive action concept, at a later date. Once the concept has been introduced to children, it can be used to help them discover opportunities in their own lives where they can solve problems or gain desired results by using positive action.

Gameboard

The gameboard contains a picture of a clubhouse and a tree; Action Owl sits in the tree where he can watch and offer suggestions. The clubhouse and tree are encircled by a path of 20 spaces marked with either a hammer, saw, board, ladder or child (two boys, two girls). The starting space is clearly marked and arrows direct players around the path. The symbols on the spaces, which reflect the construction focus of the game, all correspond with game cards which the players will draw when they land on the space. The children, referred to in the game as kids, are portrayed as being involved in construction activities.

Spinner

The spinner is divided into four sections, with each section numbered and containing a statement as follows:

1. I will take POSITIVE ACTION. My answer will earn one building material.
2. I will take POSITIVE ACTION. My answer will earn two building materials.

3. I DO NOTHING. I will not earn any building materials.

4. I will DO NOTHING. I will not earn any building materials.

The spinner has two distinct functions within the game. It is used to determine the number of spaces the player may move along the path. In addition, it is used to determine whether or not the player will take positive action when confronted with a problem situation on a game card.

Kid Cards

The 24 Kid Cards each have text on one side and a picture of a child on the other. Text on each Kid Cards describes a situation during which the player supposedly performed a behavior which impacted either positively or negatively upon another child. If the card describes a positive behavior, the player is instructed to keep the card; if a negative behavior is described the card must be discarded. Two Kid Cards must be retained for a player to win the game.
Game Cards

The forty-eight game cards contain text on one side and a symbol on the other. There are twelve cards each with a board, saw, ladder and hammer (see Appendices F, G, H, & I). Thirty-two of the game cards contain problem situations or questions which must be answered by the player. These cards are numbered; numbers correspond to numbered advice statements on the Action Owl Advice Cards (see below). After reading the problem situation, players are directed to spin the spinner and tell what they will do.

The remaining 12 cards are not numbered as they do not correspond to numbered advice statements. The purpose of these cards is to add variety and increase interest. Some of these cards require the child to read, listen to or discuss a specified game concept. Others contain statements which contribute an element of chance, such as "Spin again", or "Take one free building material."

Twelve of the cards are not numbered and either require the child to read, listen to or discuss a specified game concept, or they contain statements designed to increase interest in the game and to contribute an element of chance, such as "Spin Again", or "Take one free building material."
**Action Owl Advice Cards**

The four large Action Owl Advice Cards each portray Action Owl and each have either a hammer, saw, board or ladder picture. On the reverse side the text contains the main concepts being taught in the game.

Action Owl Advice Cards labeled with a hammer contain advice for situations where a difficult problem must be solved. The text reads, in part:

Do you have a tough problem to solve? Try this advice:

- Do something that will help make things work out right.
- Try extra hard.
- Don't ignore the problem, it won't go away by itself.
- Don't give up.

Following this, numbered advice statements are given which correspond to problems on numbered game cards.

Action Owl Advice Cards with saw and board and ladder pictures contain, respectively, advice for those who are having bad luck and for whom everything is going wrong; for those who believe that they can't do things well and who wish they were better at something; and for those who are having trouble getting others to agree with them and who want to convince others of the value of their ideas.
Clubhouse Blueprints

The Clubhouse Blueprints each contain a simple line drawing of the clubhouse with instructions for players to place building materials on the corresponding spaces on the blueprint.

Building Materials

The building materials include 40 small cardboard objects which represent parts of the clubhouse. There are enough building materials for each of four possible players to build a complete clubhouse. Each clubhouse requires two triangular roof sections, one long roof section, one sign, one door, one window section and four boards.

Playing Procedure

The Clubhouse Game can be played by two to four players. The gameboard is placed onto the center of the playing area. Action Owl Advice Cards are placed near the gameboard with the text facing down. The game cards and Kid Cards are mixed together and placed in a loose, fan-shaped pile near the gameboard, with the text side facing down. The spinner and building materials are placed near the gameboard for all players to reach. All players select
Clubhouse Blueprints, placing them in front of themselves, and playing pieces, placing them on the Start space. Players spin to determine who goes first; the player who spins the highest number goes first with play proceeding to the first player's left.

Each player in turn spins the spinner to determine how many spaces to move along the path. A player who lands on a space marked with a kid draws a Kid Card from the deck, and either retains or discards the Kid Card as directed. That player's turn is then over.

Players who land on a hammer, saw, board or ladder space turn the matching Action Owl Advice card face up, uncovering the advice. All players then listen to, talk about or read the advice given on the card. That player's turn is then over.

Players who land on a space for which the matching Action Owl Advice card had already been turned up draw a matching game card from the pile. The player reads the game card and does as instructed. If the game card contains a numbered problem situation, the player is instructed to "Spin and tell what you will do." If the spinner stops on an "I will do nothing" space, the player must read the "I will do nothing and I will not earn any building materials" statement out loud. That player's turn is then over. If the spinner stops on a "Positive Action"
space, the player must tell the other players how he or she would solve the problem given on the game card by using positive action. Players are free to construct original solutions or they may refer to the Action Owl Advice cards for assistance. The Action Owl Advice cards contain numbered advice statements which correspond to questions on the numbered game cards. If a player gives an answer which is incorrect or marginal, the adult player is instructed to provide assistance. After players solve a problem, they take two or four building materials as directed by the spinner.

As players earn building materials, they place them on the corresponding spaces on the Clubhouse Blueprints. The first player who builds a complete clubhouse and collects two Kid Cards, wins the game.

Conceptualization and Development

Need for Therapy Materials

The Clubhouse Game was the result of the author's observations that games and other therapy materials helped children meet therapeutic goals, and that there was a need for additional therapy materials. It was observed that children had characteristics which made the use of therapy materials extremely helpful or at times almost necessary if those children were to fully benefit from psychotherapy.
Continued observation of children and study in the areas of child development and child psychotherapy led the author to realize that some of the problems noted above were due to characteristics determined by the child's stage of development. One very important developmental characteristic emerged, that children cannot readily use formal operations or abstract thinking to do problem-solving. The therapy materials which the therapist used in her own practice of psychotherapy seemed to have value because they were concrete. They served as vehicles which helped children discuss topics which otherwise would not have been possible. In addition, they were viewed by children as being fun, and fun seemed to be a positive component of child psychotherapy.

There are three general types of materials which the author identified as particularly helpful if kept available and within easy reach during the psychotherapy session. The first category includes a variety of materials, such as pencil and paper and small doll figures, which would be available to be used spontaneously and in many diverse ways by the therapist during the course of psychotherapy to help illustrate a point or elaborate upon an idea. For example, if a child was describing an event, the therapist and child could use dolls to reenact the event. The next category includes therapy materials which could help structure the
therapy session or provide an enjoyable vehicle to help the child reveal thoughts and feelings. Richard Gardner's *The Talking, Feeling, Doing Game* is an example of this. The final category includes those materials which address specific topics. Richard Gardner's *Boys and Girls Book About Divorce* is an example of this type of a material.

It seemed that, despite the fact that each child client was unique, there were certain issues or problems which came up repeatedly for many children. When addressing these concerns in therapy, the author often used active interventions which helped the child reconceptualize the problem or consider alternate problem-solving strategies or behaviors. These interventions often contained a therapeutic message such as "If you're nice to others they will be nice to you," or "If you try hard, you might get what you want." However, it was often difficult to communicate these ideas effectively. Stating the message in words was typically met with denial, disinterest, or anger. It was the author's belief that therapy materials designed specifically for problems such as these would facilitate communication and promote therapeutic gain. Although some such therapy materials were available there were many topics which came up over and over in child psychotherapy for which no materials existed. It was in this area that the author wished to make a contribution.
Selection of Topic

The topic selected, that of locus of control, was selected because it seemed particularly appropriate to the 7 through 11 year age group, in which the author was interested. These children are in the process of leaving behind their belief that the world is controlled by omnipotent others; they are beginning to take their places in the adult world of logic. Although children are not expected or allowed to make all of their own decisions, there are many areas in which, by making appropriate choices, children can increase their possibilities for solving problems and experiencing happiness and success. Through her own practice of psychotherapy, the author could see that children struggled with understanding their own abilities for making things happen, and that they had difficulty discussing these struggles.

Selection of Type of Therapy Material

Attention was next given to the type of therapy material which would be developed. Consideration was given to developing a coloring book, a story book or an activity book. However these were abandoned in favor of a board game. The writings of Capell (1967) were instrumental in the decision to produce a game rather than a book. Capell noted that people who play games become very excited about
winning. They expend much energy toward winning or cheering their team on to victory. The author wished to capture some of that energy and use it for the purpose of therapeutic gain. It was hoped that in playing the game, children would associate winning with the therapeutic message which was being delivered. If the message of the game was that, when confronted with life's difficulties children would benefit by taking positive action, then players would win the game by actually or symbolically taking positive action or by advocating for it within the game itself.

The Role of Chance

The Clubhouse Game teaches children not to rely on chance or luck when solving problems. However, within The Clubhouse Game itself, chance plays a major role. Questions might arise as to the appropriateness of this seeming inconsistency. This section addresses such questions.

The Clubhouse Game is a game of chance. Skill and knowledge play minimal roles in winning. Instead, the winner is the player who is lucky enough to land on the preferred game space; who happens to draw positive rather than negative Kid Cards and who by chance spins the spinner with the force necessary for the arrow to land on the "I
Will Take Positive Action" spaces rather than the "I Will do Nothing" spaces.

The Clubhouse Game is not designed to duplicate life but instead to teach problem-solving strategies which can be useful in real life situations. The element of chance takes The Clubhouse Game out of the purely educational realm and brings it into the realm of play. Chance contributes to the fun and excitement of playing The Clubhouse Game and makes it truly a game.

In The Clubhouse Game, spinning the spinner does not represent knowledge about positive action, instead it represents the decision to take positive action. All individuals lie somewhere on the continuum between belief in internal and external control. Nobody in real life takes positive action all the time. The "Positive Action" and "Do Nothing" spaces on the spinner symbolize decisions made in the lives of all players.

The element of chance is essential to the playing of The Clubhouse Game. It equalizes the adult and the child player, the sophisticated and the naive, the smart and the slow. Without chance, it is likely that the game would quickly become boring and little learning would occur.
Developmental Appropriateness of The Clubhouse Game

In Chapter II, four basic principles were derived from the literature which were pertinent to the use and development of therapy materials for 7 through 11 year old children. The Clubhouse Game was based on these principles. Below, each of the principles will be listed, followed by discussion of the application of that concept to The Clubhouse Game.

1. A therapy material can serve as a bridge between the abstract and the concrete. It can function as a concrete object to which children can attach abstract concepts and ideas. It can represent one or more aspects of the individual, thereby assisting children in viewing emotions and behaviors as separate entities which can be examined, evaluated and modified.

A central concept presented in the game is that individuals have a choice as to whether or not they will act and as to what form that action will take. In The Clubhouse Game, this choice was symbolized by the spinner, with players spinning to determine whether they would choose to take positive action or to do nothing. The building materials earned by taking positive action and the clubhouse itself were concrete representations of the results of positive action. The helpful Action Owl not only represented an adult who might give advice or
assistance. He also represented the concept that there is sometimes a best way to approach problems.

2. A therapy material can serve as a vehicle through which children can discuss concrete operational tasks.

To facilitate discussion of concepts relevant to internal locus of control, several key words and phrases were introduced in *The Clubhouse Game*. The term **positive action** denoted behaviors associated with a belief in internal locus of control and which might be expected to yield desired results. Behaviors associated with belief in external control were represented by phrases referring to giving up, doing nothing, ignoring the problem or relying totally on wishing and hoping to solve the problem.

3. It is likely that a therapy material will be more effective if it can serve as an object upon which the child can act.

*The Clubhouse Game* provides for physical as well as mental action. Players manipulate game components such as spinner, game cards, playing pieces and building materials. They must act mentally by learning the basic concepts required to win the game and by thinking about and discussing potential problem solutions. Mental energies are generated by players attempting to win, hoping the spinner stops on the positive action space and cheering and rooting. This contributes to an active learning
experience. The Clubhouse Game does not passively absorb players' physical and mental actions but instead displays resistance in terms of the challenges it presents the players, and it manifests change in response to the players' activity, in terms of the clubhouse representation which is created.

4. Given that 7 through 11 year old children will direct significant energy toward developing a sense of industry and toward avoiding painful feelings of inferiority (Erikson, 1963), it is likely that the goals of therapy will be better served if the therapy material channels or utilizes that energy.

The Clubhouse Game capitalizes on the child's enjoyment of making things. As children play the game, they actually build a representation of a clubhouse. In the game's scenario, children use tools and solve a variety of challenging problems which are similar to those which might be faced by adults.
CHAPTER IV

METHODS

Subjects

Setting

Subjects were selected from children attending Camp Ahoma, the Kalamazoo YMCA's summer day camp, during the summer of 1989. Camp Ahoma, which is based at the Kalamazoo YMCA, 1001 West Maple Street, Kalamazoo, MI, offers children a variety of structured recreational and educational activities including swimming, games and sports, cookouts, camping skills training, songs and skits, arts and crafts, hiking, nature study and environmental programs. Children are grouped according to age and/or grade, with 8 - 12 children per group. Camp Ahoma has two sites, one at Ramona Park and the other at Coldbrook Park, both in Kalamazoo County. Both sites were used in this study. The enrollment at Camp Ahoma has been approximately 70% male and 30% female, with racial breakdown approximately 80% white, 15% black and 5% other. During the summer of 1989 there were 11 week-long sessions running from mid-June through the third week in August. Many
children attended more than one session, and some attended for the entire summer. Registration for Camp Ahoma is open to children in the first through eighth grades, regardless of race or religion. Financial assistance is available for those who cannot afford the full fee.

Informed Consent

Parents of all subjects in this study were asked to sign an informed consent form (Appendix B). Parents were informed that subjects would take a pretest and posttest, and that subjects selected at random would play The Clubhouse Game with members of the research team and other children, and would participate in a tape recorded interview to determine whether they were able to use concepts learned in The Clubhouse Game when discussing other topics. As a gesture of appreciation for participation, children would be offered a small reward (bubble gum or a sticker). Children's participation would be voluntary and they could decline participation at any time. No adverse subject reactions were expected from playing The Clubhouse Game. Results would be confidential and children would not be identified in reports of the research. This research was approved by the Western Michigan University Human Subjects Institutional Review Board (see Appendix C).
Rationale for Selection of Subjects

The Kalamazoo YMCA's Camp Ahoma is a program which combines educational and recreational activities. The Clubhouse Game, which is both educational and recreational, complements the regular day camp programming. Camp Ahoma's location and open enrollment policies, including financial assistance for those who need it, provide for a broad range of subjects.

Selection of Subjects

Subjects were drawn from children attending the August 14-18, 1989 session at Coldbrook Park and the August 21-25, 1989 session at Ramona Park. All campers who had reached age 7 on Monday of the designated camp session, and who had not had their 12th birthday as of Friday of the designated camp session, were considered eligible to participate in the study with parent's consent. Sixty children, 35 at Coldbrook and 25 at Ramona, met eligibility requirements and agreed to participate in the study.

Subjects at Coldbrook were given identification numbers 101 through 135; Ramona subjects were given numbers 201 through 225. At each site, subjects were assigned, by way of a table of random numbers to a treatment and a control group. The first randomly selected Coldbrook subject
was assigned to the treatment group and the next to the control group. This procedure continued until all were assigned and was repeated the following week at Ramona. This procedure resulted in 18 Coldbrook children and 13 Ramona children being assigned to the treatment group \((n = 31)\), and 17 Coldbrook children and 12 Ramona children being assigned to the control group \((n = 29)\).

After group assignments were made, attrition occurred which reduced the treatment group to 22 and the control group to 21. The 17 subjects who dropped out of the study included those who were absent from camp during all or part of the week of the study. Seven subjects were withdrawn from daycamp before the pretest was administered and did not participate in any of the remaining data collection procedures. Seven subjects took the pretest but not the posttest while 2 subjects, 1 treatment and 1 control, took the posttest only. The treatment subject had not been exposed to the treatment. Finally, 1 control group child was accidentally exposed to the treatment prior to taking the pretest, and was excluded from the study. Table 1 shows attendance for the pretest and posttest.
Table 1
Attendance of Subjects, by Group, for NSLCSC Pretest and Posttest

<table>
<thead>
<tr>
<th>Test attendance</th>
<th>Treatment</th>
<th>Control</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present for pretest and posttest</td>
<td>22</td>
<td>21</td>
<td>43</td>
</tr>
<tr>
<td>Present for pretest, absent for posttest</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Absent for pretest, present for posttest</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Absent for pretest and posttest</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>29</td>
<td>60</td>
</tr>
</tbody>
</table>

Camp Ahoma staff noted that many parents used Camp Ahoma as a child care provider during working hours. Absences were attributed to fluctuations in family schedules which resulted in children being withdrawn from daycamp. Absentee patterns during the weeks of the study were comparable to those of other weeks and other years, and were consistent with the expectations of camp staff. The effect of subject attrition on this study is further analyzed in Chapter V.
Research Assistants

Research activities were carried out by a research team consisting of the researcher and two research assistants (one man and one woman). Research assistants were counselors in training who had experience working with children. They completed a comprehensive orientation and training program. They were provided with a Procedures Manual (Appendix D) which included instructions for conducting all research activities and they attended a training session (Appendix E) where these skills were practiced and evaluated.

Materials

The Clubhouse Game

Each research assistant retained a copy of The Clubhouse Game, bringing it to scheduled game-playing sessions. The Clubhouse Game was not available to children who were in the control group or who did not participate in the study, until the posttests were completed. A copy of The Clubhouse Game was donated to Camp Ahoma following completion of the study.
Nowicki-Strickland Locus of Control Scale for Children

The Nowicki-Strickland Locus of Control Scale for Children (NSLCSC) which is also called the Children's Nowicki-Strickland Internal-External Scale (Appendix F) is a 40 item pencil and paper scale (Nowicki & Strickland, 1971). The items, which are answered yes or no, describe reinforcement situations with respect to issues such as achievement, competency, and interpersonal relationships. An estimate of internal consistency is $r = .63$ for third through sixth graders. Test-retest reliability 6 weeks apart was .63 for third graders and .66 for sixth graders. Internality was found to significantly increase with age. Validity has been established by comparing the NSLCSC with other measures of locus of control. Significant correlations were found with the Intellectual Achievement Responsibility scale ($r = .31$, $p < .01$ for third graders; $r = .51$, $p < .01$ for seventh graders) and the Bailer-Cromwell scale ($r = .41$, $p < .05$) (Nowicki & Strickland, 1973).

The NSLCSC was administered by the researcher to groups of 8 - 12 subjects. Subjects were given copies of the 40 item scale. The researcher read each item aloud, and then repeated it. Research assistants were available to make sure children understood the questions and marked their test papers correctly.
Use of the NSLCSC by the author prior to this study showed that for certain items, some children had difficulty giving verbal responses which truly reflected their opinions. For example, item seven asks, "Do you feel most of the time it doesn't pay to try hard because things never turn out right?" Some children answered, "Yes, you should try hard." Item 14 asks, "Do you feel that it's nearly impossible to change your parent's mind about anything?" Some children answered, "Yes, I can change their minds." If these responses were scored as yes, this would reflect external locus of control despite the fact that the children obviously were endorsing the internal locus of control viewpoint. To insure that subjects' answers accurately reflect their opinions, a verbal repetition and/or clarification of each question was given. For example, after test item seven was read verbatim, the researcher read, "If you feel that most of the time it doesn't pay to try hard because things never turn out right anyway, circle yes. If you don't feel that way circle no."

The Clubhouse Game Questionnaire

The Clubhouse Game Questionnaire (Appendix G) is a 12 item questionnaire which is used in a structured interview format. As noted in Chapter III, one of the purposes of The Clubhouse Game is to serve as a stimulus or point of reference for conversations which can assist children in generalizing concepts learned within the game itself to situations in other contexts or in the child's own life. The Clubhouse Game Questionnaire was developed by the researcher to determine whether children who played the game were indeed able to use it as a point of reference in discussions of such situations. Two key concepts from the game were identified, those of positive action and of Action Owl. Taking positive action to solve problems is the main theme of the game. It was deemed essential to assess the child's understanding of this concept and ability to use the phrase in conversation. Action Owl, who urges players to take positive action and who gives practical advice on implementing such action, is intended to be viewed by children as a friendly, non-threatening helping individual. Action Owl can symbolize a teacher, counselor, parent or other helping person. It was considered important for children to be able to generalize the concept of such a helper to situations outside of the game,
and to be able to refer to such a helper in discussions of such situations. In this study, the Clubhouse Game Questionnaire was used to measure short term retention of the concepts and the ability of subjects to immediately generalize from the game to other situations, with little or no time lag between playing the game and participating in the discussion.

Questions were developed by the researcher with consultation from psychologists and teachers who were familiar with The Clubhouse Game. These consultants gave verbal suggestions during an informal meeting called for the purpose of questionnaire conceptualization and construction. During its conceptualization and construction, the Clubhouse Game Questionnaire was used informally by the researcher with children who had played the game. These children indicated verbally, on an informal basis, their levels of understanding of questions, and the perceived difficulty and general interest and appeal of questions. Modifications were made based on input from these adults and children, resulting in a 13 item draft (Appendix H).

Questionnaire items were of three different types. The first group, items 1 and 2, assessed children's recall and understanding of the two key concepts by requiring them to describe Action Owl's role and function within the game and to define positive action. The second group, items 3
through 10, required children to discuss Action Owl's expected behavior in situations which were not related to the game content, and to discuss the role of positive action in such situations. The third group, items 11 through 13 required the child to discuss these key concepts with respect to hypothetical and real situations from that child's own life.

Questionnaire items were constructed with the expectation that 80% of the child respondents would be able to correctly answer questions from the first two groups (items 1 through 10) while 60% of the respondents would be expected to correctly answer the more difficult questions 11 through 13. To determine the validity of this expectation, the 13 questions were evaluated by 10 individuals who had extensive experience with and knowledge of 7 through 11 year old children. They all had at least 4 years of college and were enrolled in a graduate level educational research course. Experience included teaching and tutoring 7 through 11 year old children. These raters received an orientation which included a demonstration of the game and discussion of its purpose. They were given a copy of The Clubhouse Game Questionnaire Draft with scoring criteria (Appendix H) and a rating form (Appendix I) and were asked to rate each questionnaire item as to percentage of 7, 8, 9, 10, and 11 year olds who, after exposure to The
Clubhouse Game, could be expected to answer that item correctly. Ratings ranged from 20% to 100% depending upon age of child and the rater's perception of difficulty of the question. The means of the ten ratings for each item and age group were calculated, as well as the mean ratings for the combined age groups for each item. These are presented in Table 2. In general, raters agreed that

Table 2

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Age of Child</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>7-11 combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>73.5</td>
<td>80.0</td>
<td>86.4</td>
<td>92.5</td>
<td>95.9</td>
<td>85.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>65.5</td>
<td>75.5</td>
<td>81.5</td>
<td>88.5</td>
<td>91.4</td>
<td>80.5</td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td></td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>80.0</td>
<td>86.8</td>
<td>90.7</td>
<td>94.8</td>
<td>96.6</td>
<td>89.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>57.0</td>
<td>65.5</td>
<td>73.4</td>
<td>81.7</td>
<td>86.9</td>
<td>72.9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>69.0</td>
<td>76.0</td>
<td>81.9</td>
<td>88.4</td>
<td>91.4</td>
<td>81.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>77.3</td>
<td>83.9</td>
<td>89.2</td>
<td>93.1</td>
<td>94.7</td>
<td>87.6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>70.4</td>
<td>76.9</td>
<td>82.4</td>
<td>89.8</td>
<td>93.3</td>
<td>82.6</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>68.2</td>
<td>76.0</td>
<td>84.4</td>
<td>88.9</td>
<td>93.7</td>
<td>82.2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>70.2</td>
<td>76.0</td>
<td>81.8</td>
<td>87.4</td>
<td>91.4</td>
<td>81.4</td>
<td></td>
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<tr>
<td>10</td>
<td>70.8</td>
<td>74.5</td>
<td>81.4</td>
<td>86.4</td>
<td>90.9</td>
<td>80.8</td>
<td></td>
</tr>
<tr>
<td>Group 3</td>
<td></td>
<td>11</td>
<td>12</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>63.7</td>
<td>73.5</td>
<td>81.4</td>
<td>86.9</td>
<td>90.7</td>
<td>79.2</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>54.5</td>
<td>63.0</td>
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<td>79.5</td>
<td>85.2</td>
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</tr>
<tr>
<td>13</td>
<td>54.5</td>
<td>61.0</td>
<td>70.5</td>
<td>80.5</td>
<td>87.2</td>
<td>70.7</td>
<td></td>
</tr>
</tbody>
</table>

Note. The values represent the means of 10 raters' predictions.
children's abilities to correctly answer each item increased with age and that questions from group three were more difficult than the others. The mean ratings for the combined age groups for questionnaire items 1 through 10 were 80% or above with the exception of item four which was 72.9%. This item was deleted from the final questionnaire. Items from group three all met the 60% expectation.

Next it was necessary to determine the number of correctly answered items on the 12 item questionnaire which would constitute a passing score for each age group. To determine this, three individuals reviewed the 12 item questionnaire with scoring criteria. These individuals, who had training in child development and education, each had a bachelor's degree, were certified to teach in the state of Michigan, and had experience teaching 7 through 11 year old children. On a rating form (Appendix J) they were asked to indicate their expectations regarding the number of questions which could be answered correctly by 80% of 7, 8, 9, 10 and 11 year old child respondents who had been exposed to The Clubhouse Game. Results presented in Table 3 show that on the average, raters believed children, depending upon age, could answer between 6 and 11 items correctly. The means of the rater's scores for each age group were established as minimum criteria.
Table 3

Raters' Predictions of Total Number of Questionnaire Items Which Could be Answered Correctly by 80% of Children

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

Note. Values represent the means of three raters' predictions, rounded to the nearest whole number.

Procedures

Procedure for Collection of Data.

This study was conducted August 14-18, 1989 at Coldbrook Park and August 21-24, 1989 at Ramona Park. Thirty-five children met eligibility requirements (age and parental consent) at Coldbrook, 25 at Ramona. Due to procedural differences between camps as to dropping off and picking up campers, there were minor differences as to the time and day parental consent forms were obtained. In addition, the camp director at Ramona Park recommended that data collection activities begin on Monday rather than Tuesday as at Coldbrook, so that posttest data could be collected Thursday. This recommendation, which was followed, was
based on the prediction that many children would be absent on Friday, which was the last scheduled camp day for the year.

All subjects were given the NSLCSC as a pretest. Following this, for three consecutive days, pairs of treatment group subjects played the game with members of the research team. Treatment group subjects played the game with different children on consecutive days, but due to scheduling constraints, some subjects played with the same child on the first and third days. Each treatment group subject played the game with a male and a female member of the research team. Thus, all treatment group subjects played the game three times, with some variety in child and adult playing partners. Immediately after the last game-playing session, treatment group subjects verbally responded to The Clubhouse Game Questionnaire. Responses were tape recorded. The next day, all subjects in the treatment and control groups were given the NSLCSC as a posttest.

Research activities were scheduled as follows:

Monday, August 14, 1989

As Coldbrook Park children were picked up at the end of the camp day, parents were informed of the study and asked to sign consent forms (to expedite the process, some signed consent forms had been obtained the previous
Thursday and Friday). The researcher was present to assist in this process and to answer questions.

Tuesday, August 15, 1989

During time periods designated by the Camp Director, the researcher administered the Nowicki - Strickland Locus of Control Scale for Children to all subjects, following guidelines in the training manual. Research assistants and camp counselors were available to make sure children understood the process and marked the test papers correctly. Children's test papers were marked with identification numbers.

Pairs of treatment group subjects were assigned to research team members who conducted 30 - 40 minute game-playing sessions at times designated by the Camp Director. Game-playing sessions were conducted, according to procedures outlined in the Procedures Manual, in a quiet area relatively free from distractions. At the close of each game-playing session, as a gesture of appreciation for participation, subjects were encouraged to select a sticker or a piece of gum from a supply held by the research team member.

Control group children spent the 40 minute game playing periods participating in regular camp programming, supervised by day camp staff.
Wednesday, August 16, 1989

Groups of two treatment group subjects were assigned to members of the research team who conducted game-playing sessions as described above. Children played the game with a different game-playing partner and, when possible, with a different member of the research team than the previous day.

Thursday, August 17, 1989

Groups of two treatment group subjects were again assigned to members of the research team who conducted game-playing sessions. Although an attempt was made to group the subjects such that they played with a different partner, scheduling constraints made it necessary for some subjects to play with their partners from Tuesday. Thursday's gameplaying sessions were restricted to 15 minutes to allow time for administration of The Clubhouse Game Questionnaire. The Clubhouse Game Questionnaire was administered verbally by female members of the research team and was tape recorded according to instructions in the Procedures Manual.
Friday, August 18, 1989

The researcher administered the NSLCSC to all subjects, according to guidelines in the Procedures Manual. Research assistants and camp counselors were available to make sure all subjects understood the process and marked their papers correctly. Following the posttest, subjects were encouraged to select a sticker or a piece of gum as a token of appreciation for participation in the study.

Following the administration of the NSLCSC, children in the control group were offered the opportunity to play The Clubhouse Game with members of the research team if they so desired.

Members of the research team expressed appreciation to all Camp Ahoma staff who were involved, and described the procedure for obtaining results of the research.

Monday, August 21, 1989

As Ramona Park children were dropped off at the beginning of the camp day, parents were informed of the study and were asked to sign consent forms. The researcher was present to answer questions.

During time periods designated by the Camp Director, the researcher administered the Nowicki - Strickland Locus of Control Scale for Children to all subjects, following
guidelines in the training manual. Research assistants and camp counselors were available to make sure children understood the process and marked the test papers correctly.

Pairs of treatment group subjects were assigned to research assistants who conducted 30 - 40 minute game-playing sessions at times designated by the Camp Director. Game-playing sessions were conducted, according to procedures outlined in the Procedures Manual, in a quiet area relatively free from distractions. At the close of each game-playing session, as a gesture of appreciation for participation, subjects were encouraged to select a sticker or a piece of gum from a supply held by the research team member.

Control group children spent the 40 minute game-playing periods participating in regular camp programming, supervised by day camp staff.

Tuesday, August 22, 1989

The second game-playing sessions were implemented for treatment group subjects. Procedures were the same as for Coldbrook Park.
Wednesday, August 23, 1989

The third game-playing sessions were implemented, followed by administration of The Clubhouse Game Questionnaire. Procedures were the same as for Coldbrook Park.

Thursday, August 24, 1989

Posttests were given for all subjects in the treatment and control groups, with procedures the same as for Coldbrook Park.

Procedure for Analysis of Data

The two research hypotheses and the procedures for testing them were:

1. Children who have been exposed to The Clubhouse Game will show a greater pretest to posttest gain in internal locus of control, as measured by the NSLCSC, than children who have not been exposed to The Clubhouse Game.

An analysis of covariance was run comparing the adjusted mean posttest scores for treatment and control group subjects, with pretest scores as the covariate.

2. Eighty percent of the children in each age group who have been exposed to The Clubhouse Game will meet the
respective correct-answer criterion level on The Clubhouse Game Questionnaire. Correct-answer criterion levels were:

<table>
<thead>
<tr>
<th>Age</th>
<th>No correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6</td>
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<tr>
<td>8</td>
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<tr>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

Transcripts of subject's responses to The Clubhouse Game Questionnaire were read by three judges. These individuals were each master's level psychologists with training in child development who had at least three years of professional experience working with 7 through 11 year old children. In addition they had not previously participated in this study in any capacity. Judges rated each item as correct or incorrect according to established scoring criteria (Appendix K). Agreement of two judges was required for items to be designated as passed.

Dissemination of Results of Study

Results of this study will be available after December 31, 1989. YMCA staff, subjects, parents of subjects and any interested others will be given a brief summary of the results upon request.
CHAPTER V

RESULTS

In this study a therapeutic board game for children which is based upon the practical application of selected ideas from child development theory, was developed, described and evaluated. Three research questions were addressed. The first was of a theoretical nature and was answered in Chapter III where The Clubhouse Game was described. The remaining two questions were empirical and suggested specific research hypotheses, which are examined in this chapter. The three research questions are reviewed below.

1. What are the child development principles which form the framework for The Clubhouse Game and how are these incorporated into The Clubhouse Game?

A review of selected child development literature yielded the following four concepts which were incorporated into The Clubhouse Game: (1) Therapy materials can serve as a bridge between the abstract and the concrete. (2) They can assist children in discussing concrete operational tasks. (3) Therapy materials are likely to be more effective if they serve as objects upon which children can
act and (4) if they channel children's strivings toward industry and competence.

2. Does exposure to The Clubhouse Game alter belief in locus of control in the internal direction, in 7 through 11 year old children?

Research hypothesis 1. Children who have been exposed to The Clubhouse Game will show a greater pretest to posttest gain in internal locus of control, as measured by the NSLCSC, than children who have not been exposed to The Clubhouse Game.

3. Are 7 through 11 year old children who have been exposed to The Clubhouse Game able to use two specified key concepts from the game when discussing situations which contain locus of control issues as a primary focus?

Research hypothesis 2. Eighty percent of the children in each age group who have been exposed to The Clubhouse Game will meet the age group's respective criterion level for correct answers on The Clubhouse Game Questionnaire.

The data and statistical analyses for the research hypotheses are presented in this chapter.

Subjects

A total of 60 children, 35 from Coldbrook Park and 25 from Ramona Park agreed to participate in the study and met the eligibility requirements of having parental consent and
being 7 through 11 years of age. The 35 Coldbrook subjects were randomly assigned to treatment and control groups (18 to treatment, 17 to control) as were the 25 Ramona children (13 to treatment, 12 to control). However, due to some subjects being absent for one or more days during the study, it was impossible to collect complete data on all subjects. Data necessary for testing hypotheses 1 were collected from 22 treatment group subjects who took the pretest, were exposed to the treatment according to plan, and took the posttest. Twenty one control group subjects completed both pretest and posttest and were not exposed to the treatment. NSLCSC pre- and posttest scores for all subjects are included in Appendix L. Data for testing hypothesis 2 were collected from 21 treatment group children who were exposed to the treatment and responded to The Clubhouse Game Questionnaire (see Appendix M). An analysis of subject attrition and its effect on the results of this study is included in the next section.

No gender differences were observed in how subjects played the game. All subjects seemed to enjoy the game.

Tests of hypotheses

Hypothesis 1. Children who have been exposed to The Clubhouse Game will show a greater pretest to posttest gain in internal locus of control, as measured by the NSLCSC,
than children who have not been exposed to The Clubhouse Game.

The null hypothesis stated that there would be no difference in adjusted mean posttest scores for the treatment and control groups. Analysis of covariance (ANCOVA) was used to compare adjusted mean posttest scores with the pretest scores as the covariate. ANCOVA was computed according to standard procedures (Huitema, 1980). Results are presented in Table 4.

Table 4

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusted treatment</td>
<td>42.86</td>
<td>1</td>
<td>42.86</td>
<td>4.42*</td>
</tr>
<tr>
<td>Residual</td>
<td>387.98</td>
<td>40</td>
<td>9.70</td>
<td></td>
</tr>
</tbody>
</table>

Note. Pretest scores served as the covariate.

* p < .05

Ancova yielded an F(1,40) of 4.42. With the critical F(1,40) at 4.08, the null hypothesis was rejected at the .05 level of significance. A significant difference was found in the adjusted mean NSLCSC scores of treatment and
control group children, with treatment group children found to be more internal.

A critical assumption involved in the appropriate interpretation of ANCOVA is that the regression slopes associated with the treatment and control groups are homogeneous. Analysis of variance (ANOVA) was used to test the null hypothesis that there was no difference between the regression slopes for the treatment and control groups. Results are presented in Table 5.

Table 5

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterogeneity of</td>
<td>13.63</td>
<td>1</td>
<td>13.69</td>
<td>1.42</td>
</tr>
<tr>
<td>slopes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual</td>
<td>374.35</td>
<td>39</td>
<td>9.60</td>
<td></td>
</tr>
<tr>
<td>residual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>387.98</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>residual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p > .05

No significant difference was found between regression slopes for the treatment and control groups. The assumption of homogeneity of regression slopes was considered to have been met.
Another important assumption in ANCOVA is randomization with respect to group assignment. While subjects were initially randomly assigned to treatment and control groups, attrition occurred following group assignment. It was necessary to determine whether or not the attrition resulted in systematic differences between groups.

Of the original 60 subjects, 50 (28 treatment, 22 control) took the pretest. A $t$-test, presented in Table 6, was run to determine whether attrition had caused a

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
<th>SE Mean</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>28</td>
<td>17.5</td>
<td>5.89</td>
<td>1.11</td>
<td>.95*</td>
</tr>
<tr>
<td>Control</td>
<td>22</td>
<td>16.05</td>
<td>4.91</td>
<td>1.05</td>
<td></td>
</tr>
</tbody>
</table>

* $p > .05$

Table 6
Comparison, by Group, of Mean Pretest Scores for all Children who Took the NSLCSC Pretest.

significant difference in mean pretest scores of the 28 treatment and 22 control group children. The null hypothesis stated that there was no difference between the means of the treatment group and the control group.
The *t*-test yielded an obtained *t* of .95. The null hypothesis was not rejected; no significant difference was found between treatment and control groups.

After the pretest was administered, additional attrition occurred. Of the 50 who had taken the pretest, only 43 (22 treatment, 21 control), took the posttest. To determine whether this second occurrence of attrition caused a systematic difference between the remaining treatment and control groups, a second *t*-test was run. The null hypothesis stated that there was no difference between the means of the treatment and control groups. Results are presented in Table 7.

Table 7

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
<th>SE Mean</th>
<th><em>t</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>22</td>
<td>17.95</td>
<td>5.15</td>
<td>1.10</td>
<td>1.26*</td>
</tr>
<tr>
<td>Control</td>
<td>21</td>
<td>16.00</td>
<td>5.03</td>
<td>1.10</td>
<td>1</td>
</tr>
</tbody>
</table>

* *p > .05*

The null hypothesis was not rejected at the .05 level. There was no significant difference between the mean
pretest scores of the treatment and control group children who remained in the study.

Finally, a test was run to determine whether, with respect to pretest scores, subjects who stayed in the study were different from those who dropped out. The mean pretest score for the seven children who dropped out before taking the posttest was compared with the mean pretest score for children who remained in the study. The null hypothesis stated that there was no difference between mean pretest scores for children who remained in the study and those who dropped out. Results are presented in Table 8.

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
<th>SE Mean</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropouts</td>
<td>7</td>
<td>16.00</td>
<td>7.75</td>
<td>2.93</td>
<td>-0.33*</td>
</tr>
<tr>
<td>Those who remained</td>
<td>43</td>
<td>17.00</td>
<td>5.13</td>
<td>0.78</td>
<td></td>
</tr>
</tbody>
</table>

* p > .05

The null hypothesis was not rejected at the .05 level. No significant difference was found between mean pretest
scores of children who dropped out of the study prior to taking the posttest and those who remained in the study. Attrition was spread throughout all age groups (see Appendix L). Children who missed the posttest included those who had high as well as low pretest scores. These facts, along with the above comparisons of group means, support the notion that attrition was not systematic with respect to characteristics of subjects. The assumption of random assignment to groups was considered to have been met.

**Hypothesis 2.** Eighty percent of the children in each age group who have been exposed to *The Clubhouse Game* will meet the respective correct-answer criterion level for *The Clubhouse Game Questionnaire*. Correct-answer criterion levels for each age group were:

<table>
<thead>
<tr>
<th>Age</th>
<th>No. Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

This hypothesis was tested by comparing subjects' scores on *The Clubhouse Game Questionnaire* with correct answer criterion levels for each age group. As shown in Table 9, the hypothesis was supported in that all children
who responded to the questionnaire met the correct-answer
criterion for their respective age group.

Table 9

<table>
<thead>
<tr>
<th>Age</th>
<th>Criterion</th>
<th>n</th>
<th>Score</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6</td>
<td>5</td>
<td>12</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>7</td>
<td>12</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>7</td>
<td>12</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td>2</td>
<td>100</td>
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<td>100</td>
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<tr>
<td>11</td>
<td>11</td>
<td>1</td>
<td>12</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

Note. Maximum score = 12.

*Number of correct answers necessary to be designated as passing score.

Summary

Three research questions were addressed in this study. The first, which was answered in Chapter 3, involved the practical application of child development theory to the development and use of The Clubhouse Game. The second research question asked whether exposure to The Clubhouse
Game alters belief in locus of control in the internal direction, in 7 through 11 year old children. This hypothesis, which was tested by analysis of covariance, was supported. A significant difference was found in the adjusted means for posttest scores of the treatment and control groups, with the treatment group registering a greater short-term gain in internal locus of control, as measured by the NSLCSC, than the control group.

The third research question asked whether 7 through 11 year old children who have been exposed to The Clubhouse Game would be able to use two specified key concepts from the game when discussing situations which contain locus of control issues as a primary focus. This hypothesis was also supported as 100% of the treatment group children who responded to The Clubhouse Game Questionnaire met the correct-answer criterion levels for their respective age groups.

A discussion of these results is found in Chapter 6.
CHAPTER VI
DISCUSSION OF RESULTS

The purpose of this study was to develop, describe and evaluate The Clubhouse Game, a board game for children which is based upon the practical application of selected ideas from child development theory. This study examined children's short-term memory and understanding of concepts presented in the game, and their abilities to immediately generalize to other situations. A review of selected literature on child development, locus of control and child psychotherapy yielded four basic child development principles which were incorporated into a board game on locus of control. Three research questions were addressed in this study. These are reviewed below with a brief summary of findings which were reported in Chapter V. Following this, limitations of this study are examined. Then, conclusions of this study are discussed and recommendations are made for further research in this area.

Review of Research Questions and Findings

The three research questions addressed in this study were: (1) What are the child development principles which
form the framework for The Clubhouse Game and how are these incorporated into The Clubhouse Game? (2) Does exposure to The Clubhouse Game alter belief in locus of control in the internal direction, in 7 through 11 year old children? (3) Are 7 through 11 year old children who have been exposed to The Clubhouse Game able to use two specified key concepts from the game when discussing situations which contain locus of control issues as a primary focus?

A review of selected child development literature yielded four basic concepts which were incorporated into The Clubhouse Game. (1) A therapy material can serve as a bridge between the abstract and the concrete. In The Clubhouse Game, various game components represent aspects of the players and their worlds. (2) A therapy material can serve as a vehicle through which children can discuss concrete operational tasks. The Clubhouse Game introduces several key words and phases relevant to internal locus of control. These include the term positive action and the character Action Owl. (3) It is likely that a therapy material will be more effective if it can serve as an object upon which the child can act. The Clubhouse Game provides an opportunity for players to act mentally by engaging in problem-solving behavior as well as physically by handling game components and building a representation of a clubhouse. (4) Given that 7 through 11 year old
children will direct significant energy toward developing a sense of industry and toward avoiding painful feelings of inferiority, it is likely that the goals of therapy will be better served if the therapy material channels or utilizes that energy. *The Clubhouse Game* capitalizes on the child's enjoyment of making things in that within the game's scenario, players use adult tools and realistic problem-solving approaches to build a clubhouse.

Research questions 2 and 3 were addressed in a research design whereby daycamp children played *The Clubhouse Game* and participated in assessment procedures to determine the game's effectiveness. It was found that 7 through 11 year old daycamp children who played the game showed a significant short-term gain in internal locus of control orientation, as measured by the NSLCSC, compared with children who were not exposed to the game. It was also found that 7 through 11 year old daycamp children who had played *The Clubhouse Game* were able to use concepts learned from the game in discussing problem situations which occurred outside of the game situation, as measured by their responses on *The Clubhouse Game Questionnaire*.

**Limitations**

Several limitations with respect to data collection procedures and to sample size and composition effect the
usefulness of these results. Although all age groups in the 7 through 11 year range were represented in the sample, they were not represented equally. For example, only one 11 year old responded to The Clubhouse Game Questionnaire. If a greater number of children had been available for this study, it would have been possible to select equal numbers from each age group. A randomized block design could then have been used to analyze the results, controlling for age.

Certain realities of the daycamp environment also proved limiting. Game-playing sessions were held outdoors. It was impossible to eliminate all distractions and provide all subjects with a game-playing environment which was consistently conducive to learning. For example, game-playing sessions were interrupted by bees, snakes, wind and rain. In addition, due to programming and scheduling considerations, it was impossible to randomly assign subjects to game-playing partners in order to control for the effect of other children on players.

Finally, although this study suggests that exposure to The Clubhouse Game effects children's scores on the NSLCSC, a pencil and paper measure of locus of control orientation, other potentially significant dimensions of the child's behavior and experience are not measured.
Conclusions and Recommendations

In this study, The Clubhouse Game was found to be a useful tool for helping daycamp children learn and apply concepts which might be expected to assist them in problem-solving. Despite the fact that The Clubhouse Game was not tested in a psychotherapy setting, it was designed specifically as a therapy material and is considered appropriate for use in psychotherapy and other settings.

Children who become child psychotherapy clients are faced not only with the challenge of addressing and resolving the difficulties which caused them to enter psychotherapy, but also of having the psychotherapeutic process encumbered by developmentally determined limitations in their abilities to participate effectively in psychotherapy. These include limitations in their abilities to formulate and implement problem-solving strategies and to effectively communicate with their therapists. Therapy materials, such as The Clubhouse Game, which are found to assist children in their efforts toward problem-solving and which facilitate the often difficult process of psychotherapy, can be a helpful contribution to the practice of psychotherapy.

The goals of psychotherapy are numerous. Of interest to this study is children learning to make appropriate,
positive choices about their lives; developing awareness of their own emotions, attitudes and behaviors and becoming able to take responsibility for their own behavior. Hopefully, through the therapeutic process, children learn to accurately communicate feelings and develop appropriate, adaptive problem solutions. The results of this study suggest that The Clubhouse Game can be a helpful tool in this process.

It can be hypothesized that a contributing factor to the apparent effectiveness of The Clubhouse Game is that it meets certain developmental needs of children. The results of this study therefore lend support to research which investigates the application of child development theory to the practice of child psychotherapy. It appears appropriate to conduct further investigation into the usefulness of The Clubhouse Game and also to support and encourage the creation and evaluation of additional developmentally appropriate therapy materials.

The results of this study illustrate a concept well known to many teachers, parents and others who work in a helping capacity with children, that learning is often more effective when it is associated with a real object. As such, the findings of this study are particularly important to the training of counselors, psychotherapists and others who work with children in a helping capacity. Training
programs for these individuals should include emphasis on child development theory as it applies to practical aspects of communicating with child clients. It is recommended that child psychotherapy trainees be exposed to the use of concrete objects as therapy tools.

With respect to The Clubhouse Game itself, additional research could confirm and clarify its usefulness. This study examined children's short-term memory and understanding of concepts presented in the game, and their abilities to immediately generalize to other situations. Future research could address additional issues such as the extent to which this learning remains stable over time and the possible existence of a critical level of exposure necessary to obtain optimal results. Other research questions which might be of interest include the effects of age, gender, race, socioeconomic status and other such variables on the usefulness of The Clubhouse Game.

The Clubhouse Game Questionnaire should be subjected to further evaluation regarding its usefulness, particularly with respect to correct-answer criterion levels for each age group, as all subjects scored at or above their respective criterion levels.
Summary

In this study, The Clubhouse Game, a children's board game on locus of control, was developed, described and evaluated. The game was based on four child development concepts which were identified through a review of selected writings of Piaget, Erikson and Winnicott. Daycamp children who played the game showed short-term improvement in internal locus of control orientation compared with children who did not play the game. In addition, they were found to be able to use key concepts from the game in discussing problem situations outside of the game setting when these discussions were held immediately after the third game-playing session. The significance of this research lies in the assumption that these two qualities, those of belief in internal control and the ability to communicate effectively, are central to the psychotherapeutic process. It was recommended that future research efforts be directed toward the creation, evaluation and use of developmentally appropriate therapy materials.
Appendix A

The Clubhouse Game: Game Materials
The Positive Action Game
2-4 players ages 7 - 11

A clubhouse is just what you need! Mr. McGruder has given you and your friends permission to build a clubhouse on his vacant lot. You have collected lots of scraps of wood and have saved up some nails and other building materials. With your hammer and saw, you are ready to go!

Building a clubhouse will be exciting and fun—but problems are sure to come up and you could use some help. Action Owl will be watching as you and the kids build your clubhouse. He loves to give advice when you have a problem. Here is some advice now:

"Take positive action," says Action Owl. "Don't ignore the problems that come up, don't just hope they will go away, and don't waste time wishing things were different. Instead, DO SOMETHING POSITIVE TO HELP MAKE THINGS WORK OUT RIGHT!"

So get ready for the fun to begin, and remember Action Owl's advice: TAKE POSITIVE ACTION!

CONTENTS
Gameboard, 4 Action Owl Advice cards (one each with hammer, saw, board, ladder), 48 game cards (12 each with hammer, saw, board, ladder), 24 Kid Cards and spinner, 4 Clubhouse Blueprint, 40 pieces of building materials (8 triangular roof sections, 4 long roof sections, 4 signs, 4 doors, 4 window sections and 16 boards), 4 playing pieces, 1 building materials storage pouch.

OBJECT
Be the first to keep two Kid Cards and earn enough building materials to build your own clubhouse.

SET UP
1. Place the gameboard onto the center of the playing area.
2. Mix the game cards and Kid Cards together and spread them loosely in a fan-shaped pile near the gameboard, with the hammer, saw, board, ladder and sign pictures facing up.
3. Place the four Action Owl Advice cards next to each other near the gameboard, with the advice side facing down.
4. Each player selects a Clubhouse Blueprint and places it near the gameboard, in front of the player.
5. Place the spinner near the gameboard for everyone to reach.
6. Place the pouch of building materials near the gameboard.
7. Each player chooses a playing piece and places it on the Start space.
8. Spin to see who goes first. The player who spins the highest number goes first. Play will proceed to the next player's turn.

PLAY
1. On your turn, spin the spinner to see how many spaces to move.
2. Move the correct number of spaces along the path in the direction of the arrows.
3. If you land on a space marked with a kid, draw a Kid Card from anywhere in the pile. Read the card and either keep it or put it back as instructed.

Your turn is now over.

4. If you land on a hammer, saw, board or ladder space, turn the matching Action Owl Advice card face up, uncovering the advice.

All players should then either read, listen to or talk about the advice given on the card. Take your time. Owl's advice will be very helpful when you start coming across problems in building your clubhouse. (Save the Helpful Hints section for later.)

Your turn is now over.

5. If you land on a space for which the matching Action Owl Advice card has already been turned up, you may draw a matching game card from the pile.

Read the game card and do as instructed.

Some of the game cards give a problem situation and tell you to spin and tell what you will do.

a. Spin the spinner.

b. If the spinner stops on an I WILL DO Nothing space, you must say out loud "I will do nothing and I will not earn any building materials."

Your turn is now over.

c. If the spinner stops on a Positive Action space, you must tell the other players how you would solve the problem using positive action.

Remember—Positive Action is when you do something that will help make the situation turn out right!

Action Owl likes to give advice and helpful hints. You may use Action Owl's hints to solve the problems (find the number of your game card on the Action Owl Advice card and read the hint), or you may think of your own solution. Just be sure to use Positive Action!

After you tell how you would solve the problem using Positive Action, take one or two building materials as stated on the spinner.

Your turn is now over.

BUILDING YOUR CLUBHOUSE
When you receive building materials, place them on the corresponding place on your Clubhouse Blueprint. You may collect the ten necessary building materials in any order you wish. To build a complete clubhouse you will need one long roof section, two triangular roof sections, one sign, one door, one window section and four boards. You have built your clubhouse when you have placed all 10 building materials on the Clubhouse Blueprint.

WINNING
The winner is the first player who collects two Kid Cards and builds a complete clubhouse.
The Clubhouse Game: A Note to the Adult

A NOTE TO THE ADULT

The Clubhouse Game teaches about positive action. When confronted with a task or problem, a person takes positive action by actively doing something that will help make the situation turn out right. Positive action is usually more effective than passive or negative behaviors such as wishing things were different, ignoring problems or giving up.

The Clubhouse Game can be used in many counseling and educational settings. For maximum learning, an adult should participate in playing.

Who Should Play The Clubhouse Game?

The Clubhouse Game can be used with a wide range of children. Designed for the 7 to 11 year old, The Clubhouse Game has also been played enthusiastically and with good results by teenagers and adults. Younger children can play with assistance in reading the game cards.

The Clubhouse Game can be particularly helpful for children who typically take a passive approach to problem-solving, give up too easily, use excessive denial or ignore problems, hoping they will go away.

How to Use The Clubhouse Game

During the Game

Set a leisurely pace. Allow time for laughter and fun.

Emphasize the main concept of the game—that of taking positive action.

Refer frequently to Action Owl's advice.

Point out the connection between taking positive action and gaining the desired result.

Encourage players to become excited about taking positive action. Root for the spinner to stop on the positive action space. Cheer when it does!

In The Clubhouse Game it is not necessary to focus on whether or not children's responses to game cards are exactly correct. Children should be praised for responses which show a general understanding of the concept being discussed. However, if children give responses which are obviously incorrect and which show lack of understanding, the adult should assist them in modifying those responses.

After the Game

Talk about how positive action helped the winner build the clubhouse.

Express the wish that the loser would have had the chance to take positive action more often.

Later On

Use the term positive action in your conversations with the child. When the child spontaneously uses positive action to handle a situation, point this out and give praise.

Identify and discuss situations in stories, books, television programs, etc., where a character used or failed to use positive action. Discuss the consequences of that person's behavior.

Help the child identify situations where the use of positive action would result in benefits to that child.
The Clubhouse Game: The Gameboard

[Diagram of a gameboard with various tools and sections labeled]

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The Clubhouse Game: Spinner

1. I WILL TAKE
   POSITIVE ACTION
   MY ANSWER WILL EARN
   TWO BUILDING MATERIALS

2. I WILL TAKE
   POSITIVE ACTION
   MY ANSWER WILL EARN
   FOUR BUILDING MATERIALS

3. I WILL NOT EARN
   ANY BUILDING MATERIALS

4. I WILL NOT EARN
   ANY BUILDING MATERIALS
The Clubhouse Game: Text for Kid Cards

1. You got mad at Gerald when he spilled some paint. Now he doesn't want to be your friend.
   Do not keep this KID CARD.

2. You invited the new kid on the block to come over and work on the clubhouse. Now you have a new friend.
   Keep this KID CARD.

3. You helped Marie finish raking her yard so she could start working on the clubhouse.
   Keep this KID CARD.

4. You invited the soccer team over to help with the clubhouse. Now you have more clubmembers.
   Keep this KID CARD.

5. You called Tracy a name and hurt her feelings. She went home mad and you lost a friend.
   Do not keep this KID CARD.

6. You helped Ricky learn to use the saw. Now you have a friend.
   Keep this KID CARD.

7. You held the ladder for Ben. He is thankful for your help.
   Keep this KID CARD.

8. You teased Nick about his new haircut.
   You lost a friend.
   Do not keep this KID CARD.

9. You ate your potato chips in front of the other club members without sharing.
   You lost some friends.
   Do not keep this KID CARD.
10. When Andrea was feeling bad you told her a funny joke to cheer her up.
   Now Andrea thinks you are great.
   Keep this KID CARD.

11. You accidentally knocked over Terry's bike and didn't say you were sorry.
   Now Terry is mad at you.
   Do not keep this KID CARD.

12. When Justin heard you bragging about how strong you are he went home.
    You lost a friend.
    Do not keep this KID CARD.
The Clubhouse Game: Game Cards (Board)

Text for Board Game Cards, Numbers 1 - 8

1. Your mom says that if you don't pass your spelling test, you can't work on your clubhouse for two weeks. But you are terrible at spelling!

Spin and tell what you will do.

2. BOINNG! You just bent another nail while you were hammering. You aren't very good at hammering. Your nails aren't going in right and your boards are all falling off. What a wreck.

Spin and tell what you will do.

3. Mr. McGruder is having a contest next week. He will give five dollars to any kid who can saw a board in half in less than 5 minutes. Most of the other kids are better at sawing than you, but you really want that $5.

Spin and tell what you will do.

4. You wish you were stronger. You can only carry one board at a time; the other kids can carry two or three. The clubhouse will take forever if you keep going this slow.

Spin and tell what you will do.

5. You don't know how to measure so you have been guessing how long to cut your boards. But too many boards are coming out the wrong size. Your clubhouse will look awful.

Spin and tell what you will do.
6. You dad says you can't work on your clubhouse until you know all your times tables. You already spent five minutes studying them, but they are too hard.

Spin and tell what you will do.

7. It is time to paint the clubhouse but you are terrible at painting. Last time you painted you got drips and streaks all over everything. Maybe you should give up.

Spin and tell what you will do.

8. You aren't very good at pounding nails. They keep going in crooked. You feel like quitting the club because all the other kids are better at pounding nails than you.

Spin and tell what you will do.

Text for Board Game Cards Without Numbers

(a) Spin Again

(b) What would Action Owl tell a person who thinks he is not good enough at hammering?

(Hint--see the Action Owl Advice card with the board.)

(c) When a problem comes along, what might happen if you don't try hard enough or if you give up too easily?

(d) How can a person get better at doing something?

(Hint--see the Action Owl Advice card with the board.)
The Clubhouse Game: Game Cards (Saw)

Text for Saw Game Cards, Numbers 9 - 16

9. Bad luck! You ran out of nails and you don't have money to buy more. You wish you didn't always have bad luck.
   Spin and tell what you will do.

10. Bad luck! It is starting to rain and you don't have the roof done yet. The whole inside of the clubhouse will get wet. You wish you didn't have such bad luck.
    Spin and tell what you will do.

11. Bad luck! You ran out of money but you need to buy some more wood. You wish you were rich.
    Spin and tell what you will do.

12. Bad luck! You woke up this morning feeling grouchy. There is a lot of work to do on the clubhouse but you don't feel like working when you are grouchy.
    Spin and tell what you will do.

13. Things have been going wrong all day. You dropped the nails, broke your tape measure and lost your hammer. You feel like quitting.
    Spin and tell what you will do.

14. You have been feeling lucky all day, so lucky that you think you will put up your "No Adults Allowed" sign with tape instead of nails like Mr. McGruder told you to do. If you're lucky it will stay up.
    Spin and tell what you will do.
15. You are having a very lucky day. You feel so lucky that you are pretty sure your boards will stay nailed on with only one nail instead of four like Mr. McGruder suggested. He just didn't know how lucky you are.

Spin and tell what you will do.

16. Things have been going wrong all day; nothing but bad luck. Now you have run out of nails and need to borrow three from Mr. McGruder. But with all this bad luck he will probably say no.

Spin and tell what you will do.

Text for Saw Game Cards Without Numbers

(a) Spin Again

(b) Take one free building material.

(c) It is not good to ignore a problem or pretend that the problem is not there.

Tell why and earn two building materials.

(d) Read, listen to or talk about Action Owl's advice for people who are having bad luck.

(Hint--see the Action Owl Advice card with the saw.)

You make take one building material.
The Clubhouse Game: Game Cards (Ladder)

Text for Ladder Game Cards, Numbers 17 –24

17. Your mom doesn't think you should build a clubhouse because she thinks you won't have time to practice for your music lesson.

You wonder if you can get her to change her mind.

Spin and tell what you will do.

18. Your mom doesn't want you to build a clubhouse because you might not have time to get your after school chores done.

You wonder if there is any way you can change her mind.

Spin and tell what you will do.

19. You want to get up early in the morning and work on your clubhouse before school, but your mom thinks it will make you late for school.

You wonder if you can get her to listen to your side.

Spin and tell what you will do.

20. You want someone to drive you to the hardware store but your dad is busy weeding the garden.

You wonder if you could get him to change his mind.

Spin and tell what you will do.

21. You need help lifting up the bag of cement, but your dad says he is busy washing the car.

You wish you could get him to change his mind.

Spin and tell what you will do.
22. Mr. McGruder says your clubhouse will make his vacant lot look messy. You think it will look very neat when you are finished.

You wonder if you could get him to see it your way.

Spin and tell what you will do.

23. You are afraid Mr. McGruder won't let you borrow his ladder because last time you didn't return it when you were done.

You wish he knew how you have improved lately.

Spin and tell what you will do.

24. You need help carrying some very long boards, but your mom won't help you. She says she is busy cooking supper.

You need help.

Spin and tell what you will do.

Text for Ladder Game Cards Without Numbers

(a) Spin Again

(b) How can you get an adult to help you if you need help?

(Hint--see the Action Owl Advice card with the ladder.)

Your answer earns two building materials.

(c) Spin again.

(d) What does Action Owl have to say about wishing and hoping?

(Hint--see the Action Owl Advice card with the saw.)
The Clubhouse Game: Game Cards (Hammer)

Text for Hammer Game Cards, numbers 25 through 32.

25. You need to hang your clubhouse sign up above the door but you are too short. You think maybe you will just forget the sign.

Spin and tell what you will do.

26. Smash! While carrying a very long board you broke Mr. McGruder's garage window. You feel like getting out of there fast.

Spin and tell what you will do.

27. There is a library book that you really need, called How to Build a Clubhouse in 10 Easy Lessons. Someone else has checked it out of the library. You really need it.

Spin and tell what you will do.

28. You accidentally spilled your wheelbarrow full of wet cement on the ground right in front of your clubhouse door. It will harden into a big mess, but you are too tired to clean it up.

Spin and tell what you will do.

29. Your mom won't let you work on the clubhouse because your hammering is waking up your baby sister. You are way behind schedule and you don't want to stop.

Spin and tell what you will do.

30. You have a problem. You need to buy hinges for the door but all you have left is one dollar which is not enough.

Spin and tell what you will do.
31. You don't know how to put the hinges on the door. The directions on the package look too boring.

Spin and tell what you will do.

32. Oh No! You dropped a can of paint from the roof and it is running down the side of the clubhouse. If it dries it will be a mess. You are so mad you feel like quitting.

Spin and tell what you will do.

Text for Hammer Game Cards Without Numbers

(a) Spin Again

(b) Take one free building material.

(c) Action Owl says to take positive action.

Earn one building material by telling what it means to take positive action.

(d) What is Action Owl's advice for a person who isn't very good at something?

(Hint--see the Action Owl Advice card with the board.)

Your answer earns one building material.
The Clubhouse Game: Action Owl Advice Cards

Text for Action Owl Advice Card (Board)

Is there something that you can't do very well? Do you wish you were better at something?

Try this advice

To get smarter, study and work hard.

To get better at something, keep on practicing.

Have confidence in yourself.

Keep on trying, don't give up.

Helpful Hints

Find your card number below:

1. Write your spelling words 10 times each night that week.

2. Get some wood scraps and practice, practice, practice!

3. Practice every day. Try to get a little faster each time.

4. Build up your muscles by practicing. Carry a heavier board each day.

5. Ask someone to show you how to measure, have them tell you when you are doing it right. Then practice!

6. Study every day for a half hour. Get someone to drill you on your times tables. Don't give up.

7. Don't give up. Go slowly and carefully. Keep trying, you don't have to be perfect.

8. Get better by practicing on some wood scraps. Get someone to show you a better way to do it. Don't quit.
Text for Action Owl Advice Card (Saw)

Are you having bad luck? Is everything going wrong?
Try this advice
Do something to make sure things turn out right.
Make your own good luck happen.
Wishing and hoping won't get the job done, do something positive.

Helpful Hints
Find your card number below:

9. Open up a lemonade stand to earn more money.
10. Hang a big piece of plastic from the tree above to keep your clubhouse dry.
11. Offer to rake Mr. McGruder's lawn to earn more money.
12. Cheer yourself up by telling yourself some funny jokes. Think of all the fun you will have in the clubhouse once it is done.
13. Pick up your nails, fix your tape measure and find your hammer.
14. Make sure good luck happens, take positive action and use nails.
15. Make sure you have a lucky day, use nails.
16. Change your bad luck to good. Ask politely to borrow the nails.

Text for Action Owl Advice Card (Ladder)

Are you having trouble getting someone to agree with you or do what you want? Do you want to show someone that your idea is good? Do you need to change someone's mind?

Try this advice
Ask nicely
Do something positive to show that your idea is good.
Do something nice for people so that they will want to cooperate with you.

Helpful hints
Find your card number below:

17. Show her you can do it! Practice right after school every day without being reminded.

18. Write out a schedule that shows when you will do your jobs -- then follow your schedule for a whole week. She'll see that you can do it.

19. Get up early every day for a week to show her you can do it. Make sure you are ready for school on time.

20. Help him weed the garden, then ask again.

21. Help him wash the car first, then maybe he'll have time to help you.

22. Draw a picture that will show how neat the vacant lot will look when you have finished cleaning it up and planting flowers.

23. Admit that you made a mistake last time and ask for another chance.

24. See if she could use some help cooking. Wait until after supper and ask again.

Text for Action Owl Advice Card (Hammer)

Do you have a tough problem to solve?

Try this advice.

Don't give up.

Do something that will help things work out right.

Don't ignore the problem, it won't go away by itself.

Try extra hard.

Helpful Hints
Find your card number below:

25. Ask to borrow Mr. McGruder's ladder.
26. Clean up the mess and offer to pay for the window by raking Mr. McGruder's yard.

27. Ask the librarian to save it for you when it is returned. You could also try the school library.

28. Clean it up fast. You can be tired later.

29. Find a quiet job that you can do while she's sleeping, then finish hammering later.

30. Earn money by washing your neighbor's car.

31. Read the directions. That's how you will learn.

32. Don't quit. Clean up your mess fast!
The Clubhouse Game: Building Materials
Clubhouse Blueprint

Place Building Materials on the corresponding space on the Blueprint below.
Appendix B

Informed Consent
August, 1989

Dear Parent:

As a doctoral student at Western Michigan University, I am conducting a research study testing the effectiveness of an educational children's board game, The Clubhouse Game. I am asking permission to include your child in this study.

Children who participate will take a 20 minute pencil and paper pre-test and post-test, the Nowicki-Strickland Locus of Control Scale for Children, which will be read aloud by a research assistant. This test measures beliefs about the relationship between a person's behavior and the rewards that person receives in life.

Participants selected at random will play The Clubhouse Game with members of the research team and with other children and will participate in a tape recorded interview to determine whether they are able to use concepts learned in The Clubhouse Game when discussing situations which might occur in other contexts. This will require three 30-40 minute sessions and will take place this week during regular daycamp time. After the post-test results are collected, all participants will be given an opportunity to play The Clubhouse Game if they wish. As a gesture of appreciation for participation, children will be offered a small prize (bubble gum or a sticker).

Your child's responses during the tape recorded interview and on the pre- and post- tests will be kept confidential. Children's interview transcripts and test results will be identified only by an assigned number, not by name or any other identifying data. The tapes will be managed by the researcher. They will be kept in locked storage and will be destroyed as soon as they are transcribed. Reports of this research will include reference to Camp Ahoma, but will not in any way identify child participants.

Your child's participation in this project is voluntary; your child will be included only if he or she agrees. After you give your permission the study will be explained to your child. Your child will be told that he or she may quit at any time. If your child is not selected to play The Clubhouse
this is a reflection of the random selection process, not of any characteristic of you or your child.

A summary of research findings will be available and may be obtained by contacting the researcher after December 31, 1989.

I would appreciate your consent for your child’s participation in this project. The Clubhouse Game is for educational purposes and presents no threat to a child’s wellbeing. Please sign the attached consent form and return it to me. If you do not return this form it will be assumed that you do not give permission for your child to participate.

Thank you very much.

Sincerely,

Nancy J. Kaniuga, M.A.
6024 Texas Drive
Kalamazoo, MI 49009
PHONE: home 375-8131 work 385-2943
THE CLUBHOUSE GAME PROJECT

Consent For Participation

Child's name__________________ Birthdate______

_________________________ ________

Yes, I give permission for my child to participate in The Clubhouse Game Project. Participation may include taking the pre- and post- test, playing The Clubhouse Game, participating in a tape recorded interview and receiving a small token of appreciation for participation (sticker or bubble gum). Results are kept confidential and my child may decline participation at any time.

(parent's or guardian's signature) (date)
Appendix C

Approval From the Western Michigan University
Human Subjects Institutional Review Board
Date: August 3, 1989

To: Nancy J. Kaniuga

From: Mary Anne Bunda, Chair

This letter will serve as confirmation that your research protocol, "The Development and Use of a Locus of Control Board Game for 7 through 11 year old children" has been approved by the HSIRB. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the approval application.

The Board wishes you success in the pursuit of your research goals.

xc: E. Trembley, Counselor Education & Counseling Psychology
Appendix D

Procedures Manual
Welcome to The Clubhouse Game Project. This manual describes research activities which will occur and materials which will be used. Please read this manual carefully prior to the orientation and training session. The Research Assistant's Data Sheet (last page of this manual) must be submitted at the time of the orientation and training session.

This study tests the effectiveness of a children's board game, The Clubhouse Game. The purpose of the game is to help children increase their beliefs in the amount of control they have over their own lives (this is referred to in this study as a belief in internal locus of control) and to assist them in discussing situations relative to these beliefs.

Subjects will be selected from children attending Camp Ahoma, the Kalamazoo YMCA's summer day camp, during the summer of 1989. Research activities you will participate in include collection of parental consent forms, administration of a pretest and posttest to subjects in the treatment and control groups, implementation of game-playing sessions with members of the treatment group and administration of a tape recorded structured interview with subjects in the treatment group.

Materials

The Clubhouse Game

The Clubhouse Game contains a directions sheet, a note to the adult giving suggestions for using the game, a gameboard, four playing pieces, four types of game cards, Kid Cards, a spinner, four Action Owl Advice cards, four Clubhouse Blueprints and enough cardboard building materials for each player to build a complete clubhouse.

NSLCSC

The Nowicki-Strickland Locus of Control Scale for Children (NSLCSC) will be used as both pretest and posttest for all subjects in the treatment and control groups. The
NSLCSC is a 40 item pencil and paper scale. The items, which are answered yes or no, describe reinforcement situations with respect to issues such as achievement, competency, and interpersonal relationships. The NSLCSC is included in this manual, along with instructions for administration.

The Clubhouse Game Questionnaire

The Clubhouse Game Questionnaire is a 12 item questionnaire which is used in a structured interview format. One of the purposes of The Clubhouse Game is to serve as a stimulus or point of reference for conversations which can assist children in generalizing concepts learned within the game itself to situations in other contexts or in the child's own life. The Clubhouse Game Questionnaire was developed by the researcher to determine whether children who played the game were indeed able to use it as a point of reference in discussions of such situations. The Clubhouse Game Questionnaire and instructions for administration are included in this manual.

Subject Rewards

As tokens of appreciation for participation, following each testing and game-playing session subjects will be encouraged to select a sticker or piece of bubble gum from a supply held by members of the research team.

Miscellaneous Equipment

Pencils, tape recorders and audio cassettes will be available for use in data collection.

Procedure for Collection of Data.

The study will be conducted during a summer of 1989 day camp session which will be designated by the day camp director. All campers who have reached the age of seven on Monday of the designated camp session, and who have not had their 12th birthday as of Friday of the designated camp session, will be eligible to participate in the study with parents consent. All subjects will be given the NSLCSC as a pretest. Following this, for three consecutive days, randomly selected pairs of treatment group subjects from each age group will play the game with a member of the research team. Thus, all treatment group subjects will
play the game three times, each time with a randomly selected treatment group agemate and research assistant. Following the last game-playing session, treatment group subjects will verbally respond to The Clubhouse Game Questionnaire. Then all subjects will be given the NSLCSC as a posttest.

Schedule

Research activities will be scheduled as follows:

Monday
As children are picked up at the end of the camp day parents will be informed of the study and asked to sign consent forms. Members of the research team will be present to assist in this process and to answer questions.

Tuesday
During one or more time periods designated by the Camp Director, members of the research team, assisted by camp counselors, will administer the NSLCSC to all subjects. Randomly selected pairs of treatment group agemates will be assigned to research assistants who will conduct 30 - 40 minute game-playing sessions at times designated by the Camp Director. Game-playing sessions will be conducted in a quiet area free from distractions. At the close of each game-playing session, as a gesture of appreciation for participation, subjects will be encouraged to select a sticker or a piece of gum from a supply held by the research team member.

Control group children will spend the 40 minute game playing period participating in regular camp programming, supervised by day camp staff.

Wednesday
Through a random selection process, pairs of treatment group agemates will again be assigned to research assistants who will conduct game-playing sessions as described above.

Thursday
Pairs of treatment group agemates will again be randomly selected and assigned to research assistants who will conduct game-playing sessions. Thursday's game-playing sessions will be restricted to 15 minutes and will be followed by The Clubhouse Game Questionnaire which will
be administered verbally and tape recorded according to instructions in the Procedures Manual.

**Friday**

Members of the research team, assisted by camp counselors, will administer the NSLCSC to all subjects, according to guidelines in the Procedures Manual. Subjects will be encouraged to select a sticker or a piece of gum as a token of appreciation for participation in the study.

Following the administration of the NSLCSC, children in the control group will be offered the opportunity to play The Clubhouse Game with members of the research team if they so desire.

**General Data Collection Guidelines**

All data collection procedures must be followed exactly as described in this manual. Interactions between members of the research team and subjects, parents, YMCA staff and others must contribute to positive relationships and must facilitate the goals of this research.

Neither subjects, parents or staff will have access to The Clubhouse Game, the NSLCSC or The Clubhouse Game Questionnaire except as outlined in this manual. The Clubhouse Game may be referred to as an educational board game for children, but the purposes of the game must not be disclosed.

If parents, children or staff ask about the purpose of the game, or about what is taught in the game, explain that this cannot be revealed as that could effect the outcome of the study. If parents appear to be concerned about the content of the game, they may examine the gameboard, building materials and Clubhouse Blueprints and may be told that players spin to move playing pieces around the gameboard to earn building materials, with the winner being the first one who accumulates enough building materials to build a clubhouse. Parents may be assured that there is nothing harmful or controversial about the game's content and that the study has been approved by Western Michigan University. They are free to request that their children not participate in the study.

Although children will be encouraged to complete the testing and game-playing sessions, children may decline participation at any time. If a child expresses a wish to quit, the research team member who is working with that
child or who is informed of the child's wish should thank the child for any previous participation and should assist the child in joining regular day camp programming.

Collection of Parental Consent Forms

Parents will be informed of the research project and consent forms will be collected when parents arrive to pick up their children at the end of the camp day on Monday. For the convenience of the parents and children, we will attempt to make this process as brief as possible. When a parent arrives to pick up a child, a member of the research team will give the parent an information letter and informed consent form, along with a pen, and will make a statement similar to the following:

We are from Western Michigan University. We are asking your permission to include your child in a study testing the effectiveness of an educational board game. I would appreciate it if you would take a minute to read this and sign the attached consent form.

The gameboard, building materials and Clubhouse Blueprints will be available for parents to examine. Members of the research team will check incoming consent forms to make sure the children's names and birthdates are documented. Research team members will express appreciation to parents for attending to the consent form collection process and for their interest in the study.

Explanation of Study to Subjects

At a time designated by the camp director, the researcher will introduce members of the research team and will read the following statement:

We are from Western Michigan University. We are going to be here at Camp Ahoma with you for part of the time this week working on a special project. If your parents signed the permission form and if you want to, we will ask some of you to play a new board game with us. We want to see if you can learn some things from this game. Later in the week we will be asking you some questions about what you learned in the game. Your answers might let us know if this game would helpful for other children. We think playing the game will be fun, plus you will get a piece of gum or a sticker as a thank you for helping us out. We will
draw names a little later to see who gets to play today, tomorrow and the next day; the rest of you will have to wait until Friday. If anybody doesn't want to participate in this project, that is OK, just let us know. Or, if you start and then decide you don't want to do it any more that is OK too.

Administration of NSLCSC

Each member of the research team will administer the NSLCSC to an assigned group of children. Introduce yourself and accompany the children to the designated area. Give each child a test form and a pencil. Read the following:

Here are some questions that ask your beliefs and opinions about some things. I will read each statement out loud. Circle yes if you agree with the statement, if you think it is true. Circle no if you do not agree, or if you do not think it is true. There are no wrong answers on this, whatever you answer will be fine. Everyone has different beliefs and opinions, and we want to find out what you think and believe. Now we will begin.

1. Do you believe that most problems will solve themselves if you just don't fool with them? Yes or no?

   If you believe that most problems will solve themselves if you just don't fool with them circle yes. If you don't believe that, circle no.

2. Do you believe that you can stop yourself from catching a cold? Yes or No?

   If you believe that you can stop yourself from catching a cold, circle yes. If you don't believe you can stop yourself from catching a cold, circle no.

3. Are some kids just born lucky? Yes or no?

   If you believe that some kids are just born lucky, circle yes. If not, circle no.
4. Most of the time do you feel that getting good grades means a great deal to you? Yes or no?

If most of the time you feel that getting good grades means a great deal to you circle yes. If not, circle no.

5. Are you often blamed for things that just aren't your fault? Yes or no?

If you are often blamed for things that just aren't your fault circle yes. If not, circle no.

6. Do you believe that if somebody studies hard enough he or she can pass any subject? Circle yes or no.

Do you believe that if somebody studies hard enough he or she can pass any subject? Yes or no?

7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway? Circle yes or no.

If you feel that most of the time it doesn't pay to try hard because things never turn out right anyway, circle yes. If you don't feel that way circle no.

8. Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do? Circle yes or no.

Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do? Yes or no?

9. Do you feel that most of the time parents listen to what their children have to say? Circle yes or no.

Do you feel that most of the time parents listen to what their children have to say? Yes or no?
10. Do you believe that wishing can make good things happen? Circle yes or no.

Do you believe that wishing can make good things happen? Yes or no?

11. When you get punished does it usually seem it's for no good reason at all? Yes or no?

If you seem to get punished for no good reason circle yes, if not circle no.

12. Most of the time do you find it hard to change a friend's mind or opinion? Circle yes or no.

Most of the time do you find it hard to change a friend's mind or opinion? Yes or no?

13. Do you think that cheering more than luck helps a team to win? Yes or no?

If you think that cheering helps a team to win more than luck does, circle yes. If you think luck helps a team win more circle no.

14. Do you feel that it's nearly impossible to change your parent's mind about anything? Circle yes or no.

If you feel that it's nearly impossible to change your parent's mind about anything, circle yes. If you don't feel that way circle no.

15. Do you believe that your parents should allow you to make most of your own decisions? Circle yes or no.

Do you believe that your parents should allow you to make most of your own decisions? Yes or no?

16. Do you feel that when you do something wrong there's very little you can do to make it right? Yes or no?

If you feel that when you do something wrong there's very little you can do to make it right, circle yes. If you think there is something you can do to make it right circle no.
17. Do you believe that most kids are just born good at sports? Circle yes or no.

Do you believe that most kids are just born good at sports? Yes or no?

18. Are most of the other kids your age stronger than you are? Circle yes or no.

Are most of the other kids your age stronger than you are? Yes or no?

19. Do you feel that one of the best ways to handle most problems is just not to think about them? Yes or no?

If you feel that one of the best ways to handle most problems is just not to think about them circle yes. If you don't feel that way circle no.

20. Do you feel that you have a lot of choice in deciding who your friends are? Yes or no?

Do you feel that you have a lot of choice in deciding who your friends are? Yes or no?

21. If you find a four leaf clover do you believe that it might bring you good luck? Circle yes or no.

If you find a four leaf clover do you believe that it might bring you good luck? Yes or no?

22. Do you often feel that whether you do your homework has much to do with what kind of grades you get? Yes or no?

If you feel that whether you do your homework has much to do with what kind of grades you get circle yes. If you don't feel that whether or not you do your homework has much to do with what kind of grades you get circle no.

23. Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her? Yes or no?
If you feel that when a kid your age decides to hit you there's little you can do to stop him or her circle yes. If you don't feel that way circle no.

24. Have you ever had a good luck charm? Circle yes or no.

Have you ever had a good luck charm? Yes or no?

25. Do you believe that whether or not people like you depends on how you act? Yes or no?

If you believe that whether or not people like you depends on how you act circle yes. If you don't believe it circle no.

26. Will your parents usually help you if you ask them to? Circle yes or no.

Will your parents usually help you if you ask them to? Yes or no?

27. Have you felt that when people were mean to you it was usually for no reason at all? Yes or no?

If you have felt that when people were mean to you it was usually for no reason at all circle yes. If not circle no.

28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today? Circle yes or no.

Most of the time do you feel that you can change what might happen tomorrow by what you do today? Yes or no?

29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them? Yes or no?

If you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them, circle yes. If you don't believe that, circle no.
30. Do you think that kids can get their own way if they just keep trying? Circle yes or no.

Do you think that kids can get their own way if they just keep trying? Yes or no?

31. Most of the time do you find it useless to try to get your own way at home? Yes or no?

If most of the time you find it useless to try to get your own way at home, circle yes. If not circle no.

32. Do you feel that when good things happen they happen because of hard work? Circle yes or no?

Do you feel that when good things happen they happen because of hard work? Yes or no.

33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters? Yes or no?

If you feel that when somebody your age want to be your enemy there's little you can do to change matters circle yes. If you don't believe that way circle no.

34. Do you feel that it's easy to get friends to do what you want them to? Circle yes or no.

Do you feel that it's easy to get friends to do what you want them to? Yes or no?

35. Do you usually feel that you have little to say about what you get to eat at home? Yes or no?

If you usually feel that you have little to say about what you get to eat at home, circle yes. If you don't feel that way circle no.

36. Do you feel that when someone doesn't like you there's little you can do about it? Yes or no?

If you feel that when someone doesn't like you there's little you can do about it, circle yes. If you don't feel that way circle no.
37. Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are? Yes or no?

If you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are circle yes. If you don't usually feel that way circle no.

38. Are you the kind of person who believes that planning ahead makes things turn out better? Circle yes or no.

Are you the kind of person who believes that planning ahead makes things turn out better? Yes or no?

39. Most of the time, do you feel that you have little to say about what your family decides to do? Yes or no?

If most of the time you feel that you have little to say about what your family decides to do, circle yes. If most of the time you don't feel that way circle no.

40. Do you think it's better to be smart than to be lucky? Yes or no?

If you think it's better to be smart, circle yes. If you think it's better to be lucky, circle no.

During the testing, check frequently to make sure children understand how to mark their test papers. If children ask meanings of words, they may be defined in simple terms. When testing is completed, collect the test papers and thank the children for their participation. Encourage children to select a sticker or a piece of gum as a token of appreciation.

**Implementation of Game-playing Sessions**

At the beginning of each game-playing session, greet the children assigned to you, introduce yourself and escort the children to the designated area.

Read the directions for The Clubhouse Game aloud,
allowing the children the opportunity to handle the playing materials and to assist in setting up the game. Begin play, frequently referring to the directions until players are familiar with them.

While playing, please participate actively in the recreational and learning experience by discussing game cards and the child's responses to them. Display enthusiasm! When a player earns building materials, please react with pleasure. React with mild disappointment when a player does not earn building materials.

Direct the players' attention frequently to the Action Owl Advice cards which function as the main teaching tool in this game.

The game-playing session may be ended when someone wins or at the end of the allotted time period (40 minutes).

If a child was the winner, congratulate the child for winning and admire the child's completed clubhouse. Point out relationship between the building of the completed clubhouse and the child's within-game advocacy of taking positive action.

Compliment losing children on any sportsmanlike behavior which might have occurred. Comment on the loser's misfortune at not having the spinner stop on the "I will take positive action" spaces more often.

If you win the game, comment on how fortunate you were at having the spinner stop on the "I will take positive action" space as often as it did. Point out the relationship between the building of the completed clubhouse and your within-game advocacy of taking positive action.

After completion of the game-playing session thank the players for an enjoyable game-playing experience and remove the game materials. Assist the children in rejoining regular day camp programming.

Administration of The Clubhouse Game Questionnaire

The Clubhouse Game Questionnaire will be administered following the final game-playing session on Thursday. Terminate the game-playing session after 15 minutes, explaining that you have some questions to ask. After game materials are put away, assist one of the children in
rejoining regular day camp programming, explaining that you need to ask the questions to one person at a time. To the remaining child, say:

I'm going to ask you some questions. I'll use the tape recorder so I don't forget what you say. This will be sort of like a radio program, I'll be the announcer and you can be the guest on the program. When we are done, you can listen to part of the program.

Are you ready to begin?

Ladies and gentlemen of the listening audience, this is the Camp Ahoma radio program being broadcast from Camp Ahoma on August 17, 1989. I have a guest with me today. Would you please say a few words to the listening audience? How old are you?

(Child responds.)

What are some things that you like to do?

(Child responds.)

And now, here are the questions.

1. There was an owl in The Clubhouse Game; his name was Action Owl. What did Action Owl do?

   (Child answers.)

2. Action Owl liked to give people advice. He told people to take positive action. What does positive action mean? What kinds of things do people do when they take positive action?

   (Child answers.)

3. Do you remember the story of the three little pigs? The three pigs were worried about the big bad wolf and decided to build houses to keep the wolf away. The first little pig just wanted to play and didn't want to work very hard. He built his house out of straw. The second little pig didn't want to work very hard either. He built his house out of sticks. The third little pig wanted to have a really good, strong house so he
worked very hard and built his house out of bricks. One of these pigs did a good job of taking positive action to solve the wolf problem, which pig was that?

(Child answers)

4. Once there were two elephants. They lived in Africa where it was very hot. They wanted to get cooled off. The first elephant started complaining about how hot it was. He complained all day long to anybody who would listen. He had fun complaining but he was still hot. The second elephant went down to the stream, sucked up some water and sprayed it all over himself. He felt much cooler. What would Action Owl say about these two elephants and about who did the best job of taking positive action?

(Child answers)

5. Michelle thought ice skating would be fun. She wanted to learn how to ice skate. Michelle went to the ice skating rink, put on her skates, and tried to skate. She fell down. "I can't skate," said Michelle. "I'm just not good at skating." She took off her skates and went home.

Did Michelle take positive action to learn how to skate?

(Child answers)

What would Action Owl tell Michelle to do?

(Child answers)

6. Jason was having a problem. He was trying to put together a model of an airplane but his little brother kept bothering him and messing up his model. How could Jason use positive action to solve his problem?

(Child answers)

7. Mike wanted a bicycle. He really wanted it badly. Mike played The Clubhouse Game and learned about positive action. Michael decided to take positive action to get a bicycle. This is what
he did. He went outside every evening and wished on the first star he saw. "I wish I had a bike," said Mike. Every day after school Mike got out a big piece of paper and wrote, "I wish I had a bike." He wrote this 100 times. Mike drew pictures of his favorite kinds of bikes and hung the pictures on his bedroom wall. "Taking positive action sure is a lot of work," said Mike as he hung up his last picture. Mike went to the store and stared at the bikes for hours. "I wish I had a bike," said Mike to the store clerk. Mike still did not have a bike and he was getting very discouraged. "I guess Action Owl was wrong," said Mike. "Positive action doesn't work after all."

What do you think about Mike's way of trying to use positive action?

(Child answers)

If Mike really used positive action, what could he have done to get a bike?

(Child answers)

8. Josh always wanted his own way and didn't like to share. "It's not fair," said Josh to his teacher. "Nobody wants to play with me."

The teacher played The Clubhouse Game with Josh so he could learn about positive action. "How could you take positive action to get kids to play with you?" asked the teacher.

Josh had some good ideas. What did Josh say?

(Child answers)

9. Nicolle could swim but she didn't know how to dive. She was afraid to try because the diving board was so high up. Pretend you are Nicolle's friend and you want to help her. You want to tell her some ways she could use positive action to learn how to dive. What would you tell Nicolle?

(Child answers)
10. Pretend this happened to you. Your teacher, Mr. Shaw, asked you to work on a special project. He wanted you to make a pinata for your class's Mexican festival. You were supposed to blow up a balloon and tie the end. Then you had to make paper mache by tearing up strips of paper and soaking them in glue. Then you were supposed to put the strips of paper all around the balloon and wait two days for it to dry.

You were proud that your teacher had asked you to work on this special project. However, you had some problems. You lost the balloon Mr. Shaw had given you and your mom had already thrown away all of the old newspapers. You felt very discouraged and wondered if you should quit.

How could you use positive action to solve this problem?

(Child answers)

11. Think about a time when you saw someone using positive action. This could be a friend, your parent, or someone on TV. Tell me about how they used positive action to solve the problem.

(Child answers)

12. I want you to think about some of the hard problems you have had to solve in the past. Can you tell me about a time when you used positive action to solve a problem?

(Child Answers)

During administration of The Clubhouse Game Questionnaire, children should be encouraged to give as complete an answer as possible. Verbal prompts and encouragement are allowed, but no indication should be given as to the adequacy or inadequacy of answers. Verbal prompts such as "Yes," "Can you tell me a little more?" and "Give it a try," may prove helpful. If a child says "I don't know," say "Why don't you take a guess." If no answer is given, suggest that you come back to that question later. After the child's first two responses and intermittently throughout the interview, make a positive, encouraging comment such as "Good," or "You are doing just fine."
If the child asks for assistance in answering questions, explain that you can't give any help, then offer to read the question again. Reassure the child that he or she is doing just fine.

Following the last question, allow the child to listen to part of the tape if so desired. Thank the child for participating and assist him or her in rejoining regular camp programming.

Follow this procedure with each child assigned to you.
Research Assistant Data
And Skills Assessment

Name ________________________________

Please answer the following:

1. Please describe your education and training. ______
   ________________________________

2. Have you had at least one year's experience working with 7 through 11 year old children? __________

3. Please describe this experience. ________________
   ________________________________

Skills Assessment

(This part to be completed by the training coordinator following the orientation and training program.)

________________________ has successfully completed the orientation and training session for The Clubhouse Game Project and has a satisfactory understanding of:

___ Purpose of the study
___ Game-playing procedure
___ Procedure for collection of parent consent forms
___ Procedure for administration of NSLCSC
___ Procedure for implementation of game-playing sessions
___ Procedure for administration of The Clubhouse Game Questionnaire

Training Coordinator ___________________ Date ___________________
Appendix E

Orientation and Training Session
Orientation and Training Session

The Clubhouse Game Project

The Clubhouse Game Project Procedures Manual will be distributed prior to the training session, with instructions for all research assistants to read it carefully. Orientation and training activities will be conducted by the researcher.

Orientation and Training Activities

I. Introduction of members of the research team.

II. Discussion of purpose of the study.

III. Description of materials.
   A. The Clubhouse Game.
   B. Nowicki-Strickland Locus of Control Scale for Children (NSLCSC).
   C. The Clubhouse Game Questionnaire.
   D. Subject Rewards.
   E. Miscellaneous Equipment.

IV. The Clubhouse Game practice session.
   A. Each research assistant will receive a copy of The Clubhouse Game. The Note to the Adult and the Directions will be read aloud and research assistants
will be given the opportunity to examine all game components. Questions will be answered.

B. Pairs of research assistants will play the game with each other.

V. Review and practice of data collection procedures.

A. General information and guidelines.

B. Collection of Parent Consent forms.

C. Administration of the (NSLCSC).

D. Implementation of game-playing sessions.

E. Administration of The Clubhouse Game Questionnaire.

VI. Documentation of training information.

A. Collection of Research Assistant Data and Skills Assessment forms.

B. Completion, by researcher, of Skills Assessment section.
Appendix F

Nowicki-Strickland Locus of Control
Scale for Children
Nowicki-Strickland Locus of Control Scale for Children

1. Do you believe that most problems will solve themselves if you just don't fool with them? yes no

2. Do you believe that you can stop yourself from catching a cold? yes no

3. Are some kids just born lucky? yes no

4. Most of the time do you feel that getting good grades means a great deal to you? yes no

5. Are you often blamed for things that just aren't your fault? yes no

6. Do you believe that if somebody studies hard enough he or she can pass any subject? yes no

7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway? yes no

8. Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do? yes no

9. Do you feel that most of the time parents listen to what their children have to say? yes no

10. Do you believe that wishing can make good things happen? yes no

11. When you get punished does it usually seem it's for no good reason at all? yes no

* Utilization of this instrument is within the guidelines of the author as specified in Nowicki, 1971.
12. Most of the time do you find it hard to change a friend's mind or opinion? yes no
13. Do you think that cheering more than luck helps a team to win? yes no
14. Do you feel that it's nearly impossible to change your parent's mind about anything? yes no
15. Do you believe that your parents should allow you to make most of your own decisions? yes no
16. Do you feel that when you do something wrong there's very little you can do to make it right? yes no
17. Do you believe that most kids are just born good at sports? yes no
18. Are most of the other kids your age stronger than you are? yes no
19. Do you feel that one of the best ways to handle most problems is just not to think about them? yes no
20. Do you feel that you have a lot of choice in deciding who your friends are? yes no
21. If you find a four leaf clover do you believe that it might bring you good luck? yes no
22. Do you often feel that whether you do your homework has much to do with what kind of grades you get? yes no
23. Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her? yes no
24. Have you ever had a good luck charm? yes no
25. Do you believe that whether or not people like you depends on how you act? yes no
26. Will your parents usually help you if you ask them to?  
   yes  no

27. Have you felt that when people were mean to you it was usually for no reason at all?  
   yes  no

28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today?  
   yes  no

29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?  
   yes  no

30. Do you think that kids can get their own way if they just keep trying?  
   yes  no

31. Most of the time do you find it useless to try to get your own way at home?  
   yes  no

32. Do you feel that when good things happen they happen because of hard work?  
   yes  no

33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?  
   yes  no

34. Do you feel that it's easy to get friends to do what you want them to?  
   yes  no

35. Do you usually feel that you have little to say about what you get to eat at home?  
   yes  no

36. Do you feel that when someone doesn't like you there's little you can do about it?  
   yes  no

37. Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are?  
   yes  no

38. Are you the kind of person who believes that planning ahead makes things turn out better?  
   yes  no
39. Most of the time, do you feel that you have little to say about what your family decides to do?  
   yes no

40. Do you think it's better to be smart than to be lucky?  
   yes no
Appendix G

The Clubhouse Game Questionnaire
1. There was an owl in The Clubhouse Game; his name was Action Owl. What did Action Owl do?

2. Action Owl liked to give people advice. He told people to take positive action. What does positive action mean? What kinds of things do people do when they take positive action?

3. Do you remember the story of the three little pigs? The three pigs were worried about the big bad wolf and decided to build houses to keep the wolf away. The first little pig just wanted to play and didn't want to work very hard. He built his house out of straw. The second little pig didn't want to work very hard either. He built his house out of sticks. The third little pig wanted to have a really good, strong house so he worked very hard and built his house out of bricks. One of these pigs did a good job of taking positive action to solve the wolf problem, which pig was that?

4. Once there were two elephants. They lived in Africa where it was very hot. They wanted to get cooled off. The first elephant started complaining about how hot it was. He complained all day long to anybody who would listen. He had fun complaining but he was still hot. The second elephant went down to the stream, sucked up some water and sprayed it all over himself. He felt much cooler. What would Action Owl say about these two elephants and about who did the best job of taking positive action?

5. Michelle thought ice skating would be fun. She wanted to learn how to ice skate. Michelle went to the ice skating rink, put on her skates, and tried to skate. She fell down. "I can't skate," said Michelle. "I'm just not good at skating." She took off her skates and went home.

Did Michelle take positive action to learn how to skate?

What would Action Owl tell Michelle to do?
6. Jason was having a problem. He was trying to put together a model of an airplane but his little brother kept bothering him and messing up his model. How could Jason use positive action to solve his problem?

7. Mike wanted a bicycle. He really wanted it badly. Mike played The Clubhouse Game and learned about positive action. Michael decided to take positive action to get a bicycle. This is what he did. He went outside every evening and wished on the first star he saw. "I wish I had a bike," said Mike. Every day after school Mike got out a big piece of paper and wrote, "I wish I had a bike." He wrote this 100 times. Mike drew pictures of his favorite kinds of bikes and hung the pictures on his bedroom wall. "Taking positive action sure is a lot of work," said Mike as he hung up his last picture. Mike went to the store and stared at the bikes for hours. "I wish I had a bike," said Mike to the store clerk. Mike still did not have a bike and he was getting very discouraged. "I guess Action Owl was wrong," said Mike. "Positive action doesn't work after all."

What do you think about Mike's way of trying to use positive action?

If Mike really used positive action, what could he have done to get a bike?

8. Josh always wanted his own way and didn't like to share. "It's not fair," said Josh to his teacher. "Nobody wants to play with me."

The teacher played The Clubhouse Game with Josh so he could learn about positive action. "How could you take positive action to get kids to play with you?" asked the teacher.

Josh had some good ideas. What did Josh say?

9. Nicolle could swim but she didn't know how to dive. She was afraid to try because the diving board was so high up. Pretend you are Nicolle's friend and you want to help her. You want to tell her some ways she could use positive action to learn how to dive. What would you tell Nicolle?

10. Pretend this happened to you. Your teacher, Mr. Shaw, asked you to work on a special project. He wanted you to make a pinata for your class's Mexican festival. You were supposed to blow up a balloon and tie the
end. Then you had to make paper mache by tearing up strips of paper and soaking them in glue. Then you were supposed to put the strips of paper all around the balloon and wait two days for it to dry.

You were proud that your teacher had asked you to work on this special project. However, you had some problems. You lost the balloon Mr. Shaw had given you and your mom had already thrown away all of the old newspapers. You felt very discouraged and wondered if you should quit.

How could you use positive action to solve this problem?

11. Think about a time when you saw someone using positive action. This could be a friend, your parent, or someone on TV. Tell me about how they used positive action to solve the problem.

12. I want you to think about some of the hard problems you have had to solve in the past. Can you tell me about a time when you used positive action to solve a problem?
Appendix H

Clubhouse Game Questionnaire
Draft with Scoring Criteria
Clubhouse Game

Questionnaire Draft With Scoring Criteria

This questionnaire assesses children's abilities to use two main concepts from The Clubhouse Game when discussing situations which occur outside of the game-playing session. The two concepts in question are those of positive action and Action Owl.

Positive action can be defined as a behavior performed with the intention of solving the problem and which has a high likelihood of contributing to an acceptable solution. The concept of positive action excludes passive or negative approaches to problem-solving.

Action Owl is identified as a friendly giver of advice who assists others in using positive action.

Scoring Criteria

Correct or adequate answers are scored 1; incorrect or inadequate answers are scored 0.

For questions which require the child to define positive action or to discuss the use of positive action in problem-solving:

Score 1 for responses which include someone performing an action which might be expected to solve the problem, or which exclude a passive approach to problem-solving. Correct answers could include reference to someone doing something to make things come out right, trying hard, refusing to give up, practicing a skill, correcting a mistake, using effective communication to achieve a goal or to gain help or support from others.

Examples: Do something that will make it work; try harder; don't quit.

Score 0 for responses which might result in negative results or which would generally be regarded as negative or socially unacceptable, such as using physical aggression, stealing, intimidating others, destroying property,
cheating, lying, children interacting in a rude or disrespectful manner with adults.

Examples: Beat him up; steal the bike.

Score 0 for responses which indicate denial of problems, a passive approach to problem-solving, or relying on luck, wishing, hoping etc.

Examples: Try not to think about it; get luckier next time; just forget about it.

For questions which require the respondent to identify a character from the story:

Score 1 for responses which indicate the child's general understanding of the correct answer. The child need not identify the character by name or by specific characteristics.

Example: The pig that worked real hard.

For questions which contain sub-questions or for which further query was necessary use the respondent's answers to all sub-questions and queries to determine the general adequacy of the total response.

Score 1 for total responses which are generally correct or adequate.

Questions with examples of adequate answers

1. There is an owl in The Clubhouse Game; his name is Action Owl. What does Action Owl do?

   (EXAMPLES OF CORRECT ANSWERS: Gives advice; tells people to take positive action; helps people with their problems.)

2. Action Owl likes to give people advice. He tells people to take positive action. What does positive action mean? What kinds of things do people do when they take positive action?

   (EXAMPLES OF CORRECT ANSWERS: Doing something to solve the problem; trying real hard; not giving up.)

3. Do you remember the story of the three little pigs? The three pigs were worried about the big bad wolf and
decided to build houses to keep the wolf away. The first little pig just wanted to play and didn't want to work very hard. He built his house out of straw. The second little pig didn't want to work very hard either. He built his house out of sticks. The third little pig wanted to have a really good, strong house so he worked very hard and built his house out of bricks. One of these pigs did a good job of taking positive action to solve the wolf problem. Which pig was that?

(EXAMPLES OF CORRECT ANSWERS: The pig that made his house out of bricks; the one who worked very hard.)

4. Action Owl likes to help people. Sometimes Action Owl flies around giving helpful advice to people. When someone is having a problem, Action Owl tells them to take positive action. "Do something that will help make the problem come out right," says Action Owl. When Action Owl sees somebody taking positive action he says "Good job, positive action helped you solve the problem."

Well, one day Action Owl was flying around giving advice when he saw an ant and a grasshopper. You might remember the story of the ant who worked real hard to store up food for the winter and the lazy grasshopper who didn't. When winter came the ant had food but the grasshopper went hungry.

What did Action Owl tell the ant?

(EXAMPLES OF CORRECT ANSWERS: Good job, positive action helped you get food; You used positive action; you solved your problem; you worked hard.)

What did Action Owl tell the grasshopper?

(EXAMPLES OF CORRECT ANSWERS: You should do something to help make the problem come out right; you should have saved up some food.)

5. Once there were two elephants. They lived in Africa where it was very hot. They wanted to get cooled off. The first elephant started complaining about how hot it was. He complained all day long to anybody who would listen. He had fun complaining but he was still hot. The second elephant went down to the stream, sucked up some water and sprayed it all over himself. He felt much cooler. What would Action Owl say about
these two elephants and about who did the best job of taking positive action?

(EXAMPLES OF CORRECT ANSWERS: Complaining doesn't help; you should do something that will help you get cooler; the second elephant did the best job of using positive action.)

6. Michelle thought ice skating would be fun. She wanted to learn how to ice skate. Michelle went to the ice skating rink, put on her skates, and tried to skate. She fell down. "I can't skate," said Michelle. "I'm just not good at skating." She took off her skates and went home.

Did Michelle take positive action to learn how to skate?

(EXAMPLE OF CORRECT ANSWERS: No, she gave up too easily; No, she should have tried harder.)

What would Action Owl tell Michelle to do?

(EXAMPLES OF CORRECT ANSWERS: Michelle shouldn't give up; She should keep on trying; she could take ice-skating lessons or ask someone to help her; she should practice more.)

7. Jason was having a problem. He was trying to put together a model of an airplane but his little brother kept bothering him and messing up his model. How could Jason use positive action to solve his problem?

(EXAMPLES OF CORRECT ANSWERS: Jason could move his model to a different location; he could provide something else for his little brother to do; he could ask an adult for assistance.)

8. Mike wanted a bicycle. He really wanted it badly. Mike played The Clubhouse Game and learned about positive action. Mike decided to take positive action to get a bicycle. This is what he did. He went outside every evening and wished on the first star he saw. "I wish I had a bike," said Mike. Every day after school Mike got out a big piece of paper and wrote, "I wish I had a bike." He wrote this 100 times. Mike drew pictures of his favorite kinds of bikes and hung the pictures on his bedroom wall. "Taking positive action sure is a lot of work," said Mike as he hung up his last picture. Mike went to the store and stared at the bikes for hours. "I wish I
had a bike," said Mike to the store clerk. Mike still
did not have a bike and he was getting very dis­
couraged. "I guess Action Owl was wrong," said Mike.
"Positive action doesn't work after all."

What do you think about Mike's way of trying to use
positive action?

(EXAMPLES OF CORRECT ANSWERS: Mike was not using
positive action, he was wishing and hoping;
Mike's way of using positive action was wrong;
Mike shouldn't have done it that way.)

If mike really used positive action, what could he
have done to get a bike?

(EXAMPLES OF CORRECT ANSWERS: He could have
saved up his money to buy a bike; he could have
asked his parents to get him a bike for his
birthday; he could have gotten a job to earn
money for the bike; he could have bought a used
bike.)

9. Josh always wanted his own way and didn't like to
share. "It's not fair," said Josh to his teacher.
"Nobody wants to play with me."

The teacher played The Clubhouse Game with Josh so he
could learn about positive action. "How could you
take positive action to get kids to play with you?"
asked the teacher.

Josh had some good ideas. What did Josh say?

(EXAMPLES OF CORRECT ANSWERS: Josh could be nice
to the kids; he could share better; he could stop
trying to get his own way; he could ask someone
nicely to play with him.)

10. Nicolle could swim but she didn't know how to dive.
She was afraid to try because the diving board was so
high up. Pretend you are Nicolle's friend and you
want to help her. You want to tell her some ways she
could use positive action to learn how to dive. What
would you tell Nicolle?

(EXAMPLES OF CORRECT ANSWERS: You could tell
Nicolle to keep on trying; you could show her how
to dive off the edge of the pool; you could
suggest that she take diving lessons; you could
tell her not to give up.)
11. Pretend this happened to you. Your teacher, Mr. Shaw, asked you to work on a special project. He wanted you to make a pinata for your class's Mexican festival. You were supposed to blow up a balloon and tie the end. Then you had to make paper mache by tearing up strips of paper and soaking them in glue. Then you were supposed to put the strips of paper all around the balloon and wait two days for it to dry.

You were proud that your teacher had asked you to work on this special project. However, you had some problems. You lost the balloon Mr. Shaw had given you and your mom had already thrown away all of the old newspapers. You felt very discouraged and wondered if you should quit.

How could you use positive action to solve this problem?

(EXAMPLES OF CORRECT ANSWERS: Replace the balloon and find an alternate source of newspapers.)

12. Think about a time when you saw someone using positive action. This could be a friend, your parent, or someone on TV. Tell me about how they used positive action to solve the problem.

13. I want you to think about some of the hard problems you have had to solve in the past. Can you tell me about a time when you used positive action to solve a problem?
Appendix I

Item Level of Difficulty Rating Form
Item Level of Difficulty Rating Form

Clubhouse Game Questionnaire Validation

Please give the following information:

1. What type of experience have you had in working with children?

____________________________________________________________________

2. Please indicate the age group you have the most knowledge of or experience with:
   - 7 years
   - 8 years
   - 9 years
   - 10 years
   - 11 years
   - All of the above
   - None of the above

3. Please indicate your educational level:
   - Undergraduate (years of college)
   - Bachelor's degree
   - Master's degree
   - Post-master's

Instructions

Children ages 7 through 11 who have played The Clubhouse Game will be asked to respond verbally to the items on the attached questionnaire. Items will be given verbally. Adequacy of responses will be determined according to the scoring criteria and examples given on the questionnaire.

Questionnaire items are listed below, along with age groups of children who will be responding. Please indicate the percentage of children in each age group who you believe will be able to give acceptable responses to the items.

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Age Group</th>
<th>% expected to answer correctly</th>
<th>Item Number</th>
<th>Age Group</th>
<th>% expected to answer correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>7 years</td>
<td>%</td>
<td>2.</td>
<td>7 years</td>
<td>%</td>
</tr>
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Appendix J

Passing Scores per Age Group
Rating Form

197
Passing Scores Per Age Group Rating Form

Name__________________

Type of experience with 7 through 11 year old children__________________________________________

Children ages 7 through 11 will be playing The Clubhouse Game and responding to the attached questionnaire. Since it can be expected that age will affect children's abilities to respond to questionnaire items correctly, it is necessary to determine the levels at which the majority of children in each age group can be expected to answer correctly. Once these figures are established, they will be used to determine whether individuals in designated age groups received passing or failing scores on the questionnaire.

Please read the entire questionnaire and the criteria which will be used for scoring.

After having been exposed to The Clubhouse Game, how many of the twelve questions do you predict could be answered correctly by

1. 80% of normal 7 year old children? _____
2. 80% of normal 8 year old children? _____
3. 80% of normal 9 year old children? _____
4. 80% of normal 10 year old children? _____
5. 80% of normal 11 year old children? _____
Appendix K

Clubhouse Game Questionnaire with Scoring Criteria
Clubhouse Game Questionnaire With Scoring Criteria

This questionnaire assesses children's abilities to use two main concepts from *The Clubhouse Game* when discussing situations which occur outside of the game-playing session. The two concepts in question are those of positive action and Action Owl.

Positive action can be defined as a behavior performed with the intention of solving the problem and which has a high likelihood of contributing to an acceptable solution. The concept of positive action excludes passive or negative approaches to problem-solving.

Action Owl is identified as a friendly giver of advice who assists others in using positive action.

**Scoring Criteria**

Correct or adequate answers are scored 1; incorrect or inadequate answers are scored 0.

For questions which require the child to define positive action or to discuss the use of positive action in problem-solving:

**Score 1** for responses which include someone performing an action which might be expected to solve the problem, or which exclude a passive approach to problem-solving. Correct answers could include reference to someone doing something to make things come out right, trying hard, refusing to give up, practicing a skill, correcting a mistake, using effective communication to achieve a goal or to gain help or support from others.

Examples: Do something that will make it work; try harder; don't quit.

**Score 0** for responses which might result in negative results or which would generally be regarded as negative or socially unacceptable, such as using physical aggression, stealing, intimidating others, destroying property, cheating, lying, children inter-
acting in a rude or disrespectful manner with adults.

Examples: Beat him up; steal the bike.

Score 0 for responses which indicate denial of problems, a passive approach to problem-solving, or relying on luck, wishing, hoping etc.

Examples: Try not to think about it; get luckier next time; just forget about it.

For questions which require the respondent to identify a character from the story:

Score 1 for responses which indicate the child's general understanding of the correct answer. The child need not identify the character by name or by specific characteristics.

Example: The pig that worked real hard.

For questions which contain sub-questions or for which further query was necessary use the respondent's answers to all sub-questions and queries to determine the general adequacy of the total response.

Score 1 for total responses which are generally correct or adequate.

Questions with examples of adequate answers

1. There is an owl in The Clubhouse Game; his name is Action Owl. What does Action Owl do?

(EXAMPLES OF CORRECT ANSWERS: Gives advice; tells people to take positive action; helps people with their problems.)

2. Action Owl likes to give people advice. He tells people to take positive action. What does positive action mean? What kinds of things do people do when they take positive action?

(EXAMPLES OF CORRECT ANSWERS: Doing something to solve the problem; trying real hard; not giving up.)
3. Do you remember the story of the three little pigs? The three pigs were worried about the big bad wolf and decided to build houses to keep the wolf away. The first little pig just wanted to play and didn't want to work very hard. He built his house out of straw. The second little pig didn't want to work very hard either. He built his house out of sticks. The third little pig wanted to have a really good, strong house so he worked very hard and built his house out of bricks. One of these pigs did a good job of taking positive action to solve the wolf problem. Which pig was that?

(EXAMPLES OF CORRECT ANSWERS: The pig that made his house out of bricks; the one who worked very hard.)

4. Once there were two elephants. They lived in Africa where it was very hot. They wanted to get cooled off. The first elephant started complaining about how hot it was. He complained all day long to anybody who would listen. He had fun complaining but he was still hot. The second elephant went down to the stream, sucked up some water and sprayed it all over himself. He felt much cooler. What would Action Owl say about these two elephants and about who did the best job of taking positive action?

(EXAMPLES OF CORRECT ANSWERS: Complaining doesn't help; you should do something that will help you get cooler; the second elephant did the best job of using positive action.)

5. Michelle thought ice skating would be fun. She wanted to learn how to ice skate. Michelle went to the ice skating rink, put on her skates, and tried to skate. She fell down. "I can't skate," said Michelle. "I'm just not good at skating." She took off her skates and went home.

Did Michelle take positive action to learn how to skate?

(EXAMPLE OF CORRECT ANSWERS: No, she gave up too easily; No, she should have tried harder.)

What would Action Owl tell Michelle to do?

(EXAMPLES OF CORRECT ANSWERS: Michelle shouldn't give up; She should keep on trying;
6. Jason was having a problem. He was trying to put together a model of an airplane but his little brother kept bothering him and messing up his model. How could Jason use positive action to solve his problem?

(EXAMPLES OF CORRECT ANSWERS: Jason could move his model to a different location; he could provide something else for his little brother to do; he could ask an adult for assistance.)

7. Mike wanted a bicycle. He really wanted it badly. Mike played The Clubhouse Game and learned about positive action. Mike decided to take positive action to get a bicycle. This is what he did. He went outside every evening and wished on the first star he saw. "I wish I had a bike," said Mike. Every day after school Mike got out a big piece of paper and wrote, "I wish I had a bike." He wrote this 100 times. Mike drew pictures of his favorite kinds of bikes and hung the pictures on his bedroom wall. "Taking positive action sure is a lot of work," said Mike as he hung up his last picture. Mike went to the store and stared at the bikes for hours. "I wish I had a bike," said Mike to the store clerk. Mike still did not have a bike and he was getting very discouraged. "I guess Action Owl was wrong," said Mike. "Positive action doesn't work after all."

What do you think about Mike's way of trying to use positive action?

(EXAMPLES OF CORRECT ANSWERS: Mike was not using positive action, he was wishing and hoping; Mike's way of using positive action was wrong; Mike shouldn't have done it that way.)

If Mike really used positive action, what could he have done to get a bike?

(EXAMPLES OF CORRECT ANSWERS: He could have saved up his money to buy a bike; he could have asked his parents to get him a bike for his birthday; he could have gotten a job to earn money for the bike; he could have bought a used bike.)
8. Josh always wanted his own way and didn't like to share. "It's not fair," said Josh to his teacher. "Nobody wants to play with me."

The teacher played The Clubhouse Game with Josh so he could learn about positive action. "How could you take positive action to get kids to play with you?" asked the teacher.

Josh had some good ideas. What did Josh say?

(EXAMPLES OF CORRECT ANSWERS: Josh could be nice to the kids; he could share better; he could stop trying to get his own way; he could ask someone nicely to play with him.)

9. Nicolle could swim but she didn't know how to dive. She was afraid to try because the diving board was so high up. Pretend you are Nicolle's friend and you want to help her. You want to tell her some ways she could use positive action to learn how to dive. What would you tell Nicolle?

(EXAMPLES OF CORRECT ANSWERS: You could tell Nicolle to keep on trying; you could show her how to dive off the edge of the pool; you could suggest that she take diving lessons; you could tell her not to give up.)

10. Pretend this happened to you. Your teacher, Mr. Shaw, asked you to work on a special project. He wanted you to make a pinata for your class's Mexican festival. You were supposed to blow up a balloon and tie the end. Then you had to make paper mache by tearing up strips of paper and soaking them in glue. Then you were supposed to put the strips of paper all around the balloon and wait two days for it to dry.

You were proud that your teacher had asked you to work on this special project. However, you had some problems. You lost the balloon Mr. Shaw had given you and your mom had already thrown away all of the old newspapers. You felt very discouraged and wondered if you should quit.

How could you use positive action to solve this problem?

(EXAMPLES OF CORRECT ANSWERS: Replace the balloon and find an alternate source of newspapers.)
11. Think about a time when you saw someone using positive action. This could be a friend, your parent, or someone on TV. Tell me about how they used positive action to solve the problem.

12. I want you to think about some of the hard problems you have had to solve in the past. Can you tell me about a time when you used positive action to solve a problem?
Appendix L

NSLCSC Pretest, Posttest and Gain Scores for Treatment and Control Group Children
### NSLCSC Pretest, Posttest and Gain Scores for Treatment and Control Group Children.

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**Note.** Gain score = pretest - posttest. Gain scores reflect a gain in internal locus of control orientation.

*ID* refers to identification numbers given to subjects. Subjects at Coldbrook park were numbered 101 through 135; subjects at Ramona Park were numbered 201 through 225. This subject was not exposed to the treatment. * refers to missing score. * This subject was disqualified after being accidentally exposed to the treatment.
Appendix M

Clubhouse Game Questionnaire Scores
Clubhouse Game Questionnaire Scores for Treatment Group Children.

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Note. Highest possible score = 12.
Appendix N

Letter to YMCA
July 18, 1989

Sarah Bleeker  
Director of Child Care Services  
Kalamazoo YMCA  
1001 W. Maple Street  
Kalamazoo, MI 49008

Dear Ms. Bleeker:

As a graduate student at Western Michigan University, I am designing a research project which will test the effectiveness of an educational board game, The Clubhouse Game, which I have developed. I am writing to ask if the YMCA would support this project by offering me access to your summer day camp program, Camp Ahoma at Coldbrook. Below is a description of the proposed research.

University Affiliation

This research is part of a doctoral dissertation which will be submitted to the faculty of the Department of Counselor Education and Counseling Psychology and to the Graduate College of Western Michigan University in partial fulfillment of the requirements for the degree of Doctor of Education. This research will be supervised by Edward L. Trembley, D.Ed., Professor, Department of Counselor Education and Counseling Psychology. Before this research is conducted it will be approved by the University's Human Subjects Institutional Review Board.

Purpose

I hope to demonstrate that The Clubhouse Game can help children learn an important concept—that often it is their own actions, rather than luck, fate or some other external force which determines the rewards they get in life. For example, many children believe that it is luck that helps a student pass the spelling test, that wishing will help them get friends, or that problems will go away if they don't think about them. The Clubhouse Game presents, among others, the concepts that studying hard increases a person's chances of passing the spelling test, that being friendly can help people make friends and that performing some type of problem solving activity will often result in solving a problem.
The Clubhouse Game would typically be used by a counselor during a counseling session. It could also be used in the classroom and in many other learning situations.

Research Methodology

I will need access to Camp Ahoma children who are 7 through 11 years of age. Half of these children will play The Clubhouse Game with my research assistants; the other half will serve as the control group. A pre-test and post-test will help determine whether The Clubhouse Game was an effective teaching material. Children who play The Clubhouse Game will also participate in a tape recorded structured interview to determine whether they are able to use concepts learned in The Clubhouse Game when discussing problem situations which might occur in other contexts. The structured interviews will be conducted by the research assistants and will involve asking the children questions which stem directly from their having played the game.

The specific procedure for carrying out this study will be formulated with input from Camp Ahoma staff so as to assure that the project is carried out with the least amount of disruption to camp programming. In general, the procedure will include collection of informed consent forms, a pre-test and post-test administered by members of the research team, three game-playing sessions for half of the children, followed by the structured interview, and an optional game playing session for the remainder of the children, to take place after post-test data has been collected.

This methodology will be carried out over a one week time period in August of 1989. I am suggesting the week of August 14 - 18. Time requirements for participants will vary according to their levels of participation. The time requirements for children selected to play The Clubhouse Game will be approximately two hours and 40 minutes. This includes 40 minutes total for the pre-test and post-test and two hours total for the three 30-40 minute game-playing sessions. Approximately one hour and 10 minutes will be required for students not selected for game-playing sessions; 40 minutes for the pre- and post-tests with an additional 30 minutes for the optional game playing session for children who wish to play The Clubhouse Game after the post-test data has been collected.

Hopefully, children who play The Clubhouse Game will benefit from exposure to the concepts presented in the game. In addition they will have the opportunity to improve their reading skills, via reading the various game materials, to practice good sportsmanship and cooperative game-playing behavior and to participate in the enjoyable experience of playing a game with a supportive and inter-
After completion of the study, a summary of research findings will be sent to you and also to any staff member or parent who requests it. The Kalamazoo YMCA will be identified in the dissertation document, which will be held in the WMU library.

I would welcome your willingness to participate in this research project. If you decide to participate, I will plan on working closely with you to make sure that it becomes an enjoyable and productive part of the Camp Ahoma experience. I am enclosing a copy of the instrument which will be used for the pre- and post-test and a copy of the structured interview questions so that you can review them. I will also provide you with a copy of The Clubhouse Game so you can review it prior to making a decision.

Thank you for your interest.

Sincerely yours,

Nancy J. Kaniuga
6024 Texas Drive
Kalamazoo, MI 49009
PHONE: 375-8131 home
385-2943 work

Edward L. Trembley, D. Ed.
Doctoral Advisor
Professor
Appendix O
Letter from YMCA
July 20, 1989

Nancy Kaniuga
6024 Texas Drive
Kalamazoo, MI 49009

Dear Nancy:

I received your letter describing your proposed research. You may have access to Camp Ahoma in August of 1989 to test the effectiveness of The Clubhouse Game. I understand that children will participate on a voluntary basis with parents' consent.

I look forward to discussing this research with you further.

Sincerely,

Sarah Bleeker
Director of Child Care Services
BIBLIOGRAPHY


Academic Therapy, 5, 15-24.


