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THE TRAINING AND VALIDATION OF YOUTH-PREFERRED SOCIAL BEHAVIORS OF CHILD-CARE PERSONNEL[1]

ALAN G. WILLNER, CURTIS J. BRAUKMANN, KATHRYN A. KIRIGIN, DEAN L. FIXSEN,[2] ELERY L. PHILLIPS,[3] AND MONTROSE M. WOLF

UNIVERSITY OF KANSAS

This research sought to identify, train, and validate social behaviors preferred by youths to be used by youth-care personnel (called teaching-parents). With training, consistent increases in seven preferred behaviors were observed for the six teaching-parent trainees. These behaviors included offering to help, "getting to the point", giving reasons why a behavior is important to a youth, providing descriptions of alternative behaviors, positive feedback, smiling, and positive motivational incentives (*i.e.*, points for task mastery exchanged for tangible reinforcers). Increases in these behaviors correlated with increases in the youths' ratings of the quality of the trainees' interactions. Posttraining levels of preferred social behavior and youth ratings for trainees also compared favorably with levels for successful professional teaching-parents. These results suggest that teaching-parents can be successfully trained to interact with youths in ways that are preferred by the youths.

DESCRIPTORS: social behavior, youth-preferred behavior, consumer satisfaction, reporting, validation, assessment, child-care personnel, adults, adolescents, delinquents

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The successful training of youth-care personnel is assumed to be an essential part of any productive social rehabilitation program. The importance of developing specific training programs and standards of professional child and youth care have recently been reemphasized by several authors (Beker, 1973; Cortazzo, Bradke, Kirkpatrick, and Rosenblatt, 1971; Fargo and Chainley, 1971; Foster, 1973; Whittaker, 1970). Yet, despite its stated importance, few treatment programs have reported systematic attempts to train and validate the training of their professional child-care personnel.

A successful training program probably involves the training of personnel in skills that prove *effective* in teaching their youths appropriate social, academic, vocational, and self-help behavior and are *preferred* by the recipients of the treatment program. Youth preference is important for several reasons. First, evidence suggests that if an adult model is positive and rewarding, youths are more likely to benefit from treatment (Jesness, 1974) and learn from and identify with that adult (Bandura, 1969). Also, the strength of these "attachments" for significant adults may be inversely related to delinquent behavior (Hirshi, 1969). Second, youth satisfaction and willingness to participate in treatment also bear on current legal and ethical guidelines concerning the rights of patients including informed consent (Federal Register, 1973). This voluntary aspect of youth participation means that the youth must be satisfied with the program and willing to stay with it, particularly in a community-based, residential setting

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[2]Research Fellow at the Boys Town Center for the Study of Youth Development, Omaha, Nebraska 68144.

[3]Director of Youth Care, Boys Town, Nebraska 68164.

where the opportunity to run away or formally to withdraw from the program is always available. Third, youth-preferred interaction styles seem to be important to the people who hire and evaluate child-care personnel. Many job descriptions list such interaction style prerequisites for hiring personnel as "warmth" and "concern". Once hired, personnel are judged by a variety of people in contact with the program on the basis of the quality of their interactions with the youths, and these judgements may carry important implications for the program's survival and success within the community (Braukmann, Fixsen, Kirigin, Phillips, Phillips, and Wolf, 1975). Therefore, it is critical that positive social interaction skills are clearly identified and trained, and that the impact of this training is assessed.

Haase and Tepper (1972) provided a model to determine which behaviors are important, which to measure and train, and how to assess the value of this training. These authors suggest the use of prepared simulated interactions, which are presented to subjects who judge the interactions along some social dimension using semantic differential scales (Osgood, Suci, and Tannenbaum, 1957). The procedure must employ relevant judges (*e.g.,* youths) who can evaluate the simulated interactions along meaningful social dimensions. The social validity of this procedure could be assessed by asking relevant judges to rate randomly presented pre- and posttraining behavior. If posttraining interactions are routinely rated higher, then the benefit of training would appear to be socially validated. In addition, if the ratings correlate highly with independent measures of the behaviors, then these measures could be considered socially validated (at least for these judges and social interactions). Several investigators have employed this social validation approach [Maloney, Harper, Braukmann, Fixsen, Phillips, and Wolf, (1976); Minkin, Braukmann, Minkin, Timbers, Timbers, Fixsen, Phillips, and Wolf, (1976)].

Glaser and Backer, 1972 suggested that the use of relevant judges is also important because they are the consumers most involved in the outcome of a given research or service program, and their preferences should be treated as systematic criteria for evaluating the program. Although consumer preference has been employed in several studies (Barrish, Saunders, and Wolf, 1969; McMichael and Corey, 1969; Phillips, Phillips, Wolf, and Fixsen, 1973), preliminary evidence (Braukmann *et al.,* 1975) suggests the importance of consumer satisfaction as a predictor of program success. The authors describe one criterion of success as the degree to which training prepares youth-care personnel to survive on the job and to satisfy the recipients of their program services. The youth's preferences were examined (as were those of their parents and various community agencies) to find out if they were satisfied with treatment delivery within numerous residential, community-based, group home programs operated under the Achievement Place Model.

The present study examined the social behavior of youth-care personnel in interaction with youths in a social rehabilitation program. Study 1 focused on determining the youths' preferences for an array of social interaction behaviors. Study 2 involved the training of personnel in the use of these preferred behaviors and validating the effects of training through the use of relevant judges (*i.e.,* the youths).

STUDY 1: DETERMINING YOUTH PREFERENCE FOR PERSONNEL INTERACTION BEHAVIOR

Method

Eleven boys and eight girls, adjudicated by the juvenile court, ranged in age from 12 through 16, and lived in three small, family-style, community-based, residential group homes using the Achievement Place (Teaching-Family) model.

The youths in each of these homes viewed a series of videotaped interactions role played by group-home personnel (known as teaching-parents) and by one of several youths who had

graduated from the Achievement Place program. A series of 26 short interactions, spanning a variety of topics was presented, including teaching skills, giving and taking points, joking, counselling, instruction giving, asking and answering questions, and commenting or correcting the youths. The youths were asked to view each interaction and to write down specific teaching-parent behaviors that they liked or disliked in each. Some 790 written comments were collected from the youths in this manner.

To distill these comments, four observers independently sorted the written comments into various categories. A comment was defined as falling within a category when at least three of the four observers placed a given youth comment within a given category. The resultant 29 categories were then rated by the youths to validate their importance. Four other behaviors suggested by the authors as potentially important behaviors were added to the list of categories to be rated by the youths. Ratings were made on a five-point grading scale (A to F) according to how well the youths liked the social behaviors in interaction with teaching-parents. These ratings were obtained from the youths in a girls' home (N= 5) and a boys' home (N = 4).

Table 1

Rated Categories of Teaching-Parent Social Behavior (A = 4; B = 3; C = 2; D = 1; F = 0)

Categories	*All Youths* (*N* = 9)	*Boys* (*N* = 4)	*Girls* (*N* = 5)
Calm, pleasant voice tone	3.80	4.00	3.60
Offer to help	3.70	3.50	3.80
Joking	3.60	3.75	3.40
Positive feedback	3.60	3.25	3.80
Fairness	3.60	3.25	3.80
Point giving	3.50	3.35	3.60
Explain how-what	3.40	3.75	3.20
Concern	3.40	3.00	3.80
Enthusiasm	3.40	3.25	3.60
Explain-why	3.40	3.30	3.40
Politeness	3.30	3.00	3.60
Get right to point	3.10	3.00	3.20
Smiling	3.00	3.00	3.00
Giving specific examples	2.90	2.50	3.20
Eye contact	2.40	2.75	2.20
Pleasant physical contact	2.40	2.50	2.40
No eye contact	1.90	1.75	2.10
Talking only about errors	1.40	2.50	0.60
Anger	1.10	1.50	0.80
Negative feedback	1.10	1.25	1.00
Profanity	1.00	0.50	1.40
Lack of understanding	1.00	1.25	0.80
Unfriendly	0.90	1.20	0.60
Unpleasant	0.80	1.25	0.40
Bossy-demanding	0.70	1.00	0.40
Unfair point exchange	0.60	1.40	0
Bad attitude	0.60	0.75	0.40
Unpleasant physical contact	0.60	1.00	0.20
Mean insulting remarks	0.50	0.50	0.50
No opportunity to speak	0.30	0.50	0.50
Shouting	0.10	0.25	0
Accusing-blaming statements	0.10	0.25	0
Throwing objects	0	0	0

Results and Discussion

As Table 1 indicates, a wide range of mean ratings was obtained for these categories of teaching-parent interaction behavior. Of the 33 categories of social behavior examined, those rated in the A or B range (> 3.0) were also those categories originally liked by the youths (when viewing the videotapes), whereas those rated in the D and F range (< 1.9) were all originally disliked. The remaining categories, falling in the B− to C− mid-range (3.0 to 1.9), consisted of those categories suggested by the authors as potentially important behaviors. None of these suggested categories (with the possible exception of smiling), however, was rated as very important behaviors by the youths. Therefore, these results suggest the presence of some discriminability and consistency over time in the classification and rating by youths of various categories of teaching-parent interaction behavior.

STUDY 2: TRAINING PREFERRED SOCIAL INTERACTION BEHAVIOR AND ASSESSING ITS SOCIAL VALIDITY

In this study, prospective teaching-parents were trained to use preferred interaction behav-

iors. Videotaped pre- and posttraining observations were made of the trainees in structured interaction situations with a youth and were then analyzed for the presence of youth-preferred behavior. The youths in the group homes then rated these interactions.

Subjects

Trainees. Three married couples, *i.e.,* six trainees, received training in youth-preferred interaction behaviors. Each trainee had some college education (one spouse of each couple had completed the Bachelor of Arts degree), had been married 2 to 5 yr, was in his/her mid- to late twenties, and had experience working with adolescents.

Normative sample. Three successful professional teaching-parents involved in the operation of Achievement Place style homes also participated. They were selected on the basis of being highly evaluated by their consumers (*i.e.,* various community agencies, boards of directors, youths, parents, and training program personnel). Data were taken on their interaction with youths as a basis for making comparisons between their behavior (and rated performance) and that of the trainees.

Setting

Videotaped pretests, posttests, and training took place at the Achievement Place Teaching-Family Workshop in Lawrence, Kansas. Videotaping sessions were held in a small room, adjacent to the workshop.

Videotaped Observation Sessions

In each videotaped session, each trainee participated in two 3-min structured situations with a youth role-playing a delinquent youth in a group home. Throughout these two interactions, the youths' behavior was observed, and verbal feedback provided (as necessary) to give a consistent performance to the trainee. Two youths (male and female) participated in these interactions (although at different times). These sessions required approximately 10 min each and presented the trainees with two structured situations to which the youth was invited to respond.

The first situation required that the trainee enter and greet the youth who was seated in the room. The youth was prepared to ignore the trainee's greeting by continuing to read a book. Thus, the opportunity for teaching the youth greeting skills in a pleasant, socially preferable manner was presented. In the second situation (the actual order of these was randomized), the trainee was instructed to enter the room and ask the seated youth to empty an overfilled wastebasket. The youth had been taught to object, appear very reluctant to comply, question the legitimacy of the request, and seek a postponement of the task or completion by a different youth in the home. In this situation, the trainee had the opportunity to focus on the youth's ongoing behavior (*i.e.,* noncompliance). These sample situations were selected with the purpose of posing somewhat difficult, yet not atypical, examples of youth behavior in the group-home setting.

Samples of the trainees' interaction behavior were taken at the same time for all trainees. Six sampling sessions occurred over a five-month period (before and after each of three scheduled training workshops). The first two sessions were five days apart, followed by eight weeks and another two sessions (five days apart), and then two final sessions (five days apart) eight weeks later.

Training

The training program emphasized the teaching of practical and preferred skills involved in a variety of social and helping interactions with youths in the home. The educational components comprising this training consisted of: (a) a *Teaching-Family Handbook* (Phillips, Phillips, Fixsen, and Wolf, 1974), (b) oral instructions and rationales for the use of the youth-preferred social behaviors, (c) videotaped examples of the use of these behaviors and a discussion of these tapes, and (d) an opportunity to practise these behaviors in role-played simulations with staff

and fellow trainees. Detailed feedback on the performance of teaching-parents was offered and practice to criterion encouraged. At no point, however, was training or practice offered on situations being directly tested in the videotaped observation sessions.

The training occurred during two 3-hr training sessions, but training was presented to the couples at different times over the five-month period. Two couples received training in the period between the third and fourth observation sessions, and the third couple between the fifth and sixth sessions. Thus, a multiple-baseline design across trainees was employed (Baer, Wolf, and Risley, 1968).

Analysis of Videotape Sessions

At completion of training, 70 interaction segments (64 trainee and six normative sample) had been taped, randomly ordered, and prepared for youth rating and data analysis.

A. *Youth ratings*. Youths in two Achievement Place style group homes (N = 9) observed these tapes and rated the trainees on the basis of how well they liked the trainees' behavior in interaction with the youth. Ratings of *A* were given for "excellent"; *B* for "good"; *C* for "average"; *D* for "poor"; and *F* for "terrible". In addition, although not required, written descriptive comments about the trainees' performance were invited from the youths. As a reminder, rating instructions were orally repeated throughout the rating session.

B. *Trainee social interaction behavior.* Reliable scoring codes[4] were developed and scored by independent observers for each of the 29 categories of youth-preferred interaction behavior in Study 1. (The four medium-rated categories were eliminated from the original 33.) These definitions were then monitored for reliability and applied to the analysis of the videotaped interaction segments in scoring for the presence of each category of youth-preferred behavior. Each behavior was scored separately, thus reducing the complexity of the observation task. The categories observed were as follows.

Liked Behaviors

1. Calm, pleasant voice tone
2. Offering or providing help
3. Joking
4. Positive feedback
5. Fairness
6. Point giving
7. Explanation of how or what to do
8. Explanation of why (rationale giving)
9. Concern
10. Enthusiasm
11. Politeness
12. Getting right to the point
13. Smiling

Disliked Behaviors

1. Describing only what youth did wrong (no initial praise for what had been done correctly)
2. Anger
3. Negative feedback
4. Profanity
5. Lack of understanding
6. Unfriendly
7. Unpleasant
8. Bossy-demanding
9. Unfair point exchange
10. Bad attitude
11. Unpleasant physical contact
12. Mean, insulting remarks
13. No opportunity to speak
14. Shouting
15. Accusing, blaming statement
16. Throwing objects

Reliability was assessed for each category on a large (43%), randomly selected sample of the 70 taped segments. Agreement between observers was calculated in three different ways: (1) Point-by-point reliability was determined by computing the total number of agreements, divided by the sum of the number of agreements and disagreements, multiplied by 100. (2) Occurrence reliability was determined as the number of items in which both observers agree as to occurrence, divided by the sum of agreements of occurrence and disagreements of occurrence, multiplied by 100. (3) Nonoccurrence reliability was assessed as the number of items in which both observers agreed that the behavior did not occur, divided by the sum of agreements of nonoccurrence and disagreements of nonoccurrence, multiplied by 100. The average reliability (*i.e.*, point-by-point) for scoring these behaviors over all categories was 97% agreement, with occurrence reliability averaging 82% agreement, and

[4] Interested readers are invited to contact the senior author for a copy of the complete set of response definitions.

nonoccurrence averaging 90% agreement. A check for observer drift was also carried out by assessing agreement separately for pre- and post-training observations (using each of the three methods of computing reliability). Loss of reliability appeared to be negligible.

Results

Youths' ratings. The results of youth ratings of trainee interaction behavior are displayed in Figure 1. The heavily dashed lines represent presentation of the training program to each trainee. Ratings of baseline behavior generally fell within the "D" and "C" range, whereas post-treatment ratings of the behavior rose to the "A" to "B—" range with all posttreatment data points falling within the range of ratings of the professional teaching-parents (noted to the right of each graph). This normatively defined "acceptable level" captures all posttreatment data points and one pretreatment data point (*i.e.,* Ms. H).[5]

Trainee social interaction behavior. The percentages of youth-preferred (*i.e.,* both liked and disliked) trainee behavior are displayed in Figure 2. Percentages of positive (liked) and negative (disliked) behavior were computed by summing the number of categories of liked and disliked behavior, dividing them by the total possible number of categories (*i.e.,* 13 and 16), and multiplying the quotients by 100. These computations were carried out for each of the two situations, and the mean obtained was graphed as the data point.

The percentage of disliked behavior remained generally low for each of the trainees throughout the study, whereas the percentage of liked behavior increased with training of four of the six trainees. Also, posttraining liked behavior generally fell within or just beneath the normative comparison range of the professional teaching-parents (displayed on the right-hand side of the graphs), whereas the pretraining data on no occasion fell within, and seldom approximated this range. Trainee percentages of disliked behavior either fell within or below the normative range.

Changes in specific preferred categories of behavior were also assessed (Figure 3), revealing the greatest changes in behavior in the following seven categories: giving points, offering to help the youths, being succinct and to the point, providing positive feedback, smiling, offering reasons why a behavior was important to a youth, and providing instructional explanations of how or what to do. In some instances, a small increase (10%) also occurred in the disliked behavior "unfair point exchange" (not graphed).

In the Social Responsiveness situation 80% occurrence or better was obtained posttreatment for each of the 12 categories of youth-preferred behavior, whereas in the Noncompliance situation only two-thirds of the categories reached this level. The thirteenth category, that of Joking, was not graphed as it never occurred in either the baseline or posttreatment conditions.

The extent to which the youth ratings (of trainee behavior) correlated with the occurrence of youth-preferred trainee behavior was computed using a Pearson product moment correlation. A separate correlation coefficient was computed for each trainee, and then averaged using Fisher's Z transformations (Guilford, 1965, p. 348). This yielded a mean $r = 0.65$ for all youths ($r = 0.41$ for boys' ratings and $r = 0.71$ for girls' ratings) (see Table 2).

Although many categories found to be significant for girl raters were also significant for boys, certain categories that did reach significance for girls, did not for boys, namely, getting to the point, explaining why, concern, and bad attitude.

[5]In addition to these ratings, descriptive comments concerning the trainees' performance were also written spontaneously by many of the youths as they observed the videotaped interactions. Of the 191 comments written, 92% (*i.e.,* 176) seemed to fall into the 29 known categories of preferred social behavior, thus lending further support to the importance of these categories. The remaining 15 comments seemed to fall into four main categories: (a) lack of eye contact, (b) poor trainee discriminability (of what the youth was doing and/or getting away with), (c) lack of trainee influence over the youth, and (d) comments that could not be understood.

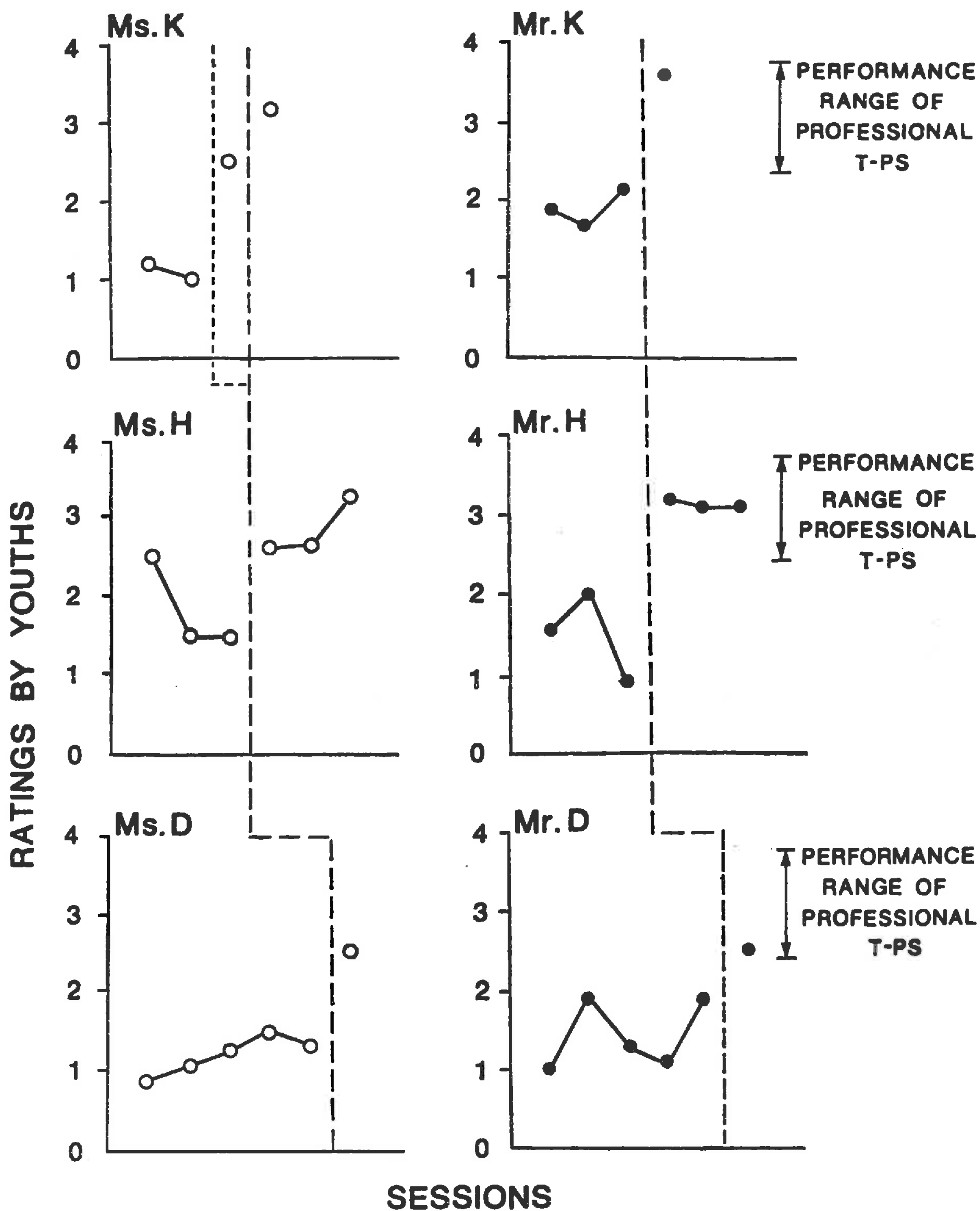

Fig. 1. Youth ratings of trainee interaction behavior along a five-point grading scale of least- to most-liked behavior. Ratings of trainee performance are compared with the rated performance of professional teaching-parents. The heavily dashed vertical lines indicate the point at which training occurred; the lightly dashed vertical line for trainee Ms. K represents an unscheduled prior exposure to training.

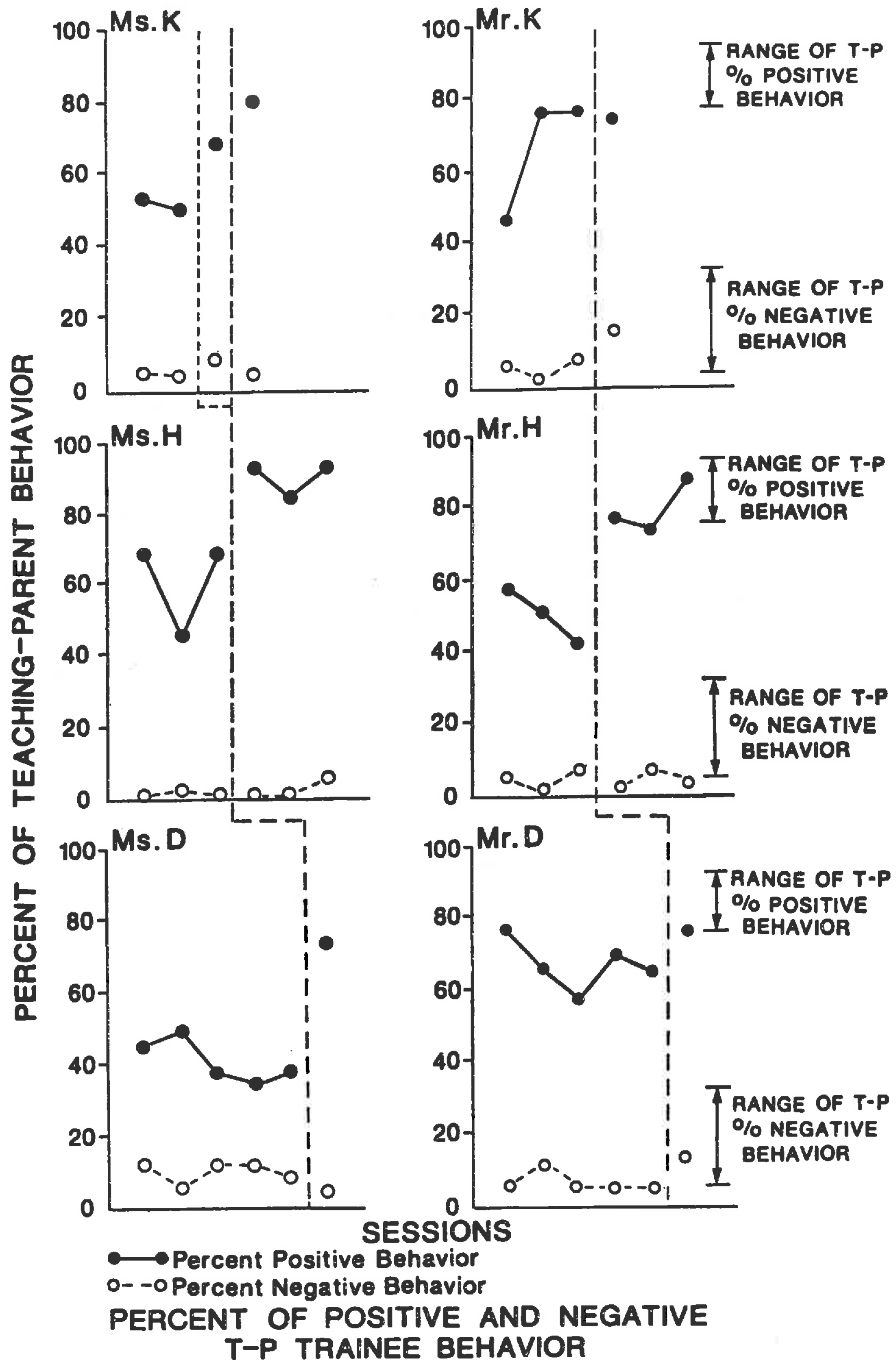

Fig. 2. The percentage of positive and negative teaching-parent trainee behavior for each trainee across training sessions. Percentages of trainee behavior are compared to the range of positive and negative behavior for professional teaching-parents. The heavily dashed vertical lines indicate the point at which training occurred; the lightly dashed vertical line for trainee Ms. K represents an unscheduled prior exposure to training.

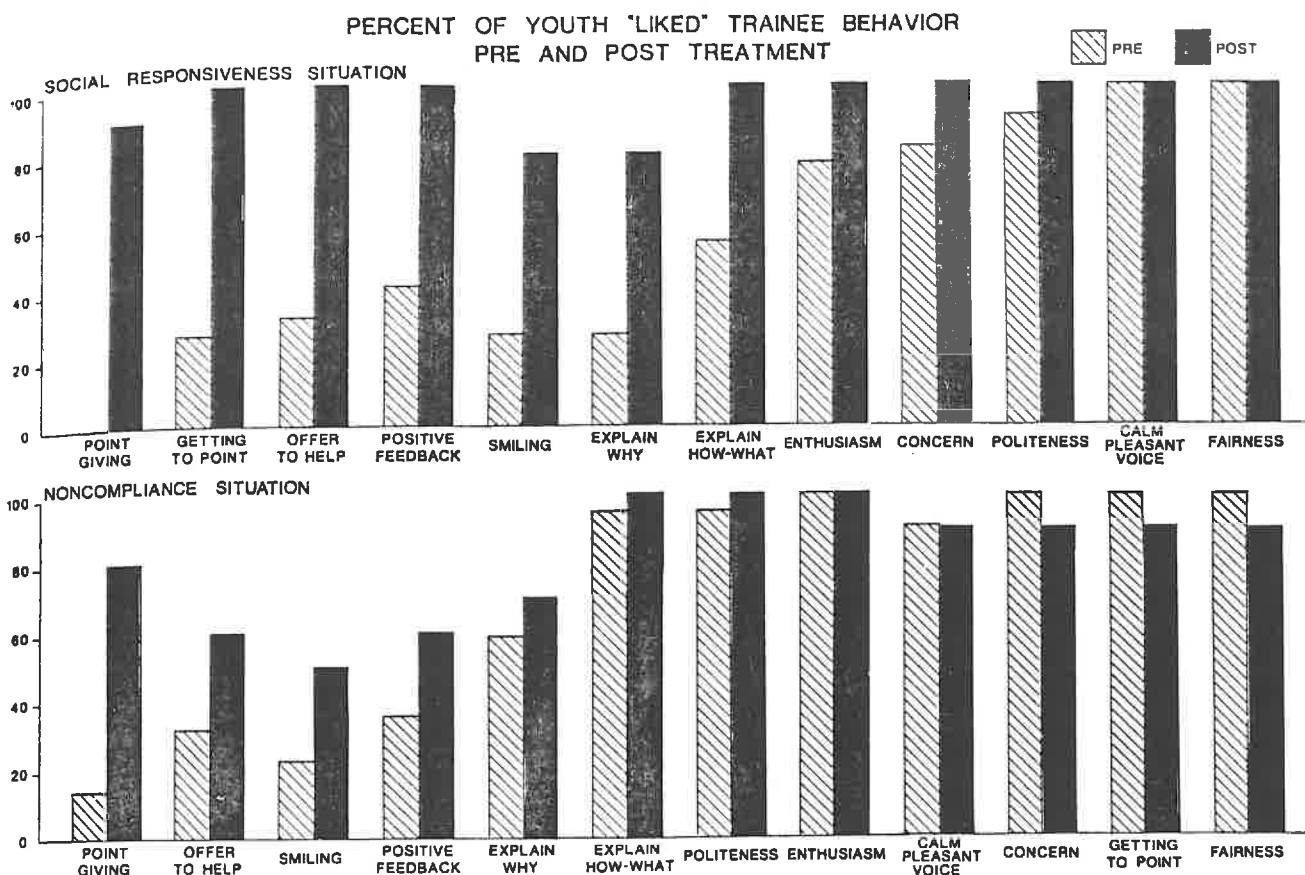

Fig. 3. The percentage of youth-preferred trainee interaction behavior for each category of "liked" behavior before and after training. Percentages of each category are displayed separately for the two structured situations in the study.

The relationship between youth ratings and trainee behavior was also examined in terms of the sex of the trainee and revealed that the most critical behaviors for male trainees were offering to help the youth and giving points (both positive and significant beyond the 0.01 level). For female trainees, positive feedback, instructional explanations, enthusiasm, getting to the point, smiling, and concern were also positive and significant beyond the 0.01 level.

DISCUSSION

The data indicated that prospective teaching-parents were trained to engage in highly preferred interaction behaviors with youths, and that youth ratings of these interactions increased with training. The social validity of these measures of trainee behavior was supported by corresponding changes in youth ratings and by comparisons with normative data of the rated and behavioral performance of professional teaching-parents. Before treatment, trainees' behaviors were rated by youths as "not liked" or, at best, "neither liked nor disliked", whereas after receiving training, the ratings of their behavior were meaningfully increased to the "liked" and "really liked very much range". The latter was also the range of rated behavior for the normative sample.

The training procedure appears to have had its greatest effect on increasing interaction behaviors of offering or providing help to a youth, providing positive feedback, smiling, giving rationales to a youth, providing token-based incentives (*i.e.,* points) and instructional explanations. The training procedure had no effect on the trainees' use of humor, as that behavior never occurred (either before or after training). This is an important omission in the training program, inasmuch as humor or joking behavior was ranked (and tied for) third in the list of 13

Table 2

Correlation of Youth Ratings and Specific Behavior Categories

Category of Trainee Behavior	Ratings (N = 62)		
	All Youths	Boys Only	Girls Only
Point Giving	0.716**	0.496**	0.724**
Offering Help	0.636**	0.414**	0.659**
Enthusiasm	0.435**	0.286*	0.449**
Calm, Pleasant Voice	−0.069	−0.186	0.019
Concern	0.283*	0.234	0.261*
Profanity	−0.194	—	−0.221
Politeness	0.174	−0.030	—
Describing Only Errors	−0.120	−0.067	−0.129
Positive Feedback	0.466**	0.283**	0.498**
Explain How or What	0.483**	0.331**	0.492**
Getting to the Point	0.391**	0.190	0.448**
Explain Why	0.198	0.049	0.256**
Fairness	−0.009	−0.034	0.010
Unfair Point Exchange	0.149	0.232	0.072
Bossy/Demanding	0.208	0.204	—
Unpleasant Physical Contact	0.131	0.141	0.103
Smiling	0.415**	0.321*	0.400**
Bad Attitude	−0.273	—	−0.338**

*$p < 0.05$
**$p < 0.01$

liked behaviors. The other specific categories of liked trainee behavior generally had pretreatment levels (*i.e.*, baselines) that were near or at ceiling, so that the magnitude of any training effect could not be examined.

Posttreatment levels of these 13 liked behaviors were invariably higher for the Social Responsiveness situation (especially point-giving, offering to help, smiling, and positive feedback). This may be accounted for in terms of the difficulty of the two tasks. Greater reluctance or resistance by the youth was apparent for the Noncompliance situation, making it more difficult and perhaps less natural for the trainees to provide high levels of youth-preferred behavior.

A number of behaviors were highly correlated with ratings by both boys and girls (*i.e.*, point-giving, offering help, enthusiasm, positive feedback, providing explanations, and smiling). Point-giving seemed to be the most highly correlated of these. Unfortunately, this behavior is idiosyncratic to token economy programs, thereby restricting the generality of these findings. Therefore, further research might exclude point-giving interactions from consideration. It was interesting to note, however, that in several instances in which point-giving was not used after training, youth ratings were nevertheless considerably and consistently higher than corresponding pretraining ratings.

Given that the behaviors trained in the present study are preferred by youths, the question remains, are these behaviors effective in or at least compatible with modifying delinquent behavior and training prosocial behavior? Ford, Ford, Christophersen, Fixsen, Phillips, and Wolf (Note 1) reported improvement in a variety of maintenance and social behaviors by providing delinquent youths with simple instructions and motivational incentives (point-giving), but demonstrated further improvement through the use of teaching components that included positive feedback, instructional explanations, offering to help, and providing rationales. Kirigin *et al.* (1974) demonstrated the efficiency of training these behaviors within the context of a professional training workshop.

Other investigators have demonstrated the

effectiveness of smaller subsets of these behaviors in modifying various delinquent youth behaviors. Timbers, Timbers, Fixsen, Phillips, and Wolf, (Note 2) (1973) trained delinquent girls to accept verbal reprimand by the use of instructional explanations, rationales, positive feedback, and motivational incentives. The components were also functional in teaching simple instruction following and introduction skills to youths (Phillips, Phillips, Fixsen, and Wolf, 1971), various aspects of conversational behavior (Maloney *et al.,* 1976; Minkin *et al.,* 1976; Phillips, E. L., 1968), and job interview skills (Braukmann, Maloney, Fixsen, Phillips, and Wolf, 1974). Similar training procedures were carried out in improving on-the-job performance effectively [Ayala, Minkin, Phillips, Fixsen, and Wolf, (*in press*)]. In addition, Meichenbaum, Bowers, and Ross (1968) found the use of verbal instructions, feedback, and money to be effective in changing delinquent girls' level of appropriate classroom behavior.

Thus, it appears that a number of preferred interaction behaviors considered in the present study have also been demonstrated to be effective in modifying (delinquent) youth behavior. The remainder of these have, as yet, an unknown impact upon behavior change. Nevertheless, it appears that their presence is not necessarily incompatible with those components of proven effectiveness. Therefore, one could encourage (*i.e.,* train) their use or discourage it and still maintain a program of behavior change depending on one's inclination toward the importance of consumer (*e.g.,* youth) preference. Alternatively, the use of high-preference components actually may facilitate the effectiveness of the behavior-change procedures. That is, if youths like interactions with teaching-parents, the feedback and social consequences that they receive (*e.g.,* time with the teaching-parent, disappointment expressed by the teaching-parent) may be a more powerful reinforcer and have a greater effect on the youths. Examination of this possibility must await the outcome of future research.

The generalizability of these training effects also is of strong interest. Will training teaching-parents at a workshop carry over to their performance in the group home? Will their youths also like these social behaviors, and will they continue to like them over time? Will these preferences hold for youths with their natural parents? If so, can their natural parents be trained by teaching-parents to engage in these preferred behaviors? These questions are of compelling interest and, when answered, will provide for a greater understanding of positive social interactions, as well as the expertise so necessary in their implementation.

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