



Self Programmed Control Center, Inc.

SPC Center, Inc. • SPC / *The Originals*™

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Donna Nola-Ganey
Assistant Superintendent of Education
Department of Education
PO Box 94004
Baton Rouge, LA 70804-9064

Dear Assistant Superintendent Nola-Ganey,

Thank you for your most encouraging letter of November 23rd regarding my program where you indicated that both you and Superintendent Pastorek were impressed by the results I stated were achieved in the area of dropout reduction and academic achievement. But as you indicated, there are three major requirements that must be fulfilled before you can proceed further. Towards this end, I have put together a package of information that should be more than sufficient to satisfy these requirements.

Enclosed you will find a number of items that support the fact that the SPC program (1) has been evaluated using a scientific approach; (2) that the evaluation of findings have been subjected to critical review by other researchers; and (3) in addition, the positive results reported have been replicated in a variety of settings.

First of all with regards to whether the program has been evaluated using a scientific approach: To begin with, my background and training (Bachelor of Science degree from Caltech and Ph.D. in psychology from UCLA) prepared me well to run scientific studies. In the initial study to determine the validity of the program's effectiveness (the study sponsored by a government Title III grant) a full-fledged controlled study was done complete with both experimental and control groups and included a statistical analysis to determine if the results were statistically significant. In this study there were 105 students-at-risk in the experimental group (the 9-week class of students that went through the SPC program) and a total of 89 equivalent students-at-risk in the control group (the 9-week class of students who were taught standard study skills techniques).

As pointed out on page 199 of my book *Towards Greater Freedom & Happiness* (TGFH) a copy of which page I have enclosed (see exhibit A), the two most significant results achieved were: (1) *The significant reduction in dropout rate* and (2) *the significant improvement in grade points*. The dropout rate in the experimental group was only 16% compared to 56% for that of the control group (or as reported on page 199, 84% of the experimental group either went on to a four year college or got their AA degree compared to only 44% for the control group). With regards to grade points (GPA x units completed), there was an average increase of 3.80 grade points over a 1 ½ year period for the experimental group compared to an average *drop* of 5.45

grade points for the control group. This overall difference of 9.25 grade points between the two groups was found to be statistically significant at the .02 level.

These results were further supported by the fact that in the area of attitude toward school the average Brown-Holtzman score for the experimental group rose from the 17th percentile to the 50th percentile (the low initial percentile score correlates with the fact that most of these students were on or close to scholastic probation at the start of the class). And in the area of emotional intelligence another key factor felt to affect learning capability, the average Willoughby scores improved from the 72nd to the 34th percentile, the lower score, the more emotionally stable the student. (These results can be seen on page 198 of exhibit A.)

With regards to the program being subjected to critical review by other researchers, there were several such reviews:

The first thorough review of my findings was done by the members of the conference reviewing committee deciding whether papers were acceptable to be presented at the prestigious American Association of Higher Education (AAHE) 27th Annual National Conference on Higher Education held in Chicago in March of 1972. The paper *was* accepted and presented, as recorded in the Eric Resources Information Center, No. Ed 061924 (Exhibit B is a copy of this paper printed from the ERIC website, www.eric.ed.gov).

The second review of the findings was done by the editorial review board of the *Journal for The Society for Suggestive-Accelerative Learning and Teaching* where the article presenting these findings, "Self-Programmed Control: A New Approach to Learning", was submitted for publication in 1982. Enclosed you will find two letters supporting this statement (exhibit C), one by the then editor of this journal and one by a professor of psychology who read the article. I have also enclosed a subsequent personal invitation letter sent to me after this article was published by then Chairman of the School of Education at the University of California at Berkeley and co-signed by the famous Willis W. Harman, Director of the Institute of Noetic Sciences inviting me to attend the upcoming S.A.L.T. Conference. Please note the prestigious list of co-sponsors of this conference (also part of exhibit C).

Also enclosed is a letter from the editor of *The Confluent Education Journal* indicating that he and the Board of Editors of this journal had read and reviewed two articles on my program and that he wished to re-publish one of them in their journal (see exhibit C).

Also in support of my findings being reviewed by other researchers has been the many invitations to present my findings at numerous conferences over the years (starting with the AAHE conference) where papers submitted for the conference must first be critically reviewed before being accepted. For instance, immediately following the AAHE conference I was invited to present the same paper at the Annual International Conference on education held at Lambert College in Ontario, Canada in June of 1972 (see enclosed copy of the Table of Contents of the Proceedings and the first few pages of my paper as part of exhibit D). Shortly thereafter there was the paper I presented at the 6th Annual Conference of the Western Reading Association, "Self-Programmed Control: A new approach to learning", which was subsequently published in *The Proceedings of the 6th Annual Conference of the Western College Reading Association*,

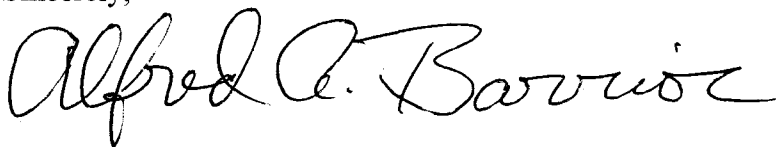
1973. And since then over the years I have been continually invited to education conference after education conference to present my findings and my program. Most recently, of course there was my presentation at the 99th Annual Conference of the International Association on Truancy & Dropout Prevention held in New Orleans in October of this year where I had the pleasure of meeting Superintendent Pastorek and first told him of my program.

With regards to showing that the results have been replicated in a variety of settings, I have enclosed copies of the pages in my book TGFH (pages 29-34, 198-200, 208-212, and 214-217) where I present numerous reports of the program getting positive results in a variety of settings (exhibit A). This includes elementary schools, junior high schools, high schools and colleges as well as work incentive programs, industry and drug rehabilitative programs. (Please note how the program has also been of great help towards helping instructors especially in the area of emotional intelligence. The significant improvement in their Willoughby scores seems to attest to this.) I have also enclosed copies of the Willoughby Test and Study Habits Inventory in case you are not familiar with them. (exhibit E).

In further support that positive results of the program have been replicated in other settings I have also enclosed copies of five letters extolling the positive effects of the program: The earliest of the letters was written by the instructor quoted on page 32 of TGFH (exhibit A) where she cited the program's great success with her CETA manpower students. The letter from now Mayor of Los Angeles Antonio Villaraigosa (one of the first students to benefit from the program) led to my putting on workshops for the Los Angeles Unified School District. The letters from principals of two Los Angeles continuation High Schools indicate the success in their schools. And finally the letter from Norma Alarcon-Hamilton shows the type of results teachers have gotten after having taken my 2 hour introductory SPC workshop. (These letters are part of exhibit F).

I hope the above information helps you and I look forward to putting on SPC workshops soon in the State of Louisiana.

Sincerely,

A handwritten signature in black ink that reads "Alfred A. Barrios". The signature is written in a cursive, flowing style.

Alfred A. Barrios, Ph.D.

CC to:

Paul G. Pastorek, State Superintendent of Education
Ollie S. Tyler, Deputy Superintendent of Education
Michael K. Coburn, Director of Student Learning and Support
Robert Schaff, Section Leader, Division of Student Learning and Support
Lilee Burns, Assistant to Robert Schaff