The Effect of Self-Concept Enhancing Activities on Students in Classrooms for the Emotionally Impaired

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THE EFFECT OF SELF-CONCEPT ENHANCING ACTIVITIES
ON STUDENTS IN CLASSROOMS FOR
THE EMOTIONALLY IMPAIRED

by

Pamela Neal Britton Schutz

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Doctor of Education

Western Michigan University
Kalamazoo, Michigan
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Many individuals were directly or indirectly involved in the conceptualization, development, and completion of this evaluation study and their contribution merits recognition.

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Pamela Neal Britton Schutz
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WESTERN MICHIGAN UNIVERSITY, ED.D., 1979
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CHAPTER I

INTRODUCTION

Prior research has suggested the need to develop educational interventions that address the emotional needs (feelings, attitudes, values, etc.) of learners in the classroom. It appears that methods need to be developed and utilized that devote energy toward the affective needs of specific segments of the school population and that there be subsequent evaluations of the efficacy of such methods. The evaluation of self-concept enhancing activities presented to emotionally impaired public school children was the motivation for the study reported in the following pages. Fundamental to the design, implementation, and evaluation of affective educational interventions is the need for an understanding of growth dimensions that provide the theoretical framework from which will emerge the essence of this study.

Growth Dimensions Theories

Traditionally, schools have placed their main emphasis on the development of the cognitive skills necessary for ultimate survival in society. Today it is felt that cognitive development alone is not adequate to meet the increasing demands of the learners. Students are leaving schools prepared relatively adequately in academic skills, but correspondingly ill-prepared in emotional foundations that form the basis for later personal stability and social adjustment. Schools
need to focus on the affective dimensions of learners—their concerns, interests, fears, and other reactions to their life experience that influence the attitude and emotional outlook they bring to the learning situation. It is important to emphasize affective growth dimensions in addition to cognitive in providing planned learning experiences for students. Affective education attempts to develop the personal integration of the learner. A personally integrated person (Miller, 1976) views his life as a process of ever-growing, ever-developing, open communication of experiences that will enhance the growth and development of the self. He nurtures a sense of identity and defines a set of values that are based on his personal expectations, not the expectations of others. The integrated person is sensitive to the needs of others and can communicate and function well in group situations. Finally, personal integration represents "a unity of consciousness" (p. 5). The person feels a correspondence between his emotions and his intellect. Affective education alone cannot bring about the integrated person, but it is felt that the learning of basic academic skills, together with awareness of the affective needs of the learner, will result in an individual skilled both in academic ability and personal integration. Methods by which this desired educational combination can flourish have been developed and are being implemented as teaching models in the affective domain.

Models of Teaching Affective Education

A teaching model is defined by Joyce and Weil (1972) as "a pattern or plan which can be used to shape a curriculum or course to
select instructional materials, and to guide a teacher's actions . . . 
the process of selecting an appropriate model is complex" (p. 3).
Each model espouses specific values and beliefs about the nature of 
human beings and provides constructs for developing classroom activi­
ties. Four of the models reviewed for possible selection for this 
study and described by Miller (1976) were: (a) a development model, 
in which classroom strategies are linked to a particular stage in the 
learner's life span; (b) a sensitivity and group orientation model, 
which facilitates openness and sensitivity to others; (c) a con­
csciousness expansion model, which facilitates development of the hemi­
sphere of the brain that controls intuition, fantasy, and other non­
rational forms of consciousness; and (d) a self-concept model, which 
focuses on the self and the development of personal identity. The 
self-concept model was chosen for this study for two reasons: (a) the 
model meets the goals and concerns most relevant to the investigation, 
and (b) the model's structural framework is particularly suited to the 
characteristic needs for structure and direction evidenced among the 
emotionally disturbed subjects used in this study. The self-concept 
model's components address the particular needs of the emotionally 
impaired population participating in this study and, in fact, address 
the needs of all emotionally impaired children in public school set­
tings. One of the major problem areas for emotionally impaired chil­
dren is their lack of a sufficiently developed self-concept.
Self-Concept and the Emotionally Impaired

The nature of children's experience, particularly the negative family relationships early in life, development of a poor self-concept, and a lack of trust in others, have been found to be related to the development of emotional impairment (Bettelheim, 1967; Morse, 1967; Moustakas, 1953). Emotionally impaired children exhibit inadequacies not only in the area of self-concept, but also in the school setting, and on psychological tests. It is important, then, to become aware of these inadequacies and adjust the presentation of materials to facilitate the growth and expansion of emotionally impaired children's self-concept, success in the school setting, and performance on psychological tests. The needs of emotionally impaired children with regard to maintenance and enhancement of self-concept is the central concern and the foundation for the investigative questions addressed in this study. The self-concept models available were varied and careful consideration of the components of each model was imperative before a selection could be made.

Self-Concept Models

Self-concept models focus on the self and the development of personal identity. They encourage the learner to concern himself with his thoughts and feelings. The major aim of the self-concept models is to acquaint the learner with himself so that he can manage his own behavior. The models reviewed for possible selection for use in this study were (a) a values clarification model which is designed to
assist the learner's decision-making ability and hence enhance self-concept, (b) a classroom meeting model that enables the learner to project himself into the life roles of others, thus adding to the development of the self, (c) a self-directed model which emphasizes the development of the totally functioning person and places the responsibility for this development on the learner himself, and (d) an identity education model which employs an ongoing process of instructional program development to enhance a positive self-concept in the learner. The identity education model (Weinstein & Fantini, 1970) was chosen because it contains steps that involve assessing learner concerns, developing content modes, and developing learning skills and teaching procedures that complement each.

Identity Education Model

Central to the Identity Education Model is a process of instructional development constructed around the concerns of the learner. The goals of this model are: acquiring a positive identity, a sense of relatedness, and self-determination. These goals, and the needs of the emotionally impaired children, further reveal the potential of the choice of this model for use in the investigation. The model's theoretical and classroom application, along with its general applicability and description of the learning environment, will appear in Chapter II. Central to this investigation are theoretical and conceptual definitions which will facilitate the understanding of the scope and direction of this investigation.
Conceptual Definitions

Self-concept is the way an individual feels about himself based on perceptions that he has of himself and the perceptions of significant people in his life. These perceptions are measured by the six dimensions of the Piers-Harris Children's Self-Concept Scale: behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity and happiness, and satisfaction. A total self-concept score is derived from responses to 80 items and determined to be positive if a score between 46 and 60 is achieved.

Emotionally impaired learners are children who have qualified for placement and services in state reimbursed rooms for the emotionally impaired and who are participating in two elementary level summer school classroom programs run by St. Joseph County Intermediate School District in Centreville, Michigan, during the summer of 1978.

Affective activities are defined as a series of 17 sequentially presented instructional experiences designed to positively benefit the self-concept of individual learners who were the subjects in the study. Activities were consolidated from existing sources on humanistic education relative to two criteria: (a) the expressed purpose of the activity was to enhance a self-concept dimension of the individual; (b) the activity needed to be modifiable to have instructional application and value for emotionally impaired students.
Focus of the Study

The focus of this investigation was the evaluation of the efficacy of an intervention strategy using an affective education teaching model as a theoretical framework. The intervention strategy which was implemented consisted of the systematic presentation and subsequent evaluation of selected self-concept activities designed to enhance the self-concept of a group of emotionally impaired elementary students in a public school setting. The affective education model from which the intervention strategy was developed was a self-concept model entitled the "Identity Education Model." The Identity Education Model was useful in this study because of its ordering, integrating, and interrelating aspects developed through the inputs of teaching and learning. The steps of the model are not mutually exclusive, but overlap each other, forming a continuous, cohesive framework within which to implement the intervention strategy used in this investigation. The model's emphasis on the importance of educational strategies reflecting the learners concerns and needs, coupled with their emphasis on group characteristics which relate to those concerns, differentiated this model from all other affective approaches and thus became the vehicle for presenting the intervention strategy central to this study.

Outline of the Investigation

Chapter II is a review of selected literature pertaining to (a) the affective domain, (b) the self-concept model of Identity
Education, and (c) the emotionally impaired and their special educational needs. Chapter III describes the self-concept enhancing affective activities and the process used for their evaluation. An analysis and summary of the results appear in Chapter IV. Chapter V describes the limitations of the investigation, presents interpretations of the results, and suggests recommendations for further research.
In today's society the importance of knowing oneself, that is knowing one's values, interests, and attitudes, is evidenced by the vitalization of the great number of therapy approaches in existence. Some of these approaches encourage self-disclosure and consciousness raising (e.g., Transcendental Meditation, Transactional Analysis), and some compel individuals to turn their attention within themselves for self-improvement purposes (e.g., Values Clarification by Howe, Simon, & Kirschenbaum, 1972).

It is important to live with other people happily and with a minimum amount of stress; but for effectual functioning it is also pre-emptory to learn to live with oneself without too large a decrease in emotional vitality. The individual who is continually in conflict and dissatisfied with him/herself cannot mature and fulfill his potential in a satisfactory manner. As an individual grows, he must learn to understand his strengths and use them in a socially acceptable way; he must also recognize his weaknesses and learn to correct those which can be changed and accept those which cannot be changed. A sense of personal worth in conjunction with responsibility to others helps the individual adjust successfully to his environment (Dinkmeyer, 1965).

The need for a sense of personal worth and an ability to adjust successfully can also be described as a need of children. It is crucial that children attain and maintain happy, healthy perceptions.
of themselves. Many children acquire these perceptions as a result of a stable home environment, adequate intellectual abilities, and care and concern demonstrated by the important other persons in their lives. Some children lack a happy, healthy perception of themselves and need assistance in creating that perception.

The focus of this chapter will be a review of selected literature pertaining to (a) theoretical assumptions relating particularly to the affective domain and self-concept development; (b) the nature of the emotionally impaired, their needs with regard to self-concept; and (c) the self-concept education model chosen to be the framework for this study, the Identity Education Model and its relationship to the nature of this study.

Theoretical Assumptions

Mikalachki (1973) concluded that the results of a study conducted in London, Ontario, which revealed that almost half of the public school students who participated in the study felt "hassled" and alienated from emotional happiness, is evidence enough that teachers should try to become more aware of students' feelings, and that methods should be implemented that relate to the affective concerns of youth. Mikalachki asserts that:

It appears that cognitive learning does not take into account either the feelings and concerns of the student or the social environment that affects those feelings and concerns. But, as our study demonstrates, they have their inevitable consequences. Cognitive learning cannot take
place in a state of affective disorder, and we can no longer assume that the family or some other agency will take responsibility for the student's affective development. It is imperative that school systems devote both their wits and their financial resources to the production of programs of affective learning. In them lies a response not only to youth alienation but also to many other human problems that challenge the educational system in this decade. (p. 19)

Schools have traditionally emphasized the cognitive domain, and have assigned a secondary position to the development of the affective domain (Miller, 1976). The rationale for this lack of involvement in this important humanistic dimension has primarily been two-fold: (a) limitation of time, and (b) an uneasiness about dealing openly with feelings, values, and interests. Studies indicate (Flanders & Amidon, 1967) that little interaction regarding acceptance of feelings was found in large numbers of classrooms, but that many teachers are seeking help in expanding their skills in helping children with their emotional growth.

To establish a theoretical base upon which to build the intervention strategy employed in this study, it is important to review what is meant by cognitive and affective functions of teaching. Krathwohl and Bloom (1956) describe the cognitive function of instruction as focusing on the imparting of knowledge: factual, logical, and structural, encompassing the ways of perceiving, inductively and deductively, and of analysis and generalization. Their view of the
affective function of instruction is focused on the practical life: the emotions, values, interests, dispositions, and motives. It encompasses the moral and esthetic capability for feeling, attachment, empathy, and appreciation.

The relationship between the cognitive and affective functions greatly influences motivation and learning. Affect is the basic force that controls behavior. Affective education recognizes that there are several dimensions which motivate behavior, such as those included by Weinstein and Fantini (1970): a positive self-concept, personal integration, and relevance. Therefore, a link between the cognitive function and the affective, or emotional world of the learner is necessary. "Unless knowledge is related to an affective state in the learner, the likelihood that it will influence behavior is limited" (p. 28).

Because an understanding of self-concept is pivotal to this investigation, the theoretical foundations of self-concept are reviewed in the following paragraphs. The review was designed to be selective, rather than comprehensive, in nature.

Raimy (1943) said that self-concept is the more or less organized perceptual object resulting from past and present observations. It is what a person believes of himself. Raimy likens it to an individual map that a person refers to in order to comprehend himself and his behavior especially in moments of crisis or situations requiring that a choice be made.

The fact that a person will go to extreme lengths in protecting, defending, and asserting a particular point of view of the self, has been noted in the psychoanalytic writing of Freud. Freud structured
the total personality around three major systems, the id, the ego, and the superego. In Freud’s theory, the id, the ego, and the superego in the mentally healthy person form an organizational pattern. Dinkmeyer (1965) concludes that Freud’s id might be regarded as the product of one’s biological being, the ego as the result of interaction with reality, and the superego as the product of social interaction. He further explains that the term in Freudian psychology that is nearest to self-concept is the ego.

The Adlerian term encompassing the same construct as that of ego psychology or self-concept is the life style. To gain insight into an individual’s style of living or self-concept, one must understand the individual’s personal purposes and goals. Adlerians believe that all action initiates from a general life style which is based on the self itself and the society within which the self finds itself functioning.

Dinkmeyer (1965) describes the self-concept as one’s inner world which results from interactions with others. The foundation for the formulation of the self are the child’s perceptions of attitudes and judgments of those that make up his world. The self-concept is really the individual’s anticipation of his general acceptance or rejection in a given situation. As the self-concept is formed, it assimilates and accommodates new experiences to harmonize with already established patterns. Behavior, then, becomes an attempt to maintain the stability of the self-concept.

Sullivan (1947) emphasized the importance of the child’s manner of perceiving the world and adjusting to it. He concluded that an
infant learns to differentiate based on anxiety and that these differentiations become known as the self-concept. For Sullivan, the self-concept was developed within an individual and formed by the approval and acceptance of important people in his world.

Combs and Snygg (1959) have made a major contribution to comprehending the self-concept in their theoretical conceptualization regarding the perceptual nature of behavior. They feel that one's behavior must be observed from the viewpoint of the individual himself. Combs and Snygg feel that people do not behave according to elements observed by other people, but according to facts that they themselves view. Consequently, a child is helped in the formulation of his decisions by his own set of unique perceptions. Behavior is always reasonable and meaningful. Combs and Snygg conclude that all behavior comes from a child's perceptual field. Rogers and Lewin also subscribe to this phenomenological psychology (Dinkmeyer, 1965). The central thesis of this psychological approach is the belief that man's basic need is for adequacy and that this striving for adequacy is embodied in his driving force to enhance himself within his own phenomenological field.

Another factor for the educator to consider is the potential relationship of self-concept to learning. The self and the learning process are undeniably linked, but the manner in which this manifests itself is complex and involved. The self is a complicated, intricate system which the learner brings into the classroom with him. As has been concluded by many of the theorists who have discussed self-concept, there is a continual flow of experiences that bombard the
self-concept during the process of living and learning at school. In the light of the self-concept system that he has brought with him, the child perceives, interprets, accepts, resists, or rejects what he encounters at school. During the school experience, the child makes discoveries concerning his resources, his limitations, and his relationship with himself and with others (Jersild, 1951). The research literature includes studies indicating that cognitive learning increases when self-concept increases (Purkey, 1970). The results of these studies would seem to indicate that an appropriate method be devised whereby the children can learn to value themselves despite adverse influences from others and to impart to others the benefits of their new found self-worth. Most self-concept studies examine changes in self-concept attributable to some kind of treatment (Herbart, Gelfand, & Hartman, 1969). The treatment can manifest itself in several forms: therapy, behavior management techniques, and new and comprehensive instructional materials.

Two major conditions in school hinder children from attaining wholesome attitudes with regard to their self-concept. These were summarized by Dinkmeyer (1965):

First, the schools, by the nature of their present setup continually impose upon large numbers of children the idea that they are not adequate. Children who lack the intellectual aptitudes which are typically rewarded in school meet failure and rejection on a large scale. The schools tend to reward children who perform well and to expose those who may not be able to compete equally to situations
in which they are destined for failure. Also, general school policy encourages children to learn different types of academic materials, but little about themselves, and their important interpersonal relations. (p. 203)

There are factors that affect growth and development of a positive self-concept. One of the factors involved in shaping the self-concept is the interaction with the environment in which one is nurtured. This interaction includes early positive and negative interactions with parents, peers, teachers, and acceptance by the important other people in one's life of their expressions of innermost feelings, needs, and values. Axline (1964) said that:

[This] understanding grows from personal experience that enables a person to see and feel in ways so varied and so full of changeable meaning that one's self-awareness is the determining factor. Here one can admit more readily that the substance of a shadow are [sic] projected out of our personal thoughts, attitudes, emotions, needs. Perhaps it is easier to understand that, even though we do not have the wisdom to enumerate the reasons for the behavior of another person, we can grant that every individual does have his private world of meaning, conceived out of the integrity and dignity of his personality. (p. 7)

Concerns, interests, values, attitudes and other emotional reactions to life affect motivation. Demonstrated interest in these inner concerns is indicative of recognition and respect for a child's humanness. By accepting these experiences and feelings that a child shares,
it is communicated that he knows something and that what he knows and shares is important and worthwhile. Herein lies the relevant link between the affect and the development of the self-concept. No longer can the school assume that the affective needs of children are being automatically met. Specific methods/models must be devised to meet the emotional needs of children.

Identity Education Model

One such attempt at the development of an intervention is the self-concept model (Miller, 1976). The aim of the self-concept model is to acquaint the student with himself so that he can guide and direct his own behavior without constant interference from important others in his life. Weinstein and Fantini (1970) have developed a teaching model that emphasizes Identity Education. It contains a number of steps ascertaining learner needs and then designing instructional vehicles and teaching interventions that are consistent with them. The Identity Education Model is an on-going process of curriculum development in order to aid in the enhancement of a positive self-concept in students.

The steps this teaching model is based on can be diagrammed as in Figure 1. Within the framework of the Identity Education Model, explanations of the factors central to this study can be reviewed. In the model (Figure 1) each step relates exactly to the elements contained in the educational intervention that is the focus of this investigation, thus each step will be explained indicating the relationship to the pertinent components in the investigation.
Step 1: Identifying Learners

The first step of the Identity Education Model involves identifying the learners. This entails assessing characteristics common to the group rather than to the individual student.

The learners who make up the population sampled in this investigation were emotionally impaired elementary school students. Emotionally impaired children are those children who are found to be exhibiting problems in social and personal adjustment, control of behavior, motivation, and interpersonal relationships. Lippman (1962) describes characteristics of emotionally impaired children as having a tendency to affect the children's future adjustment to society. He summarized the disturbed child or children as having at least one of the following characteristics:

1. Acting-out or delinquent dis-social behavior that cannot be controlled by parents, teachers, or others in authority.
2. Neurotic tendencies that are great enough to produce serious suffering and create suffering in others.

3. Instability and immaturity.

Bower (1969) considers the school in his explanation of the characteristics of the emotionally impaired. He describes them as children who exhibit one or more of the following to a considerable extent over a substantial period of time:

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors;

2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

3. Inappropriate types of behavior or feelings under normal conditions;

4. A general, pervasive mood of unhappiness or depression; and

5. A tendency to develop physical symptoms, pains, or fears associated with personal or school problems.

(pp. 22-23)

With the requirement that all states provide special education programs for the emotionally impaired came another type of definition shown in the following description of the emotionally impaired from the State of Michigan Public Act 198:

A person identified by an education planning and placement committee, based on comprehensive evaluation by a school psychologist and social worker, a certified psychologist, or a certified psychiatrist, and other pertinent information, as having 1 or
more of the following behavioral characteristics:

1. Disruptive to the learning process of other students or himself in the regular classroom over an extended period of time.

2. Extreme withdrawal from social interaction in the school environment over an extended period of time.

3. Manifestation of symptoms characterized by diagnostic labels such as psychosis, schizophrenia, and autism.

4. Disruptive behavior which has resulted in placement in a juvenile detention facility [currently considerations for removal of this characteristic are being reviewed].

(Michigan Department of Education, 1973, pp. 2-3)

The variety of definitions and characteristics sampled clarify the existence of problems in defining children with emotional impairment. Each definition has a different conceptual framework from which it was formulated. Difficulty in systematically defining the emotionally impaired may be the result of (a) the varying methods of measuring the degree of impairment, (b) the differing social and cultural expectations, and (c) the differing views of the behavioral aspects of the disorder.

Nevertheless, the subjects participating in this investigation are regarded as emotionally impaired because they are children who have qualified for placement and services in state reimbursed rooms for the emotionally impaired and participated in a summer school classroom program which made them available to serve as the learners in this educational intervention.
Steps 2 and 3: Concerns and Diagnosis

The second and third steps of the Identity Education Model involve discovering the learners' concerns and diagnosing reasons for these concerns.

The magnitude of a concern for it to be considered a part of Step 2 has to take on the characteristic of a major, life affecting one, rather than just a fleeting feeling or interest.

By looking at the diagnostic step, the teacher can begin to formulate ideas about possible teaching strategies that can meet these concerns. If the concern is a more positive self-concept, then the teacher would look for indicators that a more positive identity is being developed. Student responses can be an effective way of determining positive or negative changes in personal self-concept.

The need for the emotionally impaired children participating in this study to enhance their self-concept was central to the focus, thus these two steps addressed needs shown by the nature of this study.

The emotionally impaired child has a great deal to learn in order to develop the confidence and self-assurance needed to think about himself, talk about himself, and help others learn about themselves. Axline (1964) discussed the "aloneness" that must be faced before a child can begin to share thoughts, feelings, and values:

No one ever really knows as much about any human being's inner world as does the individual himself; and that responsible freedom grows and develops from inside the person. The child must first learn self-respect and a
sense of dignity that grows out of his increasing self-understanding before he can learn to respect the personalites and rights and differences of others. (p. 48)

The emotionally impaired child has to learn that he is "a person of many parts, with his ups and downs, his loves and hates, his fears and courage, his infantile desires, and his more mature interests" (Axline, 1964, p. 44). From this beginning, work can be accomplished to instill trust in important people in his life which then creates a stage for systematic instruction designed to improve his image of himself. Children labeled emotionally impaired and placed in classrooms for the emotionally impaired have a lower self-concept because of their particular handicap than other students (Brunner & Starkey, 1974). It is important that teachers be aware of this difference and adjust their presentation of materials and of themselves to facilitate the growth and expansion of their students' self-concepts.

Not only do emotionally impaired children exhibit inadequacies in the area of self-concept, but also fail in the school setting and on psychological tests because of a variety of academic, emotional, and motivational deficiencies and unpreparedness (Blatt & Garfunkel, 1966). The emotions attached to inadequacies in intellectual or psychological development are of tantamount importance in shaping the relative strength or weakness of the self-concept. Persons experiencing low self-concepts are discouraged about their situation in life and may be rebellious, defensive, or indifferent; which are not attributes of good mental health (Williams, 1976).
Step 4: Organizing Ideas

The aim of the Identity Education Model's fourth step is to develop and organize ideas that will provide a vehicle for meeting some of those concerns discovered during the diagnostic step.

Organizing ideas entails an examination of available materials dealing with self-concept, particularly materials designed specifically with the emotionally impaired children's needs in mind, and the characteristics of self-concept enhancing programs for the emotionally impaired. Before developing those specific approaches and teaching strategies, these two areas must be reviewed and summarized so that use can be made of them in further material development.

Ideally, an instructional program designed to enhance the self-concept of emotionally impaired children should contain clinically tested data that would be the basis for the development and implementation of such a program. Realistically, this is often not the case. Certain factors make significant contributions to the potential success of an enhancement of self-concept instructional program. These are (a) school involvement, (b) relevant curricula, (c) clearly defined objectives, (d) sincere concern for the emotional well-being of each student, (e) systematically designed and consistently implemented instruments and activities, and (f) a means of evaluating the success or failure of the program.

If the school is to promote self-understanding and self-acceptance, it will be necessary to re-examine the whole concept underlying our norms of achievement (Jersild, 1952). Greater concern for feelings
regarding success need to be stressed rather than settling for a significant gain on a particular achievement test and a promotion from grade to grade.

A consistent approach for teaching a change in self-concept would insure the opportunity for emotionally impaired children to learn the means of feeling good about themselves and others. It would also help to affect the impact of background influences, physical or mental limitations, and debilitating, negative input from peers and parents. It is also imperative that they learn to accept their own behavior.

By the time children reach school age, their self-concepts are quite well formed and their reactions to learning, to school failure and success, and to the physical, social, and emotional climate of the classroom will be determined by the beliefs and attitudes they have about themselves (Canfield & Wells, 1976). Children who are diagnosed and labeled as being "emotionally impaired" and placed in a special classroom setting have exaggerated reactions to average occurrences, therefore they would benefit from a systematic, humanistic, consistent effort to reassure them of their worth and significant membership in the situation which confronts them.

There are several principles that can be applied to a program designed to create an atmosphere of security within which the child will feel free to talk about himself thus nurturing and developing a healthy, well-adjusted self-concept.

**Principle 1.** It is possible to change self-concept, and it is possible for teachers to effect the changes, either way, positively or negatively.
Principle 2. It is not easy. Change takes place slowly, over a great period of time.

Principle 3. Efforts that aim at more central beliefs have greater impact on the student even though they are harder to change.

Principle 4. Peripheral experiences are helpful. The development of talents is important, for example.

Principle 5. Relating successes or strengths to one another is important. (Canfield & Wells, 1976)

These principles formed the basis for identifying and selecting the instructional materials and developing methods by which they should be evaluated. No longer will self-concept rhetoric be sufficient nor will statements about the philosophical importance of a good self-concept be enough to make any changes in the mental health of children. Having a definite, systematic, reliable means by which children can be taught to improve their self-concept is imperative.

In looking at curricula one could ask the following questions:

1. Is there an opportunity for students to participate in activities that enhance self-concept?

2. Do curricula allow for the necessary direction and time needed to develop self-concept so that placement outside a special education classroom for the emotionally impaired would be possible?

Subject matter and feelings are very closely interwoven and can be considered as one. Everyone who learns something has some feeling about it. No matter what we do, affective learning goes on, and when affective learning is positive the learner becomes constructive in
his behavior (Long, Morse, & Newman, 1971). Understanding of individual differences and personality, interests, and ability is essential in changing the act of teaching and designing curricula into the educationally desired act of successful learning.

Awareness of feelings, acceptance of ideas, and nurturing the abilities to disclose feelings are important elements in the dialogue that occurs between student and student and student and teacher. Kelley (1965) observes that how a person feels is more important than what one knows and that how one feels controls behavior, while what one knows does not. He further states that educators must become more cognizant of the fact that feelings are important to learning and that if a child thinks too little of himself he may become immobile and unable to learn. In the Williams (1976) study self-concept assessments and treatments became the predominant part of the program. The Williams investigators measured not only how the pupils feel about themselves as human beings, but also how they feel in a school setting where they are subject to the usual performance objectives, pressures, and academic expectations.

Programs for the emotionally impaired should emphasize good mental health and focus upon changing behavior. Programs include, among other things, assisting the emotionally impaired child to trust adults, experience pleasure, control aberrant behavior, develop acceptable social values, and develop cognition (Rossmiller, Hale, & Frohreich, 1970). The most important curricular approaches seem to be those that attach as much importance to dealing with the school's emotional environment as with its academic environment (Williams,
It appears important that the method or way in which a program is delivered has a crucial effect on the kind of response that is received and on how many children become involved at a personal level. Learning to listen, to appreciate, and to trust one's ideas or thoughts, as well as the ideas and thoughts of others, becomes the thrust of the treatment (Williams, 1976).

To help the poor achiever in the classroom for the emotionally impaired one can either strengthen his self-concept by helping him see that he is a worthwhile human being no matter what his past experience or one can give him successful experiences which will enhance his self-concept and prove he is valued and can succeed as a contributing member of society. Helping the child feel better about himself may be the best way to bring about change.

The availability of systematically designed programs developed to enhance the self-concept of emotionally impaired children is limited. There appears to be a noticeable lack of materials that support development of the affective domain. Reinert (1976) stated:

The materials that are available generally are designed to be used with normal children to help support mental health development. Formal materials reviewed indicate promise with emotional disturbed children. In addition to materials developed especially for the affective domain, there are many other materials that can be adapted for use with these children. (p. 152)
This lack of attention that emotionally impaired children's interests, values, and attitudes receive speaks to the need for a systematic, organized method of teaching self-concept enhancement.

Long, Henderson, and Ziller (1967) stated that developmental studies in the area of self-concept have been rather limited. They did not cite any such study focusing on the years from 6 to 12. Further review of the research does indicate (Davids & Lawton, 1961; Horowitz, 1962; Kagan, Hasken, & Watson, 1961) that self-concept studies have been undertaken within the 6 to 12 grade range. Because of the variations in instruments, conditions, and subjects involved in the studies, major difficulties in making any conclusive statements regarding needed programs and materials as a result of these studies were prevented (Wylie, 1961). Kubie (1967) feels that education without in depth self-knowledge is a process, which like education itself, is never complete. There have been many articles written supporting the idea that education is more than teaching a cognate subject and measuring its achievement. However, few programs have been outlined in the professional literature.

In spite of the paucity of programs there has been an increase in the number of self-concept studies in recent years which is one reflection of the re-emphasis on noncognitive outcomes of education (Coller, 1971; Purkey, 1970; Yamamoto, 1972; Zirkel, 1971).

A review of the literature revealed no references concerning the existence of self-concept enhancement programs designed specifically for the emotionally impaired learner. Rather, the literature to date dealt with material which is designed for regular classrooms and which
gives no consideration to the special needs of emotionally impaired children.

**Step 5: Content Vehicles**

The fifth step in the Identity Education Model involves designing interventions that will give relevance and direction to teaching so as to achieve the desired outcomes. Various ways of addressing the concluded needs and concerns of the population are assessed and the best possible combination of instructional strategy and learners' needs is implemented. It is important that the students' concerns, attitudes, and feelings be included as important factors of the chosen content vehicles.

**Step 6: Learning Skills**

The sixth step is designed to establish the learning skills that are required to participate in the intervention. Learning skills such as reading, writing, oral and written communication, problem solving techniques, and a general willingness to share feelings and experiences are tantamount to the success of the Identity Education Model.

The learning skills component requires that the prerequisite skills necessary to participate in the instructional intervention be

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1 Even though there is no related literature, Steps 5, 6, and 7 are included to account for all the steps in the Identity Education Model.
acquired or that adaptations be made available if some of the skills are weak or missing. To participate in the instructional intervention described in this investigation, the learners need to know how to read and write at a lower elementary level or people need to be provided to read to them and write for them if they are unable. A great amount of willingness to verbally and physically express feelings was a required skill during the participation. Finally, auditory attention was required during the periods of direction and discussion. Some of the children will come to the instructional intervention with all these skills functioning well, others will learn by doing and watching others.

**Step 7: Teaching Strategies**

Developing teaching strategies, which is the seventh step of the Identity Education Model, involves the careful matching of procedures and the learning styles of the learners to create appropriate enhancement of the content ascertained in a previous step of the model.

The teaching strategies selected for this investigation are fully discussed, activity by activity, in Chapter III of this study. Each activity, its origin, purpose, and brief description are delineated in addition to the descriptions of report instruments employed.

**Step 8: Evaluation and Outcomes**

An eighth and final step in the Identity Education Model, encourages the teacher to evaluate the effect of the intervention by any effective means: questioning—"Has the children's behavior changed?"
or "Were the interventions the best that could have been employed?"—or through actual data collection specifically related to the components of the intervention.

Evaluation is an important way to determine program effectiveness. It is imperative that learning activities contribute to changes or reinforcing of attitudes (Cronbach, 1970). "A final evaluation of self-concept (enhancement) as an educationally relevant variable depends upon how well it serves to facilitate prediction and control of processes central to education" (Joiner, Erickson, & Towne, 1974, p. 76). Cronbach (1970) summarized the value of evaluation of a program by stating that "the greatest service evaluation can perform is to identify aspects of the course (program) where revisions are desirable. Those responsible for developing a course would like to present evidence that their course is effective" (p. 675).

Summary

A shift from just cognitive emphases in school to the integration of the cognitive and the affective has become apparent. The need for a sense of personal worth and adjustability has been described as a need for all children. Understanding that self-concept is a man's anticipation of acceptance or rejection substantially clarifies the importance of enhancing one's self-concept and participating in interaction with the environment. Specific methods/models must be devised to meet the needs for self-concept development. Weinstein and Fantini (1970) developed the Identity Education Model as a vehicle for teaching self-concept development. The major aim of the Identity Education Model...
Model is to develop a curriculum in order to aid in the enhancement of a positive self-concept in learners. The model contains steps designed to provide a framework for the teacher. These steps are: Learners, Concerns, Diagnosis, Organizing Ideas, Content Vehicles, Learning Skills, Teaching Procedures, and Evaluation/Outcomes.

The investigation focused on the utilization of the eight Identity Education Model steps in selecting and evaluating self-concept enhancing activities. Chapter III contains descriptions of the teaching materials and strategies and the evaluative instruments employed in this investigation.
CHAPTER III

DESCRIPTION AND EVALUATION OF THE TEACHING STRATEGY: AFFECTIVE ACTIVITIES

As indicated in Chapter II, the two concluding steps in the Identity Education Model are focused on (a) implementing a set of teaching procedures or methods that are most appropriate for developing the learners' skills and (b) evaluating this set of teaching procedures with instruments designed to elicit self-reporting data and observational data from the teacher.

The remediation of self-concept deficiencies of emotionally impaired children and their need for training and skill development in the affective domain, as indicated in the review of literature, were the central motivators for the selection of the teaching strategy used in this investigation. This strategy was to engage children in activities which were intended to enhance their self-concept.

Seventeen activities were presented to two classes of emotionally impaired elementary children by their regular teachers for a period of 5 weeks at the rate of one a day. The activities were consolidated from existing sources (Canfield & Wells, 1976; Castillo, 1974; Chase, 1975; Simon, Howe, & Kirschenbaum, 1972) and were designed to enhance the growth and development of the self-concept. Two evaluative instruments were employed to ascertain both the student reaction to the activity and the teacher's reaction. A formal evaluative instrument, the Piers-Harris Children's Self-Concept Scale (1963) was administered
as a pre and posttest measurement.

A discussion of each activity, its description and purpose, how the activity was implemented, and the three types of evaluative instruments used in this investigation will be the focus of the remainder of this chapter.

**Description of the Affective Activities**

Each activity was chosen because of its relationship to the development of self-concept and because of its projected potential to affect a positive change in self-concept of the emotionally impaired children who were the participants.

The activities were to be implemented, one per day, for a period of 30 to 45 minutes or longer by the regular classroom teacher. Each activity contained a behavioral objective, a list of materials needed to participate in the activity, and detailed procedures and scripts to be used by the teacher in implementing the activity (see Appendix F).

The following is a capsulized account of each activity including: (a) a brief description of the activity and (b) the general purpose of the activity, i.e., which dimension of self-concept the particular activity addresses.

**Preactivity: The Log**

**Description.** Each child is given a half sheet of paper containing a circle divided into four equal segments. The children are then requested to write one word in each of the segments that describe how
they feel at that moment. Any child who wishes to expand one of those thoughts into a sentence is to be given the opportunity to do so on the same sheet of paper.

**Purpose.** The purpose of this preactivity is to acquaint the children with the evaluation tool that they would be using prior to and after each of the self-concept enhancing activities. The instrument is designed in such a way that a minimum of writing skills are required to complete this activity.

**Activity 1: Feelings Words** (Canfield & Wells, 1976, p. 123)

**Description.** This is a group sharing activity. Several pieces of newsprint are attached to the bulletin board and the teacher initiates a brainstorming session of feelings words. A list of "starters" is provided for the teacher, but the success of the activity is in the words that the children contribute. The list of words is to be left on the bulletin board for the school session to help the children express themselves.

**Purpose.** This activity is designed to facilitate the evaluation that the children are to be asked to complete for each activity. Because of the lack of a large feelings vocabulary from which to draw, the major impetus for this activity is to increase this vocabulary.

**Activity 2: Who Am I? Questionnaire** (Canfield & Wells, 1976, p. 117)

**Description.** This activity consists of a questionnaire containing 20 sentence stubs to be completed by the children.
**Purpose.** The questionnaire's purpose is to aid the children in becoming aware of some of their personal preferences and opinions. It provides the opportunity for introspection that is not shared verbally, thus the children do not fear self-disclosure and will be more honest in their sentence completions.

**Activity 3: The Life Line** (Canfield & Wells, 1976, p. 29)

**Description.** The children are given five to ten 3 x 5 cards and a long line of yarn. They are to write on each card a major event of their past and project what they think will happen to them in the future. The first two cards are entitled "birth" and "death" and are attached to the beginning of the yarn life line and at the end, respectively. Other events germane to each individual child are then placed between the birth and death cards.

**Purpose.** The activity's purpose is to get the children to think about life goals, aspirations, and expectations and to plan when these things might occur.

**Activity 4: Self-Portrait** (Canfield & Wells, 1976, p. 55)

**Description.** Self-portrait is an opportunity for the children to draw themselves. Large pieces of newsprint and any artist’s medium: paint, crayons, and chalk are made available and the children are instructed to draw themselves and include in the picture anything that they want that will tell the rest of the class more about themselves.

**Purpose.** The major purpose of this activity is to provide a chance for physical activity. The level of self-disclosure is higher.
than in the previous activities because the children will display their pictures on the bulletin board.

**Activity 5: The Card Game** (Canfield & Wells, 1976, p. 65)

*Description.* The activity is structured as a circle game. Sitting in a circle, either on the floor or in chairs, the children will respond orally to the sentence stubs that the teacher holds up; sentence stubs such as "I wish . . ."; "If I were older . . ."; and "I don't understand why . . ." Each child repeats the sentence stub and completes it in his own words.

*Purpose.* There are two major purposes for this activity: (a) to desensitize the children in speaking and expressing themselves, and (b) to provide a vehicle for the children to think about what they value and how they feel about some life-affecting concepts: wishes, parents, and friends.

**Activity 6: Personal Coat of Arms** (Simon, Howe, & Kirschenbaum, 1972, p. 278)

*Description.* Each child is given a pre-cut shield and listens to a brief discussion of the history of shields and their significance to family blood lines. Each child's shield is divided into six sections. The children are given marking pens to use. For each section, a statement printed on newsprint is read and taped to the wall or bulletin board. The children are instructed to draw an answer to the statement without using any words. There are six of these statements: "What is the greatest success or achievement you have had in the past year?"
"What is the most significant event in your life from birth to the age you are now?" "What is your happiest moment in the past year?" "If you had 1 year to live and were guaranteed success in whatever you attempted, what would you do?" "What do your parents do that make you happy?" "What are you good at doing?" After the drawings are completed, each child tapes his shield on his chest and the entire class group together, without saying anything, and look at each other's shield. After a short amount of time, instructions are given that, as they circulate, they can ask each other about their shields. The shields are then displayed.

**Purpose.** The purpose was two-fold: (a) to elicit more self-disclosure and (b) to learn the other ways of communicating besides talking.

**Activity 7: If I Could Be . . .** (Canfield & Wells, 1976, p. 127)

**Description.** This activity is a fast-paced opportunity for the children to react in a creative way to some absurd sentence stubs: "If I could be any animal, I'd be a ______ because ______." "If I could be a food, I'd be ______ because ______." "If I could be a tree, I'd be a ______ because ______." The teacher reads the sentence and the child orally places answers within the sentence.

**Purpose.** The purpose is to stimulate the children's imagination while having fun.
Activity 8: *I A W I L* (Canfield & Wells, 1976, p. 91)

**Description.** This activity provides an opportunity for the children to deal directly with self-concept. The self-concept belongs to a boy in a story that the teacher reads. Each child is given a sheet of paper with *I A W I L* written across the top. *I A W I L* stands for *I Am Worthwhile, Important, and Lovable.* The piece of paper represents an individual's self-concept. A story is read by the teacher about a boy who is bombarded with statements and events that damage his self-concept. As the story is read and the children hear the boy's self-concept being damaged by comments or events, they are instructed to tear off a piece of the *I A W I L* paper. The story continues, and pieces of self-concept are torn off until each child holds a small piece of paper in his/her hands representing that boy's self-concept by the end of the day. Discussion follows about the self-concept, and how it feels when someone's self-concept is damaged. Each child is then given another *I A W I L* paper which he attaches to his desk. The children are asked to respond to comments or events that happen to them during the day that damage their self-concepts by tearing off part of the paper. Before leaving for the day, the children show what is left of their paper and share their feelings about the day's activity.

**Purpose.** This activity's purpose is to actively experience the concept of self-concept. It provides an opportunity for the children to discover what affects their self-concept and what affects others' self-concept.

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Activity 9: Strength Bombardment (Canfield & Wells, 1976, p. 96)

_Description._ This activity follows the I A W I L activity because it provides an opportunity for the children to begin working on enlarging their fellow students' self-concepts while strengthening their own. The children are instructed to get into pairs and make a list of the strengths that each of them has. They are instructed to make a list of at least 15 strengths per child. The group gets together, the strengths are shared, and a discussion of how it feels to have been bombarded by positive comments is initiated by the teacher.

_Purpose._ The purpose is two-fold: (a) encourage the children to think positively about each other and (b) provide emotional first-aid to those children who may have been negatively affected by the I A W I L activity of the previous day.

Activity 10: Positive Feelings (Canfield & Wells, 1976, p. 107)

_Description._ While in a circle with the teacher as the leader, the children tell something that makes them feel good. After each child has had a turn, he takes a piece of newsprint and draws a picture of what he just shared and displays it on the bulletin board.

_Purpose._ The major purpose is to be involved in something more physical and less threatening. It provides an opportunity for the children to sort through the thoughts they have been asked to share during the past weeks and conclude that there are some things that make them happy.
Activity 11: Making It Real (Canfield & Wells, 1976, p. 102)

**Description.** The children are asked to choose what they feel is their greatest strength as a person. They then find one word that best describes it (i.e., creative, strong, friendly, etc.). The children then get up and move around the room exhibiting behavior suggested by the word. Following this the teacher asks them to become the opposite of that word and move around the room as that word suggests. The activity can go on with the children choosing pairs of words and is concluded with a discussion of their feelings about the words they chose.

**Purpose.** The general purpose of this activity is to encourage appropriate "acting-out" behaviors. It also provides an opportunity for the children to focus on descriptive words about themselves and to feel comfortable in acting them out.

Activity 12: Composite Picture (Canfield & Wells, 1976, p. 102)

**Description.** This activity provides an opportunity for the children to get into groups of three or four and consider the best physical features of each of them and to draw a person that has all of the best features of the members of the group.

**Purpose.** The activity's purpose concerns two important factors involved in self-concept formation: (a) physical appearance and (b) interpersonal relationships. The actual drawing of the picture encourages the children to work together, but it also directs each child's attention to his good physical features.
Activity 13: Happy Package (Canfield & Wells, 1976, p. 178)

**Description.** This activity allows a "pretend" atmosphere to develop. Everyone sits on the floor in a circle and the teacher begins by holding up an imaginary package. It can be any size or shape. The teacher then shares what is in her package and why it makes her happy. Each child does the same and the activity concludes with each child answering the sentence stub: "Happiness is . . ."

**Purpose.** The activity focuses on that which makes them happy. It is wish fulfillment and self-disclosure combined in a single activity.

Activity 14: Wishing (Canfield & Wells, 1976, p. 177)

**Description.** The activity is similar to the game "If I Had Three Wishes," but is expanded to include wishes the children have for other people in their lives, what their three wishes would have been yesterday, or what three wishes their parents would wish for them. The children will choose one of their wishes and draw a picture of it and write a sentence about the wish (I wish I could be a tiger because I could pounce on people). The pictures are then put on the bulletin board.

**Purpose.** This activity provides an opportunity for the children to project outside of themselves by delineating wishes for and by other people. Becoming "other" oriented is a factor in developing self-concept and this activity provides for this development.
Activity 15: The Suitcase Strategy (Simon, Howe, & Kirschenbaum, 1972, p. 392)

Description. This is a values clarification activity. The children are presented with a situation in which they must place in one suitcase all or any of the things that they would take with them if they were to be transported onto a new land. They are told that they will never be returning so the suitcase represents all that they want to start a new life. The lists are posted on the board and the children circulate and read each other's lists, make changes or defend their choices.

Purpose. The major purpose is to have the children consider their values, particularly their material values. The suitcase provides constraints on the amount of items that can be included so the items selected represent things that the children value most highly or feel they cannot live without.

Activity 16: Working Together (Castillo, 1974, p. 80)

Description. This activity provides an opportunity for the children to cooperate in achieving a mutually satisfying goal. The children divide into teams and each team is provided with a double bed sheet. The teams must propel the sheet from a starting point to a finishing point successfully, adding another team member to the sheet so that the final stage is for the entire team of six or so to be on the sheet advancing toward the finish line.

Purpose. The purpose of this activity is to begin to understand the dynamics of working together and of cooperation in reaching a
common goal. After the activity, a discussion of roles each child took as he joined the group on the sheet (leader, follower, antagonist, etc.) can be enlightening for the children.

Activity 17: Twenty Things I Like To Do (Simon, Howe, & Kirschenbaum, 1972, p. 30)

Description. This activity provides an opportunity for the children to list 20 things that they like to do and examine those things in light of several considerations: things that are done alone, things that are done with others, things no one else in the room has on his list, things that they do not want their parents to see, things that cost money, and things that are risky. The children conclude the activity by completing the sentence stub: "I learned that I . . . ."

Purpose. This is a values clarification activity. It provides an opportunity for the children to place value on the things they enjoy doing. It also provides an opportunity for them to see what kind of a life they are living because of the things that they value.

General Procedures

The following paragraphs give a description of the procedures used in this investigation pertaining to subject selection, time lines of the investigation, and participating teachers.

Subjects

The subjects of the investigation were 20 students classified as emotionally impaired by a Planning and Placement Committee from St.
Joseph County Intermediate School District. The students were divided by the Coordinator of the Summer School Program into two separate classes: a fourth, fifth, and sixth grade group, and a first, second, and third grade group. St. Joseph County Intermediate School District is largely rural, and the two classrooms were a part of the public school program. Of the 20 students enrolled in the summer school program, four students did not participate for the entire period. The program was a voluntary one, so no effort was made by the investigator or the St. Joseph County Intermediate School District to contact those students and insist on their attendance.

A parent consent letter (Appendix A) was sent to the parents of the children with instructions that it be signed and returned by their child to the classroom teacher the following day. Signed letters of consent were returned for 16 children.

The 16 children ranged in age from 6 years 3 months to 12 years 11 months. During the course of the 5-week summer school session, two additional children dropped out of the program, leaving a sample of 14. On the final day of summer, three children were absent, having dropped out a week before the summer session was to be concluded, therefore, they did not take the post Piers-Harris Self-Concept Scale, leaving a sample of 11 children who had taken the pre and post Piers-Harris and who participated in all of the activities. Thus, data are based on the performance of 11 subjects. Table 1 summarizes the number of potential and final subjects. Of the final 11, 7 were male and 4 were female. Table 2 describes the number of subjects of each sex in each of the two groups under investigation. There were 6 subjects in Group 1.
Their mean chronological age (CA) was 89.5 months. There were five subjects in Group 2. Their mean CA was 122.0 months.

Table 1
Description of Potential Subject Pool and Final Number of Subjects Used

<table>
<thead>
<tr>
<th>N</th>
<th>Description of Potential Subject Pool</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children assigned to the summer school program for the emotionally impaired</td>
</tr>
<tr>
<td></td>
<td>Children participating in the summer school program</td>
</tr>
<tr>
<td></td>
<td>Subjects eliminated:</td>
</tr>
<tr>
<td></td>
<td>Dropped out during the summer</td>
</tr>
<tr>
<td></td>
<td>Failed to take the post Piers-Harris Children's Self-Concept Scale</td>
</tr>
<tr>
<td></td>
<td>Total eliminated</td>
</tr>
<tr>
<td></td>
<td>Total subjects</td>
</tr>
</tbody>
</table>

Table 2
Number of Subjects in Each Group by Sex

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grades 1 - 3</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2. Grades 4 - 6</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Teachers

The teachers involved in the investigation were special education teachers certified to teach the emotionally impaired. There was one teacher per group and she taught one group each day for the 5-week period.

Time Line

The following procedures were undertaken for this study:

1. In the spring term of 1978, the principal investigator arranged to conduct the field test portion of the study with two classrooms for the emotionally impaired, located in Centreville, Michigan. The classes were being operated by the St. Joseph County Intermediate School District office.

2. To establish a working relationship, an initial meeting took place between the two teachers who had volunteered to field test the affective activities, their direct supervisor, and the principal investigator. At that meeting, a description of the study and its implementation was provided by the investigator.

3. The materials had been packaged in folders which contained (a) instructions and behavioral objectives for each activity, (b) the materials needed for that activity, (c) the Logs, and (d) the Teacher Evaluations. The total package contained the materials for 20 activities. It remained in the classroom for the convenience of the teachers.
4. On the first day of the field test the children were given a letter of consent (Appendix A) and were requested to return it the following day with their parents' signature affixed.

5. After the consent was received, the Piers-Harris Children's Self-Concept Scale was administered. In Group 1 (first through third grades) the forms were completed by the teacher.

6. Each day the teacher implemented one activity. The activities were sequenced with regard to the amount of self-disclosure they required and the sequence was followed.

7. The activity period began with the distribution of the Logs, one to each child. After the children had completed their Logs, they were collected and deposited in the file folder designated as Activity 1. The activity was then implemented.

8. Upon completion of the activity, another Log was given to each child and summarily completed, collected, and placed in the Activity 1 file folder.

9. As the aide led the class in an academic lesson, the teacher filled out the Teacher Evaluation form and put it also in the Activity 1 file folder.

10. Any papers, drawings, or forms that the children filled out or created as a result of the activity were not collected and were usually placed on the walls or bulletin board for display purposes.

11. The principal investigator met with the teachers weekly to collect the week's data, assess the atmosphere surrounding the field study, and answer any questions.
12. Each of the activities was implemented in the same manner. Because of several field trips taken by the children, only 17 activities were completed.

13. On the last day of the summer program, the Piers-Harris Children's Self-Concept Scale was again administered.

Each child was assigned a number by the teacher. All Logs and the pretest and posttest Piers-Harris Children's Self-Concept Scales were marked with the child's number. The teachers were assigned numbers by the principal investigator.

The Piers-Harris Children's Self-Concept Scale was analyzed by comparing the pretest and posttest scores. The posttest score must be 10 points higher than the pretest score to conclude that there was an improvement in self-concept and 10 points lower for a judgment to be made that there was a decrease in self-concept.

The tables displaying the data in the subsequent chapter (Table 21) will contain the activity number, the child's numbers, and a positive (+), negative (-), or neutral (0) trend indication. The teacher's evaluation will include individual teacher's reaction to the atmosphere, delivery, type, and potential effect of the activity.

**Evaluation of the Affective Activities**

One crucial element in implementing a teaching strategy designed to enhance self-concept in emotionally impaired children is to develop measurement instruments to determine whether or not the teaching strategy has, in fact, altered the self-concepts of the children and in what ways they were changed. Evaluation is an on-going process in
the Identity Education Model, not just the final step. The Model mandates that the teacher continually assess outcomes to determine the extent to which the desired goals/purposes are being attained and to identify strengths and weaknesses in the procedures being implemented. Questions posed during the evaluation should lead the teacher through the Model again to ascertain areas for improvement and alterations in teaching strategy. Evaluating the effects of teaching models presents a difficult task. A few models have evaluation instruments associated with their use, but a great deal of training is required before they can be implemented by the teacher (Miller, 1976). Most of the models, including the Identity Education Model, rely on the observation of the teacher and feedback from the students to assess their usefulness. Two such instruments were developed for use with this model as part of this investigation. They were (a) the Log—a self-report instrument for the students—and (b) the Teacher Evaluation Form—for teacher reports concerning the activities. There are also standardized measures to assess self-concept. The instrument chosen for this investigation was the Piers-Harris Children's Self-Concept Scale (Piers & Harris, 1963). Both the criterion and norm referenced measures help assess student concerns and self-perception and can indicate what teaching strategies are appropriate. Data from these three instruments should indicate trends in changes in self-concept as a result of the teaching strategy of the affective activities.
Measurement Instruments

The Piers-Harris Children's Self-Concept Scale. There are a number of problems in the measurement of self-concept, problems that center around the skills in expression that the children bring to the measurement instrument and type, validity, and reliability of the instrument itself. Gallagher (1959) summarized the following difficulties relating to self-report instruments:

1. Poor reading ability
2. Poor perceptions of inner feelings
3. Difficulties in expressing these inner feelings

In considering which measurement instrument to administer, five commonly used self-concept instruments were reviewed: (a) the Michigan State Self-Concept of Ability Scale, (b) the Self-Esteem Inventory, (c) the How I See Myself Scale, (d) the Piers-Harris Self-Concept Scale, and (e) the Self-Concept Inventory. All instruments are used in education, relate to students' educational experiences, and represent self-report measures of self-concept.

The Piers-Harris Children's Self-Concept Scale was chosen for these primary reasons. First, the definition used in this study of self-concept most closely matches that supported by the Piers-Harris, namely, that self-concept is multifaceted and relatively stable with distinct developmental characteristics. Second, the scale was chosen because of its expressed value in research activity. Third, the scale is easy to administer by teachers, and differences in scores can be applied to the improvement of an instructional program which is
one of the major considerations of the Identity Education Model.

The Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself) (Appendix B) consists of 80 first-person declarative statements, half of them written to indicate a possible negative self-concept (example: "I am a happy person.") to which the child responds by circling a "yes" or "no." Terms such as "don't" are omitted because they can be misunderstood by the child, especially by the younger child. If items are read by the examiner, children below the third grade level can take the test (Bentler, 1972).

The scale was standardized on 1,883 children in grades 4 through 12 in a Pennsylvania school district. That particular age group was chosen by the authors because developmental changes in a child's conception of himself occur during the middle childhood years. The Piers-Harris Self-Concept Scale has also been used with upper grade students (Williams, 1976).

There appears to be no consistent sex or grade difference in the mean of the Piers-Harris Scale. The internal consistency of the scale ranges from .78 to .93 and retest reliability from .71 to .77. The instrument has concurrent validity at the .40 level. Thus the scale possesses significant reliability and validity to be used in research (Bentler, 1972).

The authors of the Piers-Harris Children's Self-Concept Scale point out that the magnitude of the standard error of measurement required at least a 10 point score difference before a change can be considered reliable.
Student Evaluation: The Log. Analysis of student data has widely been advocated as an effective way to evaluate and revise teaching strategies (Rosen, 1968). A tool designed to fulfill that purpose in this investigation is an instrument called "The Log" (Appendix C) and previously described in the Description of the Affective Activities section of this chapter. To determine the effectiveness of the Logs as predictor-indicators of a change in self-concept, 100 teachers enrolled in graduate classes at Western Michigan University were asked to judge the merit of the instrument. The Teacher Feedback Questionnaire (Appendix D) requested that these judges respond by checking Yes or No to a question concerning the projected use of the Log and its potential value in permitting the investigator to ascribe positive, neutral, or negative trends in self-concept. Of the 100 teachers, 73 responded that the instrument was potentially a good predictor-indicator of potential changes in self-concept. The Logs were completed before and after each activity and then collected by the teachers. At the completion of the activities approximately 500 Logs provided the investigator with data from which to judge positive, neutral, or negative trends in self-concept. Before and after Logs were compared and a judgment was made, based on the words the child chose, as to whether his feelings represent an improvement in self-concept (positive +), showed no difference (neutral 0), or represented a regression (negative -). To verify the judgment of the investigator, a random sample of 200 Logs was given to five outside evaluators for their judgments (Appendix G).
The Teacher Evaluation. Teacher feedback is a very important element in this investigation. Teacher input as to the relative success or failure potential of a program, and their suggestions for the program's improvement, form the backbone for their creation or redirecting of the teaching strategies/methods. An effort was made to provide the participating teachers with a comprehensive means of reporting their feelings about each activity. A Teacher Evaluation form (Appendix E) was designed to allow the teachers to react to each activity in the areas of (a) atmosphere surrounding the activity, (b) delivery of materials, (c) type of material, and (d) potential effect on the self-concept. A Likert-type scale was devised to make the teacher's responses measurable (Tuckman, 1972). A space was also provided for any written comment regarding the activity. To determine the standard for success of the materials in this investigation, a survey was conducted of 100 special education teachers enrolled in graduate classes at Western Michigan University to estimate the percentage of children in an elementary classroom for the emotionally impaired who could realistically be expected to benefit from a given set of instructional materials designed to enhance self-concept (Appendix D). It was concluded that if 60% of the children benefitted, the materials could be regarded as successful.

The general objective of the investigation was to evaluate the effectiveness of self-concept enhancement activities through the use of self-concept scale scores, children’s evaluation, and the participating teacher evaluations. The following evaluation questions were posed to ascertain the success of the teaching strategy.
**Evaluation Questions**

1. Do the children demonstrate a more positive self-concept after participating in the self-concept enhancing activities as determined by differences in pretest and posttest scores on the Piers-Harris Children's Self-Concept Scale?

2. Do the children demonstrate a more positive self-concept after participating in the self-concept enhancing activities as determined by their own evaluation of their feelings before and after each activity?

3. Do the teachers evaluate the self-concept enhancing activities positively as judged by the Teacher's Evaluation forms?

4. Were the content vehicles effective in attaining the desired results?

5. Were the students' cognitive skills and the teacher perceptions sufficiently adequate to achieve the affective goals?

**Summary**

The investigation was an evaluation of the effectiveness of self-concept enhancing activities on the self-concept of children enrolled in classrooms for the emotionally impaired.

Twenty children were selected from two summer school classrooms for the emotionally impaired from St. Joseph County Intermediate School District. Of those 20, 11 remained with the program for the entire summer and thus it is their responses that create the data for the evaluation study. Two teachers volunteered to administer the
field test and contribute their opinions for each activity on a Teacher Evaluation form.

The Piers-Harris Children's Self-Concept Scale was administered to the 11 children and they responded to each activity by completing the Log. The teachers responded to each activity on evaluation forms, thus three instruments were employed to ascertain the effect of self-concept enhancing activities on the self-concept of the children.

Evaluation questions were posed to provide a determination as to the extent to which the affective activities were effective. These questions were formulated to assess the following major areas: (a) demonstrated positive self-concept on the part of the children, (b) potential change in self-concept based on the teacher's opinion, and (c) teachers' view of the teaching strategy and possible needed improvements.

Results of this evaluation are contained in Chapter IV and conclusions and recommendations are contained in Chapter V.
CHAPTER IV

RESULTS

Twenty children were initially contacted to participate in this evaluation study. Of this 20, 11 completed the program and it is their data that comprise the body of the analysis. The data obtained from the procedures described in Chapter III were analyzed in the following manner: (a) pretest and posttest data were summarized, differences determined, and positive, neutral, or negative trends in self-concept reported; (b) total group reaction summaries were tabulated for each activity; (c) teacher reactions to each activity were reported; and (d) comparative summaries of teacher reaction and student reaction are provided as the final assessment for the evaluation of the teaching strategy.

Piers-Harris Scale Pretest and Posttest Scores

The following data were gathered to address evaluation question 1 concerning children's change in self-concept after participating in the self-concept enhancing activities as determined by the Piers-Harris Children's Self-Concept Scale. The Piers-Harris Scale was administered at the beginning of the summer school program and on the last morning of the summer school. In Group 1, which was comprised of children in grades kindergarten through third, the teacher and the aide read the questions to the children who then circled their answers. In Group 2, which comprised children in grades four through six, the
children completed the scale without assistance from the teacher or the aide. The pretest and posttest scores and their differences are found in Table 3.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Differences</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>51</td>
<td>58</td>
<td>7</td>
<td>none</td>
</tr>
<tr>
<td>2</td>
<td>45</td>
<td>43</td>
<td>-2</td>
<td>none</td>
</tr>
<tr>
<td>3</td>
<td>58</td>
<td>68</td>
<td>10</td>
<td>positive</td>
</tr>
<tr>
<td>4</td>
<td>62</td>
<td>67</td>
<td>5</td>
<td>none</td>
</tr>
<tr>
<td>5</td>
<td>35</td>
<td>49</td>
<td>14</td>
<td>positive</td>
</tr>
<tr>
<td>6</td>
<td>42</td>
<td>32</td>
<td>-10</td>
<td>negative</td>
</tr>
<tr>
<td>7</td>
<td>53</td>
<td>54</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>8</td>
<td>43</td>
<td>58</td>
<td>15</td>
<td>positive</td>
</tr>
<tr>
<td>9</td>
<td>52</td>
<td>42</td>
<td>-10</td>
<td>negative</td>
</tr>
<tr>
<td>10</td>
<td>65</td>
<td>73</td>
<td>8</td>
<td>none</td>
</tr>
<tr>
<td>11</td>
<td>45</td>
<td>66</td>
<td>21</td>
<td>positive</td>
</tr>
</tbody>
</table>

aPiers and Harris (1963) state that unless the difference between pretest and posttest data is 10 points or more, a positive or negative change cannot be considered reliable.

The scores show that a greater number of children received no increase in self-concept than received positive or negative differences.
Student and Teacher Evaluation of the Activities

The following data were collected to address evaluation questions 2, 3, 4, and 5 concerning the effects of the self-concept activities as judged by teachers and children and the quality of the activities as an educational intervention.

Each activity will be discussed using the following format: (a) the title of the activity, (b) a brief description of the activity, (c) total student group reaction to the activity as obtained from analysis of student Logs, and (d) teacher reaction of the activity as evidenced by their reaction to atmosphere, delivery of materials, level of materials, and potential effect on self-concept.

Activity 1: Feelings Words

Feelings Words provided the children with an opportunity to spontaneously verbalize words that described feelings. The total student group reaction to the activity is found in Table 4.

Table 4

<table>
<thead>
<tr>
<th>Positive Trend +</th>
<th>Neutral Trend 0</th>
<th>Negative Trend -</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Note. n = 11
The effect of Activity 1 on the self-concept of those participating was largely neutral. A neutral trend indicates that there was no change in the children's feelings regarding themselves.

The teachers' reaction to Activity 1 is summarized using the headings delineated on the Teacher Evaluation form (Appendix E) as follows:

Atmosphere. The Group 1 teacher felt that the group was accepting of the activity. The Group 2 teacher felt that the group reacted with hostility. It was agreed by both teachers that a possible reason for this discrepancy was the age of the children involved. The younger children, Group 1, responded in an accepting manner because the teacher announced that this would be a part of the summer program and they just accepted her authority in the matter. The older children, Group 2, began complaining when the instructional program was announced and showed their uneasiness about something new by pretending not to understand what was wanted and attempting to refuse to participate.

Delivery of Materials. The teacher of Group 1 felt that the delivery of materials was clear and straightforward, but the Group 2 teacher felt that the material was too easy with insufficient substance to it. This teacher had some difficulty "selling" the instructional program to her group and admitted that the difficulty she encountered may have influenced her general dislike for the activity.

Level of Materials. Both the teachers felt that the type of material in Activity 1 was at an appropriate level.
**Potential Effect on Self-Concept.** There was a discrepancy between teachers on the potential effect of the activity on the self-concept enhancement of their students. Group 1's teacher felt that there might be a possible effect, whereas Group 2's teacher indicated that there would be no effect. In summary, it appears that this activity was received differently by the two groups and their teachers. The teacher of the younger Group 1 found no difficulty with it, but great problems were seen in the activity by the teacher of the older Group 2. It would appear that the combined groups overall reaction of neutral would tend to negate the positive evaluation of Group 1's teacher and the negative evaluation of Group 2's teacher and indicate that the activity was rated as having a neutral effect.

**Activity 2: Who Am I? Questionnaire**

The Who Am I? Questionnaire provided an opportunity for the children to complete sentence stubs with information about themselves. The total student group reaction of Activity 2 is found in Table 5.

**Table 5**

<table>
<thead>
<tr>
<th>Positive Trend +</th>
<th>Neutral Trend 0</th>
<th>Negative Trend -</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*Note. n = 11*
The effect of Activity 2 on the self-concept of those who were participating was largely neutral.

The teachers reaction to Activity 2 is summarized in the following manner:

Atmosphere. Both teachers indicated that the atmosphere surrounding the activity was accepting.

Delivery of Materials. Group 1's teacher also felt that the materials were clear and straightforward, while the Group 2 teacher indicated that the activity was too involved and puzzling. The Group 1 teacher reported that the materials had to be read to the children and their answers written individually by the teacher. She said that she did it this way because the children seemed less confused and less pressured.

Potential Effect on Self-Concept. The teachers agreed that the potential for a possible effect on the self-concept of the children was evident.

Activity 3: The Life Line

The Life Line activity provided an opportunity for the children to construct an actual life line with yarn and 3 x 5 cards. During a discussion with the teachers concerning this activity, the investigator was informed that it was a difficult activity for the older Group 2 to understand and participate in. Based on that discussion, the Group 1 teacher decided to not even attempt to present it to her younger group. Thus the student group reaction Table 6 contains only the data derived from the older Group 2's participation.
Table 6

Student Group Reaction to Activity 3

<table>
<thead>
<tr>
<th>Positive Trend +</th>
<th>Neutral Trend 0</th>
<th>Negative Trend -</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note. n = 5

The effect of Activity 3 on the self-concept of those who were participating was largely neutral.

The teacher of Group 2's reaction is summarized in the following way:

Atmosphere. She found the children's attitude to be hostile largely due to the fact that she found it difficult to explain and direct.

Delivery of Materials. The teacher thought it was too involved and puzzling.

Level of Materials. She felt that it was written at a much too high level for her group.

Potential Effect on Self-Concept. The teacher concluded that it would probably have no effect on the children's self-concept. The teacher volunteered that the concepts of birth and death seemed to be ones that her children could not or would not deal with during the participation in this activity. She indicated that the idea of important events of the past and projected future was completely foreign to them. She even demonstrated by constructing a life line for them, but...
they were unable to comprehend the ideas that they needed in order to construct their own. It was this evaluation that convinced the teacher of Group 1 that it would be inappropriate for her to present Activity 3 to her children.

**Activity 4: Self-Portrait**

The Self-Portrait activity provided an opportunity for the children to draw pictures of themselves and display their portraits for the class to see. The total student group reaction to Activity 4 is presented in Table 7.

<table>
<thead>
<tr>
<th>Positive Trend +</th>
<th>Neutral Trend 0</th>
<th>Negative Trend -</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

*Note.*  $n = 11$

The effect of Activity 4 on the self-concept of those who were participating was positive. The absentees during this activity create some difficulty in making generalizations, but the overall trend concerning this activity was that it created positive feelings of self-concept in those who participated.

The teachers responses to Activity 4 are summarized by the following statements:
Atmosphere. Both teachers reported an accepting attitude on the part of the children.

Delivery of Materials. Both felt that the delivery of materials was clear and straightforward.

Level of Materials. Both teachers agreed that the level was appropriate and understandable.

Potential Effect on Self-Concept. The teachers agreed that the potential effect on self-concept was evident. The teachers offered the comment that the activity was good and that the children enjoyed drawing and sharing their portraits with the class.

Activity 5: The Card Game

The Card Game provided an opportunity for the children to verbally complete sentence stubs that concerned their feelings about themselves. The total group reaction to Activity 5 can be found in Table 8.

Table 8
Student Group Reaction to Activity 5

<table>
<thead>
<tr>
<th>Positive Trend +</th>
<th>Neutral Trend 0</th>
<th>Negative Trend -</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Note. n = 11

The overall effect of Activity 5 on those children participating was neutral.
The teachers' reactions to this activity can be evaluated as positive.

**Atmosphere.** Both teachers felt that the atmosphere was accepting.

**Delivery of Materials.** The materials were reported as being clear and straightforward.

**Level of Materials.** The level was reported as appropriate.

**Potential Effect on Self-Concept.** Both teachers felt that there was a possible positive effect on self-concept. The teachers commented that the children enjoyed this activity and that it made them think, but that they were beginning to tire of completing the Logs (Preactivity) before and after each activity. The teachers and the investigator discussed the fact that if this teaching strategy were just being used as a curriculum enricher or content vehicle and not the focus of an evaluation study, the need for the Logs would be negated.

**Activity 6: Personal Coat of Arms**

The Personal Coat of Arms activity gave the children an opportunity to participate in drawing their reactions to questions about their values and interests. The total group reaction to Activity 6 is summarized in Table 9.

The general reaction to Activity 6 was primarily positive. A negative reaction on the part of one student may indicate a "bad mood" attitude on the part of the participant or it may have been the result of some disclosure during the activity.
Table 9  
Student Group Reaction to Activity 6

<table>
<thead>
<tr>
<th>Positive Trend +</th>
<th>Neutral Trend 0</th>
<th>Negative Trend -</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Note. n = 11

The teachers' reactions were somewhat different in Group 1 and 2. They are summarized as follows:

Atmosphere. Both teachers felt that the overall atmosphere surrounding the activity was accepting.

Delivery of Materials. The teacher of the younger Group 1 felt that it was too involved and puzzling for her age level children, but the teacher of the older Group 2, found the delivery clear and straightforward.

Level of Materials. The teacher of Group 1 felt that the level was too high, whereas the teacher of Group 2 indicated that the level was appropriate.

Potential Effect on Self-Concept. No effect on the self-concept of the children in Group 1 was the conclusion of the teacher of that group, but the teacher of Group 2 viewed the activity as having a possible positive effect on the children. The teacher of the younger Group 1 noted that the questions which made up the stimuli for Activity 6 had to be reworded in order for the children to understand them. She also shared with the investigator that the younger children did
not answer some of the questions. The teacher of the older Group 2 reported that she felt the activity was very good and that the children enjoyed it. She had previously shared with the investigator that she had used an adapted version of this activity in the past and had personally enjoyed it very much.

Activity 7: If I Could Be . . .

The If I Could Be . . . activity gave the children a chance to clarify what they value, what they want to be, and what they want to do in a verbal exchange with their teacher and fellow classmates. The total reaction to Activity 7 is summarized in Table 10.

Table 10
Student Group Reaction to Activity 7

<table>
<thead>
<tr>
<th>Positive Trend +</th>
<th>Neutral Trend 0</th>
<th>Negative Trend -</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Note. n = 11

The group response to Activity 7 was overwhelmingly neutral. The teachers' reactions to the activity were:

Atmosphere. Both teachers agreed that the atmosphere was accepting.

Delivery of Materials. The delivery was clear and straightforward.

Level of Materials. The level was appropriate.
Potential Effect on Self-Concept. The effect was possibly positive. The teacher of Group 2 commented that the children enjoyed a chance to talk as many of the preceding activities requested written responses.

Activity 8: I A W I L (I Am Worthwhile, Important, Lovable)

Activity 8 provided an opportunity for the children to participate in a story about a child their age whose self-concept is slowly destroyed in the course of one day and then to apply the concepts described in the story to the rest of the school day. The total group reaction to Activity 8 can be reviewed in Table 11.

Table 11
Student Group Reaction to Activity 8

<table>
<thead>
<tr>
<th>Positive Trend +</th>
<th>Neutral Trend 0</th>
<th>Negative Trend -</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

Note. n = 11

The group reaction to Activity 8 was largely neutral, although there was a substantial number of children who reacted negatively to this activity. The possible reasons for that will be made clear in the comments by the teachers.

The teachers' reactions to Activity 8 were generally positive and can be summarized by the following:
Atmosphere. Both teachers reported a neutral atmosphere surrounding the activity. The teacher of Group 2 stated that several of her students were apprehensive especially when they had to tear off parts of the paper when the child in the story had his self-concept damaged.

Delivery of Materials. The teacher of Group 1 indicated that the materials were too involved and puzzling for her group, but the teacher for Group 2 felt that they were clear and straightforward.

Level of Materials. The teacher of Group 1 felt that the level was too high, whereas the teacher of Group 2 felt that the level was appropriate for her students.

Potential Effect on Self-Concept. Group 1's teacher was inclined to think that the effect on self-concept would be nonexistent, but the teacher of Group 2 reported a possible positive effect. The teacher of Group 1 reported that her children had a difficult time relating to this activity. They had a hard time relating good and bad statements. The teacher of Group 2 felt that it was a good activity of self-realization, but that as the day went on, they liked participating in the activity less and less.

Activity 9: Strength Bombardment

Strength Bombardment provided an opportunity for the children to participate in an oral activity that requires that they state two strengths of other children in their class and then to write those strengths on paper designated with the child's name. The total student group reaction to Activity 9 is found in Table 12.
Table 12

Student Group Reaction to Activity 9

<table>
<thead>
<tr>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trend +</td>
<td>Trend 0</td>
<td>Trend -</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Note. n = 11

The group reaction to Activity 9 was largely positive.

The teachers' reactions to this activity were as follows:

Atmosphere. Both teachers report an accepting atmosphere surrounding the activity.

Delivery of Materials. The teacher of Group 1 indicated that the materials were clear and straightforward, but the teacher of Group 2 felt that it was too involved and puzzling. She reported that her group accepted the telling each other verbally, but had trouble writing down what they had said.

Level of Materials. Both teachers indicated that it was designed at the appropriate level and that it was understandable.

Potential Effect on Self-Concept. The effect on self-concept, it was agreed, would probably be positive. The Group 1 teacher stated that her group needed help in finding strengths in each other. She said that they found it much easier to note the weaknesses.
Activity 10: Positive Feelings

Positive feelings provided an opportunity for the children to share something that makes them feel good and then draw that one particular thing. The total group reaction to Activity 10 is found in Table 13.

Table 13

Student Group Reaction to Activity 10

<table>
<thead>
<tr>
<th>Positive Trend +</th>
<th>Neutral Trend 0</th>
<th>Negative Trend -</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Note. n = 11

The overall reaction of the children to Activity 10 was neutral. This differs somewhat from what the teachers expressed. Both teachers' comments are summarized as follows:

Atmosphere. Both teachers felt that the atmosphere surrounding the activity was accepting.

Delivery of Materials. The teachers felt that the materials were clear and straightforward.

Level of Materials. The teachers indicated that the level was appropriate for their two groups.

Potential Effect on Self-Concept. The teachers agreed that the potential effect on self-concept was positive. The teacher of the older Group 2 commented that her children were really proud of their
work. Despite the good evaluation by the teachers, the activity did not substantially change the feelings of the children about themselves.

Activity 11: Making It Real

Making It Real provided an opportunity for the children to find a word that best described himself and then act like that word and finally act like its opposite. The total group reaction to Activity 11 is summarized in Table 14.

Table 14
Student Group Reaction to Activity 11

<table>
<thead>
<tr>
<th>Positive Trend +</th>
<th>Neutral Trend 0</th>
<th>Negative Trend -</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Note. n = 11

This activity provoked a largely neutral reaction on the part of the children. Again, their reaction and that of their teachers did not quite agree. From the comments of the teachers concerning Activity 11, a large amount of negative trend responses was expected.

The teachers indicated that there was difficulty with this activity.

Atmosphere. The Group 1 teacher evaluated the atmosphere surrounding the activity as neutral, but the teacher of Group 2 indicated that the atmosphere surrounding the activity in her room was hostile.
She went on to explain that most of her children were embarrassed to participate in this activity.

**Delivery of Materials.** The teacher of Group 1 found that the delivery of materials was too involved and puzzling, but the teacher of Group 2 found them clear and straightforward.

**Level of Materials.** Whereas the Group 1 teacher indicated that the level of materials was too high, the Group 2 teacher felt that the level was appropriate.

**Potential Effect on Self-Concept.** The Group 1 teacher analyzed the possible effect as nonexistent, but the Group 2 teacher indicated that there could be a possible positive effect. The major factor which influenced this activity's success was the age of the participants.

**Activity 12: Composite Picture**

The Composite Picture activity provided an opportunity for the children to get into small groups, decide on the best features of each member of the group and then draw a composite picture of a person using everyone's best features. The total group reaction to Activity 12 is displayed in Table 15.

Activity 12 produced largely a positive reaction on the part of the two groups participating in it.
Table 15
Student Group Reaction to Activity 12

<table>
<thead>
<tr>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trend +</td>
<td>Trend 0</td>
<td>Trend -</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Note.  n = 11

The teachers' reactions to Activity 8 can be summarized as follows:

Atmosphere. Both teachers indicated that the atmosphere surrounding the activity was accepting.

Delivery of Materials. Both teachers agreed that the materials were clear and straightforward.

Level of Materials. Both teachers felt that the level of materials was appropriate.

Potential Effect on Self-Concept. The Group 2 teacher did not feel that there would be a possible positive effect on self-concept, as did the teacher of Group 1. Both teachers reported that their children enjoyed participating in the activity.

Activity 13: Happy Package

Happy Package provided an opportunity for the children to pretend that they can have a package of any size or shape that they want and in that imaginary package they are to place whatever it is in the world that would make them happy. Each child then shares what is in
his box with the rest of the class. The total group reaction to this activity is found in Table 16.

Table 16
Student Group Reaction to Activity 13

<table>
<thead>
<tr>
<th>Positive Trend +</th>
<th>Neutral Trend 0</th>
<th>Negative Trend -</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Note.  n = 11

The average reaction of the two groups to Activity 13 was largely neutral which did not coincide with the teacher appraisal of the same activity.

Atmosphere. Both teachers felt that the groups were accepting of the activity.

Delivery of Materials. The materials were reported to be clear and straightforward.

Level of Materials. The level was appropriate.

Potential Effect on Self-Concept. The potential effect on self-concept was reported as positive. The teacher of the older Group 2 commented that it was a good activity and that the children really enjoyed it, but when summarizing their feelings before and after the activity, there was relatively no change indicated.
Activity 14: Wishing

The Wishing activity provided an opportunity for the children to participate in sharing three wishes: for themselves, for someone they like very much, for the previous day, and then draw a picture of their wish and write a sentence about it. The total group reaction to Activity 14 can be found in Table 17.

Table 17

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trend +</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Note.  n = 11

The effect of Activity 14 was mixed.

The teachers evaluated the activity and its effects positively. Their reactions can be summarized by the following results of their evaluations:

Atmosphere. Both teachers indicated that their groups were accepting of the activity.

Delivery of Materials. Both teachers felt that the materials were clear and straightforward.

Level of Materials. The level of materials was appropriate.

Potential Effect on Self-Concept. Both teachers indicated that the possible effect on the self-concept was positive.
Activity 15: The Suitcase Strategy

Activity 15 provided an opportunity for the children to discuss their values and the relative value of their personal possessions by being requested to make a list of possessions that they would carry to a new land if they could only take the contents of one suitcase. The total group reaction to Activity 15 can be found in Table 18.

Table 18
Student Group Reaction to Activity 15

<table>
<thead>
<tr>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trend +</td>
<td>Trend 0</td>
<td>Trend -</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Note. n = 11

The effect of Activity 15 on the self-concept of those participating was largely neutral.

Both teachers' comments are summarized as follows:

Atmosphere. Both teachers felt that the groups were accepting of the activity.

Delivery of Materials. The materials were straightforward and clear.

Level of Materials. Although both teachers felt that the level was appropriate, the teachers differed in their view of the activity use.
Potential Effect on Self-Concept. The teachers differed in their analyses of the possible positive effect of the activity. The teacher of Group 1 felt that the activity could elicit a possible positive effect on her children's self-concept, whereas the teacher of Group 2 saw the activity as not affecting the children's self-concept. The conclusions drawn by the teacher of Group 2 most closely mirrored the reactions of the children.

Activity 16: Working Together

Working Together allowed the children to have first hand experience in cooperating by being put in a situation that required that the children move from one point to another on a double bed sheet on the floor. Each pass from one point to another meant that an additional child was added to the sheet until there were at least six of them attempting the activity. The total group reaction to Activity 16 can be summarized in Table 19.

Table 19
Student Group Reaction to Activity 16

<table>
<thead>
<tr>
<th>Positive Trend</th>
<th>Neutral Trend</th>
<th>Negative Trend</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Note. n = 11

The overall reaction of the children to Activity 16 was neutral. The teachers did not agree with the children's reaction.
Atmosphere. They viewed the activity as maintaining an accepting atmosphere in the classroom.

Delivery of Materials. The materials were viewed as being clear and straightforward.

Level of Materials. The teachers agreed that the level of materials was appropriate.

Potential Effect on Self-Concept. The teachers felt that the activity possibly could have a positive effect on the self-concept of those who participated. The teacher of Group 1 indicated that one of her children fell and hurt himself during the activity and remained unhappy throughout the rest of the activity time.

Activity 17: Twenty Things I Like To Do

Twenty Things I Like To Do provided an opportunity for the children to become aware of their favorite things and reflect upon the relative value of those things by listing 20 things they like to do and then deciding which of those 20 things they like to do with people or alone, which of the things no one else in the room probably has on their list, which they would like their parents not to see, which costs more than $3.00 every time they do it, which ones are risky, and which five things would they keep if they could only keep five. The total group reaction to Activity 17 is displayed in Table 20.

The effect of Activity 17 on the self-concept of those participating was neutral with all the children reporting no change in feelings about themselves after the activity. The teachers differed in their evaluation of the activity.
Table 20
Student Group Reaction to Activity 17

<table>
<thead>
<tr>
<th>Positive Trend +</th>
<th>Neutral Trend 0</th>
<th>Negative Trend -</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>9</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Note. n = 11

Atmosphere. Both teachers felt that the atmosphere was accepting.

Delivery of Materials. The delivery was reported to be clear and straightforward.

Level of Materials. The teachers indicated that the materials were designed at the appropriate level.

Potential Effect on Self-Concept. The teachers agreed that the potential effect on self-concept was positive.

Comparative Summaries of Teacher Reaction and Student Reaction

Comparative summaries of the teacher and student reaction to each activity can be found in Table 21. In general, comparisons of percentages between the overall trend of the children and the overall view of the potential positive effect of the activities by the teachers produced a dichotomy. Considering the effect of all 17 activities, 24% of the children responded positively, indicating a possible improvement in self-concept. For the same 17 activities, 76% of the teachers responses indicated a possible improvement in self-concept.
### Table 21
Comparative Summaries of Teacher and Students' Reactions

<table>
<thead>
<tr>
<th>Activity Number</th>
<th>Overall Trend</th>
<th>Atmosphere</th>
<th>Delivery</th>
<th>Type</th>
<th>Potential Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>neutral</td>
<td>too easy/ clear</td>
<td>appropriate</td>
<td>no effect/ possible positive</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>accepting</td>
<td>too involved/ clear</td>
<td>appropriate</td>
<td>possible positive</td>
</tr>
<tr>
<td>3</td>
<td>---</td>
<td>hostile</td>
<td>too involved/ puzzling</td>
<td>too high level</td>
<td>no effect</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>accepting</td>
<td>clear</td>
<td>appropriate</td>
<td>possible positive</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>accepting</td>
<td>clear</td>
<td>appropriate</td>
<td>possible positive</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>accepting</td>
<td>too puzzling/ clear</td>
<td>too high/ appropriate</td>
<td>no effect/ possible positive</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>accepting</td>
<td>clear</td>
<td>appropriate</td>
<td>possible positive</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>neutral</td>
<td>too involved/ clear</td>
<td>too high/ appropriate</td>
<td>no effect/ positive effect</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>accepting</td>
<td>too involved/ clear</td>
<td>appropriate</td>
<td>possible positive</td>
</tr>
</tbody>
</table>
Table 21

<table>
<thead>
<tr>
<th>Activity Number</th>
<th>Overall Trend</th>
<th>Atmosphere</th>
<th>Delivery</th>
<th>Type</th>
<th>Potential Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>0</td>
<td>accepting</td>
<td>clear</td>
<td>appropriate</td>
<td>possible positive</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>neutral/hostile</td>
<td>too puzzling/clear</td>
<td>too high level</td>
<td>no effect/possible positive</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>accepting</td>
<td>clear</td>
<td>appropriate</td>
<td>no effect/possible positive</td>
</tr>
<tr>
<td>13</td>
<td>-</td>
<td>accepting</td>
<td>clear</td>
<td>appropriate</td>
<td>possible positive</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>accepting</td>
<td>clear</td>
<td>appropriate</td>
<td>possible positive</td>
</tr>
<tr>
<td>15</td>
<td>0</td>
<td>accepting</td>
<td>clear</td>
<td>appropriate</td>
<td>possible positive</td>
</tr>
<tr>
<td>16</td>
<td>0</td>
<td>accepting</td>
<td>clear</td>
<td>appropriate</td>
<td>possible positive</td>
</tr>
<tr>
<td>17</td>
<td>0</td>
<td>accepting</td>
<td>clear</td>
<td>appropriate</td>
<td>possible positive</td>
</tr>
</tbody>
</table>

Where teachers were not in agreement, both teachers' responses were reported with the teacher of Group 1's choice recorded first and the teacher of Group 2 recorded second.
Those children responding with neutrality, indicating no reaction whatsoever, numbered 76% and the teachers' responses that indicated no effect at all of the activities was 24%. The summaries of teacher and children percentages can be found in Table 22.

Table 22

Percentage Summaries of Data Obtained from Averaged Results of 17 Affective Activities Designed to Enhance Self-Concept

<table>
<thead>
<tr>
<th>Participants</th>
<th>Positive Trend +</th>
<th>Neutral Trend 0</th>
<th>Negative Trend -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>24%</td>
<td>76%</td>
<td>0%</td>
</tr>
<tr>
<td>Teachers</td>
<td>76%</td>
<td>24%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The information contained in Table 22 indicates that since the 60% needed to realize the success of the materials (as indicated by the standardization survey reported in Chapter III, p. 54) was not evident in the overall trends of the responses, the materials cannot be considered to have positively affected the self-concept of those participating in the study. Conversely, because more than the 60% was attained in the overall evaluation of the activities by the teachers, it is indicated that they viewed the activities as having a positive impact on the children's self-concept. Further discussion of the implications of these results will appear in Chapter V.

To more clearly understand intergroup differences, Table 23 presents student reaction by activity.
Table 23

Description of Intergroup Differences by Activity

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>---</td>
<td>4, 6, 9, and 12</td>
</tr>
<tr>
<td>Neutral</td>
<td>1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, and 16</td>
<td>1, 2, 3, 5, 7, 8, 10, 11, 13, 15, and 16</td>
</tr>
<tr>
<td>Negative</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>
CHAPTER V

SUMMARY, LIMITATIONS, IMPLICATIONS, AND RECOMMENDATIONS

The present study sought to evaluate the efficacy of an intervention strategy using an affective education teaching model as a theoretical framework. The intervention strategy which was implemented consisted of the systematic presentation and subsequent evaluation of selected self-concept activities designed to enhance the self-concept of a group of emotionally impaired elementary students in a public school setting. The affective education model from which the intervention strategy was developed was a self-concept model entitled the "Identity Education Model." The results reported offer no support for the evaluation questions raised relative to the success of the 17 activities in enhancing the self-concept of the participating emotionally impaired students. The discussion in this chapter will focus on (a) the findings of the evaluation, (b) the limitations of the field test situation, and (c) recommendations for further research.

Findings

The study involved utilization of the Identity Education Model (Weinstein & Fantini, 1970), particularly the model's seventh and eighth steps: Teaching Strategy and Evaluation and Outcomes. Evaluations were three-fold: (a) pretest and posttest data obtained from

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the Piers-Harris Children's Self-Concept Scale, (b) student preactivity and postactivity evaluations of their feelings, and (c) postactivity evaluations by the teachers concerning their perceptions of the atmosphere surrounding the activity, the ease of delivery of the materials, the level of materials, and the potential positive effect on the self-concept of the participants.

A total of 11 students from two classrooms for the emotionally impaired in the summer program operated by St. Joseph County Intermediate School District were involved in the educational intervention strategy and its subsequent evaluation. The two teachers involved in the evaluation were special education teachers, certified to teach the emotionally impaired, who volunteered to conduct the activities and obtain the evaluations. All 11 students were given the Piers-Harris Self-Concept Scale for Children as a pre and posttest measure. The students all participated in each of the 17 activities and they and their teachers completed evaluation tasks for each activity. The evaluations yielded the following findings:

1. Do the children demonstrate a more positive self-concept after participating in the self-concept enhancing activities as determined by differences in pretest and posttest scores on the Piers-Harris Children's Self-Concept Scale?

Based on the criteria established in the design for collection and analysis of data, the children did not demonstrate a more positive self-concept after participating in the self-concept enhancing activities as determined by differences in pretest and posttest scores on the Piers-Harris Children's Self-Concept Scale.
2. Do the children demonstrate a more positive self-concept after participating in the self-concept enhancing activities as determined by their own evaluation of their feelings before and after each activity?

Based on the criteria established in the design for collection and analysis of data, the children did not demonstrate a more positive self-concept after participating in the self-concept enhancing activities as determined by their own evaluation of their feelings before and after each activity.

3. Do the teachers evaluate the self-concept enhancing activities positively as judged by the Teacher's Evaluation forms?

The teachers did evaluate the self-concept enhancing activities positively as judged by the Teacher's Evaluation forms in spite of the fact that positive results did not appear in the results of the Piers-Harris Scale.

4. Were the content vehicles effective in attaining the desired results?

The content vehicles, as a whole, did not meet the needs of the educational intervention strategy as evidenced in findings 1 and 2 and thus were judged as not effective in attaining the desired results. However, Activities 4, 6, 9, and 12 did result in a positive change.

5. Were the students' cognitive skills and the teacher perceptions sufficiently adequate to achieve the affective goals?

The teachers' perceptions of the effectiveness of the affective activities did not coincide with the students' perceptions of the same activities as evidenced in findings 1 and 3. The students' skills
varied in their effectiveness.

Limitations

The study was limited in several important ways:

1. The size and sample of the population participating in the study prevented any generalizations of results to a larger population of emotionally impaired children in public school.

2. The differences of knowledge and attitude toward self-concept enhancing activities between the teacher and the investigator may have biased the results by an unknown quantity.

3. The relatively short term duration of the field test of the activities (5 weeks) and the season of the year (summer) during which it was implemented served as deterrents to the possible long term positive effect of the activities. The amount of time was limiting because the students needed time to adjust to the idea of an educational intervention being a daily part of their routine and by the time they had accomplished this, the field test was over. The season of the year, summer, was limiting because the classes were conducted in a metal annex to the school building that was without air conditioning, consequently, the building became very warm. When asked to fill out the pre and postactivity Logs, invariably, one or more of the words described how they felt physically (hot, sweaty, thirsty) instead of words that described emotional feelings that were needed to be analyzed for this study.

4. The 17 affective activities were designed with an upper elementary learner in mind: fourth, fifth, and sixth graders. Initially,
it was planned that an upper elementary population would be available to participate in the field test. In actuality, one of the groups of students was upper elementary age level, but the other group was a lower elementary age level group, kindergarten through third grade. Presentation of the affective activities to these two different age levels, although sometimes generalizable to both groups, present the possibility that the averaged evaluation data, in fact, do not represent the success or failure rate of the group for which the activities were intended. A review of Table 23 (page 85) verifies this conclusion by demonstrating that Group 2, the age for which these activities were chosen, did respond positively to four of the activities, whereas the Group 1 younger children did not respond positively to any of the activities.

5. The level of sophistication required by the participants would appear to be too high for a field study lasting only 5 weeks. For example, expressive and receptive use of language was a very important learning skill (Identity Education Model Step 6) for the participants. The same can be implied for the skills of writing and reading. These skills were evident in the older Group 2 but not in the younger Group 1. Ease with which the skills were utilized was lacking in many cases and time needed to prepare the students for the type of interaction needed to completely and beneficially participate in the field study was not available.

6. In retrospect, the Piers-Harris Children's Self-Concept Scale did not adequately measure the changes in behavior anticipated as a result of the educational intervention of affective activities. The
Piers-Harris Scale would be more effective if used as a long term measuring instrument than as a short term instrument.

**Recommendations for Further Research**

The results of this study lead to the following recommendations:

1. A pre-field test study workshop for students and teachers would enable all the participants to acquire the learning skills and commitment necessary to optimally benefit from the experience.

2. The length of time participating in the program should be revised, particularly with reference to the amount of time utilized each day with activity involvement and the overall duration of the entire program. Ideally, the emphasis on the affective needs of learners should be a daily concern lasting for the entire school year.

3. The evaluative tools should be revised so that the results obtained can be directly applied to modifications of teaching strategies.

4. Careful consideration should be given to the type of activities presented with special regard for (a) the amount of physical activity to include, (b) the level of disclosure, and (c) the cognitive skills required for effective participation. Each activity should contain some type of physical activity to elicit attending behaviors on the part of the participants (e.g., making a circle, drawing, acting out words or ideas, moving around the room). The level of self-disclosure should increase as the participants become able to share more personal things about themselves and begin to feel trust for others in the group. The needed cognitive skills (writing,
reading, oral communication) should be adequate to carry out the activities.

5. There is a need for training of teachers in the methods of affective education and encouraging their motivation for participating in such studies. Perhaps an actual involvement in a self-concept enhancing program for themselves prior to serving as a facilitator for children would be a method of ascertaining which teachers were truly comfortable and committed to the affective goals.

6. For comparison purposes, larger samples should be utilized and perhaps more sophisticated research design techniques, such as the use of control groups, should be employed.

7. Greater parent involvement (in-service education presentations, family-sharing-evenings, actual parental presence during certain affective activities) would prevent possible suspicion, distrust, and invasion of privacy complaints by uninformed, threatened parents.

8. Literature is replete with references addressing the need for relevant, proven effective, humanistic educational strategies designed to enhance the growth and development of the emotional component of an individual's total personality. Therefore, it would seem logical that further investigation dealing with this aspect of education is imperative if educators are truly to be considered committed to providing a complete education.
REFERENCES


Flanders, N. A., & Amidon, E. J. *The role of the teacher in the classroom.* Minneapolis, Minn.: Minneapolis Association for Productive Teaching, 1967.


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University of Wisconsin, 1970.


Dear Parents:

The summer school program for the Emotionally Impaired in St. Joseph County will be participating in a materials development research study. Activities designed to help improve your child's feelings about himself/herself will be presented each day for 30 to 45 minutes by your child's classroom teacher.

The activities involve drawing, talking and thinking about themselves, and the people that they deal with every day. The activities are designed to be fun and educational.

Your child will be asked to fill out a self-concept scale called the Piers-Harris Children's Self-Concept Scale at the beginning of the summer school program and again at the end. He/she will also be asked to tell how he/she felt about the activity. The teachers will also fill out evaluations of each activity.

This study deals with your child's feelings about himself, and so every effort is going to be made to secure your child's rights to privacy. At no time will your child or his teacher be requested to place his/her name on any materials connected with this study. He/she will be assigned a number that is not associated with his name which will enable the researcher to judge the overall effectiveness of the specially designed materials.

The benefits of this program for your child are:

1. Your child will develop a better understanding of himself and his feelings.
2. It provides your child with an opportunity to participate in an activity that is fun and educational.

3. It is intended to make your child more aware of the importance of feeling good about himself, thus hopefully achieving more success in school.

I will be happy to answer any questions concerning the program or its procedures. Both my home and office addresses are as follows:

Western Michigan University
Special Education Department
Kalamazoo, Michigan
(Phone: 383-1680)

4900 Bird Road
Hastings, Michigan
(Phone: 945-5856)

You are free to withdraw your consent and to have your child's participation in this segment of the summer school program terminated at any time.

The University has filed an Institutional Assurance with the Department of Health, Education, and Welfare to assure the protection of human subjects. A copy of this ASSURANCE will be available upon request from the Office of Research Services (2070 Administration Building, W.M.U. (383-1632)).

Thank you for your cooperation.

Sincerely,

(Mrs.) Pamela N. Schutz
Doctoral Candidate
Special Education
Western Michigan University
Please affix your signature to the following and return with your child to the classroom teacher.

______________________________

I give my permission to use my child's responses to evaluate the special materials with the understanding that his/her name will never appear on any of the papers.

______________________________

Signature
Appendix B

Piers-Harris Children's Self-Concept Scale
Here are a set of statements. Some of them are true of you and so you will circle the yes. Some are not true of you and so you will circle the no. Answer every question even if some are hard to decide, but do not circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. My classmates make fun of me ............... yes no
2. I am a happy person ......................... yes no
3. It is hard for me to make friends ............ yes no
4. I am often sad ................................ yes no
5. I am smart .................................... yes no
6. I am shy ...................................... yes no
7. I get nervous when the teacher calls on me .... yes no
8. My looks bother me ............................ yes no
9. When I grow up, I will be an important person .. yes no
10. I get worried when we have tests in school .... yes no
11. I am unpopular ............................... yes no
12. I am well behaved in school .................. yes no
13. It is usually my fault when something goes wrong .. yes no
14. I cause trouble to my family .................. yes no
15. I am strong .................................... yes no
16. I have good ideas .............................. yes no
17. I am an important member of my family ........ yes no
18. I usually want my own way .................... yes no
19. I am good at making things with my hands ...... yes no
20. I give up easily ............................... yes no

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21. I am good in my school work .................. yes no
22. I do many bad things ......................... yes no
23. I can draw well .............................. yes no
24. I am good in music ........................... yes no
25. I behave badly at home ...................... yes no
26. I am slow in finishing my school work ....... yes no
27. I am an important member of my class ........ yes no
28. I am nervous .................................. yes no
29. I have pretty eyes ............................ yes no
30. I can give a good report in front of the class .. yes no
31. In school I am a dreamer ..................... yes no
32. I pick on my brother(s) and sister(s) ......... yes no
33. My friends like my ideas ...................... yes no
34. I often get into trouble ...................... yes no
35. I am obedient at home ....................... yes no
36. I am lucky ..................................... yes no
37. I worry a lot ................................... yes no
38. My parents expect too much of me ............ yes no
39. I like being the way I am ..................... yes no
40. I feel left out of things ...................... yes no
41. I have nice hair .............................. yes no
42. I often volunteer in school .................. yes no
43. I wish I were different ....................... yes no
44. I sleep well at night ........................ yes no
45. I hate school .................................. yes no
46. I am among the last to be chosen for games .... yes no

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47. I am sick a lot ........................................yes no
48. I am often mean to other people ....................yes no
49. My classmates in school think I have good ideas ....yes no
50. I am unhappy ........................................yes no
51. I have many friends ................................yes no
52. I am cheerful ........................................yes no
53. I am dumb about most things ........................yes no
54. I am good looking .....................................yes no
55. I have lots of pep .....................................yes no
56. I get into a lot of fights ..............................yes no
57. I am popular with boys ...............................yes no
58. People pick on me ......................................yes no
59. My family is disappointed in me ......................yes no
60. I have a pleasant face ................................yes no
61. When I try to make something, everything seems
to go wrong ..............................................yes no
62. I am picked on at home ................................yes no
63. I am a leader in games and sports ....................yes no
64. I am clumsy ............................................yes no
65. In games and sports, I watch instead of play .......yes no
66. I forget what I learn ....................................yes no
67. I am easy to get along with ...........................yes no
68. I lose my temper easily ................................yes no
69. I am popular with girls ...............................yes no
70. I am a good reader .....................................yes no
71. I would rather work alone than with a group .......yes no
72. I like my brother (sister) .................. yes no
73. I have a good figure ....................... yes no
74. I am often afraid ........................... yes no
75. I am always dropping or breaking things .... yes no
76. I can be trusted ............................ yes no
77. I am different from other people .......... yes no
78. I think bad thoughts ...................... yes no
79. I cry easily .................................. yes no
80. I am a good person .......................... yes no
Appendix C

The Log
Appendix D

Teacher Feedback Questionnaire and Standardization
Teacher Feedback Questionnaire and Standardization

Purpose of Task:

The purpose of the task is to judge whether or not a given activity, designed to enhance self-concept, had a positive, neutral, or negative effect on a student.

Instructions to the Student:

Each child is given a half sheet of paper like the one attached to this questionnaire. He is instructed to write four words, one in each section of the circle, that describes how he is feeling at that moment. The papers are collected and the child participates in an activity designed to improve his feelings about himself and others. After the completion of the activity, which is about 45 minutes in duration, he is given another half sheet of paper with the same stimulus on it and is requested to write four words that describe how he is feeling at that moment. If the child wishes to expand one of his thoughts into a sentence beginning with the word "I," he is given lines to do so.

Researcher's Task:

Based on the child's choice of words, the researcher checks the "before" sheets against the "after" sheets using predetermined criteria and determines whether there has been an improvement (positive +), no difference (neutral 0), or negative (-) trend.
Your Task as a Validator:

Do you think that this instrument (the half sheet) and the method of analyzing the results will enable the researcher to determine a positive, neutral, or negative trend in self-concept?

Check one:  

Yes  No

What percentage of the children in an elementary classroom for the emotionally impaired would you realistically expect to benefit from a given set of instructional materials designed to enhance self-concept?

Percent
Appendix E

Teacher Evaluation
Teacher Evaluation

Teacher _______ Activity Number _______

1. Atmosphere Surrounding Activity
   - Accepting
   - Neutral
   - Hostile

2. Delivery of Materials
   - Too involved/puzzling
   - Clear-straight-forward
   - Too easy/not enough substance

3. Type of Material
   - Too high level
   - Appropriate level
   - Too low level

4. Potential Effect on Self-Concept
   - Possible positive effect
   - No effect
   - Negative effect

5. Comments:
Appendix F

Affective Activities
Affective Activities

The Log

Behavioral Objective: Given the opportunity to participate in keeping a journal, the student will keep a record of his feelings before and after the activity.

Instructional Procedures:

Materials: Half sheet dittoes each with a circle divided into four equal parts (example on the following page)

1. *Teacher will hand out one of the half sheets before each activity.

2. Student will write four words that describe how he is feeling right at that moment (tired, mad, happy, worried, etc.).

3. Student will then choose one of the four words and expand that word into a thought and write it on the lines provided.

4. Teacher will collect the papers, paper clip them and place them in the folder (activity) that the group is going to be participating in that day.

5. After the activity is completed, teacher will hand out another half sheet and request that the child do the same thing as in 2 through 4 above.

6. Students who wish to keep their journals will be given them at the end of the school session.

*Slips will contain the child's number, the activity number, and an A or B in the upper right corner designating before or after the activity.
Activity 1: Feeling Words

Behavioral Objective: Given the opportunity to participate in "Feeling Words" the student will write at least two words on the Feelings Words paper.

Instructional Objectives:

Materials: one piece of newsprint attached to a bulletin board or taped to the blackboard

- crayons or black felt markers

1. Attach the Feelings Word newsprint to the bulletin board.

2. Write a feeling word on the board and solicit other words from the students. Teacher will write the words that they suggest on the newsprint.

3. Discussion of any words is encouraged. Have Feeling Board visible for summer.

4. Teacher may want to encourage responses by saying: "When you've forgotten to do your homework and the teacher calls on you, you feel . . . ." "When your Mom gets mad you feel . . . ." (Others can be made up at the teacher's discretion.)

5. Possible words to elicit are:

- fine
- exasperated
- hot
- sleepy
- shocked
- bad
- mad
- fidgety
- terrible
- freezing
- irritated
- proud
- curious
- hate
- surprised
- angry
- good
- leftout
- embarrassed
- excited
- strange
- full up
- astonished
- pathetic
- lonely
- sad
- unhappy
- annoyed
- hurt
- fantastic
- worried
Activity 2: Who Am I? Questionnaire

Behavioral Objective: Given the Who Am I? questionnaire, the student will complete each sentence stub.

Instructional Objectives:

Materials: questionnaire
pen or pencil

1. Ask the students to fill out the following questionnaire.

2. In order to assure that the students will be as open and honest as possible, you can tell them that the questionnaires will not be read by anyone and that they can keep them if they wish.

3. Provide an opportunity for the students to discuss any of the stubs and their answers if they wish.
WHO AM I?

Complete the following sentence stubs.

1. In general, school is ____________________________
2. This class is ____________________________
3. My best friend is ____________________________
4. The thing I like best about my class is ____________________________
5. Something I'd like to tell my teacher is ____________________________
6. Something I feel right now is ____________________________
7. I don't like people who ____________________________
8. I like people who ____________________________
9. I'm at my best when I ____________________________
10. People I trust ____________________________
11. The best thing that could happen to me is ____________________________
12. When I don't like something I've done I ____________________________
13. When I like something I've done I ____________________________
14. When I'm proud of myself I ____________________________
15. I'm very happy that ____________________________
16. I wish my parents knew ____________________________
17. Someday I hope ____________________________
18. I would like to ____________________________
19. Three things I want to become more of are ____________________________
   ____________________________
   ____________________________
20. Today I feel ____________________________
Activity 3: The Life Line

Behavioral Objective: Given the opportunity to participate in an activity entitled "The Life Line," each student will make at least one statement about his line.

Instructional Procedures:

Materials: five to ten 3 x 5 cards per child
yarn and paper clips
bulletin board space and stapler
crayons or felt markers

1. The long piece of yarn represents each individual's life. One end is birth, the other death. Provide each student with a 3-foot piece of yarn.

2. Using 3 x 5 index cards and paper clips, students decorate their life line (yarn) with important events of their past and project what they think will happen in the future. *The activity is more successful if the teachers make their own life line along with the children.

3. Provide an opportunity to display their life lines on the bulletin board and to discuss each life line.

*Teacher might make one as a demonstration before the children begin theirs.
Activity 4: Self-Portrait

Behavioral Objective: Given a piece of newsprint and the verbal request to draw a picture, the student will draw a self-portrait.

Instructional Objectives:

Materials: one large piece of newsprint  
crayons, felt markers, chalk

1. After distributing materials, be accepting and encouraging during the pupil's first try. It makes this activity really effective if you as a teacher participate yourself.

2. The length of the activity will be largely determined by age level and the particular art medium selected.

3. As students finish their portraits, have them sign them and place them on a bulletin board or wall for a few days.

4. At the conclusion of the activity, make the rounds to each picture finding positive things to say about each one.
Activity 5: The Card Game

Behavioral Objectives: Given an opportunity to participate in "The Card Game" each student will share at least one feeling orally to the group.

Instructional Objectives:

Materials: Eight (8) 5 x 8 cards with the following sentence stubs written on each:

- I wish . . .
- Other kids . . .
- If I were older . . .
- In 5 years I will . . .
- My parents say . . .
- Friends are . . .
- I look . . .
- I can't understand why . . .

1. The teacher and the students form a circle (sitting on the floor is best).

2. Each person responds to finish the sentence the teacher holds up. It should be emphasized that there is no right answer, and that the sentence may be funny or serious, true or not true, whatever the speaker chooses.

3. If a child does not have an answer or doesn't wish to participate, he does not have to.

4. Each child is encouraged to respond to a card as many times as he wishes and for as long as he wishes.

5. This activity leads sometimes to a lengthy and valuable interchange of ideas and feelings. Children are often curious to hear their peers' feelings and thus the activity may also be used to develop listening skills.
6. Even the shy child may be gaining confidence when he hears other people of his age expressing feelings that he shares but cannot voice.
Activity 6: Personal Coat of Arms

Behavioral Objective: Given an opportunity to participate in an activity called "Personal Coat of Arms," the student will draw answers to questions on his/her own coat of arms.

Instructional Procedures:

Materials: shield dittoes

6 questions on large pieces of newsprint

crayons, pencils, felt markers

1. Tell students that they are going to create an individual coat of arms. Discussion of coat of arms, crest, etc., may be needed.

2. Instruct the students to draw their answer to questions that you pose and then tape to the board in the space with the same number as the question. No words can be used, only drawings.

3. The teacher should involve in this activity for optimum effectiveness.

4. When drawings are completed ask the students to tape their shield to their chest and circulate around the room, without talking, looking at other people's drawings.

5. Then instruct the students to circulate again, asking questions and discussing each other's shield.

6. Post all the coats of arms on a bulletin board or wall for a day or two.

7. Together, as a group, share their shields by responding to the sentence stub: I learned that I . . .
Activity 7: If I Could Be

Behavioral Objective: Given an opportunity to clarify what they value, what they want to be and what they want to do, each student will complete verbally at least five of the "if" forms.

Instructional Objectives:

Materials: none

1. Form a circle with the students and tell them that they are going to play an If I Could Be game.

2. You begin with the first one listed below and continue around the circle with each of the succeeding ones.

3. If children want to add some of their own that is to be encouraged.

4. Teacher can also improvise if desired.

5. Suggested questions:

1. If I could be any animal, I'd be a _________ because ______

2. If I could be a bird, I'd be a _________ because ______

3. If I could be an insect, I'd be a _________ because ______

4. If I could be a flower, I'd be a _________ because ______

5. If I could be a tree, I'd be a _________ because ______

6. If I could be a piece of furniture, I'd be a ___ because ______

7. If I could be a musical instrument, I'd be a ___ because ______

8. If I could be a building, I'd be a _________ because ______

9. If I could be a car, I'd be a _________ because ______

10. If I could be a street, I'd be a _________ because ______

11. If I could be a state, I'd be ____________ because ___

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12. If I could be a foreign country, I'd be _______ because ______

13. If I could be a game, I'd be _______________ because ______

14. If I could be a record, I'd be _______________ because ______

15. If I could be a TV show, I'd be _______________ because ______

16. If I could be a food, I'd be _______________ because ______

17. If I could be a part of speech, I'd be a _______ because ______

18. If I could be any color, I'd be _______________ because ______

19. If I could be famous, I'd be _______________ because ______

20. If I could be another person, I'd be ________ because ______
Activity 8:  I A W I L

Behavioral Objective: Given the opportunity to listen to the I A W I L story, the student will share at least one feeling about his feelings of self-worth.

Instructional Objectives:

Materials: Dittoes with the word I A W I L written across the whole page.

1. The teacher will take her sheet of paper with I A W I L (pronounced I-ah-will) and hold this in front of her so that all the students can see it, telling them that "Everyone carries an invisible I A W I L sign around with them at all times and wherever they go. I A W I L stands for 'I am worthwhile, important, and lovable.' This is our self-concept, or how we feel about ourselves. The size of the sign or how good we feel about ourselves is often affected by how others interact with us. If somebody is nasty to us, teases us, puts us down, rejects us, hits us, etc., then a piece of our I A W I L sign is destroyed. I am going to tell you about a boy or girl who is the same age as you are." Pick a name of a person (any name that is not represented in the class.

2. The story can be modified and embellished as you wish. A possible outline for the I A W I L story is as follows:

An elementary boy named Michael is still lying in bed three minutes after his alarm goes off. All of a sudden his mother calls to him, "Michael, you lazy-head, get your body out of bed and get down here before I send your father up there!" (Rip! Actually tear a piece of the sign off that you are holding.) Michael gets out of bed, goes to get dressed, and can't find a clean pair of socks. His mother yells at him that he'll have to wear yesterday's pair. (Rip!) He goes to brush his teeth and his older sister,
who's already locked herself in the bathroom, tells him to drop dead! (Rip!) He goes to the breakfast table to find soggy cereal waiting for him. (Rip!) As he leaves for school, he forgets his lunch and his mother calls to him, "Michael, you've forgotten your lunch; you'd forget your head if it weren't attached!" (Rip!) As he gets to the corner he sees the school bus pull away and he has to walk to school. (Rip!) He's late to school and has to get a pass from the principal, who gives him a lecture. (Rip!)

Teacher continues the story through the school day with appropriate examples. Some possibilities are:

- forgetting his homework
- getting a bad grade on a spelling test
- being called on for the only homework question he can't answer
- making a mistake in reading so that all the kids laugh
- being picked last to play ball at recess
- dropping his lunch tray and everybody laughing
- dropping his books in front of the teacher's desk
- being picked on by bullies on the way home from school
- being referred to as "Hey you" in gym class

3. When you finished the story Michael is shown going to bed with an I A W I L sign about as big as a quarter.

4. Pose the following questions
   a. How would it feel to have your I A W I L sign torn up?
   b. What things would make your I A W I L sign be torn?
   c. What do you do that destroys the I A W I L signs of others in school and at home?
   d. What can we do to help people enlarge their signs rather than make them smaller?

5. The activity can be expanded over a few days. Have the students actually leave their I A W I L signs on their desk and take them
home and rip their signs when someone says or does something damaging to their self-concept. Whenever a sign is ripped, the class stops and discusses what has just happened.
Activity 9: Strength Bombardment

Behavioral Objective: Given an opportunity to participate in "Strength Bombardment," the student will volunteer orally at least two strengths of other students in his class.

Instructional Objectives:

Materials: lined paper and pencil

1. Have the students break into groups of two or three, preferably with other students they know well and feel comfortable with.

2. Focusing on one person at a time, the group is to bombard him with all the strengths they see in him. The person being bombarded should remain silent until the group has finished. One member of the group should list the strengths.

3. Have the student list at least 15 strengths for each student. Only positive assets are to be mentioned. Make sure each member gets a chance to be the one bombarded with positive attributes.

4. Bring the groups back together into one group and discuss with the bombarded students what it felt like receiving positive feedback and the other group members what it felt like giving positive feedback. Was one easier than the other? Which one?

5. In some groups it is wise to spend 10 minutes discussing with the class the different types of strengths that exist, as well as developing a vocabulary of strength words they can use. It makes sense in this case to list all the words that are "brainstormed" on the chalkboard for the students to look at during the "bombardment" sessions.
Activity 10: Positive Feelings

Behavioral Objective: Given an opportunity to participate in "Positive Feelings" the student will share at least one feeling.

Instructional Objectives:

Materials: drawing paper, crayons or felt markers or chalk

1. Ask the students to make a circle so that everyone can see everyone else.

2. Ask them to tell something about anything that makes them feel good. (Teacher should begin this.)

3. Ask them to draw a picture about what they mentioned after everyone has had a chance to share his/her idea.

4. Make a bulletin board of the pictures that are made.
Activity II: Making It Real

Behavioral Objective: Given an opportunity to participate in "Making It Real" the student will act at least one word that describes one of his greatest strengths.

Instructional Objectives:

Materials: none

1. Ask each student to choose what he feels to be one of his greatest strengths as a person. Give him time to consider this.

2. Then ask him to find the one word that best described it (i.e., creative, friendly, warm, athletic, intelligent, persevering, etc.).

3. Then ask the students to get up and move around the class like the word they have chosen—to make the whole body be the word. The teacher should model this for the class by demonstrating with one of your strengths first. Ask the students to exaggerate their positions as much as possible.

4. When they have done this, ask them to stop where they are and find the opposite of this word (i.e., creative-dull, friendly-hostile, warm-cold, athletic-awkward) and walk around the room in the manner of that word.

5. Ask them to become the original word again.

6. Apply the same routine to several other words of their choice.

7. Then stop and have the class share their feelings about what they have experienced.
Activity 12: Composite Picture

Behavioral Objective: Given an opportunity to participate in "Composite Picture," each student will draw one part of the composite person.

Instructional Objectives:

Materials: newsprint and crayons

1. Have your class get into groups of three or four.

2. Tell each group that they are to draw a picture of an imaginary person. This person will be a composite of the best features of each of the members of their group. Drawing skills aren't necessary as the important idea is to get the group members to seek the pleasing features of the other members of the group. You might suggest some parts of the composite: head shape, hairline, hair color, eyes, ears, etc.

3. Have the groups display the portraits to the rest of the class and identify the features.
**Activity 13: Happy Package**

**Behavioral Objective:** Given an opportunity to participate in "Happy Package," the student will share one thing that makes him happy.

**Instructional Objectives:**

- **Materials:** none
  1. Have the class sit in a circle. Ask the students to pretend that they can have a package of any size or shape they want.
  2. Inside this imaginary box they are to place whatever it is in the whole world that would make them happy. Ask the students to share with the rest of the group what would be in the box and why it would make them happy.
  3. Ask the students to leave the group, go find an object in the class that makes them happy, and return to the group and share the object.
  4. Ask the students to share with the group a happy incident that happened to them in the past week.
  5. Ask the students to complete the sentence: "Happiness is . . . ."
Activity 14: Wishing

Behavioral Objective: Given an opportunity to participate in "Wishing," the student will share three wishes.

Instructional Objectives:

Materials: drawing paper and crayons

1. Ask the children to imagine that they have three wishes. What would they be?

2. Ask them to imagine that they had three wishes for someone else whom they liked very much. What would they wish for that person?

3. Ask them if they could relive the previous day, what would they wish to have been different? To have been the same?

4. Ask them did they ever wish to be someone else? Who? Why? Do they think someone might wish to be you?

5. Ask them if they ever had a wish come true? Is there anything you can do besides just wishing, to help get a wish?

6. Have the students draw one of their wishes on drawing paper and write a sentence about the wish (i.e., I would like to be a tiger because I can pounce on people).

7. Make a bulletin board of the wish pictures.
Activity 15: The Suitcase Strategy

Behavioral Objective: Given an opportunity to participate in "The Suitcase Strategy," the student will assess the relative value of their personal possessions.

Instructional Objectives:

Materials: lined school paper and pencils

1. Ask the students to pretend that they are going on a very long voyage across the ocean to a new land. After briefly describing what students may expect to find upon arriving in the new land (largely agricultural, few small towns, mild climate, poor land, most people live in grass huts, but the ruling class live luxuriously and the hotels have first-class facilities) you explain that each student can take one large suitcase.

2. Say "We are going to be very crowded on the boat going over; therefore, there will only be room for one large suitcase each. Anything you cannot put in the suitcase will have to be left behind."

3. Ask the students to take out a piece of paper and make a list of things they want to take.

4. Have the students post their lists on walls around the classroom. Students can look at each other's lists, discuss them, ask questions, and make changes in their own list if they wish.
Activity 16: Working Together

Behavioral Objective: Given the opportunity to participate in "Working Together," the students will share one feeling of what it is like to work together.

Instructional Objectives:

Materials: a double bed sheet and a smooth floor surface

1. Take the children to a smooth floor surface (hall or gym).
2. Make two groups and line them up.
3. The first two students in both groups (four all together) get on the two sheets and race the desired length (teacher can set up Start and Finish boundaries) staying on the sheet at all times.
4. Each time the group on the sheet returns to their line, have another child get on the sheet and race back and forth picking up eventually all the children in their line.
5. When the races are completed, back in the classroom, discuss what happens when you work in a group?

What makes a group work?
What do you do to make it work?
How do you feel when you get the job done?
What happens when your group doesn't work?
How do you feel when your group is stuck, when it can't move in any direction?
Activity 17: Twenty Things I Like to Do

Behavioral Objective: Given the opportunity to participate in "Twenty Things I Like to Do," the student's awareness of how their favorite things to do reflect their values will increase.

Instructional Objectives:

Materials: one piece of school paper and a pen or pencil

1. Begin the session by having each person number from 1 to 20 on the left side of a piece of notebook paper, leaving the right half blank.

2. Tell the students to list at least 10 things (20 would be better) they like to do—activities they enjoy being engaged in. If they have difficulty getting started, give them examples of the kinds of things that they can write:

   - things they do on vacation
   - games and sports
   - activities around the house
   - things in school
   - favorite foods to eat
   - and so forth . . .

3. You should make your list at the same time they make theirs.

3a. Give them 5 to 10 minutes to complete their lists.

4. After their lists are completed, explain that now you are going to give them a code for their lists:

   a. Put a P next to any activity if you like to do it best with others.
b. Put an A next to any activity if you like to do it best alone.

c. If you think no one in the room has it on their list put an N

d. If you think you would not like your parents to see it put SEE

e. If it costs money every time you do it put $

f. If it is risky, but you still like it put an R

g. If you could only keep five things, put a * by the five you would like to keep

5. You are encouraged to make up other codes that fit your situation. Don't use more than seven or eight codes in any one activity.

6. After the students and you have coded the lists, carry on a discussion about the activity. Ask the following questions:

   a. Would anyone like to make an "I learned" statement about this activity?

   b. Was anyone surprised by how his list came out?

   c. Was it hard to choose a top five?

   d. Did anyone discover something about himself he didn't know?

   e. Could we share some of the things we listed?
Appendix G

Outside Evaluator Form
Dear Outside Evaluator:

I would appreciate your assistance in ascertaining the reliability of scoring on one of the instruments used while collecting data for my dissertation.

The instrument is attached to this letter and was used in the following manner:

Each child was given a half sheet of paper like the one attached to this letter. He was instructed to write four words, one in each section of the circle, that described how he was feeling at that moment. The papers were collected and the child participated in an activity designed to improve his feelings about himself and others. After the completion of the activity, which was about 45 minutes in duration, he was given another half sheet of paper with the same stimulus on it and was requested to write four words that describe how he is feeling at that moment. If the child wished to expand one of his thoughts into a sentence beginning with the word "I," he was given lines to do so.

The scoring was done in the following manner. "Before" and "after" sheets were compared and scored as indicated below:

1. All words that represented a positive thought were given a plus (+).
2. All words that represented a negative thought were given a minus (-).
3. Words describing the environment or physical conditions such as "hot," "sweaty," "thirsty," "hungry," etc., were not scored.
4. The number of plus (+) and minus (-) words on each half sheet were counted.
5. The number of plus and minus words on the "before" sheets were compared to the plus and minus words on the "after" sheet.
6. A positive or negative trend was ascertained and a plus or minus was assigned the set of sheets (2), no difference, a neutral (0) sign.

Your task as an outside evaluator is to review the 100 responses that have been randomly selected and the pertinent data that has been placed on the following pages and appropriately assign a plus, minus, or zero and place that sign in the column labeled Outside Evaluator Ranking.

The dotted line (-----) indicates that the response was unintelligible and the line (_____ ) indicates that no word was included by the student.

Thank you for your time.

Pamela Schutz
## Outside Evaluator Form

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## Outside Evaluator Form—Continued

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