

1982

A measurement of improved self-esteem in third grade students with elementary counselor intervention

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A measurement of improved self-esteem in third grade students with elementary counselor intervention

Abstract

In recent years, school counselors have become an important and essential part of the educational team. As educators become more aware of the needs of individual children, educators have worked more closely with school counselors in both identifying the problems of individual children and developing programs to help individual children. At the elementary level, counselors have been working in the affective domain of children's lives to emphasize the importance of communication (Getz, Morrill, 1978). By developing skills in communication, counselors have learned the concerns that children have about themselves. Realizing that children begin to develop their self-esteem at an early age, educators and counselors are becoming more and more aware of the need to develop flexible guidance programs (Nelson, 1972). These programs are initiated in kindergarten and continue on through the elementary level. Helping each child learn to like, respect, accept and trust him/herself has been a goal of guidance and counseling since the early writings of Rogers (1942).

A MEASUREMENT OF IMPROVED SELF-ESTEEM IN THIRD GRADE
STUDENTS WITH ELEMENTARY COUNSELOR INTERVENTION

A Research Paper

Presented to

the Department of School Administration

and Personnel Services

University of Northern Iowa

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

by

Ann Margaret Jamason

December, 1982

This Research Paper by: Ann Margaret Jamason

Entitled: A MEASUREMENT OF IMPROVED SELF-ESTEEM IN THIRD GRADE
STUDENTS WITH ELEMENTARY COUNSELOR INTERVENTION

has been approved as meeting the research paper requirement for the
Degree of Master of Arts in Education.

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OUR LIVES ARE SHAPED BY THOSE WHO LOVE US
AND BY THOSE WHO REFUSE TO LOVE US.

Anonymous

CHAPTER 1

THE PROBLEM AND DEFINITION OF TERMS

INTRODUCTION

In recent years, school counselors have become an important and essential part of the educational team. As educators become more aware of the needs of individual children, educators have worked more closely with school counselors in both identifying the problems of individual children and developing programs to help individual children. At the elementary level, counselors have been working in the affective domain of children's lives to emphasize the importance of communication (Getz, Morrill, 1978). By developing skills in communication, counselors have learned the concerns that children have about themselves. Realizing that children begin to develop their self-esteem at an early age, educators and counselors are becoming more and more aware of the need to develop flexible guidance programs (Nelson, 1972). These programs are initiated in kindergarten and continue on through the elementary level. Helping each child learn to like, respect, accept and trust him/herself has been a goal of guidance and counseling since the early writings of Rogers (1942).

For years, counselors have assumed that parental child rearing experiences have influenced children from the earliest age of children. According to Nadler, (1973) a child's self-esteem is shaped through social interaction with significant people in his/her life from parents, from family and from teachers. As the child grows and learns that he/she is living in a competitive world, the child must also learn to develop a positive self-esteem.

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The purpose of this experimental study is to determine the influence an elementary counselor has on the growth of self-esteem in third grade students.

HYPOTHESES

Based on the introduction, the following hypotheses are presented:

1. There is no (statistically significant) difference in self-esteem among third grade girls, following six weeks of group activity.
2. There is no (statistically significant) difference in self-esteem among third grade boys, following six weeks of group activity.
3. There is no (statistically significant) difference in self-esteem among third graders, following six weeks of group activity.

DEFINITION OF TERMS

Self-Esteem Inventory: The Self-Esteem Inventory is an instrument developed by Stanley Coopersmith (1968) designed to assess general self-esteem. It has been used on both male and female subjects ranging in age from eight years of age to the adult level.

Third Grade Student: A third grade student is a child in a third grade class at the elementary level. The usual chronological age of these children range from eight to nine years of age.

Elementary Counselor: An elementary counselor is an individual who may work with groups of children, or with an individual child in regard to academic or behavioral problems. The elementary counselor provides guidance to children in developing a sense of responsibility to self, to family and to society (Ohlsen, 1973).

CHAPTER 2

REVIEW OF THE LITERATURE

This investigator was most concerned with the following three areas: 1) Self-esteem as part of the affective curriculum; 2) Self-esteem; 3) Assessing self-esteem. Chapter two addresses itself to these three questions and reviews the literature as it pertains to these topics.

SELF-ESTEEM AS PART OF THE AFFECTIVE CURRICULUM

During the practicum experience this investigator led several classroom guidance lessons concerning self-esteem at the second and fourth grade level. Thus, the topic of how the counselor influences the self-esteem of elementary-aged students became an area of interest for further examination.

A literature review reveals several ways a counselor can enhance self-esteem. Dinkmeyer (1970) developed the use of Developing Understanding of Self and Others (D.U.S.O.). This is an instrument for improving self-concept and feelings of self-worth, and has been determined by teachers and counselors in guidance programs as having a positive effect. From a study made in the first three grades in two rural Ohio schools the counselors involved (Koval and Hales, 1972) reached the following conclusion. Using the Developing Understanding of Self and Others guidance program, children in this program felt more capable, more accepted by their peers, and they worked more effectively independently. They did not show that they felt a greater self-worth. Third grade students felt more of a sense of belonging than first grade children. Hence, the Developing

Understanding of Self and Others (D.U.S.O.) guidance program did have some positive effect on all members of the group. According to Koval and Hales (1972) a teacher's expressed confidence in the child's ability will encourage the child to feel good about his/herself.

To encourage positive behavior in children, educators have felt that the public school has been a positive environment for the development of this concept (Bower 1961; Ojemann, Levitt, Lyle and Whiteside, 1955).

(a) The school is one institution that reaches all children, (b) childhood especially the latency years, appears to be the best time for intervention, (c) teachers are the best agents through when to operate such a program. (Schulman, Ford and Busk 1973).

Bessel and Palomares (1970) researched the training of teachers in affective education starting in the earliest grades in the elementary setting. The White House Conference (1972) proposed that teachers should be trained in interpersonal skills to help enhance the education of children and youth. These skills would give children a better understanding of their peers and how to deal with them more positively (Vogelsong, 1978). Therefore, skill training, as well as knowledge and experience, should become an important part of affective education.

One effective technique in the affective curriculum has been The Magic Circle Program. The Magic Circle Program, when properly introduced by the counselor, with teacher involvement has been successful (Gerler, 1973). The counselor demonstrated before the teachers in the classroom the use of The Magic Circle Program. The positive results were better listening habits, improved reading achievement, and improved self-esteem. Improved results were convincing to the teachers and encouraged them to include the program as a regular classroom activity.

Most professional helpers (Alder, 1957; Coopersmith, 1967; Beery, 1975; Dreikurs, 1964), have agreed to three assumptions concerning self-concept:

1. It is better to like self than dislike self.
2. It is better to have a realistic view of self than an unrealistic.
3. It is generally better to be aware of beliefs one holds about self than to be unaware of self-views (Eisenberg and Patterson 1979).

All children have experienced a time in their lives when they like to share some important event with someone. The birth of a baby brother or sister, or the awful feeling of mom or dad leaving home, or some other personal and important experiences are events the child may wish to share. Talking to the school counselor is a safe environment the child can choose to share his/her feelings. It can also be a step towards maturity. The actual discussion may not be too important to the counselor but may be rewarding for the child. At least the child was not ignored and the child learns the skill of sharing concerns and feelings with another person. The world of children is here and now, and children must be listened to at the right time (Nelson, 1972).

Having reviewed the special techniques and resources available to the counselor for use in the elementary setting, one is made more aware of the importance of guidance services to the elementary-aged child.

SELF-ESTEEM

Self-esteem may be defined as "the total set of information, ideas, perceptions, assumptions and beliefs a person has about self" (Eisenberg and Patterson, 1979).

In order to bring about behavioral changes and improve self-esteem in children, role playing was suggested. Pantomiming exercises helped the timid child who feared performing in front of others. Pretending just to hit a home run or to eat a huge banana split introduced the inexperienced child to the activity. Discussions had to take place in order to recall details and make decisions to arrive at certain solutions involved from the role playing (Altmann and Firinesz, 1978). This activity presented an insight for the child to see himself/herself in a real life situation.

Another strategy called Pupil Relationship Enhancement Program, while structured and versatile, offered remedial, preventative and developmental opportunities (Hatch and Guerney, 1975). Success of this program in the public school system was related to the effectiveness of the counselor's presentation to the administrators and teachers. Positive results were reflected in the child's interpersonal relationships in school and in their families (Hatch and Guerney, 1975).

According to Nelson (1972) counseling services may expand the child's academic performance and at the same time aid in developing a positive self-concept in the child. Peck and Jackson (1976) described a Florida study which involved twenty five guidance units. The study reported those students who were seen by counselors five or more times during the previous year achieved average grades and demonstrated meaningful improvements in those grades over the previous year. The students counseled gained significantly in regard to their self-concept. Direct contact or indirect effort from counselors working with students on self-concept helps children feel more successful and thus led to improved self-esteem.

According to Purkey, (1970), the model for self-concept consists of a set of elements, beliefs and statements such as, "I'm OK" or "I'm not OK" (Harris, 1969) and "I like me" or "I don't like me." Also, "I can do it" or "I can't do it" (Eisenberg and Patterson 1979). An individual's self-concept also includes perceptions about activity and interest such as, "I enjoy watching tennis on T.V. but I don't like to play it," or "I enjoy rock music but I don't like to go to rock concerts." Finally, in explaining his/her perception of his self-esteem he/she may give reasons accounting for his/her behavior such as, "I am always late for appointments because I'm not well organized" or, "I work very hard because I want to retire when I'm thirty-five."

According to Verville, (1967), between the ages of six and twelve years, a child examines his/her actions in terms of others. He also gains a concept of his/her self as a special type of person. The child begins to think of him/herself as either accepted by his peers or rejected, capable or incapable, and approved or disapproved by parents. His/her reactions to performance can be displayed by either strengthening confidence or by discouragement. If the child judges himself/herself a failure he/she refuses to try and retains immature characteristics.

In a study (Ames, 1978), it was learned that children with high self-concepts saw themselves as being more capable of success than failure. This was found to be the opposite with low self-concept children.

The children high in self-concept appear to respond to success experiences because of the high opinion of themselves. Unfortunately, the low self-concept children were lacking in regards to

decision making skills. This gave the low self-concept child limited feedback in regard to his/her possible achievement ability.

Coopersmith, (1967), suggests that persons with high, medium and low self-esteem have different expectations for the future. They differ both in regard to interpersonal assertiveness, and in their ability to cope with stress. In contrast, Coopersmith describes the person with low self-esteem as being withdrawn, fearful, self-conscious, and lacking in the ability to form friendly relationships.

According to Coopersmith, (1959), sex differences in self-esteem have shown a varied set of results. Teachers rated girls higher than boys on behaviors related to self-esteem, but no difference between boys' and girls' self-ratings of self-esteem was shown.

Simon and Bernstein (1971), found individuals tend to dislike persons who they perceive as disliking themselves. The relationship between these two variables can be correlated with self-esteem. Similarly, as predicted, it was found individuals with high self-esteem believed people who they liked had positive feelings for them.

Research on the effectiveness of communication skills toward increased self-esteem was limited. However, a number of researchers (Altmann and Firinesz, 1973; Eldridge, Barcikowski and Witmer, 1973; Getz and Morrill, 1978; Vogel song, 1978) have implied that children exposed to self-enhancement exercises such as Canfield and Wells' book, One Hundred Ways to Enhance Self-Concept in the Classroom (1976), improved their communication skills.

The project Self-Discovery Method was designed for the bright, under achiever who has both a negative self-concept, and a negative outlook for the future. Through a series of readings and writings dealing with self-confidence, feelings and perceptions, the student completed the "Self Discovery Exercise." These were mailed to the counselor and then returned to students with written comments. Evidence of the results from pre and post tests showed that the project had a positive effect on the students (Purkey, 1967).

The "Gumpgookies" technique, designed to measure achievement motivation in early childhood, brought out choices that certain behaviors show differences in motivation (Adkins and Ballif, 1972). "Gumpgookies" recognized the fact that third grade students showed a positive attitude toward themselves, they liked school, expected to reach success, and were capable of using tools available which predicted academic achievement (Bridgeman and Shipman, 1978).

Research has indicated that children with positive self-concepts learned vocal materials with a more positively reinforced value (August and Rychlak, 1978) more than with negative materials. However, the negative self-concept student learned negative verbal materials more readily (August and Felker, 1977; August, Rychlak, Felker, 1975; Rychlak, Carlsen, Dunning, 1974). According to Rychlak and Saluri (1973) difficulty was experienced in research when, low self-concept, fifth and sixth grade children, lower in I.Q., did not follow the pattern of negative reinforcement value.

There has been very little research done concerning achievement motivation to early elementary school achievers due to the lack of effective measurement tools. This could prove to be a valuable area of research.

Munson (1970) suggests definite ways a counselor has helped the teacher in instructional process:

1. Helping the teachers to relate methods of teacher to modes of learning allowing for individual ways a pupil learns.
2. Helping the teachers to get to know different thinking processes using them in classroom activities.
3. Helping the teachers become more aware of their style and approach in classroom learning settings.
4. Helping the teachers to better understand the child's ability, transfer and how he applies himself Yawkey and Aronin (1972).

Nelson (1972) revealed that counseling and guidance services may expand the child's academic performance and at the same time aid in positive self-concept of the child.

In reviewing the available research and literature, strategies that are used to enhance a child's self-esteem were emphasized. No single approach, technique, theory, or strategy can claim success in the measurement of improved self-esteem in third grade students. Counselor intervention was presented as having a special effect on elementary-aged children. Also, the effectiveness of communication skills on self-esteem was reviewed with special attention given to the model of self-concept adapted by Purkey (1970).

ASSESSING SELF-ESTEEM

The available research in the area of self-esteem indicates it is difficult to find reliable and valid means to assess an individual's concept of self (Eisenberg and Patterson, 1979). Many assessment procedures that have been used such as, inventories, self-reports, and testing, have provided data to many researchers. The data has shown tentative results. Since a counselor has not

been able to view a person's self-esteem directly, the counselor can also make inferences from his/her overt behavior.

SUMMARY

Through the review of literature it was learned researchers have had difficulty finding an appropriate means to measure self-esteem (Eisenberg and Patterson, 1979).

Studies investigated positive ways a counselor enhanced self-esteem through the use of different strategies such as; The Developing Understanding of Self and Others (D.U.S.O.) Program, The Magic Circle Program, The Pupil Relationship Enhancement Program (P.R.E.P.), role playing, pantomime exercises, counseling services, communication skills, Project Self-Discovery Method, "Gump-gookies" technique, and the teacher's involvement in the various guidance programs. Research has revealed that each of these strategies contributed to an improved self-esteem.

The concept of self-esteem was defined. The review of the literature regarding this topic outlined how an individual perceives their self-esteem, how the individual's self-esteem develops, and how an individual's self-concept influences performance. The lack of effective tools to measure self-esteem was reviewed.

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CHAPTER 3

DESIGN AND PROCEDURE

The design began with a scheduled meeting between the student practicum counselor and a third grade classroom teacher to discuss the students' needs and identify the program.

The program designed by the counselor and teacher focused on topics such as, self-concept, interpersonal relationships, and friendship. (see Appendix D).

A thirty minute period, once a week for six weeks was arranged with the group of third grade students. The study was interested in learning more about third grade students. The chronological ages of othe students ranged from eight to nine years. The Coopersmith Self-Esteem Inventory (S.E.I.) (see Appendix A) was used. A pretest and posttest of the (S.E.I.) was administered to the group of (eleven boys and nine girls) during the six week session.

METHODS OF GATHERING DATA

The procedure was to administer the Self-Esteem Inventory pretest and posttest to the third grade classroom on the first and sixth meeting with the students. The procedure began by saying; "I have asked you to participate in a trial experiment that is part of the requirements of graduate study work. This is not a test and will not affect your grade. First, I will read through each one of the statements. So listen and follow along while I read. Next, I will let you read each statement and check "Unlike Me" or "Like Me" column. You will need a pencil to make the check marks. Any questions? When you are finished, turn your paper over and I'll havetwo volunteers pick up the sheets. Thank you for your time."

DESCRIPTION OF DATA

The instrument used was the Self-Esteem Inventory (see Appendix A). Three psychologists from the Mental Health Institute in Independence, Iowa, reviewed this scale and selected by consensus 48 items which measured positive self esteem. The student practicum counselor used this 48 item inventory with the group of third graders. The third grade student was asked to check one of the two columns ("like me," or "unlike me") which best describes how he/she felt. The instrument was self-administering.

ANALYSIS OF THE DATA

All the statistical analysis were computed by an electronic computer. The formula was obtained from Elementary Statistical Methods by Paul Blommers and E. F. Lindquist (1960).

The statistical treatment for the obtained data included computing the means and standard deviations for the appropriate data by using the formula $\bar{D} = \frac{\sum x_i}{N}$ and $S.D. = \sqrt{\sum x_i - \bar{D}^2}$ where x_i = individual difference scores, N = the number of scores and \bar{D} = the average of all the difference scores in the appropriate groups. In order to test the significance of differences between the groups, the paired t-test of significance was used. The degree of freedom (df) is equal to $(N-1)$ for the paired t-test statistic.

The paired t-test statistic was then computed by the following formula: $t(df = N-1) = \frac{\bar{D} - D}{\frac{S.D.}{\sqrt{N-1}}}$ where D = hypothesized difference or 0 in the investigation conducted since the null hypothesis was used.

The level of significance for the investigation was .05 on a two tailed test.

Table 1

Pretest-Posttest scores and differences between 20 third graders

BOYS	Pretest/Posttest		Difference
1.	64	78	+14
2.	30	36	+ 6
3.	60	52	- 8
4.	62	42	-20
5.	42	58	+16
6.	82	88	+ 6
7.	66	48	+18
8.	38	86	+48
9.	26	48	+22
10.	56	58	+ 2
11.	56	76	+20

$$\begin{aligned} \sum D &= 88 \\ \bar{D} &= 8 \\ D^2 &= 4505 \\ (\sum D)^2/N &= 88^2/11 = \frac{7744}{11} = 704 \\ d^2 &= 3544 \\ S^2D &= 322.18 \\ S.D. &= 17.949423 \\ t &= 1.409 \text{ (Not Significant)} \end{aligned}$$

GIRLS	Pretest/Posttest		Difference
12.	38	50	+12
13.	34	38	+ 4
14.	34	56	+22
15.	62	52	-10
16.	68	82	+14
17.	64	38	-26
18.	66	76	+10
19.	58	80	+22
20.	48	80	+32

$$\begin{aligned} \sum D &= 80 \\ \bar{D} &= 8.89 \\ D^2 &= 3224 \\ (\sum D)^2/N &= 80^2/9 = \frac{6400}{9} = 711.1 \\ d^2 &= 2512.8884 \\ S^2D &= 279.20982 \\ S.D. &= 16.709572 \\ t &= 1.504 \text{ (Not Significant)} \end{aligned}$$

NOTE: With the exception of two boys and two girls there was a positive change between pretest and posttest scores.

$$\begin{aligned} \text{COMBINED SCORES} \\ \sum D &= 168 \\ \bar{D} &= 8.4 \\ D^2 &= 7728 \\ (\sum D)^2/N &= 168^2/20 = \frac{28224}{20} = 1411.2 \\ d^2 &= 7217.4 \\ S^2D &= 360.87 \\ S.D. &= 18.996578 = 19 \\ t &= 1.927 \text{ (Not Significant)} \end{aligned}$$

DISCUSSION OF FINDINGS

Table 1 reveals the pretest/posttest scores and differences by sex between the twenty third graders in this study.

The obtained t-statistic for the boys was 1.409 with ten degrees of freedom. This is not significant at the .05 level on a two tailed test. The table reveals that seven of the nine boys did show an increase on their post test scores. Although the change was in a positive direction for ten of the boys it was not statistically significant.

The obtained t-statistic for the girls was 1.504 with eight degrees of freedom. This is not significant at the .05 level on a two tailed test. The table reveals seven of the nine girls obtained an increase in their self-esteem scores but it was not statistically significant.

When the boys and girls were combined the obtained t-statistic was 1.927 which is also not significant at the .05 level on a two tailed test.

The results clearly indicate there is no statistically significant difference in self-esteem among third grade boys and girls following six weeks of group activity. Although table one does suggest a tendency for an improved self-esteem following six weeks of group activity, it was not statistically significant.

CHAPTER 4

SUMMARY AND CONCLUSIONS

The results of this experimental study determined from a survey of literature available, and from the design of the investigation influence the elementary counselor can have on the growth of self-esteem in third grade students.

The obtained t-statistic for the boys was 1.409 with ten degrees of freedom. This is not significant at the .05 level on a two-tailed test. The table does reveal the fact all but one of the boys did show an increase on their post test scores. Although the change was in a positive direction for ten of the boys it was not statistically significant.

The obtained t-statistic for the girls was 1.504 with eight degrees of freedom. This is not significant at the .05 level on a two tailed test. The table reveals seven of the nine girls obtained an increase in their self-esteem scores but it was not statistically significant.

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The results clearly indicate there is no statistically significant difference in self-esteem among third grade boys and girls following six weeks of group activity. Although table one does suggest a tendency for an improved self-esteem following six weeks of group activity it was not statistically significant.

The Coopersmith Self-Esteem Inventory (see Appendix A) only measured one level of self esteem. The self-esteem of the third grade students as measured by the Coopersmith Self-Esteem Inventory did show variation as noted by the researcher during the six week period for the following reasons:

- 1) The way the students loosened up in class.
- 2) The way the students initiated conversation.
- 3) The way the students participated in the classroom activity each week.

Recognizing that liking self or feeling good about oneself is a basic need in this fast-paced society, further work needs to be done by educators and counselors to expand self-esteem programs in the elementary schools. Thus helping students to like themselves as well as teaching parents to have a positive regard for themselves is important.

LIMITATIONS OF THE STUDY

The limitations of the study:

1. Time of only thirty minutes, once a week for six weeks was spent with the group.
2. Small number of students (20) did not provide a wide range of differences of self-esteem.
3. A classroom group excluded opportunities for small groups or individual sessions.
4. The instrument (Self-Esteem Inventory) produced a score on only one level of growth of self-esteem.

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APPENDIX A SELF-ESTEEM INVENTORY (SEI)

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check () in the column, "Like Me."

If the statement does not describe how you usually feel, put a check () in the column, "Unlike Me."

There are no right or wrong answers.

	Like Me	Unlike Me
1. I spend a lot of time daydreaming.	_____	_____
2. I'm pretty sure of myself.	_____	_____
3. I often wish I were someone else.	_____	_____
4. I'm easy to like.	_____	_____
5. My parents and I have a lot of fun together.	_____	_____
6. I find it very hard to talk in front of the class.	_____	_____
7. I wish I were younger.	_____	_____
8. There are lots of things about myself I'd change if I could.	_____	_____
9. I can make up my mind without too much trouble.	_____	_____
10. I'm a lot of fun to be with.	_____	_____
11. I get upset easily at home.	_____	_____
12. I'm proud of my school work.	_____	_____
13. Someone always has to tell me what to do.	_____	_____
14. It takes me a long time to get used to anything new.	_____	_____
15. I'm often sorry for the things I do.	_____	_____
16. I'm popular with kids my own age.	_____	_____
17. My parents usually consider my feelings.	_____	_____
18. I'm doing the best work that I can.	_____	_____
19. I can usually take care of myself.	_____	_____
20. I give in very easily.	_____	_____
21. I'm pretty happy.	_____	_____
22. I would rather play with children younger than me.	_____	_____

	Like Me	Unlike Me
23. My parents expect too much of me.	_____	_____
24. I like to be called on in class.	_____	_____
25. It's pretty tough to be me.	_____	_____
26. Things are all mixed up in my life.	_____	_____
27. Kids usually follow my ideas.	_____	_____
28. No one pays much attention to me at home.	_____	_____
29. I'm not doing as well in school as I'd like to.	_____	_____
30. I can make up my mind and stick to it.	_____	_____
31. I really don't like being a boy--girl.	_____	_____
32. I have a low opinion of myself.	_____	_____
33. I don't like to be with other people.	_____	_____
34. There are many times when I'd like to leave home.	_____	_____
35. I often feel upset in school.	_____	_____
36. I often feel ashamed of myself.	_____	_____
37. I'm not as nice looking as most people.	_____	_____
38. If I have something to say, I usually say it.	_____	_____
39. Kids pick on me very often.	_____	_____
40. My parents understand me.	_____	_____
41. My teacher makes me feel I'm not good enough.	_____	_____
42. I'm a failure.	_____	_____
43. I get upset easily when I'm scolded.	_____	_____
44. Most people are better liked than I am.	_____	_____
45. I usually feel as if my parents are pushing me.	_____	_____
46. I often get discouraged in school.	_____	_____
47. Things usually don't bother me.	_____	_____
48. I can't be depended on.	_____	_____

APPENDIX B

TABLE I. Scores of Pretest and Posttest from (S.E.I.) for 20 Third Grade Students at West Elementary School.

GIRLS	PRETEST	POSTEST	DIFFERENCE	BOYS	PRETEST	POSTEST	DIFFERENCE
1. P.R.	38	50	+12	1. C.J.	64	78	+14
2. M.H.	34	38	+ 4	2. C.D.	30	36	+ 6
3. D.P.	34	56	+22	3. C.M.	60	52	- 8
4. H.N.	62	52	-10	4. B.W.	62	42	-20
5. N.H.	68	82	+14	5. T.W.	42	58	+16
6. A.J.	64	38	-26	6. M.S.	82	88	+ 6
7. T.A.	66	76	+10	7. E.C.	66	48	+18
8. A.M.	58	80	+22	8. T.D.	38	86	+48
9. S.K.	48	80	+32	9. T.G.	26	48	+22
				10. V.M.	56	58	+ 2
				11. S.H.	56	76	+20

APPENDIX C

(Bobby Kelly
can be adapted
to a boy or girl role.)

(Adapted to
3rd grade level)

"THE STORY OF BOBBY KELLY"

Bobby Kelly is a 3rd grader. This is a story of what happens during a typical day to Bobby's IALAC sign. At 7:15 a.m. Bobby wakes up to the sound of his/her mother's voice, "Bobby! You lazy bum! Get down here this minute! Your're going to miss the bus." (RIP) Bobby hurriedly gets ready for school. Shortly, he/she sits down to breakfast and tips over the cereal box. It looks like another bad day ahead for Bobby. (RIP)

At 7:35, Bobby follows his/her sisters and brothers to the school bus. Two neighbor girls laugh at his/her new moon boots as he/she sits down in the seat in front of them. (RIP) At 8:24, the school bus arrives at school. Bobby takes a minute to remove his/her boots in the hallway before hurrying down the hall in time for the bell. A student ahead of him/her pushes down Bobby. The bell rings and his/her teacher tells Bobby "Your're late." (RIP) As Bobby takes his/her seat a couple classmates whisper/then laugh. (RIP)

It's 9:30, reading class. Mrs. Dunlow gives Bobby his/her workbook back and says, "You'll have to do the page over. You got them all wrong Bobby." (RIP)

At 10:00, there is recess. Bobby happily rushes outside to play with his/her friends. As he/she joins the group he/she is told the sides are even and can't play. Bobby feels no matter how hard he/she tries to be liked nothing works. (RIP)

Math class is at 10:45. Mrs. Dunlow wants Bobby's group to meet first. Bobby looks for his/her homework assignment. It isn't in the desk, book or back-pac. Bobby looks back at his/her book. Oh no! Bobby took his/her brother's book that is in 4th grade instead of the 3rd grade book. (RIP)

Lunch comes at 11:30. Bobby wants to sit by two of his/her special friends. The friends change their minds and sit by someone else. Bobby sits all alone. (RIP)

Gym class is at 12:05 p.m. Bobby takes five laps around the gym on a full stomach. It gives him/her heartburn.

One o'clock is music class. Bobby misses a couple words in the song. Some of his/her classmates laugh. (RIP)

Art class is at 1:45. Mrs. Tanner tells Rachel Dillman that her painting is "super" and Bobby's is just "OK." (RIP)

Spelling class is at 2:30. Mrs. Dunlow tells Bobby he/she needs to write his/her spelling words over. Bobby missed 9 out of 10. (RIP)

At 3:15 the bell rings to end the day. Bobby feels relieved to go home. At 4:15 Bobby arrives home from the bus. He/she realizes he/she left her/his back-pac on the bus. (RIP)

Mom who has her IALAC sign ripped to shreds at the office yells as he/she opens the door, "Bobby, don't slam the door I have a headache." (RIP)
The rest of the evening doesn't go any better.

At 8:45 Bobby climbs into bed and falls asleep and wouldn't you know it - even his/her dreams are in trouble. Bobby dreams that he/she is being chased by a gigantic cat. (RIP)

Some days are like that. Maybe tomorrow will be different.

The I.A.L.A.C. Story was developed by Sid Simon.

APPENDIX D

Activities Used

1) I am Lovable and Capable story developed by Sid Simon, 1976 (adapted to third grade level), (see Appendix C). The I.A.L.A.C. is told to illustrate how one's self-concept can be damaged by others' statements and actions.

2) "Mistakes We Make" taken from Help Yourself To a Healthier You. Dr. Ann Vernon, 1980.

Purpose: To develop an awareness of the individuality of each person and the value of self-acceptance.

Materials needed: Props, such as child's coat, shoe with a tie, scarf, etc.

Procedure: Ask for several volunteers. Have each volunteer get an item of clothing - a shoe, hat, coat, etc. and tell them you are going to be asking them to put this thing on, but to pretend like they're just learning to do it, so they'll goof up. Have the other students observe and point out what was wrong. Then discuss the following:

- 1) Have you ever made a mistake?
- 2) Is it natural to make mistakes?
- 3) Are you a fool if you make mistakes?
- 4) Should you take it too seriously if you make a mistake? What can you do about it?
- 5) What can you learn by making mistakes?

3) "Voting on Friends" Up with Students Dr. Ann Vernon, 1975.

Purpose: To increase an awareness about friendship.

Materials needed: None.

Procedure: After children are seated in a circle, ask them to raise their hands in response to the following questions:

- 1) How many of you have a best friend?
- 2) How many of you have a friend now that you used to not like?
- 3) How many of you have a good friend of the opposite sex?
- 4) How many of you have had a fight or argument with a friend recently?
- 5) How many of you have a brother or sister who is also a friend?

After voting, have children close their eyes and think about someone who is their friend. Then ask for someone to share their thoughts about their friend, and how they know that this person is a friend. Just before the discussion period ends, do a "whip" - around the circle: "A friend is".

4) "Don't Sit On The Fence" taken from Kaleidoscope Western Hills Education Agency, 1977.

Purpose: To increase acceptance and awareness of individual differences. To increase listening skills and reasoning skills.

Materials: Blackboard, chalk, and cards with topics written on them such as:

1. If I saw a friend steal something from a store, I would report it.
2. If I didn't have to go to school I still would.
3. Parents should decide what time their children go to bed.
4. Girls should be allowed to be on Little League teams.
5. Kids should never be spanked.

Procedure: Divide a chalkboard in half. Print YES on one side, NO on the other. Draw a line between YES and NO with chalk and continue the line on the floor so that the room is divided in two, as well. Hold up a controversial topic. The students are to decide whether they vote YES or NO and to move to the appropriate side of the line. Teacher acts as moderator, calling on students to give their reasons as to why they voted the way they did.

IMPORTANT: ANY TIME STUDENTS WANT TO SHIFT TO THE OTHER SIDE OF THE LINE THEY MAY DO SO. When the controversial topic is completely talked out, ask those who shifted to give their reasons. Then move on to the next topic.