ABSTRACT
        This bibliography is a guide to recent ERIC documents
on the socialization of young children. Abstracts are provided for
entries cited from Research in Education. Articles from Current Index
to Journals in Education are listed. Titles selected were indexed
under one or more of the following: social behavior, social
development, social maturity, social reinforcement, social
influences, socioeconomic status, social attitudes, moral values or
social adjustment. (KM)

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SOCIALIZATION OF YOUNG CHILDREN: AN ABSTRACT BIBLIOGRAPHY
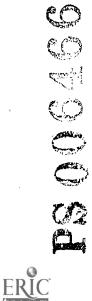
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Socialization of Young Children: An Abstract Bibliography

This bibliography is a guide to recent ERIC documents on the
socialization of young children. Included are such topics as competition,
cooperation, conflict resolution and classroom interaction. Entries cited
are from the abstract journal. Research in Education (RIE). Journal articles
listed appeared in Current Index to Journals in Education (CIJE).

Both RIE and CIJE titles selected were indexed under one or more
of the following terms: Social Behavior, Social Development, Social
Maturity, Social Reinforcement, Social Influences, Socioeconomic Status,
Social Attitudes, Moral Values or Social Adjustment.

Citations are assigned ERIC Document (ED) numbers and are available
through the ERIC Document Reproduction Service (EDRS) in either microfiche
(MF) or hard copy (HC). (See ordering directions in the back of this
publication.)

Certain publications which are also available directly from other
sources have availability information listed below the abstract.

References (from <u>RIE</u>)

1. Baker, Jean M.; Martin, James. <u>Bicultural Socialization: A</u>
   <u>Group Process Approach to Bilingual Instruction; Behavior</u>
   <u>Observation Schedules</u>. 1971, 41p. ED 062 383

       *Behavioral Science Research; Behavior Change; *Bilingual
       Education; Check Lists; Classroom Techniques; Data
       Collection; Evaluation Techniques; *Group Activities;
       Instructional Innovation; Leadership; *Observation;
       Reinforcement; Reliability; Social Behavior; *Socialization;
       Spanish Speaking; Student Behavior; Teacher Aides;
       Teacher Behavior

These 11 behavior observation schedules were developed to serve as
a source of data for evaluation experimental variations in instructional
procedures and classroom organization, and for monitoring changes in
teacher, teacher aide, and child behaviors.

2. Barclay, James R.; And Others. <u>Behavioral and Achievement</u>
   <u>Correlates of Social Interaction Variables in the Elementary</u>
   <u>Classroom</u>. April 1972, 32p. ED 062 394

       *Academic Achievement; Analysis of Variance; Behavior
       Patterns; Behavior Rating Scales; Classroom Environment;
       Computer Oriented Programs; *Correlation; Data Analysis;
       Educational Diagnosis; *Elementary Grades; Interaction;
       Multiple Regression; Analysis; Observation; Peer Relationship;
       Self Evaluation; Sex Differences; *Social Behavior;
       Student Needs; Systems Approach; Teacher Influence; *Test
       Validity

The purpose of this study is to report a behavioral observation
validation of a multiple social interaction measurement instrument
entitled the "Barclay Classroom Climate Inventory." This instrument
measures social interaction in the elementary classroom as derived
from self-report, peer judgments and teacher expectations. It
provides an integrated need assessment system for use in diagnostic
planning of curricular and behavioral interventions. In this study,
an effort was made to relate psychometric variables to actual
observed behavior in a number of classrooms of the Corpus Christi
Public Schools over a ten-day period, with 700 elementary children as
subjects of observation.

3. Barclay, James R.; And Others. <u>The Influence of Paternal Occupation</u>
   <u>on Social Interaction Measures in Elementary School Children</u>. April 1972,
   24p. ED 062 393

Check Lists; *Elementary School Students; *Environmental
Influences; Expectation; Factor Analysis; *Fathers;
Grade 4; Grade 5; Grade 6; Interaction; *Occupations;
Peer Relationships; Self Evaluation; Sex Differences;
*Social Behavior; Statistical Analysis; Student Teacher
Relationship; Vocational Interests

To determine the specific nature of the environmental "press" derived
from paternal occupation on the social interaction of children in the
classroom, 1,386 elementary children were administered the Barclay
Classroom Climate Inventory. Results are presented according to the
fathers' occupations.

4. Beck, Clive. Moral Education in the Schools. Some Practical
    Suggestions. 1971, 44p. ED 057 005

        *Ethical Instruction; *Moral Values; *Personality Development;
        *Teaching Methods; Values

This document contains practical suggestions for moral education
which, although tentative, are based to a considerable extent on classroom
experimentation. There are three main sections. The first suggests
a series of mini-courses to be incorporated in the school curriculum.
It deals with personal and social values in general, human relations,
decision making, human issues in the world today, and value theory,
with a number of specific topics listed under each heading. The second
chapter contains suggestions on teaching methodology and discusses
three classification systems for moral assessment: 1) moral values,
subdivided into interpersonal virtues and individual virtues; 2)
moral components underlying a student's moral character; and 3)
six moral stages through which students normally develop. These stages
are simple authority orientation, simple independence orientation,
limited conformity orientation, broad conformity orientation, process
and contract orientation, and ultimate life goals orientation.
The third chapter attempts to provide systematically a general theory
of values through the consideration of moral diversity and moral
relativism, the purpose of morality, moral and nonmoral values, the
self and others, the favoring of an inner group, and the establishment
of harmony between groups around the world. There is a brief bibliography.

5. Berk, Leonard; And Others. The Moral Explanations of Teachers,
    The Moral Development of Students. April 1972, 34p. ED 066 422

*Ethical Instruction; Moral Issues; *Moral Values; School
Role; *Socialization; *Student Attitudes; Student Development;
*Teacher Attitudes; Teacher Role

This report presents the problem of school practice and moral socialization
in an attempt to transform the issues into a problem for research. Three
divisions of study are presented: 1) a rationale for the examination of
schooling and moral development, 2) the development of procedures for
analyzing the use of explanations, and 3) speculation on the basis of
pilot test results about the direction that future research might take.
The rationale for the study presents a review of two perspectives in
socialization literature. The sociological perspective addresses
the manner in which social mechanisms impress themselves on individuals
as a means of perpetuating the social order. The psychological
perspective concerns the manner in which children incorporate their
social environment. An adequate study of the influence of the school
on the moral developments of the child is also presented. Procedures
developed included a modification of the Kohlberg free-response
interview paralleling a technique developed and used by Rest (1969)
and a modification of the school-specific "Clarke Barto Incident,"
developed by Nordstrom and Friedenberg. Data were collected for the
purpose of instrument development, not to demonstrate anything about
the schools. The final section illustrates the character of the
speculation and indicates future areas of study. A 22-item bibliography
and appendixes of procedural material are included.

6. Bertram, Charles L.; And Others. Summative Evaluation of the
    Appalachia Preschool Education Program. December 1971, 50p. ED 062 024

        Cognitive Objectives; *Comparative Analysis; *Early Childhood
        Education; Educational Finance; *Educational Programs;
        Educational Television; Field Studies; Home Visits; Individual
        Development; Interpersonal Competence; Kindergarten Children;
        Language Development; Mobile Classrooms; Preschool Children;
        *Preschool Education; *Program Evaluation; Psychomotor Skills;
        Task Performance; Testing; Test Results

A report of the findings from the three-year field test of the
Appalachia Preschool Education Program (APEP), an early childhood
education program is presented. The report describes the human and
fiscal effort required to operate the program and the changes in the
performances of children resulting from the use of the program. It
also contains a description of the target population for the program.
Findings include: (1) Scores on a test of cognitive objectives favored
children who received the Appalachia Preschool Education Program;
(2) A trend toward increased language development was observed for
APEP children as opposed to children comparison groups; (3) Children

who participated in the program scored significantly higher than
comparison groups in psychomotor skills; (4) Children who participated
in the mobile classroom activities gave indications of having developed
more constructive social skills than children who received only the
home visitor and television program; and (5) Children in the program
reached significantly more cognitive objectives than children who
received no treatment.

7. Bogan, Robert. Moral Conduct and Moral Character: A Psychological
Perspective. Report 129. April 1972, 43p. ED 066 377

   *Affective Behavior; Behavior Development; Empathy; Ethical
   Values; *Ethics; Human Development; *Moral Values; Personality
   Development; Philosophy; *Socialization; Social Maturity

This paper deals with two specific issues: the explanation of moral
conduct and the structure of moral character. The purpose of the paper
is to describe a new psychological perspective on moral conduct, and
to discuss some empirical findings which follow from this perspective.
Morality is regarded here as a natural phenomenon which considers under-
standing of moral behavior to be dependent on knowledge of man's
biological and psychological nature. The implied assumption is that an
evaluative tendency is an integral part of social conduct and, moreover,
that moral conduct is social conduct. Definitions are provided for
morality, moral behavior, and moral character. Five important
aspects of character development that are pertinent to the explanation
of moral behavior are: moral knowledge, socialization, empathy, the
ethics of conscience vs. the ethics of responsibility, and autonomy.
Each of these dimensions is defined in terms of a specific assessment
device, and the relationships among the scales are examined.

8. Bolstad, Orin D.; Johnson, Stephen M. Self-Regulation in the
Modification of Disruptive Classroom Behavior. 1972, 32p. ED 065 195

   *Behavioral Science Research; Behavior Change; Child Development,
   Child Psychology, *Classroom Observation Techniques; Comparative
   Analysis; *Discipline Problems; Early Childhood; Experimental
   Groups; Individual Development; Personality Development;
   Primary Grades; *Problem Children; Self Concept; *Self Control;
   Social Development

This study compared self-regulation and external regulation procedures
in the treatment of children's disruptive classroom behavior. Following
the collection of baseline data, three of the four most disruptive
children in each of 10 first and second grade classrooms were rein-
forced by the experimenter for achieving low rates of disruptive
behavior. The fourth child served as a control subject throughout
the experiment. Two of the three experimental subjects were then taught

to self-observe their own disruptive behavior. In the final reinforce-
ment period, these subjects were given control over dispensing rein-
forcers to themselves, based on their self-collected behavioral data
while subjects in the other experimental group continued with the
externally managed reinforcement. In extinction, reinforcement
was discontinued for all subjects, but one of the self-regulation
subjects in each classroom continued to overtly self-observe.
Results indicated that both reinforcement programs produced a considerable
reduction in disruptive behavior. The self-regulation procedures
were slightly more effective in reducing disruptiveness than was the
external regulation procedure and this advantage persisted into
extinction. These results suggest that self-regulation procedures
provide a practical, inexpensive, and powerful alternative in dealing
with disruptive behavior in children.

Availability: Orin S. Bolstad, Psychology Clinic, 1679 Agate.
University of Oregon, Eugene, Oregon

9. Brearley, Molly (Ed.) The Teaching of Young Children: Some
    Applications of Piaget's Learning Theory. April 1970, 192p. ED 059 756

             Art Appreciation; Art Expression; Aural Learning; Classroom
             Observation Techniques; *Early Childhood; Educational Objectives;
             *Effective Teaching; Expectation; Human Development; Learning
             Processes; *Learning Theories; *Mental Development; Moral
             Values; Music Appreciation; Perceptual Development; *Primary
             Grades; Response Mode; School Role; Student Teacher Relationship

The goals of the education of young children and how these goals may
best be met are presented. The main thesis of this book is that "the
main work of the school is the fostering and developing of mental life,
enabling children to experience more fully and consciously all that
life has to offer." The book contains 10 chapters. Chapter 1 contains
the Introduction. Chapter 2, Science: Expectations, Conjectures and
Validations, describes human learning as a process of building up an
internal model of the world. Chapter 3, Art: Representation and Expression,
considers how to foster the artistic development of young children.
Chapter 4, Literature: Impression and Reflection, covers the personal
relevance in a child's response to a story. Chapter 5, Movement: Action,
Feeling and Thought, is concerned with the impressions made on a baby
by the movement around him. Chapter 6, Mathematics: Ordering, Relating,
Measuring, points out that the genesis of mathematical concepts lies
in the earliest explorations of infancy. Chapter 7, Music: Hearing
and Making Sound, discusses the effects of sound on a baby's aural
perception. Chapter 8, Morality: Values and Reasons, discusses the
inability of children to put himself at another person's point of view.
Chapter 9, Psychological Standpoint, discusses education of primary school

children as a multidisciplinary endeavor. Chapter 10, Teachers and Children, describes the activities observed in a particular classroom.

Availability: Schocken Books, 67 Park Avenue, New York, N.Y. 10016 (price $5.50)

10. Coleman, James S. Academic Games and Learning. 7p. ED 049 966

*Educational Games; Elementary Grades; Goal Orientation; Kindergarten; *Learning Motivation; Learning Processes; Secondary Grades; *Simulation; *Socialization; *Social Studies; Teaching Techniques

The aim of this paper is to give some insight into what academic simulation games are, what their goals are, how they accomplish these goals, and how they differ from other ways of teaching and learning. A game is a way of partitioning off a portion of action from the complex stream of life activities. It partitions off a set of players and allowable actions, a segment of time, and establishes a framework within which the action takes place. The game can even be described as a minute social system, and is therefore an important part of the socialization of children. The kind of learning that can go on in a game, is complimentary to, and prior to, the kind of learning that occurs in the standard information transmission model of school learning. Learning in a game is the development of affect toward a new goal; and the transmission of knowledge that occurs in an ordinary classroom is a way of facilitating action toward that goal. The game provides the structure which Jerome Bruner argues is so important to retention and usability of information. In the social studies, a game provides such a structure for action with the most direct impact upon children described as unmotivated. One of the games developed by the Johns Hopkins Games Project gives some idea of what such games are and do.

11. Emmerich, Walter. Structure and Development of Personal-Social Behaviors in Preschool Settings. ETS Head Start Longitudinal Study. November 1971, 223p. ED 063 971

Black Community; *Classroom Observation Techniques; *Cognitive Development; Cognitive Measurement; Correlation; Economically Disadvantaged; *Measurement Techniques; Personal Growth; Sex Differences; *Social Development; *Socioeconomic Influences

As part of an ongoing longitudinal study of early cognitive, affective, and social development in economically disadvantaged children, this investigation assessed the classroom behavior of 500 urban preschool children from Portland, Oregon, St. Louis, Missouri, and Trenton, New Jersey. The majority were black and enrolled in Head Start. Primary aims were to find the structure of classroom behavior, examine similarities and differences in structure among subgroups and test (mean) differences among subgroups on measures of personal-social constructs. The instruments used in the system of measurement were the Bipolar and Unipolar Scales and the Manual of Scale Definitions. Major topics reviewed in detail are: Method; Structural Analyses: Procedure; Structural Findings; Further Results of the Fall (1) X Spring Samples; Results of the Fall (1) X Fall (2) Sample; Construct Correlates of Masculine-Feminine and Dependent-Independent; Components of Adult and Child Orientation; and Conclusions. Fifty-three references are cited. Summarized in 29 tables is a breakdown of samples of construct- and component measures according to age, sex, and period of observation (Spring or Fall). Appendixes A through H include the rating forms used in the analysis and data gathered using the Bipolar and Unipolar Scales.

12. Gottfried, Nathan W.; Seay, Bill. An Observational Technique for Pre-School Children. April 1970, 13p. ED 058 293

> Behavior; *Behavior Development; Behavior Patterns; Caucasians; Negro Youth; *Observation; *Peer Relationship; *Preschool Children; Reliability; *Social Behavior; Social Development

A method for direct observation study of early peer-social and object directed behavior in humans was designed to articulate with techniques widely used in studies of social behavior of infra-human primates. Occurrence of behavior fitting the definitions of each of six categories of object behavior and nine categories of social behavior is noted once during each 15-second interval. The number of recorded intervals in a 15-minute session provides the basic scoring unit. Observer reliabilities were estimated from paired data for four observers. Thirty-eight Negro and Caucasian children, ages three through five years, were observed in 3-child play groups. Median reliabilities of .95 and .81 were obtained for object and social behavior categories respectively.

13. Gottlieb, Jay; Budoff, Milton. Social Acceptability of Retarded Children in Nongraded Schools Differing in Architecture. Volume 2, Number 28. 1972, 17p. ED 062 748

> Architectural Programing; *Educable Mentally Handicapped; *Exceptional Child Research; Mentally·Handicapped; *Nongraded Classes; *Peer Relationship; Regular Class Placement; School Buildings; *Social Attitudes; Special Classes

The social position of integrated and segregated educable mentally
handicapped (EMR) children in a traditional school building was
compared to that of EMR children in a no-interior wall school. The
results indicated that while EMR children in the unwalled school
were known more often by their nonEMR peers, they were not chosen as
friends more often. Retarded children in the unwalled school were
rejected more often than retarded children in the walled school.
Also, integrated EMR children were rejected more than segregated EMR
children. (For related studies, see also EC 042 062 and 042 066.)

14. Hamblin, Robert L.; And Others. The Humanization Processes:
    A Social, Behavioral Analysis of Children's Problems. 1971,
    305p. ED 062 584

        Academic Achievement; Aggression; Anti Social Behavior;
        *Autism; *Behavioral Science Research; Behavior Change;
        *Behavior Problems; Case Studies; Child Development; *Child
        Psychology; Disadvantaged Youth; Human Engineering; Language
        Development; Learning Theories; Reading Instruction;
        Reinforcement; Remedial Programs; *Social Development

Research and development work performed by the authors as employees
of the Central Midwestern Regional Educational Laboratory is treated
in this book concerning the acculturation processes through which children
develop the essential human characteristics, in particular, the humane
processes of humanization. The 10 chapters of the book are: 1.
Introduction; 2. The Young Child; 3. Inner-City Children; 4. Inner
City Classes; Problems and Procedures; 5. The Hyperagressive Child;
6. Two Aggressive Lives; 7. The Autistic Child: An Introduction;
8. Autism: Its Remediation; 9. Infantile Autism: A Case Study in
Remediation; and 10. Theoretical Conclusions. The two appendixes
to the book present The Mathematical Properties of Learning Curves
and References. An author and a subject index is provided.

Availability: Wiley-Interscience, A Division of John Wiley & Sons, Inc.
605 Third Avenue, New York, New York 10016 (no price given)

15. Johnson, Stephen M. Self-Reinforcement vs. External Reinforcement
    in Behavior Modification With Children. 1970, 13p. ED 065 196

        *Attention Span; *Behavioral Science Research; *Behavior
        Change; Behavior Standards; Classroom Observation Techniques;
        Comparative Analysis; Discipline Problems; *Early Childhood;
        Experimental Groups; Individual Development; Personality
        Development; Primary Grades; *Self Control

The purpose of this study was to examine self-reinforcement as an agent
of behavior change with children who were deficient in desired
attention behav   three first and second grade school
children were   external reinforcement procedures to
raise their   n on a simple discrimination task.
Subjects in on   re then taught to manage their   reinforcement
contingencies and their performance was compared with that of a group
continued on external reinforcement and a group for which reinforcement
was discontinued. Results showed that groups receiving reinforcement
performed at higher levels than the no reinforcement group. Self-
reinforcement maintained discrimination behavior at as high a level as
external reinforcement with no decrement in discrimination accuracy.
Some greater initial resistance to extinction was evidenced in the
self-reinforcement group as compared to the other groups. No differences
in generalization of attentive behavior were found.

16.   Kratochvil, Daniel W. Sesame Street: Developed by Children's
      Workshop.   December 1971, 51p. ED 062 026

            Age; Behavior Patterns; Cognitive Development; Concept Teaching;
            Cultural Education; *Economically Disadvantaged; *Educational
            Television; Environmental Influences; Instructional Materials;
            *Intellectual Development; Kindergarten Children; Objectives;
            *Preschool Children; Problem Solving; Program Evaluation;
            Social Development; Spanish Speaking; Test Results; Visual
            Discrimination; *Workshops

A children's television program "Sesame Street," is discussed. The
objectives of this program is to promote the intellectual and social
and cultural growth of preschool and kindergarten children. Specific
goals include: symbolic representation, problem solving and reasoning,
and familiarity with the physical and social environment. The target
population consists of all children, three to five years old, with the
disadvantaged child given primary concern. Materials used in the program
included: (1) letters, numbers, and geometric forms, (2) problem
solving and reasoning, including recognition of parts of the body,
visual discrimination among objects or pictures, and understanding of
relational concepts such as size, shape, position and distance; and
people, family and home, rules of behavior and fair play. The program
was evaluated and the results include the following: (1) The impact
in most goal areas was both educationally and statistically significant;
(2) Generally, younger children gained more than older children;
(3) High viewers benefitted more than low viewers; and (4) High-viewing
Spanish-speaking children from a disadvantaged community and with low
pretest scores gained more than any other group.

17. Madsen, Millard C. Developmental and Cross-Cultural Differences in the Cooperative and Competitive Behavior of Young Children. August 1970, 13p. ED 062 040

> Affective Behavior; Age Differences; *Anglo Americans;
> *Behavior Developme..; *Children; *Cross Cultural Studies;
> Developmental Tasks; Interaction; *Mexicans; Rural Areas

An experimental task with accompanying apparatus was developed for use in the study of developmental and cultural differences in the cooperative-competitive behavior of children in a small Mexican town and in California. Two groups of 20 Mexican children (aged 7-8 and 10-11), from day-care centers in Los Angeles. The children were tested using a 2-person cooperation-competition marble-pull game designed for the study. A pair of children of the same sex and culture was seated, 1 child at each end of the game table; the children then played for a marble placed in a holder. In the "tug-of-war situation," cooperative behavior resulted in 1 child getting a marble while competitive behavior resulted in neither child getting a marble. At the conclusion of 10 trials for each pair of children, informal interviews were held to determine, for children who competed maladaptively (competitively), the extent to which they were aware of possible interacting methods. Two instructional trials followed the interview, and subjects completed a second series of 10 trials. Results indicated a higher level of cooperation among Mexican than among Anglo American children and an increase in nonadaptive competition with age among the Anglo American children.

18. May, Jack G., Jr.; Breyer, Norman L. The Effects of Selected Teacher and Pupil Characteristics on Social Learning. Final Report. October 1970, 124p. ED 050 383

> Behavioral Science Research; *Imitation; *Patterned Responses;
> *Preschool Children; Sex Differences; Social Influences;
> Socialization; *Social Reinforcement; Socioeconomic Status;
> *Stimulus Behavior; Verbal Learning

One of the focal points of this study is the investigation of the relationship between rates and types of imitative responding and responsiveness to social reinforcement (approval). Subjects were 96 children (5 to 6 years old) equally divided according to sex and race (Negro and white). Findings indicate that: (1) it seems tenable to assume that a relationship between verbal imitation and socioeconomic level does exist, although the nature of the relationship and the relevance of other factors is still unclear; (2) it might be fruitful to maintain the distinction of verbal and motor imitation as separate classes of imitative responses; (3) it appears that there is a greater difference in the rates of responsiveness between white males and

white females than between Negro males and Negro females; and (4) patterns of responsiveness are related to whether the social influencing agent is physically or symbolically presented to the subject. The results were interpreted as indicating the complexity of the multi-dimensional phenomena called responsiveness to social stimuli.

19. Mc'   John Lewis. An Experimental Study of Racial Attitude
    ..ing   .lack Preschool Children. 1970, 27p. ED 062 497

> African American Studies; *Changing Attitudes;
> Curriculum Evaluation; Economically Disadvantaged;
> *Experimental Curriculum; Negro Attitudes; *Negro
> Youth; *Preschool Children; Preschool Curriculum;
> *Racial Attitudes; Racial Recognition; Self Concept;
> Socioeconomic Status; Verbal Operant Conditioning

The purpose of this study is to determine whether the racial attitudes of black preschool children can be modified using different treatment methods. The hypotheses were as follows: (1) Racial attitudes will be modified, using operant learning procedures and a black consciousness curriculum; (2) A black consciousness curriculum will result in greater positive change in racial attitudes than operant learning procedures; (3) There will be no significant difference in racial attitude change; (a) between boys and girls and (b) between black preschool children from intact and non-intact--e.g., father present and father absent--homes; and, (4) There will be a positive relationship between a preschool child's racial attitude and his racial preference. Sixty-five lower socio-economic black preschool children were randomly selected from three integrated day care centers located in three suburban communities within the Detroit metropolitan area. Four sets of materials were used: (1) a revised picture-story procedure; (2) the picture-story technique; (3) a modification of the Clark dolls test; and (4) materials developed by the author to provide a preschool curriculum, from which the children could learn black culture and history.

20. McAdoo, Harriette Pipes. Self Concepts and Racial Attitudes of
     Northern and Southern Black Preschool Children. 1970, 25p. ED 062 496

> Economically Disadvantaged; *Family Background; Fatherless
> Family; Negro Attitudes; *Negro Youth; Northern Attitudes;
> *Preschool Children; *Racial Attitudes; Racial Recognition;
> Rural Urban Differences; *Self Concept; Socioeconomic Status;
> Southern Attitudes

This study attempts to view some of the historical and social factors that may affect the development of self concepts and racial attitudes of black children in a Northern and Southern environment, and to examine

the differential effect of growing up in a female-headed household
on the relationship between the self concept and racial attitudes of
black preschool children. Comparisons were made between the demographic
groups and between children who have grown up in a nuclear or mother-
headed household. The Northern sample was located in a working class,
urban center outside the Detroit area. All were attending a year long
child development project under Head Start. The staff and children
were   t evenly mixed black and white. The Southern sample was
         n a working class rural area in Bolivar County in the Mississippi
ulta ...ea, where there is little contact with whites. The children
were enrolled in two Head Start Centers in Mound Bayou, Mississippi.
The subjects were 63 black children in Michigan and 58 in Mississippi.
Four sets of materials were used: Peabody Pictures Vocabulary Test,
Williams and Roberson Pre-school Racial Attitude Sex-Role Attitude
Picture Series, Thomas Self Concept Values Test, and Racial Identification
procedures.

21. Moody, Janet L. An Evaluation of the Khalsa-Diwan Moberly Educational
     Program (Under the Mango Tree) Vancouver Summer 1971. 1971, 27p.
     ED 059 253

          Art Activities; Case Studies (Education); *Culturally
          Disadvantaged; Educational Programs; *Elementary School
          Students; English (Second Language); Field Trips;
          *Kindergarten Children; Language Ability; Language Programs;
          Learning Difficulties; *Learning Experience; Music Activities;
          Panjabi; Perceptual Motor Learning; Play; Post Testing;
          Pretesting; *Program Evaluation; Rating Scales; Self Concept;
          Socialization

The program provided learning experiences for 112 children aged 3 to
10 (approximately 62 percent of whom were East Indian), some of whom
had specific learning difficulties. The experiences were intended to
improve language abilities, motor-perceptual skills, socialization,
enhance self-concepts, and evoke more positive feelings toward school.
Differences in pretest-posttest results for 6 instruments were not
significant for the kindergarten group, although many children did
show improvement. However, significant differences were found on two
tests for the older children. Statistically significant increases
in listening comprehension and verbal expression were made. A case
study of one East Indian child was also made.

22. Moyer, Joan E. Bases for World Understanding and Cooperation.
     Suggestions for Teaching the Young Child. 1970, 33p. ED 048 030

          *Affective Objectives; *Cognitive Objectives; Concept
          Teaching; *Human Relations Programs; Interdisciplinary
          Approach; International Education; Kindergarten; *Learning
          Activities; Literature Reviews; Preschool Education;
          Socialization; Social Studies Units; *Teaching Guides;
          World Affairs

The purpose of this paper is to explore a possible program for the development of world understanding and cooperation in a school setting for children under six years of age. The framework for this inter-disciplinary human relations education program includes interrelated process skills, with generalizations, and action proposals. Process skills involve synthesis of the child's feelings and emotions with his ability to process and utilize information. To achieve these goals importance is placed on the methods used to foster the process skills of perceiving, communicating, loving decision-making, knowing, patterning, creating, and valuing. Direct acquaintance with people of varying racial and ethnic backgrounds is the most effective method to develop empathy or understanding of individual, physical, cultural, and racial differences. The concepts or generalizations presented are suggestions which need not be considered sequentially. These are followed by action proposals or suggestions for various learning activities which contribute to the child's understandings of the concepts. It is suggested that attitude development begun in the home can be clarified and extended as teachers and parents plan and work together. In addition, human relations education must be an integral part of preservice and inservice teacher education programs.

Availability: Association for Supervision and Curriculum Development (ASCD), 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.00)

23. Murray, John P., Ed.; And Others. Television and Social Behavior; Reports and Papers, Volume II: Television and Social Learning. April 1972, 378p. ED 059 624

> *Aggression; Children; Commercial Television; Identification
> (Psychological); Imitation; Learning; *Learning Theories;
> *Social Behavior; Socialization; Television Research;
> *Television Viewing; *Violence

Concentrating on television and social learning, this second volume in the series of technical reports to the Surgeon General's Scientific Advisory Committee on Television and Social Behavior consists of an overview and the reports of five investigations. The studies included are: Leifer and Roberts, "Children's Responses to Television Violence"; Liebert and Roberts, "Short-term Effects of Televised Aggression on Children's Aggressive Behavior"; Stein and Friedrich, "Television and content and Young Children's Behavior"; Feshbach, "Reality and Fantasy in Filmed Violence"' and Stevenson, "Television and the Behavior of Preschool Children." The overview reviews the field, points out agreements and some circumstances, exposure to televised aggression can lead children to accept what they have seen as a partial guide for their own actions. As a result, the present enter-tainment offerings of the television medium may be contributing, in some measure, to the aggressive behavior of many normal children. Such an effect has now been shown in a wide variety of situations."

Availability: Superintendent of Documents, U.S. Government Printing
Office, Washington, D.C. 20402 (Stock No. 1724-0195, $1.50)

24.   Nelson, Linden. The Development of Cooperation and Competition
      in Children from Ages Five to Ten Years Old: Effects of Sex,
      Situational Determinants, and Prior Experiences.   June 1970, 107p.
      ED 063 039

            *Age Differences; *Behavioral Objectives; Behavioral
            Science Research; *Child Development; Conflict Resolution;
            Experimental Psychology; Games; *Group Experience;
            *Interaction Process Analysis; Interpersonal Competence;
            .·Kindergarten Children; Maladjustment; Sex Differences;
            Social Maturity; Social Reinforcement

Six experiments were designed in order to compare the cooperative and
competitive interaction of five-year-olds with that of older children
up to age 10. For all experiments, children of the same age and same
sex were matched in dyads. The children played various two-person
games where they could obtain prizes in a variety of reward contingency
conditions. The responsiveness of children to certain situational
characteristics was investigated. The need for mutual assistance
and the possibility for an equitable outcome were considered as, and
were expected to be cues for competitive behavior. The results
supported a general hypothesis that the potential responsiveness of
children to both cues for cooperation and cues for competition increases
with age. For older children, conflict of interest was a particular
important determinant relative to other determinants of cooperation
and competition. For older children, but not for five-year-olds, prior
game experiences led to greater cooperation. Sex differences did not
generally approach significance. The results suggested that the pre-
disposition of older children to be competitive in conflict of interest
situations caused them to interact in maladaptive ways.

25.   Paulson, F. Leon; And Others. "Sesame Street" Social Goals
      Project. A Handbook on the Interpersonal Strategies of Cooperation,
      Conflict Resolution, and Differing Perspectives.   December 1970,
      45p. ED 057 895

            Behavioral Science Research; Classroom Observation Techniques;
            Conflict Resolution; *Curriculum Development; *Educational
            Television; Empathy; Evaluation; Guides; Helping Relationship;
            *Interpersonal Relationship; *Preschool Children; *Social Behavior

The information contained in this report is intended for the "Sesame
Street" writers who arc assigned the task of creating program material
in the interpersonal area. This information will also be useful for
evaluation of program materials aimed at interpersonal goals. First,
a list of interpersonal strategies is presented; these are: cooperation,
conflict resolution; and differing perspectives. Each strategy describes
a class of activity that is common to the interpersonal function. In
Part III, detailed information on each strategy is given. In addition.
some details about the circumstances in which each strategy is likely
to occur and the frequency with which the strategies were observed in
the behavior of young children are indicated. The strategies, their
descriptive definition, and the examples given are based on actual
classroom observation. An appendix provides descriptions of classrooms
visited during the study.

26.   Pena, Deagelia.   Analysis of Social Skills Development in the
       Appalachia Preschool Education Program.   December 1971, 49p. ED 062 021

              Child Development; Classification; Comparative Analysis;
              *Educational Programs; Factor Analysis; *Interpersonal
              Competence; Objectives; *Observation; Oral Communication;
              Peer Relationship; Preschool Children; *Preschool Education;
              Response Mode; Sex Differences; *Statistical Analysis;
              Stimuli; Task Performance

The second phase of the study of social skills development in the Appalachia
Preschool Education Program is presented. A standardized situation in
which children would have an opportunity to demonstrate those skills
was devised. Three treatment groups were included in the program. Sex
of the child was used as a factor. One purpose of this study was to
determine whether differences in social skills development existed
among three groups of children ages 3 to 5 who were in the program. The
observational system consisted of 27 categories of social skills.
These fall under six major classification--initiation, question or
request for help, giving help, refusing help, group consciousness, and
response to peer. It was found that the groups receiving two and three
components of the program had more positive verbal responses than the
group receiving only one and that the 3- and 4-year-olds explored the
situation around them significantly more than the 5-year-olds.
Responding constructively was significantly more characteristic of the
4-year-olds. There were three important outcomes of this study:
(1) It was shown that a task can be created for preschool children which
will elicit from the, in a natural and spontaneous manner, important
social skills behaviors; (2) In order to develop social skills in
preschool children, it is necessary to provide socialization opportunities
through contacts with others outside the home; and (3) Social skills in
preschool children can be recorded under a systematic observation plan,
are measurable, and be analyzed statistically.

27. Pena, Deagelia; Miller, George. Analysis of Children's Social Skills
    Development and their Reactions to a Preschool Television Program.
    September 1971, 29p. ED 057 884

    > Age Differences; *Educational Television; *Interperson'
    > Competence; Observation; Peer Relationsl p: .rescho
    > Children; Sex Diffe   cial Behavior; *Social
    > Development; Tables (Data); Verbal Communication

Systematic observation techniques were used for analyzing both the social
skills development and program reactions of 3- to 5-year-old children
to the Appalachia Educational Laboratory television program "Around the
Bend". One specially designed observational system consisted of 28
categories of social skills under six headings and permitted viewer
behavior to be recorded on a reasonably low level of abstraction. However,
the observational system lends itself to a variety of alternative
forms of classification and data analysis. Results from first use of
this observational scheme indicate that televiewing in the mobile
classroom contributed to the development of social skills assumed
important in the learning process within a socially structured environ-
ment. Another specially designed observational technique evaluated the
effect of individual programs in encouraging a viewer's overt reactions
during a telecast. Eight paraprofessionals observed and coded the
responses of 270 children to suggestions made by the television "teacher."
Coding was done at 5-minute intervals on a rotated, random schedule over
133 programs. Data indicated age and sex differences in the children's
reactions to a program. The television programs were most stimulating
to 4-year-old subjects and were of more interest to girls than to boys.

28. Reeves, John M.; Michael, William B. The Modification of Age-Specific
    Expectations of Piaget's Theory of Development of Intentionality
    in Moral Judgments of Four- to Seven-Year-Old Children in
    Relation to Use of Puppets in a Social (Imitative) Learning Paradigm.
    April 1972, 9p. ED 063 977

    > Analysis of Covariance; Behavioral Science Research;
    > *Behavior Development; Child Psychology; *Discrimination
    > Learning; Experimental Programs; Film Study; Kindergarten
    > Children; Middle Class; Preschool Children; Puppetry;
    > *Social Development; *Social Discrimination; Visual
    > Perception

The purpose of this investigation was to ascertain whether the age
specific expectations of Piaget's theory (1965) regarding the development
of moral judgment in children from four to seven years of age were
modifiable through use of a certain adaptation of Bandura and McDonald's
imitative learning paradigm which had utilized adult models. In this
study of pro-social learning of pre-school and first grade children,

an adaptation of the social learning paradigm involved the introduction
of a 20 minute lm (1) using glove-type, hand manipulated puppets
as models to act out Piaget-type stories, and (2)affording vicarious
reinforcement from a six-year-old peer throughout the treatment in an
effort to maximize the resultant acquisition of those moral judgments
that involve the distinction between social acts of intentionality or
accident. Studied were 80 children enrolled in six public and private
schools from middle class socioeconomic backgrounds, in the area
of Redlands-San Bernardino, California. Pretest results showed that
there were no significant differences between the subjects across all
age categories from four- to seven-years. The variable of age, for
both the two-week delayed posttest, yielded no significant differences
in average performance. It is concluded that the use of the film was
a vehicle for promoting moral development and that the posttest results
afforded a basis for questioning the age-specific expectations of
Piaget's theory. [Not available in hard copy due to marginal
legibility of original document.]

29. Rothenberg, Barbara B. A Pilot Study of Young Children's Coping
     Strategies. Final Report. November 1971, 130p. ED 059 515

          *Adjustment (to Environment); *Child Development; Children;
          *Parent Child Relationship; *Peer Relationship; Personal
          Adjustment; *Personality Development; Social Adjustment

This study deals with the development of techniques to measure the area
of childhood personality development known as coping ability. Coping
ability can be seen in children's ways of handling unfamiliar and
stressful situations and is a skill that is seen as likely very
influential in an individual's total development, both social-emotional
and cognitive development. The report describes the situations and
procedures that were developed to elicit coping behaviors. Further,
methods of observing, recording, and categorizing coping were also
presented. The objectives of this pilots study were to determine
whether a useful set of contrived or staged techniques could be
developed that would elicit many of the coping behaviors a child might
reveal in his natural environment. The preliminary results showed that
the younger children aged 3 and 4 years showed different coping styles
than the 5, 6, and 7 year olds and that a hierarchy of more to less
mature forms of coping could possibly be developed in future studies.
Some recommendations for further work in this area were suggested.

30. Ruble, Diane N.; Nakamura, Charles Y. Task vs. Social Orientation
     in Young Children and Their Attention to Relevant Social Cues.
     1971, 18p. ED 063 036

Analysis of Variance; Cues; *Early Childhood Education;
Experimental Programs; Games; *Measurement Instruments;
Primary Grades; Problem Solving; Relevance (Education);
*Response Mode; *Sex Differences; Social Development

This study examined how relevant cues given by an experimenter might
differentially affect the performance of task versus socially oriented
children on two games. On the basis of past research, two independent
variables were chosen: field dependence-independence and sex. It was
expected that field-dependent children and girls would tend to be more
socially oriented and therefore more responsive to social cues, while
field-independent children and boys would tend to be more task oriented
and less responsive to social cues. The results supported the expectations
regarding field-dependence-independence but failed to support those
regarding sex differences.

31.   Ruble, Diane N.; Nakamura, Charles Y. Young Children's Task vs.
      Social Orientations. May 1971, 23p. ED 063 037

              Analysis of Variance; Behavior Problems; *Cognitive
              Development; Cues; *Early Childhood Education;
              Educational Theories; Experimental Programs; *Measurement
              Instruments; Primary Grades; Problem Solving; *Sex
              Differences; Social Development; Social Orientation;
              Task Orientation

The purpose of this study was to examine young children's tendencies
to be task or socially oriented in an experimental situation. On the
basis of past research, two independent variables were chosen: field
dependence-independence and sex. It was expected that field-dependent
subjects and girls would tend to be more socially oriented, while
field-independent subjects and boys would tend to be more task oriented.
The results from the two experimental tasks used generally failed to
confirm this hypothesis. There were no significant differences in
amount of imitation on the first task; and, on the second task,
only the boys tended to utilize the social cue that could facilitate
their performance on the second part of the task. However, field-
dependent subjects did glance more at the experimenter and were more
verbally dependent, in accord with the general prediction. With
regard to these last results, the possibility that social orientation
may sometimes serve as a task-avoidant strategy is discussed.

32.   Schachter, Frances; And Others. Differences in the Spontaneous
      Classroom Interpersonal Language of Preschoolers Differing in
      Intrapersonal Linguistic Effectiveness. Progress Report of Research
      Studies, September 1, 1969 - April 30, 1970. April 1970,
      63p. ED 056 768

Caucasians; *Classroom Observation Techniques; Expressive
Language; Factor Analysis; *Language Development; Lower
Class; Middle Class; Negroes; Peer Relationship; *Preschool
Children; Sex Differences; Social Relations; *Socioeconomic
Influences; *Verbal Communication

This paper reports findings of a main study and a corollary study
designed to clarify the relationship between interpersonal and intra-
personal language by examining the spontaneous classroom interpersonal
verbal output of children 4-5 years old in relation to social class
and intelligence. The report presents (1) preparation of the data of the
main and corollary studies for computer analysis, (2) extensive revision
and refinement of the specially designed Functional Category System
(a comprehensive instrument covering all verbal statements of the
preschooler), and (3) analysis of the results. Findings from the main
study support significant relationships between some IQ effects and
some social class effects as indicators of linguistic effectiveness
(performance). Ethnicity (black, white) was significant only in
interaction with some social class effects. Significant sex effects
were noted. The corollary study assessed effects of a school
readiness program or a child development program and indicated that,
in general, no subjects showed significant pre-post changes in IQ.
IQ scores of advantaged children (in accord with their initial
selection) remained significantly higher than those of children selected
from the two Head Start programs.

33. Schwarz, J. Conrad. The Effects of Novel Stimulation on Arousal
    Level in Young Children Alone and with a Friend. 1969, 16p. ED 057 894

        *Anxiety; *Arousal Patterns; Aural Stimuli; Childhood;
        Friendship; Peer Relationship; *Preschool Children; *Social
        Behavior; Social Relations; *Stimulus Behavior

To assess the effects of familiar social stimuli on arousal in a
novel and mildly stressful environment, skin conductance was measured
in 4-year-old nursery school children who experienced this environment
under two conditions: (a) alone, and (b) in the presence of a close
friend. The study was intended to test Zajonc's (1965) social
facilitation hypothesis that the presence of others as spectators
or as coactors enhances the emission of dominant responses, and
Berlyne's arousal-reinforcement theory (1967), which implies that the
affective consequences of a stimulus will be dependent upon prior
level of arousal. Teacher ratings identified mutual friendships
between like-sex children, and these children were paired in the
experimental room. Electrodes attached to the fingers continuously
measured skin conductance while the children listened to tape recorded
sound effects (gong, crashing dishes, barking dogs, etc.) spaced at

unpredictable intervals against a background of white noise. Results provided support for the present application of neither Berlyne's nor Zajonc's hypothesis, since significant main effects of the Alone vs. Friend conditions were not found.

34. Schwarz, J. Conrad. Effects of Teacher Behavior Modification on Unresponsive Students. Final Report. November 1971, 61p. ED 063 051

>Behavior Change; Interaction Process Analysis; *Interpersonal Competence; *Nursery Schools; *Preschool Children; Rating Scales; Reinforcement; Research Projects; Social Immaturity; *Student Teacher Relationship; *Teacher Behavior

This study was concerned with the classroom adjustment of the nursery school child and the role of the teacher as a facilitator of change in adjustment. The first objective was to increase the value of the teacher's social responses would produce increases in classroom adjustment. One member of each of 12 pairs of low attraction children was randomly assigned to the experimental condition, and the other was assigned to the control condition. The assistant teacher in each class served as the treatment agent who implemented a 19-session program of interaction with the child. The treatment program, derived from principles of desensitization and positive attitude conditioning, was designed to reduce aversion or dislike and increase attraction to or liking of the teacher. All nursery school children were pre- and post-tested on a 26-item rating scale of classroom adjustment. Significant increases were shown in social interaction and compatibility by the children nominated as shy/avoidant or unresponsive.

35. Stearns, Marian S. Report on Preschool Programs: The Effects of Preschool Programs on Disadvantaged Children and Their Families. Final Report. 1971, 195p. ED 062 025

>Behavior Change; Comparative Analysis; *Disadvantaged Youth; *Early Childhood; Early Childhood Education; Educational Finance; *Educational Programs; *Family Life; Federal Programs; Intellectual Development; Low Income Groups; *Preschool Education; Public Support; Reports; Research; Social Influences; State Programs

An examination of the written evidence of the effects of preschool programs on disadvantaged children and their families is presented. Hundreds of studies were reviewed to determine what kind of justification they provide for continued support of federal, state, and other publicly financed preschool programs. The Head Start and ESEA programs have been reaching about 530,000 children of low-income families or neighborhoods yearly. Two major state-supported programs in California and New York together involve about 30,000 children beyond those in Head Start and ESEA Programs. Findings include: (1) Public preschool

programs have been successful in changing intellectual and social behavior of disadvantaged children in positive directions over the short run; (2) Uncertainty about effects on children's social and emotional development stems not only from the paucity of reliable measurement but also from lack of concensus about what constitutes positive change; and (3) Participation of the parents in workshops and meetings at preschool centyrs has not been shown to make reliable changes in parents' attitudes about themselves and their own situations, but measures almost always indicate positive feelings toward the preschool program and positive changes in attitude toward school. It has been concluded that these preschool programs promote growth and development in disadvantaged children and that such programs might be justified as models for research and reform.

36. Stephens, Mark; Delys, Pamela. Subcultural Determinants of Locus of Control (IE) Development. A Locus of Control (IE) Measure for Preschool-Age Children: Model, Method, and Validity. May 1971, 21p. ED 055 288

> Anglo Americans; *Behavior; *Cultural Factors; Ethnic Groups; Indians; *Measurement Instruments; Negroes; *Preschool Children; Preschool Tests; Reinforcement; Social Reinforcement; Socioeconomic Background; *Socioeconomic Influences; Socioeconomic Status; Spanish Americans; Teaching Techniques

Both papers are concerned with locus of control (of reinforcement) expectancies among young children, especially preschoolers. The first reviews a number of studies which examine the relationship between locus of control, socioeconomic status, and ethnicity. The results indicate that (1) economic status is consistently related to locus of control, at least within ethnic groups; (2) lower class black and Appalachian white children show the most extreme External Control expectancies--notably moreso than Indian children; and (3) girls have higher Internal Control expectancies than boys in the Anglo- and Afro-American cultures, but this reverses in the Indian and Chicano populations studied. The second paper discusses the theory underlying, and the development of, a measurement instrument for assessing whether young children expect that reinforcement is contingent on their behavior or not. Both papers emphasize as crucial the development of school programs, parent education programs, and clinical procedures for the optimal development of internal control expectancies among young children.

37. Stone, Robert D.; Hapkiewicz, Walter G. The Effect of Realistic Versus Imaginary Aggressive Models on Children's Interpersonal Play. 1971, 16p. ED 063 540

*Aggression; Audiovisual Aids; *Behavioral Science Research;
Educational Research; Elementary Education; Elementary School
Students; Film Study; *Hostility; Media Research; *Models
*Violence

It was the purpose of this study to assess the effects of films on
children, using a measure of interpersonal aggression. It was
anticipated that modeling effects would depend simultaneously upon
the degree of realism of the model's performance (on a reality-fantasy
dimension) and the similarity between the observer's task and the
model's behavior. Therefore, aggressive behavior depicted by a human
model in a real-life setting might be predicted to have greater effects
than cartoon sequences in which both the models and stimulus conditions
are imaginary. The subjects were 180 lower elementary school children
enrolled in two suburban middle-class schools. Since previous research
had indicated that children were somewhat inhibited when they did not
know each other, they were generally assigned to pairs within class-
rooms. The results of this investigation support the prediction that
modeling effects depend upon both the degree of realism of the model's
performance and the similarity between the observer's task and the
model's behavior.

38. Weiner, Lawrence H.   Special Education for Normal Kindergarten
     Children with Subtle Developmental Learning Delays. 14p. ED 062 003

          Child Development; *Developmental Guidance; *Diagnostic
          Teaching; Emotional Development; Individualized Instruction;
          Intelligence Level; Interdisciplinary Approach; *Kindergarten
          Children; Language Development; Learning Difficulties;
          Low Achievers; Perceptual Development; Preschool Children;
          *Readiness; Remedial Programs; Screening Tests; Social
          Development; *Special Education

Kindergarten age children were screened at pre-registration through
extensive diagnostic procedures for placement in a class designed for
normal children with developmental delays staffed by a Special Education
teacher and language therapist. Instruction was prescriptive and
individualized. Of the twelve children who were high risk failures
at the onset, eight improved to low risk failures at the conclusion
with statistical significance. It was concluded that Special Education
is valuable for non-handicapped children with developmental learning
problems.

SUPPLEMENT

1. Baker, Jean M. Bicultural Socialization Project: A Group Process Approach to Bilingual Instruction - Title VII. Final Report, 1970-71. August 1971, 107p. ED 047 973

> Activities; Biculturalism; *Bilingual Education; Classroom Environment; Formative Evaluation; Grade 2; *Group Instruction; Inservice Teacher Education; *Mexican Americans, Program Development; *Program Evaluation; Social Integration; *Socialization

This final report relates to student socialization through a bilingual (Spanish-English), bicultural program involving 6 second grades in 3 schools of Phoenix, Arizona, for the 1970-71 school year. As reported, the major objective of the program was to develop and implement a group process approach to bilingual education; in addition, classroom instructional personnel were trained by site coordinators. Program success was regarded as outstanding in classrooms hav ng strong administrative support for the program; partial success was achieved in overall efforts to create classroom environments and appropriate activities to facilitate small group interaction. The relatively unsuccessful aspects of the program were attributed to lack of (1) bilingual teachers, (2) a true heterogeneous student population, and (3) supporting administration. The document contains discussions of program rationale, the group process approach and procedures for implementing it, training and research procedures, and bilingual and bicultural activities; results, evaluation, a summary, and recommendations are also provided; and appendices include tabular summaries of the training evaluations, a checklist for program classrooms, noted reactions to various program components, results of analysis of variance for the Peabody Vocabulary Test and the Artola-Stewart Spanish-English Vocabulary Test, selected language samples, a composite of the parent questionnaire; a description of the teacher's manual, and the Natural Methods of Language Acquisition Checklist.

2. Emmerick, Walter. Structure and Development of Personal-Social Behaviors in Preschool Settings, ETS Head Start Longitudinal Study. November 1971, 223p. ED 063 971

> Black Community; *Classroom Observation Techniques; *Cognitive Development; Cognitive Measurement; Correlation; Economically Disadvantaged; *Measurement Techniques; Personal Growth; Sex Differences; *Social Development; *Socioeconomic Influences

As part of an ongoing longitudinal study of early cognitive, affective, and social development in economically disadvantaged children, this investigation assessed the classroom behavior of 500 urban preschool children from Portland, Oregon, St. Louis, Missouri, and Trenton, New Jersey. The majority were black and enrolled in Head Start. Primary aims were to find the structure of classroom behavior, examine similarities and differences in structure among subgroups and test (mean) differences among subgroups on measures of personal-social constructs. The instruments used in the system of measurement were the Bipolar and Unipolar Scales and the Manual of Scale Definitions. Major topics reviewed in detail are: Method; Structural Analyses: Procedure; Structural Findings; Further Results of Fall (1) X Spring Samples; Results of the Fall (1) X Fall (2) Sample; Construct Correlates of Masculine-Feminine and Dependent-Independent; Components of Adult and Child Orientation; and Conclusions. Fifty-three references are cited. Summarized in 29 tables is a breakdown of samples of construct- and component measures according to age, sex, and period of observation (Spring or fall). Appendixes A through H include the rating forms used in the analysis and data gathered using the Bipolar and Unipolar Scales.

3. Follow Through: Promising Approaches to Early Childhood Education, School Year 1970-71. 1971, 30p. ED 055 658

> *Cognitive Development; *Compensatory Education Programs; *Educational Innovation; *Elementary Grades; Home Visits; Individualized Programs; Language Programs; Nongraded System; Parent Education; Positive Reinforcement; Self Directed Classrooms; *Social Development

This document provides brief descriptions of the 20 individual programs now in effect for Follow Through research and development. Follow Through is attempting to assess the effectiveness of a variety of innovative approaches to working with young children and their families in a number of cultural and environmental settings. These approaches represent the thinking of many of the country's most knowledgeable and creative innovators in the field of primary education and social practice. They reflect a broad spectrum of theoretical positions, from a highly structured instructional approach that stresses cognitive skills to a far less structured child-centered approach which emphasizes the development of the child's confidence and other behavioral characteristics. Two approaches are not directly concerned with classroom instruction: one trains parents to supplement their children's education at home; another emphasizes a more active role for parents in school decisionmaking.

4. Gottfried, Nathan W.; Seay, Bill. An Observational Technique for Pre-School Children. April 1970, 15p. ED 058 293

> Behavior; *Behavior Development; Behavior Patterns; Caucasians; Negro Youth; *Observation; *Peer Relationship; *Preschool Children; Reliability; *Social Behavior; Social Development; Socialization

A method for direct ob. rvation study of early peer-social and object directed behavior in h... ans was designed to rticulate with techniques widely used in studies of social behavior of infra-human primates. Occurrence of behavior fitting the definitions of each of six categories of object behavior and nine categories of social behavior is noted once during each 15-second interval. The number of recorded intervals in a 15-minute session provides the basic scoring unit. Observer reliabilities were estimated from paired data for four observers. Thirty-eight Negro and Caucasian children, ages three through five years, were observed in 3-child play groups. Median reliabilities of .95 and .81 were obtained for object and social behavior categories respectively.

5. Guilford, Joan; Gupta, Willa. Relation of Teacher-Child Congruities to Achievement. April 1972, 17p. ED 063 539

> Academic Achievement; *Achievement; *Adjustment (to Environment); *Elementary Education; Elementary Grades; Group Norms; Primary Education; *Social Values; Student Adjustment; *Values

This study used the Value Inventory for Children (VIC), a 60-item pictorial instrument designed to measure seven hypothesized dimensions of value. These seven orthogonal factors are (1) me first, (2) masculinity, (3) asocial, (4) academic, (5) adult closeness, (6) sociability, and (7) social conformity. The primary question to which the symposium addressed itself was: "What is a value?" Subjects of the study were 611 children from grades one through three. They were tested in the fall of 1970 and retested in the spring of 1971. Two categories of criteria were employed in an attempt to validate factor scores derived from the VIC. Results were reported in terms of (1) sex comparisons, (2) grade comparisons, (3) ethnic comparisons, (4) predictor criterion relationships and, (5) interclass comparisons with respect to teacher-class congruities. The overall conclusion was that values do play a part in the adjustment of the child to school and in his achievement, although it is impossible to determine exactly to what extent they contribute over and above the child's ability since no precise measure of ability is available.

6. Guthrie, P. D.; And Others. Measures of Social Skills: An Annotated Bibliography. August 1971, 28p. ED 056 085

> *Annotated Bibliographies; Attitude Tests; Behavior Development; Behavior Rating Scales; Diagnostic Development; Behavior Rating Scales; Diagnostic Tests; Grade 1; Grade 2; Grade 3; *Interpersonal

Competence; Library Collections; Personality Assessment;
Personality Tests; *Preschool Children; Preschool Tests; *Primary
Grades; Racial Attitudes; Rating Scales; Social Attitudes;
Socialization; Social Maturity; Test Reviews; *Tests

Brief annotations of instruments concerned with a variety of social skills
measures appropriate for use with children from the preschool level through
the third grade are provided. Included are tests designed to measure
social competency, interpersonal competency, social maturity, social
sensitivity, and attitudes toward others. The annotation provides information
concerning the purpose of the test; the groups for which it is intended;
test subdivisions or tested skills; behaviors or competencies; administration;
scoring; interpretation; and standardization. An age table is also provided
which lists the tests alphabetically, indicates the ages for which each
instrument is considered suitable, and gives the page on which each
annotation appears.

7. Hamblin, Robert L.; And Others. The Humanization Processes: A
    Social, Behavioral Analysis of Children's Problems. 1971, 305p.
    ED 062 584

        Academic Achievement; Aggression; Anti Social Behavior;
        *Autism; *Behavioral Science Research; Behavior Change;
        *Behavior Problems; Case Studies; Child Development; *Child
        Psychology; Disadvantaged Youth; Human Engineering; Language
        Development; Learning Theories; Reading Instruction; Reinforce-
        ment; Remedial Programs; *Social Development

Research and development work performed by the authors as employees of
the Central Midwestern Regional Educational Laboratory is treated in this
book concerning the acculturation processes through which children develop
the essential human characteristics, in particular, the humane processes
of humanization. The 10 chapters of the book are: 1. Introduction;
2. The Young Child; 3. Inner-City Children; 4. Inner-City Classes:
Problems and Procedures; 5. The Hyperaggressive Child; 6. Two Aggressive
Lives; 7. The Autistic Child: An Introduction; 8. Autism: Its Remediation;
9. Infantile Autism: A Case Study in Remediation; and 10. Theoretical
Conclusions. The two appendixes to the book present The Mathematical
Properties of Learning Curves and References. An author and a subject
index is provided.

8. Karnes, Merle B.; And Others. A Five-Year Longitudinal Comparison of
    a Traditional versus Structured Preschool Program on Cognitive, Social,
    and Affective Variables. April 1972, 12p. ED 062 007

        Affective Behavior; Age; *Cognitive Development; *Comparative
        Analysis; Curriculum Design; Data Collection; *Educational
        Programs; Intelligence Quotient; Language Arts; Low Income
        Groups; Mathematics; Objectives; Organization; *Preschool Educa-
        tion; Psychological Studies; Race; Sciences; Sex Differences;
        *Social Development; Social Studies; Statistical Analysis;
        Theories; Time Factors (Learning)

Da a on two preschool intervention programs for children from low-income
fa ilies re discussed. The first program, the Karnes Preschool Program for
th amel ration of learning deficits, is characterized by a structured
fo mat b ed on psychological theories. Its curriculum is designed to
de elop e basic language processes and to teach content in mathematics,
l guage rts, social studies, and science. The other program, the
Traditio l program, aims to advance the personal, social, motor, and
g eral language development of the children. Data were collected on
6 four-year-old children who were assigned to one of four classes,
of 15 each, on a stratified basis such that the sex, race, IQ, and ages
of the children in the classrooms were comparable. Results include:
(1) Initially, the Karnes program more effectively promoted cognitive
development than the Traditional program; (2) After three years, the
differential program effects of the two programs were no longer statis-
tically evident; and (3) the Cognitive functioning of the children at
the end of a five-year period was significantly above their initial level.
It is concluded that the Karnes Program significantly enhances the func-
tioning of children in the cognitive, social, and probably affective areas.
It is recommended that serious consideration be given to the further
study and implementation of structured programs.

9.   Levison, Cathryn A. Use of the Peer Group in the Socialization of
      the Isolate Child. April 1971, 10p. ED 054 858

            Classroom Environment; Dramatic Play; *Interpersonal Compe-
            tence; *Peer Groups; *Peer Relationship; Positive Reinforce-
            ment; *Preschool Children; *Social Reinforcement; Social
            Relations; Verbal Communication

This study was designed to evaluate the effectiveness of peers in
reducing the isolation of preschool children who exhibited very little
or no interaction with peers. Selection of subjects was made on the
basis of quantity of verbal behavior and amount and quality of class-
room play. In a 15-minute dyad play situation which maximized the
opportunity for dramatic play, children who dispensed social rewards at a
low rate. Observers recorded 9-minute samples of the occurrence or non-
occurrence of cooperative, parallel or solitary play, and verbal inter-
actions initiated by or directed toward the subjects. The results are
charted for four dyads. Ongoing work with isolated children has indi-
cated that as a child becomes the recipient of positive reinforcement
from his peers, the child's classroom behavior changes, and increases
in both verbal interaction with others and cooperative play occur. Find-
ings suggest that teachers may restructure classroom groups to counteract
environmental factors that maintain the behavior of the isolate child.

10.   Madsen, Millard. Sub-Cultural Determinants of Cooperative and
      Competitive Behavior. 1967, 36p. ED 057 891

*Achievement Need; Cauca ians; *Cultural Differences;
*Elementary School Stude: ts; Ethnic Groups; Mexican
Americans; Motivation; N groes; *Preschool Children;
Sex Differences; *Social Behavior; Social Relations;
Socioeconomic Influences

The three studies involved attempt to assess the nature of cooperative
and competitive behavior of young children in different socioeconomic
classes. In the first study, 36 pairs of Head Start children, represent-
ing Mexican-American, Negro and Caucasian ethnic groups, were investigated
concerning their cooperative-competitive behavior in relation to their
ethnic differences. Variances in behavior were marked from group to
group. The second study involved 240 children, half of whom were en-
rolled in Head Start. The above three ethnic groups were represented
equally in this project. Ethnic background was found to affect competi-
tive behavior in only a partial way; it related to sex. Mexican-American
boys were less competitive than other groups. The third study compared
cooperative-competitive behavior in kibbutz and urban children in
Israel, using 40 kibbutz children and the same number of city children,
both with an age mean of eight years. Kibbutz children showed more
cooperative behavior than did the city children.

11. Mischel, Walter. The Construction of Personality: Some Facts and
    Fantasies about Cognition and Social Behavior. September 1971, 29p.
    ED 058 935

        *Behavior Theories; *Cognitive Processes; *Personality Theories;
        *Psychology; *Social Behavior

Fundamental assumptions regarding the nature of personality are discussed
in relation to the various approaches or theories of personality assess-
ment. These approaches are the Dispositional and the Specificity Theory.
The Dispositional Approach is discussed as to assumptions and the empirical
status of the assumptions. Some implications of specificity theory·are
presented in regard to common misconceptions, specificity and consistency
in behavior, moderator variables and subject-condition interactions,
from disposition to behavior: the social behaviorist's trip, and from
behavior to dispositions: the subject's trip. A number of references
are provided.

12. Nelson, Linden; Madsen, Millard C. Modification of Social Interaction
    in Five-Year-Olds: A Comparison of Training Paradigms Based on
    Reinforcement, Modeling, Rule Conformity, or Cooperation. December
    1968, 21p. ED 057 885

        *Behavioral Science Research; Games; Interaction Process
        Analysis; Models; Positive Reinforcement; *Preschool Children;
        *Social Behavior; *Social Relations; Task Performance; Test
        Construction; *Transfer of Training

To understand the developmental bases of moral-rational behavior in
children, the effectiveness of four training paradigms in modifying
social behavior was compared. The specific behavior studied was that
of taking-turns in situations where mutual assistance was necessary in order
for either of two children to receive prizes. The four training para-
digms were: (1) reinforcement treatment--children took turns in helping
each other get prizes, the reward being one child received a prize on
each trial, as well as verbal approval; (2) modeling treatment--children
observed adult models taking-turns in getting prizes; (3) rule conformity
treatment--the experimenter labeled turn-taking, explained how to
take-turns, and instructed the children to take-turns; and (4) the
cooperation treatment--this emphasized "No one gets prizes unless you
help each other" and "If you take-turns, you will both get prizes."
The subjects were 69 matched pairs of 4- or 5-year-old children randomly
selected for five two-person games during four experimental sessions on
four days. The effectiveness of the training was measured by the degree
to which it was transferred to new situations. Analyses of the data
collected show that teaching a concept of cooperation (prizes can be
obtained only by taking turns) was the only method that consistently
led to more cooperative interaction in new situations.

13. Paulson, F. Leon; And Others. "Sesame Street" Social Goals Project.
    A Handbook on the Interpersonal Strategies of Cooperation, Conflict
    Resolution, and Differing Perspectives. December 1970, 45p.
    ED 057 895

        Behavioral Science Research; Classroom Observation Techniques;
        Conflict Resolution; *Curriculum Development; *Educational
        Television; Empathy; Evaluation; Guides; Helping Relation-
        ship; *Interpersonal Relationship; *Preschool Children;
        *Social Behavior

The information contained in this report is intended for the "Sesame
Street" writers who are assigned the task of creating program material
in the interpersonal area. This information will also be useful for
evaluation of program materials aimed at interpersonal goals. First,
a list of interpersonal strategies is presented; these are: cooperation,
conflict resolution; and differing perspectives. Each strategy describes
a class of activity that is common to the interpersonal behavior of
young children. In Part II of this report, each strategy is presented
in relation to its descriptive definition and its interpersonal function.
In Part III, detailed information on each strategy is given. In addition,
some details about the circumstances in which each strategy is likely to
occur and the frequency with which the strategies were observed in the
behavior of young children are indicated. The strategies, their
descriptive definition, and the examples given are based on actual
classroom observation. An appendix provides descriptions of classrooms
visited during the study.

14. Poli, Rosario, Comp. Humanities in the Classroom. 1971, 32p.
     ED 056 965

          *Affective Objectives; Annotated Bibliographies; *Cultural
          Enrichment; Curriculum Development; Educational Develop-
          ment; Educational Programs; Elementary Grades; *Humanism;
          *Humanities Instruction; Literature Reviews; Resources
          Guides; Secondary Guides; *Socialization; Values

One of eighteen in a series, this annotated bibliography includes 64
publications that deal with the humanities and humanizing formal
instruction at all instructional levels. Citations include recent ERIC
documents, journal articles, and books. Others in the series are:
SO 002 222 and SO 002 224.

15. Schwarz, J. Conrad. The Effects of Novel Stimulation on Arousal
     Level in Young Children Alone and with a Friend. 1969, 16p.
     ED 057 894

          *Anxiety; *Arousal Patterns; Aural Stimuli; Childhood
          Friendship; Peer Relationship; *Preschool Children;
          *Social Behavior; Social Relations; *Stimulus Behavior

To assess the effects of familiar social stimuli on arousal in a novel
and mildly stressful environment, skin conductance was measured in 4-year-
old nursery school children who experienced this environment under two
conditions: (a) alone, and (b) in the presence of a close friend. The
study was intended to test Zajonc's (1965) social facilitation hypothesis
that the presence of others as spectators or as coactors enhances the emission
of dominant responses, and Berlyne's arousal-reinforcement theory (1967),
which implies that the affective consequences of a stimulus will be
dependent upon prior level of arousal. Teacher ratings identified mutual
friendships between like-sex children, and these children were paired in
the experimental room. Electrodes attached to the fingers continuously
measured skin conductance while the children listened to tape recorded
sound effects (gong, crashing dishes, barking dogs, etc.) spaced at unpre-
dictable intervals against a background of white noise. Results provided
support for the present application of neither Berlyne's nor Zajonc's
hypothesis, since significant main effects of the Alone vs. Friend condi-
tions were not found.

16. Senior, Kathleen; Brophy, Jere. Praise and Group Competition as
     Motivating Incentives for Children. April 1972, 27p. ED 059 520

          Educational Research; *Elementary School Students; Feedback;
          *Motivation; *Reinforcers; Response Mode; Rewards; Sex
          Differences; *Social Reinforcement; *Task Performance

The relative effectiveness of praise and group competition as motivating
incentives affecting task persistence in young children was investigated.
As predicted, competition was relatively more effective with 2nd graders

than with kindergarten children, with boys than with girls, and with boring tasks than with more ego-involving tasks. However, competition was not significantly more effective than praise except on boring tasks. Competition may not be a very effective incentive for younger school children in view of its possible negative side effects. Praise appears to be simpler and equally effective.

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