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ABSTRACT

This set of guides lists indicators for self-actualization, interpersonal effectiveness, and positive self-concept in a format that is easily utilized and nonprescriptive. These indicators are written primarily for school age children to adults, and they cover the areas of socio-emotional growth. In this collection, goals are divided into their component areas or subparts. Each of the component areas has at least one separate page devoted to itemizing possible indicators, or ways that growth in that particular area might be visualized. This format allows users to select goals and component areas based on their own criteria. Approximately 21 different goals and component areas make up this collection. The author also discusses putting the indicators into practice by planning to meet goals in each of four areas: structural, organizational, activity, and responsive. (Author/PC)

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# THE MAGIC COLLECTION

by Jeff White

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Positive self-image, interpersonal effectiveness, self-actualization...there's a real magic in these. Sometimes I've found myself stuck, unable to work for the magic because someone said, "There really is no magic. Forget it!" Or maybe it was the suspicious question, "But what does all that really mean?" I knew I was right but I never had the words to say so. I knew that the magic could never survive the boundaries of the narrow definition.

Then I heard the story of the elephant. The elephant has tree trunk legs, fan-like ears, a snake-like nose, a wall-like middle, and a hairy stick of a tail; in addition, he's gray. Well, for sure, that isn't all that the elephant is; he's also got eyes, and a heart that beats, and a certain weight range, etc. But if you find something with many of the aforementioned features, it's likely you've found an elephant.

The Magic Collection works the same. Without defining away the joy, spontaneity and the special essence of what these goals represent, I've tried to lay out some of what it might look like when it happens. Having a clear idea of what something looks like when it happens has helped me. It's helped me to see whether what I was doing was actually accomplishing my desired outcomes. And it's helped me to plan a program which more directly addressed the goals I was interested in. I hope that this collection will help clarify your own vision.

## USING THIS COLLECTION

Goals are statements of what we'd like to have happen. Indicators are statements of what it looks and sounds like when it, or a part of it happens. (Objectives, which are not mentioned elsewhere in this paper are specific statements of smaller steps that can be taken toward the goal.) This collection bridges the gap between goals and indicators. Goals are divided into their component areas or subparts. This division is most clearly seen in the Collection Overview (P: 4). Each of the component areas has at least one separate page devoted to itemizing possible indicators, or ways that growth in that particular area might be seen. This format allows users to select goals and component areas based on their own criteria. The indicators, too, are options from among which the user will select those few which are most congruent with meaning he or she ascribes to that goal and component area.

The information presented here is not, however, final or authoritative. Although an extensive ERIC computer search of the literature was conducted, and still more information was culled from the books in the bibliography, my own mind, and minds of friends, the only final authority is the user. Only if the indicator expresses precisely the meaning he/she had intended should it be used. It is my hope that this collection will be adapted, restructured, used just for ideas or whatever else is required for the user to arrive at precisely the meaning he/she hopes for.

## USING THIS COLLECTION IN PLANNING

Once clarity about goals and indicators has been reached, planning to see those indicators put into practice can begin. I believe that planning to meet goals can take place in each of four areas: Structural, Organizational, Activity, and Responsive.

The Structural area concerns size and location of center, number of rooms, geographical placement, staff to child ratio and other rather basic considerations. For most of us, these are the "givens". However, change and growth in these areas can be implemented

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with an eye toward the goals a program holds.

The Organization area covers schedules, routines, relationship patterns, and, in general, how a center is organized to operate. For some goals kids working in teams is better; for others, kids having separate responsibilities is preferable. For some goals long activity periods are best; for others, several shorter periods seem more reasonable. This is the underlying framework, the format into which the content (or activities) are placed.

The Activity area is almost self-explanatory. It relates to the activities that are planned for the kids. Generally, it represents the area over which we have the greatest conscious control. The idea here is simply to arrange activities that will promote growth toward the goals that have been set. Often this means sequencing them in a way which allows for growth in smaller steps toward the major goal.

The final area is Responsive. It concerns the staff-child relationship, and involves responding to kids in words and actions in a way which will support your stated goal.

#### WARNING

In using this material, however, there are two things to be cautious about. The first thing to avoid is interpreting indicators too literally. One indicator for self-confidence (see Collection Overview) is a decrease in the number of times staff persons hear the words "I can't". Stuffing the staff's ears with earplugs will decrease the number of times they hear the indicator, but it completely misses the intention of the component area (self-confidence). There is a connection between the indicators and the goals and the component areas. Checking to see that that relationship remains intact should help eliminate many instances of too literally interpreting these indicators.

The second hole to avoid stepping in is trying to do too much too fast. I recommend selecting those goals and indicators of interest to the user, and then prioritizing these. Working on a limited number of goals at a time eliminates a great deal of inter-goals conflict. And those are my only two cautions to using this material: (1) the indicators should not be used "out of context" and, (2) working on too many items at once becomes confusing.

#### PUTTING IT ALL TOGETHER

Obviously, goals, component areas, and indicators make most sense when used in conjunction with an ongoing change process. The flow chart following depicts the process with which I am most familiar and comfortable. (See following page)

1. First, goals need to be determined. Goals reflect the personal priorities of individuals, centers and programs.
2. Then indicators need to be specified. When the goals are similar to those of the Magic Collection (see Collection Overview), the suggested indicators may make this specification task easier. Once indicators have been specified, their frequency can be observed and recorded as the base rate.
3. Third, a plan to effect, produce, teach or elicit these goals and indicators needs to be developed. You will recall that in developing such a plan modifications can be made in each of four areas. (See "Using This Collection in Planning".)
4. The plan is implemented.
5. Using the indicators specified in step #2 observe and record again. This rate can be compared with the base rate. The success of the plan can be measured by the rate of the change.
6. After the data has been analyzed, revisions can be made which reflect the reality of the individual center or child.

\*Indicators are particularly important in these sections.

## COLLECTION OVERVIEW

### 1. ACCURATE AND POSITIVE SELF-IMAGE

#### COMPONENTS:

- A. SELF-ESTEEM
- B. SELF-ACCEPTANCE
- C. AWARENESS OF SELF
- D. SELF-CONFIDENCE
- E. SPONTANEITY

### 2. INTERPERSONAL EFFECTIVENESS

#### COMPONENTS:

- A. OPEN COMMUNICATION
- B. EMPHATIC CAPACITY
- C. INTERPERSONAL PROBLEM SOLVING AND NEGOTIATING SKILLS
- D. AWARENESS AND RESPECT FOR INDIVIDUAL DIFFERENCES
- E. INTIMACY
- F. SENSITIVITY TO OTHERS

### 3. SELF ACTUALIZATION

#### COMPONENTS:

- A. THE DESIRE TO BE "ALL THAT YOU CAN BE"
- B. THE DEVELOPMENT OF A MORAL FRAMEWORK
- C. CONSCIOUSNESS OF CHOICE
- D. ABILITY TO GENERATE ALTERNATIVES
- E. PROBLEM SOLVING SKILLS
- F. INDEPENDENT LEARNING ABILITY
- G. RESPONSIBLE FOR OWN ACTIONS



MAJOR GOAL: ACCURATE AND POSITIVE SELF-IMAGE

COMPONENT AREA: SELF-ESTEEM

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
(Pick those you feel apply)

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN -

- Accepting help from teachers or peers without feeling injured or threatened.
- Accepting praise or commendation without giggling or becoming embarrassed.
- Answering direct questions without hesitation.
- Showing appreciation when help is offered or given.
- Voicing few or no negative criticisms of others, unless asked.
- Praising others without showing feeling of being threatened or inferior.
- Praising others without showing feelings of guilt, envy, or fear.
- Displaying work or creations with pride, and without hesitation.
- Helping others without showing disdain or one-up-manship.
- Helping others without being asked.

CHANGES IN THE CENTER STRUCTURE

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

INCIDENCES OF OR ABILITY TO -

- Initiate activities or take on tasks when the situation requires (spontaneous leadership).
- Initiate conversation or other social-interpersonal relationship or interaction.
- Admit errors.
- Ask help from teachers when needed.
- Ask help from peers when needed.
- "Ask for" praise or approval when need is felt.
- Offer criticism constructively and without offending the receiver.
- Ask for feedback or reactions to behavior.

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: ACCURATE AND POSITIVE SELF-IMAGE

COMPONENT AREA: SELF-ACCEPTANCE

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
*(Pick those you feel apply)*

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN -

- Sharing personal experiences with others.
- Sharing here-and-now feelings with others.
- Expressing confidence in his ability to deal with problems, even in the face of failure and setbacks.
- Resisting the efforts of others to dominate him.
- Stating personal needs openly, directly and clearly (e.g. "I need to kick something.").

CHANGES IN THE CENTER STRUCTURE

DECREASES IN -

- Spending undue time worrying about what is coming tomorrow, what has happened in the past, or what is taking place in the present.

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

INCIDENCES OF OR ABILITY TO -

- See and portray him/herself in words, pictures, etc. as being liked,
  - wanted
  - acceptable to others
  - capable
  - worthy
- Express attitude of equality with others as a person, not superior or inferior, irrespective of the differences in specific abilities, family backgrounds, or attitudes of others toward him.
- Express that he is a person of interest and value to others, at least to those with whom he chooses to associate.
- Accept praise without the pretense of false modesty and compliments without feeling guilty.
- Express that others may have more experience and/or skill in a particular area and exhibit an openness to learning from that person.
- Accept the idea and admit to others that he is capable of feeling a wide range of impulses and desires, ranging from being angry to being loving, from being sad to being happy,

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

(continued)

MAJOR GOAL: ACCURATE AND POSITIVE-SELF-IMAGE

COMPONENT AREA: SELF-ACCEPTANCE (cont.)

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:

(Pick those you feel apply)

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCIDENCES OF OR ABILITY TO -  
INCIDENCES OF OR ABILITY TO -

from feeling deep resentment to feeling deep acceptance.

CHANGES IN THE CENTER STRUCTURE

Enjoy himself in a wide variety of activities involving work, play, creative self-expression, companionship, or loafing.

Show sensitivity to the needs of others, to accepted social customs, and particularly to the idea that he cannot enjoy himself at the expense of others.

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

Express his belief in certain values and principles and is willing to defend them even in the face of strong group opinion. Feel personally secure enough, however, to modify them if new experience and evidence suggest he is in error.

Act on his own best judgment without feeling excessively guilty or regretting his actions if others disapprove of what he has done.

Express a feeling of physical adequacy.

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS



MAJOR GOAL: ACCURATE AND POSITIVE SELF-IMAGE

COMPONENT AREA: AWARENESS OF SELF

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
*(Pick those you feel apply)*

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN -

CHANGES IN THE CENTER STRUCTURE

Congruency between child's answers and other's answers to questions about child's appearance, attitude, behaviors, and personality (e.g. Is child (are you) a 'happy' person?).

Accurately gauging (guessing) the effect of his/her behavior on others in his/her peer group.

INCIDENCES OF OR ABILITY TO -

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

Draw picture of self (or create other representation) using appropriate eye, hair and skin coloring.

Accurately state physical size in relationship to others.

Name parts of body.

State the feeling he/she is experiencing.

State those things he/she can accomplish or influence.

State those things he/she is not yet capable of.

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS.

MAJOR GOAL: ACCURATE AND POSITIVE SELF-IMAGE

COMPONENT AREA: SELF-CONFIDENCE

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:

*(Pick those you feel apply)*

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN -

- Starting new projects with enthusiasm.
- Tendency toward self-praise; speaks positively of self.
- Exploring new ideas or activities openly even when not feeling particularly "enthusiastic" about it.

CHANGES IN THE CENTER STRUCTURE

DECREASES IN -

- Saying "I can't".
- Looking at or consulting with others before acting.

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

INCIDENCES OF OR ABILITY TO -

- Experiment with new behaviors/new goals.
- Describe failure as an integral aspect of the learning process.
- Participate in group discussions.
- Take responsibility for directing a discussion group when requested.
- Initiate discussion in group situation.
- Initiate interaction with peers.
- Initiate interaction with adults.
- Contribute information to group decisions.

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL:

ACCURATE AND POSITIVE SELF-IMAGE

COMPONENT AREA:

SPONTANEITY

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:

*(Pick those you feel apply)*

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN -

- Laughing.
- Crying.
- Dancing.
- Singing.
- Responding without checking for other's reactions.
- Smiling.
- Touching other peers with affection.
- Stating his/her own feelings while experiencing them.
- Participating and/or experiencing type behaviors.

CHANGES IN THE CENTER STRUCTURE

DECREASES IN -

- Sitting cross legged.
- Cross armed position.
- Observing type behaviors (remaining separate, looking, listening, taking notes, sitting while others play, etc:).

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN:

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: INTERPERSONAL EFFECTIVENESS

COMPONENT AREA: OPEN COMMUNICATION

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
(Pick those you feel apply)

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN -

CHANGES IN THE CENTER STRUCTURE

- Listening to others in an understanding way (without interrupting).
- Discussing feelings with others; uses feeling words. (See attached list of feeling words.)
- Describing/restating/reacting to feelings of others.
- Explaining actions upon request.
- Accepting expressions of affection and warmth from others and offering same to others.
- Seeking cooperative (open) relationships with peers.
- Physically touching others manifesting care, empathy, or affection.
- Supportive statements and acts.
- Sharing reactions as closely (in time) to the behavior that aroused him/her as possible.
- Making specific confrontive statements rather than general (e.g. "You bumped my cup," rather than "You never watch where you're going.").
- Making tentative confrontive statements rather than absolute (e.g. "You seem unconcerned about Jimmy," rather than "You don't give a damn about Jimmy and never will.").
- Making informing confrontive statements rather than ordering (e.g. "I haven't finished yet," rather than "Stop interrupting me!").

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

INCIDENCES OF OR ABILITY TO -

- Self-disclosure.
- Make behavior descriptions.
- Make personal statements.
- Make relationship statements.
- Directly describe his/her feelings.
- Nonverbally express warmth and liking.

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

(continued)

MAJOR GOAL:

INTERPERSONAL EFFECTIVENESS

COMPONENT AREA:

OPEN COMMUNICATION (continued)

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
(Pick those you feel apply)

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCIDENCES OF OR ABILITY TO

CHANGES IN THE CENTER STRUCTURE

Give helpful feedback to others.

Use perception check of the other's feelings.

Acknowledge the other's strengths.

Reinforce the other's strengths.

Express acceptance of the other person.

Demonstrate understanding.

Negotiate for meaning.

Use evaluative response.

Use interpretative response.

Use supportive response.

Probe for meaning.

Confront the other person.

Work to build trust.

Model his/her vision of ideal behavior.

Welcome comments about behavior from others.

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS



LIST OF FEELINGS

Abandoned	Disturbed	Infatuated	Prim	Troubled
Adequate	Dominated	Infuriated	Prissy	Ugly
Admiant	Divided	Inspired	Proud	Uneasy
Affectionate	Dubious	Intimidated,	Quarrelsome	Unsettled
Agony	Eager	Isolated	Queer	Violent
Almighty	Ecstatic	Jealousy	Rage	Vehement
Ambivalent	Electrified	Joyous	Rupture	Vital/vitality
Annoyed	Empty	Jumpy	Refreshed	Vulnerable
Anxious	Enchanted	Kicky	Rejected	Vivacious
Apathetic	Energetic	Kind	Relaxed	Wicked
Astounded	Energated	Keen	Relieved	Wonderful
Award	Enjoy	Laconic	Remorse	Worpy
Bad	Envious	Lazy	Restless	Worry(ied)
Beautiful	Excited	Lecherous	Reverent	Zanie
Betrayed	Evil	Left out	Reward	
Bitter	Exasperated	Licentious	Righteous	
Blissful	Exhausted	Lonely	Sad	
Bold	Fascinated	Longing	Sated	
Bored	Fawning	Loving(love)	Satisfied	
Brave	Fearful	Low	Scared	
Burdens	Flustered	Lustful	Screwed up	
Calm	Foolish	Mad	Servile	
Capable	Haptic	Maudlin	Settled	
Captivated	Frustated	Mean	Sexy	
Challenged	Frightened	Melancholy	Shocked	
Charmed	Free	Miserable	Silly	
Cherished	Full	Mystical	Skeptical	
Cheerful	Fury	Naughty	Sneaky	
Childish	Gay	Nervous	Solman	
Clever	Glad	Nice	Sorrowful	
Combative	Good	Obnoxious	Spilled	
Competitive	Gratified	Obsessed	Spilled	
Condemned	Greedy	Odd	Stingy	
Confused	Grief	Opposed	Stranged	
Conspicuous	Groovy	Outcast	Stuffed	
Contented	Guilty	Overwhelmed	Stupid	
Contrite	Gullible	Pain	Stunned	
Cruel	Happy	Panicked	Stupefied	
Crushed	Hate	Parasimonious	Swearing	
Culpable	Heavenly	Peaceful	Swatting	
Deceitful	Helpful	Petrified	Swatting	
Defeated	Helpless	Pity	Swatting	
Delighted	High	Pleasant	Swatting	
Desirous	Homesick	Pleased	Swatting	
Despair	Honored	Precaious	Swatting	
Destructive	Horrible	Prepared	Swatting	
Determined	Hurt	Profite	Swatting	
Different	Hysterical		Swatting	
Diffident	Ignored		Swatting	
Diminished	Immortal		Swatting	
Discontented	Imposed upon		Swatting	
Disgraced	Injured		Swatting	
Disgusted			Swatting	

MAJOR GOAL:

INTERPERSONAL EFFECTIVENESS

COMPONENT AREA:

EMPATHIC CAPACITY

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
(Pick those you feel apply)

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN

CHANGES IN THE CENTER STRUCTURE

Maintaining eye contact.

Listening without interrupting.

Reflecting in words and gestures feeling of other's statements and actions.

Giving and receiving affection.

Giving and receiving praise.

DECREASES IN

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

Sarcasm (remarks).

Name calling.

Aggressive hostility.

Physical violence.

"Vicious" competition.

Allowing another's depression drag him/her into the same.

INCIDENCES OF OR ABILITY TO

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

Paraphrase other's remarks.

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL:

INTERPERSONAL EFFECTIVENESS

COMPONENT AREA:

INTERPERSONAL PROBLEM SOLVING AND NEGOTIATING SKILLS

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:

(Pick those you feel apply).

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN -

CHANGES IN THE CENTER STRUCTURE

Directly stating feelings in relation to problem.

Directly stating how problem behavior interferes with personal goal attainment.

Listening empathically. (See supplementary list)

Working to generate alternate/optional solutions.

Evaluating options with interest in own and others needs and goals.

Willingness to work through problems to agreement.

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

Checking perception of accepted solution.

DECREASES IN -

Crying, hitting or other mal-adaptive behavior when frustrated.

Asking 'teacher' to solve problem.

Hitting, kicking, physical abuse.

Shouting, yelling, name calling, verbal abuse.

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

INCIDENCES OF OR ABILITY TO -

Reach compromise agreements.

State personal needs and desires openly and directly.

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: INTERPERSONAL EFFECTIVENESS

COMPONENT AREA: AWARENESS AND RESPECT FOR INDIVIDUAL DIFFERENCES

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
*(Pick those you feel apply)*

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN -

- Stating goals (desires) which other children have that she/he doesn't.
- Stating goals (desires) which she/he has which others don't share.
- Exploring differences to better understand them.

CHANGES IN THE CENTER STRUCTURE

DECREASES IN -

Name calling.

INCIDENCES OF OR ABILITY TO -

Profess or demonstrate the attitude that while others may have different goals - both their goals and his/her goals are Ok.

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS



MAJOR GOAL: INTERPERSONAL EFFECTIVENESS

COMPONENT AREA: INTIMACY

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
(Pick those you feel apply)

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN -

CHANGES IN THE CENTER STRUCTURE

Making more feeling statements toward the bottom of this scale:

Most Distant

Least Difficult To Discuss

Tells you how Jane felt about John, neither person being present.

Tells you how Jane feels about John, neither person being present.

Tells you his/her past feelings about Sam, who is not present.

Tells you his/her present feelings about Sam, who is not present.

Tells you his/her past feelings about you.

Tells you his/her present feelings about you.

Here and Now

Most Difficult To Discuss

INCIDENCES OF OR ABILITY TO -

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

Kiss.

Hug.

Touch.

Cry.

Hold hands.

Sit closer than 18" in open area.

Maintain eye contact.

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS



MAJOR GOAL:

INTERPERSONAL EFFECTIVENESS

COMPONENT AREA:

SENSITIVITY TO OTHERS

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
(Pick those you feel apply)

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN -

CHANGES IN THE CENTER STRUCTURE

- Asking others to contribute their feelings.
- Acceptance and tolerance of similarities and differences.
- Helpfulness and sharing.
- Seeking solutions which benefit all involved.
- Seeking to increase other's self-esteem.
- Mentioning welfare of others when making decisions.
- Offering to share and cooperate.
- Helping another.
- Praising another.

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

DECREASES IN -

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

- Destruction of peer's property.
- Destruction of public property.
- Making disparaging (put-down) remarks.
- Threatening another.
- Making "a face" at another.
- Interrupting.
- Taking or damaging property of another.

INCIDENCES OF OR ABILITY TO -

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

- Express concern about the well being of others.
- Modify behavior in response to another's discomfort.
- Rephrase/paraphrase both negative and positive feelings directed at him by others.
- Identify an event as internal or external; as a feeling; thought; or behavior.
- Discover and say verbally if another's thoughts are pleasant or unpleasant.
- Discover and say verbally if another's behavior is constructive or destructive.

(continued)

MAJOR GOAL: INTERPERSONAL EFFECTIVENESS

COMPONENT AREA: SENSITIVITY TO OTHERS (continued)

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
*(Pick those you feel apply)*

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCIDENCES OF OR ABILITY TO -

CHANGES IN THE CENTER STRUCTURE

Know about and describe similarities and differences in people.

Choose another.

Touch and hug another.

Contribute information to group decisions.

Initiate positive physical contact.

Agree (support) with another.

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL:

SELF-ACTUALIZATION

COMPONENT AREA:

THE DESIRE TO BE "ALL THAT YOU CAN BE"

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
(Pick those you feel apply)

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

- INCREASES IN
- Scores on Alschuler's N-Achievement Scale.
- Volunteering for new activities.
- Engaging in self-teaching tasks.
  - Concentrated attention span
  - Can say what has been learned
- Vocabulary.
- Making "feeling statements" about an increasingly large number of things.
- Expanding the number of things s/he feels s/he can do competently.
- Expanding the number of behaviors s/he can do.
- Setting goals higher than s/her can attain rather than lower than s/he can attain.
- Seeking answers to own questions.
- The number of different activities s/he engages in each week.
- Seeking independent work.
- Seeking the "hardest" of things to do.

- CHANGES IN THE CENTER STRUCTURE
- CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

- INCIDENCES OF OR ABILITY TO
  - Ask adults to allow him to try new behaviors and new activities.
  - Make decisions for growth rather than safety.
  - Engage in both group and solitary play.
  - Engage in both leading (initiate activities for other children) and following (go along with activities other children plan) behaviors.
  - Acquire and continue to acquire knowledge and skills that are personally meaningful.
  - Express perception of 'mistakes' as positive; integral to learning; not as signs of inadequacy.
  - State plans for future growth.
  - State immediate past growth or accomplishments.

- ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
- SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: -

SELF-ACTUALIZATION

COMPONENT AREA: -

DEVELOPMENT OF A MORAL FRAMEWORK

INDICATORS: -

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
(Pick those you feel apply).

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN

CHANGES IN THE CENTER STRUCTURE

Progression along Kohlberg's Stages of Moral Development:

I. Pre-Moral

- A. Seeks only to avoid punishment.
- B. Seeks to satisfy personal needs.

II. Conventional Role Conformity

- C. Seeks approval by pleasing and helping others.
- D. Seeks to do "duty", respects authority and social order for own sake.

III. Self-Accepted Moral Principle

- E. Seeks to restructure rules and expectations to maximize pleasure for all parties.
- F. Seeks to base decisions on conscience and mutual respect and trust.

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS.

DECREASES IN - \*

Apathy - not interested; going whichever way the world "wills".

Flightiness - interest in many things for fleeting moments.

Uncertainty - seeming incapable of making decisions.

Inconsistency - involvement in mutually inconsistent patterns.

Driftiness - planless and unenthusiastic drifting from this to that.

Overconforming - just doing what the "crowd" does.

Overdissenting - always negative/never positive.

Role playing - posturing - pretending to be something else: bully, clown, etc.

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS.

\*From: Raths, Simon - Values and Teaching

MAJOR GOAL: SELF-ACTUALIZATION

COMPONENT AREA: CONSCIOUSNESS OF CHOICE

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
(Pick those you feel apply)

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN -

Using the phrases "I choose, I would like, I would rather".

DECREASES IN -

The use of the phrases "What's to do, Isn't there anything fun", etc.

Depending on, or asking the teacher for activity ideas.

INCIDENCES OF OR ABILITY TO -

State other possible options.

State reasons for choosing this option that reflect purposeful behavior. (To keep from being scolded - acceptable/Because the teacher told me - unacceptable)

Identify personal interest from among a small group of items or activities.

Identify personal interest from among a large group of items or activities.

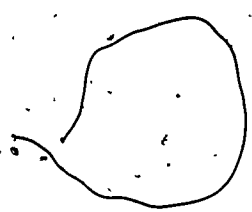
Identify personal interest upon request.

CHANGES IN THE CENTER STRUCTURE

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS





MAJOR GOAL: SELF-ACTUALIZATION

COMPONENT AREA: ABILITY TO GENERATE ALTERNATIVES

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
(Pick those you feel apply)

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN -

CHANGES IN THE CENTER STRUCTURE

Stating options to individual solution.  
Selecting solutions from an increasingly large number of possible options.

INCIDENCES OF OR ABILITY TO -

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

List five alternate solutions to a problem.  
Utilize "synetics" techniques.  
\*Use "forced metaphor" technique.  
See problems as opportunities for growth and change rather than obstacles to be surmounted or postponed.

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: SELF-ACTUALIZATION

COMPONENT AREA: PROBLEM SOLVING SKILLS

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
*(Pick those you feel apply)*

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN -

- Utilizing the problem solving process:
  - Identifies/defines problem
  - Generates alternative solutions
  - Evaluates alternative solutions
  - Decides on the best acceptable solution
  - Develops a way to implement solution
  - Follows up to evaluate how it worked

CHANGES IN THE CENTER STRUCTURE

DECREASES IN -

- Asking advice from teacher.
- "Fighting" behaviors.

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

INCIDENCES OF OR ABILITY TO -

- See discrete steps in the process which s/he can describe.
- Set priorities when there is more than one problem.
- State where and/or how to obtain additional information on problem.

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: SELF-ACTUALIZATION

COMPONENT AREA: INDEPENDENT LEARNING ABILITY

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:  
(Pick those you feel apply)

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN -

Initiating in-center activities (board games, art activities, etc.) without asking staff for assistance. (Asking approval is not equated with assistance.)

- Actively seeking answers to own questions.
- Finds own information
- Uses reference materials independently
- Implements or develops own ideas
- Engages in the decision making process
- Asks questions about the subject
- Poses problems.

Moving freely to get materials.

INCIDENCES OF OR ABILITY TO -

Utilize the following (as appropriate):

- Interviewing techniques
- Surveying techniques
- Workbooks, programmed texts
- Library resources
- Audio visual material
- Programmed instruction materials
- Manipulative devices
- Relevant individuals

Construct and implement a simple experiment (define problem, concoct solution, test solution, gather results, conclusion).

Stay with great persistence at tasks.

Move freely from one activity to another without disturbing others.

CHANGES IN THE CENTER STRUCTURE

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL:

SELF-ACTUALIZATION

COMPONENT AREA:

RESPONSIBLE FOR OWN ACTIONS

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN:

(Pick those you feel apply)

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

INCREASES IN -

- Accepting both praise and criticism of his actions and their outcomes.
- Doing what s/he says s/he'll do (reliability).
- Notifying others of changes in stated plans.
- Carrying through the entire task including planning, doing, and cleaning up.
- Stating the following reasons for behavior:
  - I felt what I did was important.
  - I like to try new experiences.
  - I enjoyed doing it.
  - I gave love or affection.
  - I used skill or know-how.
  - I was free to decide how I did it.
  - I influenced the behavior of others.
  - I learned something new.
  - I like to meet a challenge.
  - I was creative.

CHANGES IN THE CENTER STRUCTURE

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

DECREASES IN -

- Blaming others.
- Stating the following reasons for behavior:
  - They told me to do it.
  - You're supposed to do that.
  - It doesn't matter what I do.
  - There was nothing else to do.
  - Well, "Johnny" did it.
  - Everybody does it.

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

INCIDENCES OF OR ABILITY TO -

- Perceive problems and initiate solutions.
- Resist the direction of others.
- State the effects of personal action on others both positive and negative.

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

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