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AUTHOR MacDonell, Cindy; And Others
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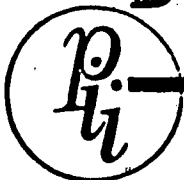
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ABSTRACT

The Affective Triad Scale, organized around a concept of individualized instruction measuring elementary school pupil self-direction and positive attitudes toward self and school, is described and explained. ATS is defined not as an attempt to diagnose student difficulties but to obtain simple indicative measures of behavior. Administration of the project is explained along with scoring and interpretation. A scoring key is included, along with the self-report instrument itself. (SK)

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PROJECT INDIVIDUALIZED INSTRUCTION

201 Sunrise Highway, Patchogue, N. Y. 11772

AFFECTIVE TRIAD SCALE

Prepared by Project Individualized Instruction

An ESEA Title III Project
NYSED #24185

Sponsored by the Four Long Island BOCES

Project Staff

Cindy MacDonell
Larry J. Maltin
Arline Winerman

June, 1975

U S DEPARTMENT OF HEALTH,
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The AFFECTIVE TRIAD SCALE

General Features of the Scale

The Affective Triad Scale (ATS) was organized around a concept of individualized instruction in which non-academic success is assumed to have been achieved when pupils demonstrate self-direction and positive attitudes toward self and school. The triad was developed by Project Individualized Instruction¹ solely for use in its studies regarding the impact of individualization on elementary school students. The original item pool was written by a group of elementary and secondary teachers from four public school districts on Long Island. The ATS was *NOT* an attempt to diagnose student difficulties, but rather to obtain some simple indicative measures of behavior which were of interest to the Project. The underlying concepts for the three scales in the triad were derived from the California Test of Personality, however, *no other relationships with the CTP are expressed or implied.*

The ATS is a self-report instrument in which a question is presented to the child and he then marks a "yes" or "no," whichever he considers to be appropriate. The scale was designed for use with a fourth grade population. Three short scales relating to the school situation comprise the triad. A description of each follows:

Attitude toward school. The student who has a positive attitude toward school enjoys being with other students, believes that his teachers like him, and finds the school work adapted to his level of interest and maturity.

Self-direction. The student who is said to be self-directive is one who enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his school behavior and in setting the general policies that shall govern his academic pursuits. His overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities.

Attitude toward self. The student who has a positive attitude toward himself feels he is well regarded by others, and that he enjoys a cordial relationship with people in general. In addition, he does not attempt to get his satisfaction in ways that are damaging and unfair to others, nor does he substitute fantasy for actual successes in real life.

¹An ESEA Title 3 program (1972-1975) with the mandate of identifying and disseminating information regarding programs of individualization on Long Island.

Administration of the ATS

The ATS is intended for use only with groups and not for making decisions about individual students. It is also recommended that students be allowed to respond to the triad anonymously, if they wish.

The instructions that appear on the front cover are to be read aloud as the students follow along on their own copy of the scale. The practice questions are intended to illustrate the point that there are no "right" or "wrong" answers, and are to be read by the person administering the scale, pausing at the end of each question only long enough for the students to circle their response. Help in reading words or questions may be given.

The test administrator should ask the students to make only one response to each question, as multiple responses cannot be interpreted.

There are no time limits for administration of the scale. During its use by the Project, twenty minutes was adequate. Should more time be needed an additional ten minutes should be sufficient.

Scoring and Interpretation

There are three scales making up the ATS. The *first fifteen items* (1-15) provide a measure of attitude to school. The *second fifteen items* (16-30) provide a measure of self-direction. The next *thirty items* (31-60) provide a measure of attitude toward self.

Each scale in the triad is scored according to the key at the end of these instructions. The sum of "correct" items for each scale provides a general assessment of that attitude. A "correct" response is one where the child endorses a positively worded item or does not endorse a negative item, relative to the attitude being measured. For example, "Do you usually like school?" is a positively worded item. If the child responds "yes" he is given credit for that item. Item number 40, "Are you afraid of many people?" is a negatively worded item, and a "no" response is correct.

To summarize, the ATS yields three scores: Attitude to school (1-15), Self-direction (16-30) and Attitude to Self (31-60). A mean for each group to whom the ATS has been administered is calculated and comparisons may then be made between groups using any one of several statistical procedures.

The work presented here was developed pursuant to an ESEA Title III grant, NYSED #24105. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position or policy of the USOE, the New York State Education Department, or the four Nassau-Suffolk Boards of Cooperative Educational Services sponsoring this project.

SCORING KEY
FOR
AFFECTIVE TRIAD SCALE

| Attitude toward School | Self-direction | Attitude toward Self |
|------------------------------|----------------|----------------------|
| 1. no | 16. no | 31. yes |
| 2. no | 17. no | 32. no |
| 3. no | 18. no | 33. no |
| 4. yes | 19. yes | 34. yes |
| 5. no | 20. yes | 35. no |
| 6. no | 21. yes | 36. no |
| 7. yes | 22. no | 37. no |
| 8. no | 23. yes | 38. yes |
| 9. yes | 24. yes | 39. yes |
| 10. no | 25. no | 40. no |
| 11. yes | 26. no | 41. no |
| 12. yes | 27. yes | 42. yes |
| 13. yes | 28. no | 43. no |
| 14. yes | 29. yes | 44. no |
| 15. yes | 30. yes | 45. yes |
| | | 46. yes |
| | | 47. no |
| | | 48. no |
| | | 49. no |
| | | 50. yes |
| | | 51. yes |
| | | 52. yes |
| | | 53. yes |
| | | 54. no |
| | | 55. yes |
| | | 56. no |
| | | 57. yes |
| | | 58. no |
| | | 59. yes |
| | | 60. yes |

CHILD'S NAME _____ DATE _____
LAST FIRST

INSTRUCTIONS FOR AFFECTIVE TRIAD SCALE

THIS BOOKLET HAS SOME QUESTIONS WHICH ASK ABOUT THINGS THAT MAY TAKE PLACE IN SCHOOL. THERE ARE NO RIGHT OR WRONG ANSWERS, ONLY OPINIONS. YOUR ANSWERS WILL SHOW YOUR OPINION, AND HOW YOU USUALLY FEEL OR WHAT YOU USUALLY DO ABOUT THINGS. FOR SOME OF THE QUESTIONS YOU ARE TO DECIDE WHETHER THE ANSWER IS YES OR NO, YOU ARE THEN TO DRAW A CIRCLE AROUND THE WORD YES OR NO, WHICHEVER SHOWS YOUR ANSWER.

LOOK AT THE PRACTICE QUESTIONS BELOW:

PQ1. DO YOU OFTEN WANT TO PLAY? YES NO

IF YOU OFTEN WANT TO PLAY, DRAW A CIRCLE AROUND THE WORD YES, IF NOT, DRAW A CIRCLE AROUND NO.

PQ2. WOULD YOU LIKE TO FLY AN AIRPLANE? YES NO

IF YOU WOULD LIKE TO FLY AN AIRPLANE, DRAW A CIRCLE AROUND THE WORD YES, IF NOT, DRAW A CIRCLE AROUND NO.

PQ3. I LIKE TO WATCH TV. YES NO

IF YOU LIKE TO WATCH TV, DRAW A CIRCLE AROUND THE WORD YES, IF NOT DRAW A CIRCLE AROUND NO.

AFTER YOU HAVE FINISHED THE PRACTICE QUESTIONS AND YOU UNDERSTAND WHAT TO DO, YOU WILL BEGIN ON THE NEXT PAGE. PLEASE ANSWER ALL OF THE QUESTIONS. REMEMBER THIS IS NOT A TEST, AND THERE ARE NO "RIGHT" OR "WRONG" ANSWERS. IF YOU ARE FINISHED BEFORE YOU ARE TOLD TO STOP, YOU MAY GO BACK AND ANSWER ANY QUESTIONS YOU DID NOT ANSWER BEFORE.

The Affective Triad Scale was prepared by
Project Individualized Instruction, Patchogue, New York,
pursuant to an ESEA Title III grant, NYSED #24185. 6-75.

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|---|-----|----|
| 1. WOULD YOU STAY HOME FROM SCHOOL A LOT IF YOU WERE ALLOWED? | YES | NO |
| 2. DO YOU HAVE TO DO MANY THINGS IN SCHOOL YOU DON'T WANT TO DO? | YES | NO |
| 3. DO YOU OFTEN WISH YOU WERE SOMEWHERE ELSE INSTEAD OF SCHOOL? | YES | NO |
| 4. DO YOU USUALLY LIKE SCHOOL? | YES | NO |
| 5. DO OTHER CHILDREN LIKE SCHOOL MORE THAN YOU DO? | YES | NO |
| 6. DO ANY OF THE TEACHERS DISLIKE SOME OF THE CHILDREN? | YES | NO |
| 7. ARE YOU PROUD OF YOUR SCHOOL? | YES | NO |
| 8. DO MANY OF THE CHILDREN FEEL THAT SCHOOL IS A WASTE OF TIME? | YES | NO |
| 9. DO YOU LIKE THE WAY YOUR TEACHER TEACHES? | YES | NO |
| 10. DID YOU LIKE SCHOOL BETTER LAST YEAR? | YES | NO |
| 11. DO MANY CHILDREN LIKE SCHOOL? | YES | NO |
| 12. DO YOU THINK THAT THE CHILDREN AT SCHOOL LIKE YOU? | YES | NO |
| 13. ARE THE CHILDREN AT SCHOOL USUALLY NICE TO YOU? | YES | NO |
| 14. IS YOUR SCHOOL WORK INTERESTING? | YES | NO |
| 15. IF YOUR FAMILY MOVED, WOULD YOU FEEL BADLY ABOUT GOING TO A NEW SCHOOL? | YES | NO |
| 16. DOES THE TEACHER OFTEN PUNISH YOU FOR LITTLE THINGS? | YES | NO |
| 17. DOES THE TEACHER USUALLY TELL YOU WHO TO WORK WITH? | YES | NO |
| 18. DOES THE TEACHER USUALLY PLAN WHAT WORK YOU WILL DO FOR THE DAY? | YES | NO |
| 19. ARE YOU ALLOWED TO DO WHAT YOU WANT AFTER YOUR WORK IS DONE? | YES | NO |
| 20. ARE YOU PERMITTED TO HELP THE TEACHER DECIDE ON YOUR GRADES? | YES | NO |
| 21. DO YOU HAVE ENOUGH FREE TIME IN SCHOOL? | YES | NO |
| 22. ARE THE TEACHERS USUALLY TOO BOSSY? | YES | NO |
| 23. DO YOU USUALLY HELP OTHER STUDENTS WITH THEIR WORK? | YES | NO |
| 24. ARE YOU FREE TO GO TO THE SCHOOL LIBRARY AT ANY TIME? | YES | NO |
| 25. DO PEOPLE STOP YOU FROM DOING MOST OF THE THINGS YOU WANT TO DO? | YES | NO |
| 26. DO YOUR TEACHERS USUALLY NEED TO REMIND YOU TO DO YOUR WORK? | YES | NO |
| 27. DO YOU USUALLY FINISH YOUR WORK? | YES | NO |
| 28. DO YOUR TEACHERS OFTEN STOP YOU FROM TALKING WITH YOUR FRIENDS? | YES | NO |
| 29. DO YOU KEEP ANY SAMPLES OF YOUR WORK? | YES | NO |
| 30. DO YOU HAVE A CHANCE TO LEARN MANY NEW THINGS? | YES | NO |

- | | | |
|--|-----|----|
| 31. Do YOUR CLASSMATES THINK YOU DO WELL IN SCHOOL? | YES | NO |
| 32. IN SCHOOL, ARE PEOPLE OFTEN MEAN OR UNFAIR TO YOU? | YES | NO |
| 33. Do TEACHERS OFTEN THINK THAT YOU CANNOT DO THINGS VERY WELL? | YES | NO |
| 34. Do PEOPLE IN SCHOOL OFTEN DO NICE THINGS FOR YOU? | YES | NO |
| 35. Do YOUR CLASSMATES USUALLY THINK THAT YOUR IDEAS ARE BAD? | YES | NO |
| 36. Do YOUR TEACHERS USUALLY SEEM TO THINK YOU ARE WRONG? | YES | NO |
| 37. IN SCHOOL, DO PEOPLE OFTEN TRY TO CHEAT YOU? | YES | NO |
| 38. Do YOUR CLASSMATES OFTEN WANT TO HELP YOU? | YES | NO |
| 39. ARE MOST OF YOUR CLASSMATES GLAD YOU ARE IN THEIR CLASS? | YES | NO |
| 40. ARE YOU AFRAID OF MANY PEOPLE? | YES | NO |
| 41. Do THE PEOPLE IN SCHOOL CRITICIZE YOU TOO MUCH? | YES | NO |
| 42. IN SCHOOL, ARE PEOPLE OFTEN SO KIND THAT IT MAKES YOU FEEL HAPPY? | YES | NO |
| 43. Do YOU THINK YOUR TEACHER OFTEN PAYS NO ATTENTION TO YOU? | YES | NO |
| 44. Do YOU OFTEN FEEL THAT THE TEACHERS BOTHER YOU? | YES | NO |
| 45. DOES THE TEACHER USUALLY ASK YOU QUESTIONS YOU CAN ANSWER? | YES | NO |
| 46. Do YOUR CLASSMATES THINK YOU ARE SMART? | YES | NO |
| 47. ARE THERE PEOPLE IN SCHOOL SO UNFAIR THAT YOU HAVE TO BE MEAN TO THEM? | YES | NO |
| 48. Do YOUR CLASSMATES MAKE FUN OF YOU? | YES | NO |
| 49. Do YOU OFTEN FEEL THAT NO ONE REALLY CARES ABOUT YOU? | YES | NO |
| 50. IN SCHOOL, DO OTHER PEOPLE USUALLY TRY TO UNDERSTAND YOUR FEELINGS? | YES | NO |
| 51. Do YOU HAVE MANY FRIENDS IN SCHOOL? | YES | NO |
| 52. Do THE PEOPLE IN SCHOOL USUALLY REMEMBER HOW WELL YOU DO THINGS? | YES | NO |
| 53. Is IT EASY FOR YOU TO DO WELL IN SCHOOL? | YES | NO |
| 54. ARE THINGS SO DULL THAT YOU OFTEN DAYDREAM? | YES | NO |
| 55. ARE YOU USUALLY PROUD OF YOUR WORK? | YES | NO |
| 56. Do TEACHERS OFTEN ASK YOU TO DO SUCH HARD THINGS THAT YOU WON'T DO THEM? | YES | NO |
| 57. Do YOUR CLASSMATES USUALLY WANT YOU TO DO THINGS WITH THEM? | YES | NO |
| 58. Do YOU THINK YOU ARE DUMB? | YES | NO |
| 59. Do YOU DESERVE HIGH GRADES? | YES | NO |
| 60. DOES YOUR TEACHER CARE ABOUT YOU? | YES | NO |

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