

4	5	6	7	8	9	10
"Positive Support"				monitor		
11	12	13	14	15	16	17
		home-note				
18	19	20	21	22	23	24
		home-note	"My Strengths"	monitor		
25	26	27	28	29	30	31
		home-note	Junior Review			
1	2	3	4	5	6	7
		home-note	"Who Am I?"			
8	9	10	11	12	13	14
Spring Break.....						
15	16	17	18	19	20	21
		home-note			End of 5th Six Wks.	
22	23	24	25	26	27	28
		home-note	"Where Am I Going?"			
29	30	1	2	3	4	5
		home-note				
6	7	8	9	10	11	12
		home-note	"The Language of Self"			
13	14	15	16	17	18	19
		home-note			Prom	
20	21	22	23	24	25	26
		home-note	"Relationship With Others"			
27	28	29	30	31	1	2
					Graduation	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

March 1990

April 1990

May 1990

June 1990



APPENDIX F

LETTER TO PARENT EXPLAINING "HOMENOTE"

March 13, 1990

Dear Parents:

This is the first copy of your child's "homenote."

As explained before, this is a weekly written communication linking the Diversified Cooperative Training teacher, the English teacher, and the parent. The form is self-explanatory.

Please sign and return by your child, and if you have any questions concerning the student's progress, please call me (482-9605) or stop by my office (8:00 a.m. until noon) and I'll explain them. These notes will be sent home for approximately 10 weeks so that you may see growth in your child's academic scores.

Thank you for your interest!!!!

Sincerely,

Linda D. Basford
DCT Coordinator

DELINEATION OF RESPONSIBILITIES LETTER

March 13, 1990

Dear Parents:

The Diversified Cooperative Training Consultation Program will begin Thursday, March 13, 1990 and conclude Wednesday, May 23, 1990. The object is to help students improve their grades and become more successful through parental involvement and teacher cooperation/consultation. You are encouraged to help the student set up regular study times, ask to see homework, and to offer assistance in completing assignments and studying for tests. I realize your schedules do not always match since your child does have a job, but I trust that you will work with me to provide the necessary help. The effort by parent and child should reflect improved grades at the conclusion of the project. Listed below will be areas of responsibility for parent, child, and teacher.

PARENT:

The parent agrees to assist their child in any way possible in completing assignments and studying for tests. Every Tuesday your child will receive a "homenote" from me and his English teacher. The parent will sign the note and make necessary remarks and have the student to return it to school.

CHILD:

The child is responsible to bring home on Tuesday the "homenote" from his English/DCT teacher for his parent signature. They will discuss and make notations on the home note as necessary. Your child will be awarded points (i.e., 2 points for positive home note, 1 point for negative home note, see sample attached) and this will be 25% of the DCT class grade each six weeks. Dates for home notes are: March 13, 20, 27, April 3, 17, 24, May 1, 8, 15, 22.

TEACHER:

I agree to provide homenotes for your child every Tuesday. I will record all returned ones. I will monitor your child's progress in the DCT class as well in the English class.

I anticipate and encourage communication from all parents. Please feel free to visit our school or call 482-9605.

I wish to thank all concerned parents for their involvement in the Program and extend my best wishes and good luck for the next 14 weeks.

Sincerely,

Linda D. Basford
DCT Coordinator

APPENDIX G

MID-TERM LETTER AND QUESTIONNAIRE

April 9, 1990

Dear Parents:

Congratulations!!! The Diversified Cooperative Training Program is now at the halfway point and all parents and students who have been participating deserve a big round of applause. The students have been reportedly improving their grades as well as their self-esteem through the enhancement program conducted by the DCT instructor.

Once again, we wish to thank you for your participation in this project. The students are encouraged and supported by your involvement. We expect that your continued support will allow the next six weeks to be as successful as the first six.

Please take a moment to complete the enclosed questionnaire and have your child return it in this week's homenote. This questionnaire will allow us to evaluate the project so far, and make changes where appropriate based upon your input.

Thank you very much.

Sincerely,

Linda D. Basford
DCT Coordinator

MID-TERM QUESTIONNAIRE

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1. Do you think the Cooperative Consultation project is helping your child? _____yes _____no

If yes, how?

2. Do you have a better understanding of what your child is doing in school? _____yes _____no

3. In your opinion, do the homenotes seem to help improve your child's grades (English and DCT)? _____yes _____no

4. Do you feel you are helping your child by being aware of his academic achievement? _____yes _____no

5. Do you believe there has been any change in your child's self-esteem during the last few weeks? _____yes _____no

6. Have you noticed a change in your child's study habits since being involved in this project? _____yes _____no

7. Are you having any problems in assisting your child in improving their grades, and how may we help? _____yes _____no

Comment:

8. Have you noticed your child's attitude toward school and school work improving? _____yes _____no

9. Do you feel you have made a difference in the success of your child in the Project? _____yes _____no

10. What changes can we make in the project to make the next six weeks work best for you and your child?

APPENDIX H
REVISED HOMENOTE/PAYCHECK SCHEDULE

March 29, 1990

Dear Parents:

Please sign the "homenote" and have your student return to me. At this time certain revisions will need to be made concerning the form of the progress report of these grades.

Since there was duplication with the "homenote" and the student "paycheck", we will be sending out a "homenote" one week and a student "paycheck" the next. Please sign the one you receive and have your student return to me.

Please note there is a place on the "homenote" this time for you to make comments about your son or daughter's progress.

Parents report they like getting frequent progress reports especially since it is so close to graduation.

Only eight weeks to go; continue to encourage your child to keep up their grades. Thank you for your concern.

Sincerely,

Linda D. Basford
DCT Coordinator

Revised schedule:

Homenote, March 29, Thursday
Paycheck, April 5, Thursday
Homenote, April 19, Thursday
Homenote, April 26, Thursday
Report Card, May 1, Tuesday
(please sign and return to me)
Homenote, May 8, Tuesday
Paycheck, April 15, Tuesday
Homenote, May 22, Tuesday

APPENDIX I

POST-LETTER AND QUESTIONNAIRE TO PARENTS

May 25, 1990

Dear Parents:

Congratulations are in order for all those parents and students who participated the last twelve weeks in the DCT Consultation Program.

Although at times enthusiasm was low, there were many students who succeeded in improving their academic achievement and made higher grades. Without the cooperation and support of parents, this project would not have been successful. As soon as class grades are available, I will send you a copy so you may compare your child's grades before and after the project. I anticipate that many of you will be pleased with your child's growth.

When this project began, it was intended to improve your child's academic achievement and to involve parents in their child's schooling. I think all the students who participated appreciate what they were able to accomplish. They also were pleased to have their parents work with them as partners in this project.

I wish your graduating senior the best of luck in the future and it is my desire for them to be "the best they can be!!!"

Once again, I wish to thank all who participated. Please take a moment to complete the Final Questionnaire and mail to me in the stamped, self-addressed envelope so that I may evaluate your input regarding this DCT Project.

Thank you very much!

Sincerely,

Linda D. Basford
DCT Coordinator

FINAL QUESTIONNAIRE TO PARENTS

1. Do you think the DCT Project helped your child?
_____ yes _____no
2. Do you feel you have better communication with the school through this method?
_____ yes _____no
3. Did you enjoy helping your child with this project?
_____ yes _____no
4. Would you like to see the Project continue next year?
_____ yes _____no
5. Were directions and information provided to you clear and helpful in assisting your child in his/her assignments?
_____ yes _____no
- Comments:

6. Have you noticed your child's attitudes toward school and school work improving?
_____ yes _____no
- Comments:

7. Do you feel you made a difference in the success of your child in improving academic achievement?
_____yes _____no
8. Do you feel the Project made a difference in improving your child's self-esteem?
_____yes _____no
9. Would you have liked to have been more involved in your child's schooling?
_____yes _____no
10. The DCT Program will sponsor a celebration luncheon on Monday, May 28, 1990 at Tony's Restaurant, between 11:45 a.m. and 1:00 p.m. All those who participated in the DCT Project will be invited to share lunch with us. Would you be able to attend?
_____ yes _____no

APPENDIX J

INDIVIDUAL PRE/POST COMPARISON LETTER

June 1, 1990

Dear Parents:

Below you will find information regarding your child's progress before and after the DCT Project.

Start of the Project:

English Grade _____
 DCT Class Grade _____
 Self-Esteem Rating _____
 Overall Grade Point Average at M.H.S. _____

Conclusion of the Project

English Grade _____
 DCT Class Grade _____
 Self-Esteem Rating _____
 Overall Grade Point Average at MHS _____

There was a possibility to take to you 10 weekly homenotes. You and your child completed and returned _____ homenotes.

If you have any questions regarding the above information, please feel free to call me at 482-9605.

Thank you for your support.

Sincerely,

Linda D. Basford
 DCT Coordinator

APPENDIX K

SELF-ENHANCEMENT PROGRAM FOR SECONDARY STUDENTS

THEME ONE

BUILDING AN ENVIRONMENT OF POSITIVE SUPPORT

This will begin the process of getting into oneself. These strategies help the student become aware of himself in different dimensions. They indicate to him things in his life that make him proud. He sees that he surely has had some successes. He becomes aware of some of his deeper feelings and values.

Directions for the teacher:

Discussion in class. Three questions to be asked of an individual:

1. How do we know who is a significant other?
2. How do we measure the self?
3. What forms the link between others and the self?

REFERENCE SET (Kemper, 1981)

The Reference Set is the sum total of others, in and out of role sets, present or absent, real or imagined, individual or group, normative, comparative or audience, who exercise influence over the individual. The reference set constitutes the cast of characters--the significant others--whom the individual takes into account when he acts.

By definition the reference set is the individual's major source of his self-conception.

Whether by reason of time or social structure, each person obtains a particular body of others whose opinions and behavior are especially important to him and from whom he gets certain notions about himself.

The student will need to complete the following sentences.

REFERENCE SET

Directions: Considering yourself as you are today--the positions you hold, the relationships you have with others, the things that best describe and are most characteristic of you--who are the specific persons, figures, and groups both past and present that have influenced you, who are important to you and have helped to make you the kind of person you are?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Please rank order the ten most important.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

For the teacher:

In order for the instructor to carry out a comparative analysis of the impact of different types of others on the self, the reference set could be standardized for each student.

Four persons of major roles in the student's social space can be obtained by asking the student to rank order the ten most important persons in his life.

FREQUENCY OF MENTION OF IMPORTANT PERSONS

Person	Number of Mentions	Rank

SELF CONCEPTIONS

For the purpose of this study, the self is defined as the material which is accessible to the person which pertains to himself.

Checklists require the individual to respond in terms of categories which may not be his own. Open-end self-description technique allows the student to produce responses containing a minimum of investigator bias. The self is measured as a set of responses to the question, "Who Am I?"

(Kemper, 1981.)

SELF CONCEPTIONS

Directions: There are twenty numbered blanks below. Please write answers to the simple question. "Who Am I?" in the blanks. Just give twenty different answers to this question. Answer as if you were giving the answers to yourself not to somebody else. Write the answers in the order that they occur to you. Don't worry about logic or "importance." Go along fairly fast, for the time is limited.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

EXPECTATIONS

Members of the reference set could serve three functions:

1. as a source of norms
2. as model or standard
3. as audience

Only the norm-setting function will be investigated.

The expectations will be assumed to represent a sample from a domain of normative demands that might be made of students. One can conclude that expectations for qualities such as those in the list will constitute a suitable ground for viewing oneself from the perspective of the other in the symbolic interactive process. Thus the self which the individual cognizes when he answers the question, "Who am I?" is a function of his viewing himself in terms of the expectations of significant others. To the extent that the others are significant in a positive way, the individual should become more or less what they want him to be.

Students will be asked to respond to the following question:

"To what extent does your (____) (____) (____) (____) feel you should achieve or possess each of these characteristics?" Students will answer for each of the standardized reference set members-- -- his perception of the degree to which that other expect him to achieve or to possess each of the following 10 characteristics:

	To a Great Extent	Somewhat	He Doesn't Care	I Don't Know
1. Good grades				
2. Good financial Judgment				
3. Good Judge of character				
4. Well-paying job				
5. Prestige in the community				
6. Being well-liked				
7. Vigor, energy and stamina				
8. Strong desire to get				
9. Honesty with oneself				
10. Perseverance				

(Kemper, 1981)

To the teacher:

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* The following questionnaire could be used by secondary teachers to gauge a student's first thoughts and feelings about himself or herself. These are intended to stimulate responses about the concerns and attitudes shared by all students.

Contended answers from 16 year olds are:

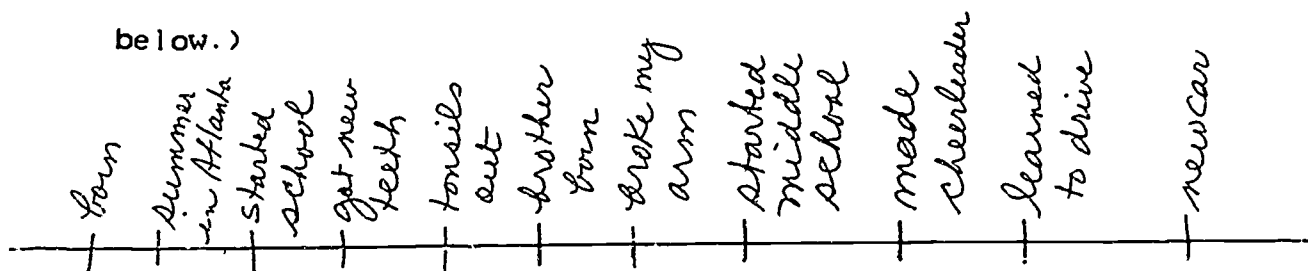
<u>Sentence beginning</u>	<u>Answer</u>
1.	
2.	
3.	
4.	
5.	

The following are some examples of disturbing answers:

- 1.
- 2.
- 3.
- 4.
- 5.

(Maron, 1980)

Discuss the many different personal experiences that make up individual lives. Let students recall significant events that influenced or affected their own lives--experiences that, at the time, involved their feelings and attitudes about themselves. Then have the students record the events--both positive and negative--along either side of a vertical line which represents their individual life span from birth to present. (See sample below.)



Draw a horizontal line in the center of a piece of long paper in pencil or ink. The line should extend from about one inch above the bottom edge to two inches from the top--allowing space for the title and the student's name.

Beginning at the left, with birth, work along the line to the present time. Chronology is not too important. It may be necessary to stimulate the class's thinking by indicating some of the more common experiences, such as learning to talk and walk, starting school, childhood diseases, special gifts, injuries, hospitalization, illnesses, getting glasses, Boy and Girl Scouts, Little League, losing pets, deaths of relatives, new brothers and sisters, etc.

This time line can serve as a substitute or a preliminary outline to an autobiography (Canfield, 1976).

GUESS WHO I AM?

This is a getting-to-know-you activity to be used as a get-acquainted activity or a getting-to-know-you activity later in the year. This focuses everyone's attention on one person in a healthy way.

Have students write out some biographical information that describes them but does not make it too obvious who they are. Include such things as hobbies, talents, major trips they have taken, unusual things about their family and so on.

When each person has done this, collect the cards and read them to the class while they attempt to guess who is being described.

Teachers: include a card of your own!
(Canfield, 1976)

WHO AM I QUESTIONNAIRE

Fill out the following questionnaire.

(This questionnaire will be kept confidential, unless you wish to discuss the questions in small groups.)

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

(Canfield, 1976)

For the teacher:

Once the students have done sentence completion as a starting point, you will want something you can put a few figures to.

The sort of questionnaire following could help you see how your students' self-respect compares to other students of a similar age and would also give you a first impression of your students' feelings.

QUESTIONNAIRE

	Excellent	Very Good	Better than Most	O.K.	Not Good
Being good at sports					
Understanding something new					
Making friends easily with my own sex					
Solving problems					
Having brains to get a good job					
Being able to read well					
Being a good size and build for my age					
Remembering what I've learned					
Letting others have their own way sometimes					
Having nice clothes					
Learning math quickly					
Being a good student					
Being a leader					
One to get things started with my own sex					
Listening to what others are saying					
Being good looking					
Making other people feel good					
Being active in social events					
Writing creative stories and poems					
Being a good athlete					
Getting along with others					
Having plenty of friends					

Note to teacher: this questionnaire can help show your students current feelings about themselves...

"I'M A PERSON WHO..."
QUESTIONNAIRE

	Very much like me	A little like me	Not like me
--	----------------------	---------------------	----------------

I'm a person who has many friends

I'm a person who needs a lot of help

I'm a person who usually does well
at school

I'm a person who has trouble going
to sleep at night

I'm a person who shows I am bothered
when I lose a game

I'm a person who feels I have to figure
out my own problems

I'm a person who is good at a lot of
things

I'm a person who usually feels well

I'm a person who can't do anything
very well

I'm a person who is punished a lot
for little things

SUCCESS FANTASY

This is a technique that is extremely useful. This particular fantasy is easy, fun, and nonthreatening. A good warm-up for the next activity--Success Sharing.

Ask the students to close their eyes. Suggest that they open and close them several times in order to become comfortable having them closed. Ask them to imagine that there is a motion picture screen in front of their eyes and that they can recall their past and project it onto the screen.

Have them think back to a really happy day when they were between six and ten years of age. Ask them to see themselves waking up in the bedroom they slept in at that time. Can they remember whether they had a single, twin, bunk bed, or couch? Did they share the room with anyone? The bed? Ask them to look around the room and see the other furniture. Where were their toys kept? Was there a window? Did they have breakfast first, go to the bathroom, wash up, play with their pet, or what? Ask them to imagine a typical day--their school, their playmates, their playground, etc.

Ask them, with their eyes still closed, to begin to focus on a success they had during that period of their life. Can they remember one? Where did it take place? Did they do it alone? Did they plan for it or did it happen

spontaneously? Can they remember how it felt when they completed the achievement? Did they tell anyone about the success? Whom? Can they remember that experience? How did that person, or those people, react? etc.

Have them open their eyes and share their success experiences with the group.

(Canfield, 1976)

SUCCESS SHARING

One way to help students focus on the positive aspects of themselves is to have them publicly share their accomplishments with the group.

In small groups of five or six, or with the entire class, ask the students to share a success, accomplishment, or achievement they had before they were ten years old. Next ask them to share a success they had between the ages of ten and fifteen; then between the ages of fifteen to the present time.

At first some students may have difficulty remembering some of their earliest successes, but as others share theirs, they will recall their own. Those with extremely low self-concepts often report that they haven't had any successes. If this happens, you will need to help prod the students with questions such as:

Well, you've been taking care of your younger brothers and sisters for two years. I consider this an accomplishment!

Can you remember when you learned to ride your bicycle? Did you feel good about that achievement?

(Canfield, 1976)

Sharing information with other people about yourself and learning about others is a valuable experience. When you don't know something about someone, you tend to fill in the vacuum with assumptions. This can lead to misunderstanding especially if the person is different because of background or culture origins. It is important to know the "who" and "why" and "what" about fellow students if we are to work with them in an appreciative manner and maintain or build their self-esteem.

Listed below are a series of questions that can be used in several different ways. Students can be asked to pick a partner and answer some or all of these questions. You could give them the entire list on a duplicated sheet, write it on the blackboard, or just use a few of the questions. You can also have students pick a partner, answer one or two questions chosen by you, and then pick another partner, and so on. This way each person gets to know a little more about a lot of people. You could also use these questions in small groups of four to six students.

1. How would your parents have described you as a child (age 6 to 12)?
2. What was your favorite toy as a child?
3. What is your favorite toy now?
4. What were you most proud of as a child?
5. What was your childhood nickname and how did you feel about it?

6. Do you like your first name now? If not, what would you like instead?
7. What is your favorite possession?
8. Can you name a favorite possession you no longer possess, and describe your feelings about no longer having it?
9. What is the funniest thing that ever happened to you?
10. What is the silliest thing you have ever done?
11. What is the stupidest thing you have ever done?
12. What is your all-time favorite movie? Why does it have special meaning for you?
13. What is your favorite book? What in it has personal meaning for you?
14. With what fictional hero or heroine do you most closely identify?
15. How good a friend are you? Give an example.
16. With what member of your family do you most identify? Why?
17. If you had to be someone else instead of yourself, whom would you choose? Why?
18. Who is your best friend of the same sex?
19. Who is your best friend of the opposite sex?
20. What do you look for most in a friend?
21. Name something you hate to do. What do you hate about it?
22. What in life is most important to you?
23. What do you like most about this class?
24. What do you like least about this class?
25. How would you change this class to make it better?

(Canfield, 1976)

PRIDE LINE

Pride is related to self-concept. People enjoy expressing pride in something they've done that might have gone unrecognized otherwise. Our culture does not encourage such expressions and it is sometimes difficult for people to actually say, "I'm proud that I..."

Ask each student to make a statement about a specific area of behavior, beginning with, "I'm proud that I..." Students may pass if they wish.

Below are some suggested items for use in this exercise.

1. Things you've done for your parents
2. Things you've done for a friend
3. Work in school
4. How you spend your free time
5. About your religious beliefs
6. How you've earned some money
7. Something you've bought recently
8. How you usually spend your money
9. Habits you have
10. Something you do often
11. What you are proudest of in your life
12. Something you have shared
13. Something you tried hard for
14. Something you own
15. Thoughts about people who are different from you
16. Something you've done in regard to ecology
17. Something you've done in regard to racism

(Canfield, 1976)

SUCCESS A DAY

At the end of each day, have the students briefly share with the rest of the class the successes they have experienced during that day.

Some students will find this difficult at first, but as others begin to share, they too will realize they have had some of the same successes. It has been our experience that if a student says he has had no success, some of his classmates will tell successes they have seen him accomplish. Look for successes to be pointed out to the child with extremely low self-esteem.

A variation of this activity is to have each student share with the class what he feels he has learned that day. In addition to being a form of review, it provides the student with a sense of accomplishment. Without recall, students are often not consciously aware of all the learning they are accomplishing in and out of school each day. Knowing that he is learning adds positively to a child's self-concept.

(Canfield, 1976)

Print up sheets like the design on the next page and distribute to students. Ask them to create an individual coat of arms by making a drawing in the appropriate section expressing their thoughts regarding each of the following questions:

1. Express in a drawing the most significant event in your life from birth to age fourteen.
2. Express in a drawing the most significant event in your life from age fourteen to the present.
3. Express in a drawing your greatest success or achievement in the past year.
4. Express in a drawing your happiest moment in the past year.
5. If you had one year to live and were guaranteed success in whatever you attempted, what would you attempt? Draw a picture expressing your answer.
6. Express in a drawing something you are good at.
7. If you died today, what three words would you most like to be said of you?

Optional questions for drawings are:

1. What is something you are striving to become or be?
2. What is your family's greatest achievement?
3. What would you want to accomplish by the time you are sixty-five?
4. Draw a picture of something you'd like to become better at.

When the drawings are completed, ask the students to form groups of five or six and share what they have done with the small group.

(Canfield, 1976)

Everyone has symbols of success--things that remind us of our past successes. We have photographs, medals, certificates, dried-up corsages, dance books, ticket stubs, autographed baseballs, newspaper clippings, poetry, bronzed shoes, trophies, plaques, ribbons, and mounted golf balls, fish, and antlers. Most save these objects because they remind us of our abilities and competencies.

Have the students bring to class five tangible objects that recall or symbolize some past successes or accomplishments they have had.

During the next class period have each student share one or more of his "success symbols" with the rest of the class. Instruct the students to share the feelings and meaning connected with the specific object as well as the success it symbolizes.

A variation: have students list five success symbols they do not have but would like to acquire in the next year, five years; etc. This activity could be used in conjunction with goal-setting. Be sure to discuss the choices or goals without judgment; be open to whatever the students come up with.

As a teacher, what are your success symbols? Take a walk through your house and see how many are visible. If they are stored away in drawers and closets, consider how you might make them a more integral part of your environment. (Canfield, 1976)

WHAT'S MY BAG?

Have the students collect a large number of success symbols and other meaningful objects that represent who they are and place them in a shopping bag.

Next, have them decorate the outside of the shopping bag with personally related pictures, words, and symbols, thus producing a three-dimensional collage.

This exercise can also be done using a cigar box or any other kind of container.

(Canfield, 1976)

Conduct a class discussion around the following questions:

Have you ever worked very hard at something you felt was not understood or appreciated? What was it? What was said or done that made you feel your effort was not appreciated?

Have you every wanted to share things--ideas, feelings, something you've written or made--but were afraid to? Were you afraid that people might put you or it down? What kinds of things might they say or do that would put you, your ideas, or your achievements down?

Introduce the concept of "killer statements and gestures" to the students. All of us have many feelings, thoughts, and creative behaviors that are killed off by other people's negative comments, physical gestures, etc. Some killer statements that are often used (even by teachers!) are:

We don't have time for that now.
That's a stupid idea. You know that's impossible.
You're really weird!
Are you crazy? retarded? kidding me? serious?
only girls/boys do that!
Wow he's strange, man, really strange!
That stuff's for sissies.

Tell the students they're going to be social science researchers for the day. Ask them to keep a record of all the killer statements they hear in school, at lunch, at home, and at play. Discuss the findings with them during the next class.

Here is another exercise that can help students identify and legitimize some of their hostile feelings which they may be channeling into killer statements. This

activity also helps the students discharge some of these feelings in a way that is not psychologically harmful to the other students.

Ask the students to stand up. When you say "go!" they are to say or shout all the killer statements that they have heard during the class. Tell them to use all the killer statements, gestures, and sounds they want to. They can shout at the air, their desk, chair, or whatever else feels comfortable.

(Canfield, 1976)

POSITIVE REINFORCEMENT: AN INSTRUCTIONAL SOLUTION

The best system of positive reinforcement is to evaluate a student's work from the viewpoint of what is right with it rather than from that of what is wrong with it. Show the student what he has going for him. Point out his strengths. Show him how he can develop his strengths; that is, treat error in the context of nurturing capacity rather than as a process of revealing weaknesses. The student already knows his weaknesses. Now he needs to know that he can do something about them.

(Canfield, 1976)

THEME TWO (2)
MY STRENGTHS

The most effective way to enhance a person's capacity to develop his full potential is to concentrate on his strengths.

Taking inventory of one's strengths and personality assets is strengthening, brings gain in self-confidence and improves the self-esteem.

MY POSITIVE ACCOMPLISHMENTS ARE:

MY PERSONAL STRENGTHS ARE:

STRENGTH BOMBARDMENT

Have the students break into groups of five or six, preferably with other students they know well and feel comfortable with. Focusing on one person at a time, the group is to bombard him with all the strengths they see in him. The person being bombarded should remain silent until the group has finished. One member of the group should act as recorder, listing the strengths and giving them to the person when the group has finished.

The students should be instructed to list at least fifteen strengths for each student. They should also be cautioned that no "put-down" statements are allowed. Only positive assets are to be mentioned. At the end of the exercise ask the students to discuss how they felt giving and receiving positive feedback. Was one easier than the other? Which one?

In some groups it is wise to spend ten minutes discussing with the class the different types of strengths that exist, as well as developing a vocabulary of strength words they can use. It may be a good thing to list all the words that are "brainstormed" on the chalkboard for the students to look at during the "bombardment" sessions.

NICKNAMES

Almost all students have nicknames. Some are complimentary; many are not! As part of our general orientation, we tend to discover each other's weaknesses, and in words like, Baldy, Fatso, Skinny, Rat, Sissy, Bull, Four-eyes, Dumbo, Ears, Slim, Worm, and so on, exploit them.

Although these nicknames are often accepted by students, their effect on a developing self-concept is damaging. To reverse this trend have students give themselves and/or each other nicknames based on their strengths. For example, a good artist might be called Art; a horseshoe champ, Ringer or Champ; a basketball player, Wilt or Hoop; a physically strong boy, Bear; a person who likes gardening, Fleur, Violet, or Herb; a girl good in music, Melody.

Conduct a classroom discussion around the following questions:

What are the names that would make you feel good--that would make you feel proud or self-confident?

What are the names that make you feel bad--that make you lose your self-confidence?

What would a classroom be like where everyone had a nickname that made him or her feel bad?

What would a classroom be like if everyone had a nickname that made him feel good and self-confident?

Do you have any nicknames? How do they make you feel?
What other names have you been called in your lifetime?

With high school you can have the class break into pairs. One at a time each student closes his eyes while his partner calls to him, repeatedly using one or more of his nicknames. Then the students can share the feelings evoked by the different names. These reactions should be recorded in their journals. (Canfield, 1976)

THEME THREE:**"WHO AM I?"**

These activities deal with our sense of self, our goals, our values, our strengths and weaknesses, and our way of life or "life style."

(Canfield, 1976)

Ask the students to fill out the following questionnaire. In order to assure that the students will be as open and honest as possible, you can tell them that the questionnaires will be kept confidential, unless the students wish to discuss the questions in small groups.

In general, school is...

This class is...

My best friend is..

The thing I like best about my class is...

Something I'd like to tell my teacher is...

I don't like people who ...

I like people who...

I'm at my best when I

Right now I feel...

People I trust

The best thing that could happen to me is...

When I don't like something I've done I..

When I like something I've done I...

When I'm proud of myself I...

I'm very happy that

I wish my parents knew..

Someday I hope...

I would like to...

Five adjectives that describe me are...

Three things I want to become more of are...

ADJECTIVE WARDROBE

(Canfield, 1976)

Ask the students to tear a piece of paper into eight pieces. On each piece of paper they are to write one word which describes them. Remind them that because no one else will see the slips of paper, they should try to be as honest as possible. When they have completed this, have them arrange the papers in order, placing the one they are most pleased with at the top and the one they are least pleased with at the bottom.

Inform them that what they now have is a wardrobe of descriptive words that they can try on, wear, or discard. Ask them to consider one word at a time. Suggest that they spend a little time considering how they feel about each of the adjectives they have written down. Do they like it? Do they want to keep it? Expand it? Discard it or what?

Ask them to give up each quality one at a time. Do they feel naked? How are they changed? Ask them to fantasize what kind of person they would be with one, two, three, or all of these

qualities removed. Have them reclaim the qualities one at a time. How do they feel now?

At the end of the exercise ask each student to record two things he has learned about himself. If there is time, ask the students to share their "I learned..." statements.

WEEKLY REACTION SHEETS

(Canfield, 1976)

Part of enhancing a student's self-concept is helping him become aware of the control he actually has over his daily life. Weekly reaction sheets help students see how effectively they are using their time.

Hand out a sheet with the following questions:

Name _____ Date _____

1. What was the high point of the week?
2. Whom did you get to know better this week?
3. What was the major thing you learned about yourself this week?
4. Did you institute any major changes in your life this week?
5. How could this week have been better?
6. What did you procrastinate about this week?
7. Identify three decisions or choices you made this week. What were the results of these choices?
8. Did you make any plans this week for some future event?
9. What unfinished personal business do you have left from this last week? How long have you been carrying it? How long do you plan to carry it?
10. Open comment:

At the end of a six-week period, you should return the reaction sheets to the students. Students may volunteer to talk about any or all of the questions. Ask them to try to summarize any patterns they can discern in their responses to the questions. Ask them to make a series of "I learned..." statements after their review of their sheets.

After one six-week period has elapsed, it is interesting and profitable to have the students construct a new weekly reaction sheet based on what they feel are important areas to be examined in their lives.

THEME FOUR:
ACCEPTING MY BODY

These approaches stress the importance of body awareness for the development and maintenance of a strong self-concept.

THEME FIVE:
"WHERE AM I GOING?"

These activities are designed for goal-setting: students need to have some sense of where they want to go, what they want to accomplish, and who they want to become.

Hand out a sheet to each of your students with the following questions on it. Ask them to write the answers to any or all questions in whatever order they wish. When they have finished, have them discuss their answers in small groups, make "I learned..." statements, or discuss how the assignment made them feel. The students may want to record their responses in their Journals.

1. What would you like to do, have, accomplish?
2. What do you wish would happen?
3. What would you like to do better?
4. What do you wish you had more time for? More money for?
5. What more would you like to get out of life?
6. What are your unfulfilled ambitions?
7. What angered you recently?
8. What made you tense, anxious?
9. What have you complained about?
10. What misunderstandings did you have?
11. With whom would you like to get along better?
12. What changes for the worse or better do you sense in the attitudes of others?
13. What would you like to get others to do?
14. What changes will you have to introduce?
15. What takes too long?
16. What are you wasting?
17. What is too complicated?
18. What "bottlenecks" or blocks exist in your life?

19. In what ways are you inefficient?
20. What wears you out?
21. What would you like to organize better?

This is also a good time to introduce goal-setting to your students as a technique for gaining control over their lives and achieving at least one of the things mentioned above.

(Canfield, 1976)

THE GOALPOST

Decorate the bulletin board in the form of a football goalpost. Each day allow time for the students who would like to set a goal to record them on 3 x 5 index cards and post them on the bulletin board below the crossbar of the goalpost. If time permits, you may wish to have the class cut the index cards into the shape of footballs.

On the following day, ask all those who completed their goals to move their index card above the crossbar and to share their goal and how they completed it with the class. This provides the goal-achievers with the attention of their peer group as a reinforcement to their action.

Those who did not complete their goals are not allowed to share with the class their goals and the reasons for not accomplishing them. (If they did this, they would be receiving the same reinforcement of peer attention as those who had completed theirs. The class would also be reinforcing their behavior of rationalizing away their failure to take responsibility for achieving goals.)

(Canfield, 1976)

FIVE YEARS AHEAD: RESUME

FIVE YEARS AHEAD

After each student has engaged in the strength bombardment exercise, ask him to fantasize for himself or for another what kind of person he would be and what he would be doing five years from now if he fully developed and used all the strengths he identified in himself. Then ask him to write in his journal a description of that person (five years from now, with his strengths fully developed) and what his life is like.

RESUME

Explain to the students the function of a resume in job seeking. If you have a copy of a resume available, share it with your students. Brainstorm with the students some possible categories (scholastic achievements, hobbies, athletic successes, skills they have attained, jobs they have held, etc.) they could use in creating a resume for themselves. Then ask them to image a job they would like to hold. Have them share their choices with the class. Ask them to list the past accomplishments, personal strengths, and skills they have that they would "sell" to their prospective employer or interviewer in order to secure the job. Have them create a resume and role-play such an interview. (Canfield, 1976)

THEME SIX (6):
"The Language of Self"

These activities are devoted to understanding some of the ways students stop themselves from going where they want to go with their language.

WORDS THAT DESCRIBE ME

Ask your students to write down three words that describe themselves. Given thoughtful attention, any three words that come to mind are appropriate. They can be descriptive of physical, emotional, mental, personality, or character traits.

When they have done that, ask them to turn the paper over and write three words they wish described themselves.

Now have each person take one of the three words on his second list and describe specific behaviors that that kind of person exhibits. For example, Charlie says, "I want to be kind." What specific behaviors do "kind" people exhibit?

They help people in distress:

Take food to someone who is hungry

Mow the lawn for neighbor who is injured or ill

Baby-sit temporarily for a working mother while she finds a replacement for a "permanent" sitter who quit

What else do "kind" people do?

They are considerate of other's feelings:

Sally says "I hate doing the dishes!" A kind person may respond, "Let me help you."

Billy spills milk on the floor and Ben says, "Billy you sure are clumsy!" A kind person might say, "No, he's not clumsy, he simply spilled his milk!"

Your class will need some help being specific enough to do any good, so give some examples on the board using words from a couple of students' lists.

When each student has completed listing specific behaviors for one of his words, ask him to use that word as a goal. Use the behaviors as some suggested ways of meeting that goal. If Charlie wants to be "kind" he can immediately start to practice some of the behaviors he has listed and can begin to look for other opportunities as well.

(Canfield, 1967)

PLEASE...NO!;...YES...NO!

(Canfield, 1976)

Pair up your group and have them decide which of them will be A and which B. Stop the process right here and ask them to examine and discuss with one another how the choice of who was A and who was B was made. "Is there a pattern in your life that is exemplified by your taking the lead and deciding which letter you would be? Is it typical of you to let someone else decide such matters? If your partner had been of the opposite sex from what he or she is, would that have affected how your letter would have been chosen? Think about it!"

Now go back to your original activity. Have the A's take the part of the please-sayer; the B's each time are to respond with "No!!" Keep this up, one saying "Please" and the other "No!" until the no-sayer (B) feels that the pleader has reached a deep sense of sincerity and humility in his request. Then he responds with "Yes!"

Have the partners change roles. Obviously there is no particular subject matter for the "please" request. Each player may make whatever assumptions he wishes about it, but the "thing" is not to be decided upon.

A variation of this exercise is to have the A's say "Yes!" and the B's respond with "No!" Let it develop into a lively two-word conversation using only the words "yes" and "no." Learning to say "No!" is very important--if they don't learn to say it, people may allow themselves to be walked over by other people's expectations and desires. In reality a real "yes" cannot exist without the ability to say "no." If one is not able to say "no" with a straight face and mean it, then his "yes" is no more than a conditioned reflex action.

THEME SEVEN (7):

"RELATIONSHIPS WITH OTHERS"

Activities devoted to how students relate all of their emerging selves to others, family and friends. It is these two groups that are especially influential to our developing selves.

THE CAR WASH

The Car Wash consists simply of lining up your class or group in two parallel lines quite close together. Then one student is sent through the wash (between the lines) and everyone touches h'im or her and says words of praise and affection and encouragement. The pats on the back, hand-shaking, and verbal support produce a sparkling, shiny, happy "car" at the end of the wash!

(Canfield, 1976)

Explain that you have some "magic glasses" for the group's eyes. You hold out your hands and "show" them, although they're invisible! (You might use inexpensive eye-glass frames.) Let each participant pretend to take a pair of glasses out of your hands and put them on. Then ask if they notice that these magic glasses enable them to see everything "through happy eyes." Everything looks nice, joyous--the world is a happy place. Have them interact on that basis.

When you think they're ready for a change, help them switch their glasses to "angry glasses." Now the world is an angry place. Everything that's done causes angry responses. The room is full of grouches. Again let them interact for a while.

At an appropriate time you may switch to other glasses such as:

Scared	Gloomy	Suspicious	Stubborn
Bragging	Things are OK	Modest	
Nobody loves me	Curious	Show-off	

After several role-playing situations, carry on a discussion of their feeling while wearing different types of glasses. Have there been days when they think you've had on a particular pair of one-way feeling glasses? Do they know people who seem to always wear one type of glasses? Probe for what the exercise may mean to them in their own daily behavior.

(Canfield, 1976)

FAMILY TREE
(Canfield, 1976)

The purpose of this activity is to help each student understand and appreciate some of his heritage.

Explain to the students what a family tree is. To illustrate, you might draw your own on the chalkboard. For homework, have the students ask their parents for the necessary data about their relatives to enable them to complete their family trees.

In class, help them translate the data they have gathered into a family tree. To heighten the effect of this activity, some teachers have used giant drawings of trees on bulletin boards.

Although this effort to help "ground" students in their family lineage is important, it must be acknowledged that for some students this is difficult because of their uniquely fluid family relationships. Teachers need to be sensitive to this and help those pupils identify uncles, grandparents, surrogate parents, and others who may play as vital a role in the students' life as their biological parents and relatives.

FRIENDS

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(Canfield, 1976)

One of the factors that erodes self-concept is the inability of some students to make and keep friends. The following activities are designed to help the pupil expand his repertoire of skills in building and enhancing relationships with his peers.

1. Have the class discuss the methods they use to make friends. Take some time to brainstorm some new ways. Role-play the best ones.
2. Ask the students to draw a picture of a friend. Underneath the picture ask them to write a paragraph beginning with "A friend is..." Some students may protest that they have no friends. If this happens, ask them to draw a picture of friends they would like to have. You may wish to have the students share their paragraphs verbally.
3. Lead a class discussion around the following questions: Do you have a best friend? Do you like to do the same things? Did you ever want to do something that he didn't want to do? What happened? Were you still friends?
4. Ask the students to write a paragraph answering the following question: "What is there about you that makes your friend like you?"
5. Try out the following questions for discussion:

How do you make friends? What is a friend? Do you have a friend? What makes a good friend? How do you find a friend? Is it better to have a lot of friends or just a few friends?

When you first came to school, how did you make a friend? Have you ever moved into a new neighborhood and had no friends at all? How did you find a friend there? What do you do when someone new moves into your neighborhood--do you wait for him to come over to your house or do you go over to his house and try to make friends with him? Do you ever make an effort to help him become friendly with others?

APPENDIX L
TEACHER SELF-ESTEEM ENHANCEMENT PROGRAM

POSITIVE SELF-ESTEEM

What contributes to positive self-esteem? Jean Millsley Clarke (1978: 78) states: "We build our own brands or self-esteem from four ingredients: fate, the positive things life offers, the negative things life offers, and our decisions about how to respond to fate, the positives, and the negatives." Fate determines some very important items in our lives -- sex, ordinal position, age, ethnic origin, colour - just to mention a few. These cannot be changed and all we can do is to make decisions about them and attempt to make sense of them. We cannot control fate or force decisions for others, but what about the other two ingredients of self-esteem: life's positive and life's negative offerings? These are the areas in which adults have great power and opportunity to impact self-esteem. All of the time that students are with us, we set positive and negative messages or rewards from which students may choose building blocks for their own self image.

THE IMPORTANCE OF SIGNIFICANT OTHERS

In all societies, the nuclear family is the initial unit within which a student's personality is formed and nourished. It is within the context of some kind of family unit that he/she feels loved or unloved, wanted or unwanted, capable or incapable, worthy or unworthy. Parents who consciously choose to have children do not deliberately set out to make their children more unhappy than happy, more fearful than adventurous, more closed-minded than open-minded, or more neurotic than adjusted. Most parents want to give their children the best they can give them.

In spite of good intentions, however, children do not always turn out for the best. Some turn out to be hostile, hateful, and suspicious. Others are chronic complainers, still others are fearful and anxious, and some turn out to be unhappy, shy adults wondering who they are and what they stand for. Although all human relationships are unique, the one existing between a child and his or her parents is an enormously important one. Children are influenced, formed and eventually shaped through a slow process of witnessing and participating in the day-to-day interactions of the people in their lives who are important to them. The intimacy and intensity of contact and the everyday

interaction and interchange exist in an emotionally charged atmosphere. Whether children get no attention at all or too much, whether they are punished too often or too little, they are forming attitudes about themselves.

How children are raised, whether by natural parents or someone else, does make a difference in terms of how they feel about themselves and other people.

When children start pre-school, they will no longer be the primary persons in the child's life. Others - those teachers, friends, and peers whom a child considers significant - begin to influence and affect development of the child's self-concept. If these significant others consider and treat the child as a worthwhile and an important human being, they will help the child develop a positive self-image. There is an Ancient Chinese Proverb: "A child's life is like a piece of paper on which every passerby leaves a mark" (Fahey, 1980).

TEACHERS - CREATE AN ENHANCING ENVIRONMENT

In Born to Win, James and Jongeward, as reported by Fahey (1980), suggested that everyone can be a winner in their own right. Each human being is born as something new, something that never existed before. Students are born with what they need to win at life. Each person in their own way can see, hear, touch, taste, and think for themselves. Each has their own unique potentials - their capabilities and limitations. Each can be a significant, thinking, aware and creatively productive person in their own right - a winner. As teachers we have to maintain a "you can do it" attitude.

Teach students to praise themselves. A student's feelings of adequacy and self-acceptance are central to the success of the whole educational process. When students feel good about themselves, their motivation is higher and they become more involved in everything they do. As a result, they retain and make use of what they learn over a longer period of time.

Since significant others provide the data from which a child derives much of his or her self-perception, teachers can do a great deal in the classroom to help students internalize a positive self-image. If teachers do this, the students will also be successful in their learning. However, in order to catch positive attitudes, students must

have models to imitate. Be a positive model by praising yourself in front of your students. If students often hear you make statements, such as "I did a good job on this work today", they will begin to internalize the positive value judgement. No cheating. Students also need to learn that their models make mistakes. If you have done a poor job, admit it by saying, for example, "I surely did not organize myself well today".

Students with negative self-images really don't know how to speak positively. You'll need to help, see and feel their successes. Whenever success occurs, help the student verbalize the success. You try it and you will find that the making of positive statements will become more automatic. With continued support and reinforcement, the child will internalize a positive attitude.

POSITIVE SUPPORT TECHNIQUES FOR TEACHERS
TEACHER SELF-ESTEEM

SOME CHARACTERISTICS OF A SELF-ACCEPTING PERSON

One of the major challenges to teachers is the creation of a self-enhancing learning environment. Some special people seem to do this quite naturally out of their own authentic being and their commitment to others. Most of us, however, benefit from specific, usable suggestions that help us toward that end.

The self-accepting person is a participant in life rather than a spectator and is inclined to be objective, spontaneous, and emotionally and intellectually honest, and tries to understand the interpersonal and environmental problems to be faced but also accepts their own limitations in gaining true insight concerning them. They also work out the best adjustment to life of which they are capable, often without fully understanding all that is involved.

However, the self-accepting person is willing to experience the pleasures and discomforts of self-revelation: i.e., they accept the mixed pain and joy that accompany each change in attitude and feeling toward themselves and others.

The self-accepting person without special talent or ability is able to share emotionally in the gifts of others without undue regret about their inborn deficiencies and does not brood about missed opportunities, lost causes, errors, and failure. Rather, they look on them for what

they can contribute to their doing things differently or better in the future.

He/she does not get stuck in the rut of irrational feelings of love, hate, envy, jealousy, suspicion, lust, and greed, because they let each feeling spell out its special message for them.

Although the self-accepting person may prefer not to be alone or isolated from family or friends, yet, in special times, when aloneness or isolation is a necessity, he or she can endure lack of contact with their fellows.

The self-accepting person may or may not be conventional in their thinking, feeling, or behaviour. But when they are unconventional, it is not for the purpose of flaunting convention but rather for the sake of expressing or fulfilling a valid personal or public need.

They are not rigidly guided by rules and moralisms but willing to alter values in keeping with new insights. They grant to others their right to values not identical with their own.

THE TASK OF THE TEACHER OF THE SECONDARY STUDENT

As pointed out by Purkey (1970), the prevention of negative self-esteem is a vital first step in teaching. Next to the home, the school is the single most important force in shaping the student's self concept. Studies have shown that it is possible to develop a curriculum in which the expected academic learning takes place while positive self concepts are being built. Available evidence indicates that the teacher's attitudes toward himself and others are as important, if not more so, than his techniques, practices, or materials.

There seems to be agreement that the teacher needs to have positive attitudes about himself and his abilities before he is able to reach out to like and respect others.

The almost unavoidable conclusion is that the teacher's attitudes and opinions regarding his students have a significant influence on their success in school. In other words, when the teacher believes that his students can achieve, the students appear to be more successful; when the teacher believes that the students cannot achieve, then it influences their performance negatively.

The key to building positive and realistic self-images in students lies largely in what the teacher believes about himself and his students. These beliefs not only determine the teacher's behavior, but are transmitted to the students

and influence their performance as well. What the teacher does in the classroom, and the behavior he displays and the experiences he provides, as perceived by students, have a strong impact in themselves.

The Attitude the Teacher Needs to Convey

Am I projecting an image that tells the student that I am here to build, rather than to destroy, him as a person?

Do I let the student know that I am aware of and interested in him as a unique person?

Do I convey my expectations and confidence that the student can accomplish work, can learn, and is competent?

Do I provide well-defined standards of values, demands for competence, and guidance toward solutions to problems?

When working with parents, do I enhance the academic expectations and evaluations which they hold of their children's ability?

THE ATMOSPHERE THE TEACHER CREATES

Six factors to create a classroom atmosphere conducive to developing favorable self-images in students will be discussed and helpful to the teacher and examples of ways factors can be used given:

Challenge

High academic expectations and a high degree of challenge on the part of teachers have a positive and beneficial effect on students.

Wait until the chances of success are good, and then say: "This is hard work, but I think that you can do it." The

teacher chooses the right moment to put his trust on the line with students.

Freedom

In considering the factors of freedom and challenge, the classroom teacher can ask himself:

Do I encourage students to try something new and to join activities?

Do I allow students to have a voice in planning, and do I permit them to help make the rules they follow?

Do I permit students to challenge my opinions?

Do I teach in as exciting and interesting a manner as possible?

Do I distinguish between students' classroom mistakes and their personal failure?

Do I avoid unfair and ruthless competition in the classroom?

Warmth

Questions the teacher might ask himself are:

Do I learn the name of each student as soon as possible, and do I use that name often?

Do I share my feelings with my students?

Do I practice courtesy with my students?

Do I arrange some time when I can talk quietly alone with each student?

Do I spread my attention around and include each student, keeping special watch for the student who may need extra attention?

Do I notice and comment favorable on the things that are important to students?

Do I show students who return after being absent that I am happy to have them back in class, and that they were missed?

Control

Teachers could ask:

Do I remember to see small disciplinary problems as understandable, and not as personal insults?

Do I avoid having "favorites" and "victims"?

Do I have, and do my students have, a clear idea of what is and what is not acceptable in my class?

Within my limits, is there room for students to be active and natural?

Do I make sure that I am adequately prepared for class each day?

Do I usually make it through the day without punishing students.

Success

Do I permit my students some opportunity to make mistakes without penalty?

Do I make generally positive comments on written work?

Do I give extra support and encouragement to slower students?

Do I recognize the successes of students in terms of what they did earlier?

Do I take special opportunities to praise students for their successes?

Do I manufacture honest experiences of success for my students?

Do I set tasks which are, and which appear to the student to be, within his abilities?

Introduction

The findings of the studies reviewed by the author suggest that pupil self-esteem can be improved with special

programs. The results, while limited to the students participating in the program and the nature of the sessions, are encouraging with respect to the need of educators to identify activities to enhance self concept, especially since it is difficult to find treatment effects on generalized measures of self concept like the Coopersmith.

Coopersmith (1967); summarized several procedures which he believed could foster a more positive self concept in the school. These include acceptance of the child, appreciation of his strengths and acceptance of his weaknesses, trust in his ability to direct, motivate and reward himself, giving him an opportunity to choose among alternatives, providing a responsive environment in which he responds directly to materials and people rather than through the teacher; and providing a clear and definite set of responsible, realistic limits.

Based on the Utah Pupil/Teacher Self-Concept Program (1982) for secondary teachers, a brief description will be given. The training model employed in this program is powerful. Trained teachers learn to use the specific behaviors consistently enough to have a measurable positive effect on their students' self-concepts. Also, these teachers reported a more favorable atmosphere in their classrooms which tend to help them feel better about their teaching. This Program consists of four competency-based teacher training modules. Each module deals with a particular concept and presents a few specific skills the

teacher can use to apply the concept in the classroom. These skills are called the behavioral indicators. Table 1 summarizes each module.

An observation form and Criterion for the observations are given following the modules.

Specific Teacher Behaviors Covered in
The Utah Pupli/Teacher Self-Concept Program

Module 1--Introduction to Verbal Description Versus Verbal Judgment

1. Influence is using a specific communication style which allows change of mind (attitude) without loss of face. Students may choose to change their minds (attitudes). The result could be permanent behavior change.
2. Power is using rewards and punishments for the purpose of changing another person's behavior. Students may change their behavior, momentarily, but not their attitudes.
3. Verbal Description--The teacher verbally describes the ongoing situation instead of evaluating the personality(ies) of the student(s) involved. Verbal Description is the language of Influence.
4. Verbal Judgment--The teacher verbally evaluates the personalities of students instead of describing the ongoing situations in which they are involved. Verbal Judgment is the language of Power.

Module 2--Verbal Description for No-Problem Time

Praise Behaviors:

1. Appreciative Praise (AP)--The teacher objectively and specifically describes the student's act. The statement may also subjectively describe the teacher's personal feelings about that act. The teacher may also thank the student while clearly naming the act.
 - a. I liked the way you paused before that word.
 - b. That was a lovely song with a haunting, sweet melody. It sounded as if you really felt the message in words and music.
 - c. You noticed a comma; noticing the commas and pausing helped us understand the meaning.

VERSUS

2. Evaluative Praise (EP)--The teacher subjectively evaluates the student's personality. The teacher praises the person not the act (verbal judgment).

Examples:

- a. It's great to have people like John whom we never have to wait for
- b. I'm proud of you. You're a very honest boy.

1. Modeling (M)--The teacher models a positive self-remark. The remark objectively describes the teacher's own act and subjectively describes the positive feelings about that act (verbal description).
Examples:

- a. I'm trying out a new idea that I think will work really well.
 - b. It's a good thing I always come to school a little early.
 - c. I'm glad I chose to have you work on such an interesting subject.
-

2. Positive Promoting (PP)--The teacher asks questions that invite students to talk positively about themselves (verbal description).
Examples:

- a. What do you like about working by yourself on this report?
- b. What makes you so happy, Tom?
- c. I can see your line drawing pleases you, Cindy, can you tell me why?

3. Teacher Reinforcement (TR)--After a student expresses a favorable self-perception, the teacher gives the student verbal reinforcement by agreeing with that perception and/or using Appreciative Praise (verbal description).
Examples:

- a. Student: My drawings have really gotten better.
Teacher: They certainly have. (TR)
 - b. Student: I can! I know it! (She write. the answer on the board.)
Teacher: You certainly did know that, Gerry, you didn't even stop and think! (TR)
 - c. Student: I always read the lesson real well.
Teacher: You do read thoroughly, Anita. (TR)
-

1. Descriptive Prompt (DP)--The teacher makes a statement objectively describing visible clues which suggest a student owns a problem and/or asks a question inviting the student to talk (or continue talking) about the problem. The teacher speaks first (verbal description).
Examples:

- a. Your eyes look sore and you're not reading, Annette.
 - b. Some of these problems didn't seem clear to you, Bert. Can I help?
 - c. Being late so much is causing you to miss important points in this class. Would you like to talk about it?
-

2. Active Listening (AL)--The student speaks first. The teacher makes a statement subjectively describing what was heard. The statement reflects and clarifies the student's spoken feelings, problem or complaint (verbal description). Examples:
- a. Student: I wish I was home where I knew everyone in my class.
Teacher: You are feeling lonely since you don't know anyone here yet.
 - b. Student: I guess I don't need to worry about that lost book now.
Teacher: You're not going to do anything about it until the end of the year.
 - c. Student: I know I did better than the grade you gave me!
Teacher: You feel you deserved a higher grade.

VERSUS

3. Verbal Judgment (VJ)--The teacher makes a statement or asks a question which diagnoses the student's spoken or unspoken problem (feelings). The remark may label the student's character. Examples:
- a. You should be ashamed to be so irresponsible.
 - b. You could have done better, if you'd practiced.
 - c. Why can't you leave other people alone?

Module 4--Verbal Description that Invites Student Cooperation

1. Inviting Cooperation (IC)--The teacher uses Verbal Description to tell students correct information about the teacher whenever their cooperation is needed in the classroom or at school.

THERE ARE THREE TIMES WHEN YOU CAN USE INVITING COOPERATION:

- A. You can use Inviting Cooperation when you only have a mild problem, i.e., you want everyone's attention. You will make a remark that asks a student to do something right away or in the very near future. The remark can be either a statement or a question.
Examples:
 - a. I need to have someone pass out the books.
 - b. Let's get out the yardstick and find out.
 - c. How about your working on number 4, please?
- B. You can use Inviting Cooperation when you FIRST own a problem (some behavior falls below your acceptance line, and you must confront a student).

- C. You can use inviting Cooperation when there is an accident or sudden occurrence and BOTH you and your student(s) own a problem.

THERE ARE SIX POSSIBLE STEPS THAT CAN BE USEFUL ALONE OR IN SOME SEQUENCE IN SITUATIONS B AND C:

- Step 1: Objectively describe what you see--camera point of view.
- Step 2: Subjectively describe the concrete and tangible effect of the situation of behavior--your own personal point of view.
- Step 3: If you are feeling a great deal, subjectively describe your primary feelings generated by the concrete and tangible effect, your unmet needs.
- Step 4: If possible, wait momentarily for students to choose a behavior change without shifting your attention.
- Step 5: Subjectively describe the desired behavior change: You can (1) offer a choice of acceptable behaviors, (2) describe one, or (3) ask a student to review a rule or policy. In case of a sudden occurrence, you can describe action needed and immediately help carry it out.
- Step 6: Alternate between Inviting Cooperation and Active Listening as necessary to solve problems in the classroom. Examples:
- a. (Step 5 alone) Donald, you need to decide to stay in the study area and work or to leave and work alone at the back desk.
 - b. (Step 1) The books fell just as the bell rang.
(Step 2) They'll get torn.
(Step 3) Let's pick them up quickly so we can both get to class.
 - c. (Step 1) We'd like to hear the record. . .
(momentary wait--step 4)
(Step 2) . . . and that bumping noise disturbs our hearing.
 - d. (Step 1) There's ink on everything, my books, your clothes!
(Step 2) I can't get this mess cleaned up and get ready for class.
(Step 3) I'm disgusted!
(Step 5) How about you boys doing this, while I finish getting ready?

VERSUS

2. Verbal Judgment (VJ)--The teacher uses verbally judging remarks to tell student (1) incorrect information about themselves and/or (2) what to do. Direct Commands are often used in Inviting Cooperation situations. Such direct commands are Verbal Judgment. Examples: (Mild problems--you can compare these to the examples above)

- a. Pass out the books. (direct command)
- b. Get the yardstick and find out. (direct command)
- c. Quit talking so we can start. (direct command)

(You first own the problem or there is a sudden occurrence)

- a. Go to your own desk and work since you can't work with us. (direct command plus a Verbal Judgment telling student incorrect information. The student could work with the group, but just isn't at the present moment.)
- b. How can you be so clumsy? (labeling) Pick those books up right away. (direct command)
- c. Be quiet back there! (direct command)
No consideration . . . (verbal judgment--incorrect information)
- d. You're disgusting. (verbal judgment--incorrect information)
Look what a mess you've caused. (direct command--blaming)

Guidelines for Criterion Observations

During the time that an observer is in your classroom, I would like you to try to use all of the descriptive self-concept behaviors as often as possible and the class of judgmental behaviors, including Direct Commands, as seldom as possible. The following criteria should not be regarded as rigid standards, but rather as guidelines. Class discussions that are either content or student-centered, recitations or other activities in which you are interacting with your students will make it easier for you to achieve these guidelines while being observed.

BEHAVIOR	CRITERION
1. Modeling	3 on both days combined
2. Positive Prompt	3 on both days combined
3. Teacher Reinforcement or a Positive Pupil Remark	67% or 2 out of every 3 Positive Pupil Remarks reinforced--IF THE TEACHER COULD RESPOND TO THE REMARK.
4. Appreciative Praise	12 on both days combined
5. Evaluative Praise	25% or less of all AP and EP on both days combined
6. Descriptive Prompts	3 on both days combined
7. Active Listening	10 on both days combined
8. Inviting Cooperation No-Problem Time	45 on both days combined
9. Inviting Cooperation Problem Time	Respond appropriately on 10 instances between the 2 days
10. Verbal Judgment and Labeling	No more than 10 between the 2 days
11. Direct Commands	Average no more than 25 between the 2 days
12. Overall use of Descriptive versus Judgmental messages in all pertinent instances	80% descriptive / 20% Judgmental

Objective Self-Concept Teacher Behavior Observation Form

SELF-CONCEPT OBSERVATION FORM

Teacher's Name _____ School _____ Gr. _____ Date _____ Observer _____
 Observation Time Recorded: _____

Start _____ Finish _____ Talled Non-Interaction Time in minutes _____ Net Time _____

BEHAVIOR	TALLY	TOTAL
1. Modeling	_____	_____
2. Positive Prompt	_____	_____
Positive Pupil Remark	_____	_____
Teacher Reinforcement	_____	_____
3. General Praise	_____	_____
4. Appreciative Praise	_____	_____
5. Evaluative Praise	_____	_____
6. Descriptive Prompts	_____	_____
7. Active Listening	_____	_____
8. Verbal Judgment	_____	_____
9. Direct Commands	_____	_____
Inviting Cooperation:		
10. No-Problem Time	_____	_____
11. Problem Time (Concrete and Tangible Effect)		
Describes Situation	_____	_____
Describes Concrete Effect	_____	_____
Describes Teacher Feelings	_____	_____
Describes Desired Behavior	_____	_____
Teacher owns Problem FIRST	_____	_____
Teacher & Student Own Prob. (Sudden Occurrence)	_____	_____

ACTIVITY FOR THE TEACHER

FAMILIES (Jean Illsey Clarke, 1978)

Today we have different kinds of families, they differ in size, ages, varieties and colors. What families have in common, the world around, is that they are the prime group where people learn who they are and how to be that way. Families don't have to look any certain way or do any certain things. They just have to be.

For the teacher:

List your beliefs about families here.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Compare your beliefs with the beliefs of Clarke:

1. Families are important.
2. The addition of a person is a major event in family life, for example, the birth, the foster care, the adoption, or a remarriage.
3. The loss of a person is a major event in family life, for example the death or the leaving of a person through divorce or separation.
4. Some parts of our culture discount the impact of the addition or loss of a child and the importance of child rearing.
5. Families need a support system, extended families are good support systems.
6. Parents are important people and so are all the other people who care for children.
7. Children are important people and children deserve caring adults whose needs are met.
8. Effective parenting can be learned by adults of any age.
9. Positive self-esteem is important for children and adults.

POSITIVE OFFERINGS FOR DOING (Fahey, 1980)

Positive offerings for being capable and doing well are self-esteem building blocks that each of us needs every day of our lives. They come in great variety. The "You did that well!" message is important.

"You are capable!" is an important message to offer children at every age.

If you count, you will probably find that you can give dozens of "You did well!" messages in a day.

Examples of ways in which you can offer self-esteem building messages:

Reward-Statements for doing Well...

Great, carry on; You do that well; You encourage me to think; Excellent results!; Neat work; Nice job; I like the way you work; Thanks for the gift; I like the way you listen; I appreciate your support; I'm proud of the way you did that; Congratulations! I hear you did...

POSITIVE OFFERING FOR BEING

The positive offering that is equally important to the "you are capable message that students need to hear is "You are important and lovable just because you exist". This self-esteem building block is a gift that the student does not have to earn. We give the gift when we say: "Hello,

I'm glad you are here". These and all the other ways - through words, looks, or touch - that we let students know we are glad they were born and are very important because these messages reinforce the belief that they are lovable.

Reward-Statements for Being

Statements

I like you
 I love you
 I think you're a nice kid
 Good afternoon!
 You are important
 You are unique
 It's so good to see you
 Glad you came over
 I enjoy being with you
 I thought of you during the day
 Thanks for being you

Actions

handshake
 using a person's name
 smile
 a pat
 listening
 sharing
 spending time
 initiating contact

NEGATIVE MESSAGES CAN BUILD ESTEEM

Sometimes, adults have to send negative messages to students. Students deserve clear negative messages that tell them how to improve their behavior. If negative messages attack the child's being or define the child as incapable, they are destructive to self-esteem. "You silly girl! You'll never make it!" invites the student to fail. Properly delivered, negative messages say to the child "I care about you. You are a worthwhile person, and you can learn how to do things better." Saying "Stop that!" or "Don't do that!" or "No, not that way!" does not invite a

student to have positive self-esteem. However, a negative message given in a three-step manner can. Tell a student specifically what not to do and why and then give an alternative.

1) Don't do that 2) because 3) Do this.....
 This three step process lets a student know that he is an important person capable of thinking and of taking care of himself. With both students and adults, it is important not to tell what you don't want unless you also tell what you want them to do instead.

Messages about doing badly

This activity are messages about doing badly, which often sound like blaming or accusations. For example, we often say:

"You're late again!"; "You look untidy"; "Another poor mark"; "Clumsy!"

No self-esteem building messages here! Messages about doing poorly can build self-esteem when they honor the other person, show that you care enough to set limits, and invite the person to be a winner. Messages about behavior that you want changed can be given in a loving way. For example: "Don't do this because you are important." Or they can be given in a respectful way. "Don't do this... because it may hurt you or someone else you can figure out a better

way to do it." Or these messages can be given in a way that owns feelings. "Don't do this ... because I don't like it; do this instead." The tone of voice must not be sarcastic but loving or respectful.

In a one-to-one situation you may discuss some of the ways you have encouraged people of all ages to do better. Then to complete this activity you might change these negative messages into alternative encouraging statements.

- 1) Another F grade ..;
- 2) You look untidy..
- 3) You forgot my birthday
- 4) Clumsy!.....
- 5) You're late again...;
- 6) Stop interfering in my affairs...

FOUR WAYS OF PARENTING DESCRIPTION TO USE IN THE CLASSROOM
(Clarke, 1978)

Parent Messages

Nurturing. Gentle. Caring. Supportive. Invites a person to get needs met, offers to help, gives permission to do things well, to change, to win. AFFIRMS!

Recognizes and validates the personhood of the other as being important, having strength(s), having the capacity to grow, practicing self-control, being self-determining, having goals, being not intentionally hurtful or destructive, being loving and lovable.

Structuring

Assertive. Sets limits. Demands performance. Offers tools. Shows or tells how to do things well, to change to win. AFFIRMS!

Supports the other as a growing person who is capable and is building on strengths by offering choices, exploring alternatives and consequences, advocating traditions, and ethics, demanding that preferred behavior be substituted for undesired behavior, setting conditions so others can be successful, removing obstacles, offering appropriate incentives, telling or showing ways to build skills and providing for practice and feedback, negotiating contracts and goals.

Depending

It sounds supportive but it invites dependence. Gives permission to fail. NEGATES!

Judges the other as weak and inadequate - lacking strengths, the ability to grow and learn, self-control, self-determination. Blames other people, situations, or fate. Enables self-destructive behavior and leads the other person to wish for magic. Carries the other person's burden or invites a person to be responsible for other people's feelings.

Criticizing

Ridicules, tears down, shows or tells how to fail. NEGATES!

Judges the other as unacceptable by blaming and fault finding, comparing the person with others, using global words. For example: "You always ..." "You never ..." Labeling or name calling, using "why" questions to accuse the other offering no solutions.

Encourages a person to do poorly or to do self-destructive acts. Assumes a person is responsible for other people's feelings. Uses sarcastic or cruel humor.

Situation: Adult says: "I'm going to attend the Seminar on Self-Esteem, and I don't know if I will find it helpful."

Nurturing: "I hope it will be helpful, interesting, and enjoyable."

				1	2	3
4	5	6	7	8	9	10
"Positive Support"				monitor		
11	12	13	14	15	16	17
		home-note				
18	19	20	21	22	23	24
		home-note	"My Strengths"	monitor		
25	26	27	28	29	30	31
		home-note		Junior Revue		
1	2	3	4	5	6	7
		home-note	"Who Am I?"			
8	9	10	11	12	13	14
Spring Break.....						
15	16	17	18	19	20	21
		home-note			End of 5th SIX Wks.	
22	23	24	25	26	27	28
		home-note	"Where Am I Going?"			
29	30	1	2	3	4	5
		home-note				
6	7	8	9	10	11	12
		home-note	"The Language of Self"			
13	14	15	16	17	18	19
		home-note			Prom	
20	21	22	23	24	25	26
		home-note	"Relationship With Others"			
27	28	29	30		1	2
				Graduation		
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

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March 1990

April 1990

May 1990

June 1990



APPENDIX F

LETTER TO PARENT EXPLAINING "HOMENOTE"

March 13, 1990

Dear Parents:

This is the first copy of your child's "homenote."

As explained before, this is a weekly written communication linking the Diversified Cooperative Training teacher, the English teacher, and the parent. The form is self-explanatory.

Please sign and return by your child, and if you have any questions concerning the student's progress, please call me (482-9605) or stop by my office (8:00 a.m. until noon) and I'll explain them. These notes will be sent home for approximately 10 weeks so that you may see growth in your child's academic scores.

Thank you for your interest!!!!

Sincerely,

Linda D. Basford
DCT Coordinator

DELINEATION OF RESPONSIBILITIES LETTER

March 13, 1990

Dear Parents:

The Diversified Cooperative Training Consultation Program will begin Thursday, March 13, 1990 and conclude Wednesday, May 23, 1990. The object is to help students improve their grades and become more successful through parental involvement and teacher cooperation/consultation. You are encouraged to help the student set up regular study times, ask to see homework, and to offer assistance in completing assignments and studying for tests. I realize your schedules do not always match since your child does have a job, but I trust that you will work with me to provide the necessary help. The effort by parent and child should reflect improved grades at the conclusion of the project. Listed below will be areas of responsibility for parent, child, and teacher.

PARENT:

The parent agrees to assist their child in any way possible in completing assignments and studying for tests. Every Tuesday your child will receive a "homenote" from me and his English teacher. The parent will sign the note and make necessary remarks and have the student to return it to school.

CHILD:

The child is responsible to bring home on Tuesday the "homenote" from his English/DCT teacher for his parent signature. They will discuss and make notations on the home note as necessary. Your child will be awarded points (i.e., 2 points for positive home note, 1 point for negative home note, see sample attached) and this will be 25% of the DCT class grade each six weeks. Dates for home notes are: March 13, 20, 27, April 3, 17, 24, May 1, 8, 15, 22.

TEACHER:

I agree to provide homenotes for your child every Tuesday. I will record all returned ones. I will monitor your child's progress in the DCT class as well in the English class.

I anticipate and encourage communication from all parents. Please feel free to visit our school or call 482-9605.

I wish to thank all concerned parents for their involvement in the Program and extend my best wishes and good luck for the next 14 weeks.

Sincerely,

Linda D. Basford
DCT Coordinator

APPENDIX G

MID-TERM LETTER AND QUESTIONNAIRE

April 9, 1990

Dear Parents:

Congratulations!!! The Diversified Cooperative Training Program is now at the halfway point and all parents and students who have been participating deserve a big round of applause. The students have been reportedly improving their grades as well as their self-esteem through the enhancement program conducted by the DCT instructor.

Once again, we wish to thank you for your participation in this project. The students are encouraged and supported by your involvement. We expect that your continued support will allow the next six weeks to be as successful as the first six.

Please take a moment to complete the enclosed questionnaire and have your child return it in this week's homenote. This questionnaire will allow us to evaluate the project so far, and make changes where appropriate based upon your input.

Thank you very much.

Sincerely,

Linda D. Basford
DCT Coordinator

MID-TERM QUESTIONNAIRE

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1. Do you think the Cooperative Consultation project is helping your child? yes no

If yes, how?

2. Do you have a better understanding of what your child is doing in school? yes no

3. In your opinion, do the homenotes seem to help improve your child's grades (English and DCT)? yes no

4. Do you feel you are helping your child by being aware of his academic achievement? yes no

5. Do you believe there has been any change in your child's self-esteem during the last few weeks? yes no

6. Have you noticed a change in your child's study habits since being involved in this project? yes no

7. Are you having any problems in assisting your child in improving their grades, and how may we help? yes no

Comment:

8. Have you noticed your child's attitude toward school and school work improving? yes no

9. Do you feel you have made a difference in the success of your child in the Project? yes no

10. What changes can we make in the project to make the next six weeks work best for you and your child?

APPENDIX H
REVISED HOMENOTE/PAYCHECK SCHEDULE

March 29, 1990

Dear Parents:

Please sign the "homenote" and have your student return to me. At this time certain revisions will need to be made concerning the form of the progress report of these grades.

Since there was duplication with the "homenote" and the student "paycheck", we will be sending out a "homenote" one week and a student "paycheck" the next. Please sign the one you receive and have your student return to me.

Please note there is a place on the "homenote" this time for you to make comments about your son or daughter's progress.

Parents report they like getting frequent progress reports especially since it is so close to graduation.

Only eight weeks to go; continue to encourage your child to keep up their grades. Thank you for your concern.

Sincerely,

Linda D. Basford
DCT Coordinator

Revised schedule:

Homenote, March 29, Thursday
Paycheck, April 5, Thursday
Homenote, April 19, Thursday
Homenote, April 26, Thursday
Report Card, May 1, Tuesday
(please sign and return to me)
Homenote, May 8, Tuesday
Paycheck, April 15, Tuesday
Homenote, May 22, Tuesday

APPENDIX I

POST-LETTER AND QUESTIONNAIRE TO PARENTS

May 25, 1990

Dear Parents:

Congratulations are in order for all those parents and students who participated the last twelve weeks in the DCT Consultation Program.

Although at times enthusiasm was low, there were many students who succeeded in improving their academic achievement and made higher grades. Without the cooperation and support of parents, this project would not have been successful. As soon as class grades are available, I will send you a copy so you may compare your child's grades before and after the project. I anticipate that many of you will be pleased with your child's growth.

When this project began, it was intended to improve your child's academic achievement and to involve parents in their child's schooling. I think all the students who participated appreciate what they were able to accomplish. They also were pleased to have their parents work with them as partners in this project.

I wish your graduating senior the best of luck in the future and it is my desire for them to be "the best they can be!!!"

Once again, I wish to thank all who participated. Please take a moment to complete the Final Questionnaire and mail to me in the stamped, self-addressed envelope so that I may evaluate your input regarding this DCT Project.

Thank you very much!

Sincerely,

Linda D. Basford
DCT Coordinator

FINAL QUESTIONNAIRE TO PARENTS

1. Do you think the DCT Project helped your child?
_____ yes _____no
2. Do you feel you have better communication with the school through this method?
_____ yes _____no
3. Did you enjoy helping your child with this project?
_____ yes _____no
4. Would you like to see the Project continue next year?
_____ yes _____no
5. Were directions and information provided to you clear and helpful in assisting your child in his/her assignments?
_____ yes _____no
Comments:

6. Have you noticed your child's attitudes toward school and school work improving?
_____ yes _____no
Comments:

7. Do you feel you made a difference in the success of your child in improving academic achievement?
_____ yes _____no
8. Do you feel the Project made a difference in improving your child's self-esteem?
_____ yes _____no
9. Would you have liked to have been more involved in your child's schooling?
_____ yes _____no
10. The DCT Program will sponsor a celebration luncheon on Monday, May 28, 1990 at Tony's Restaurant, between 11:45 a.m. and 1:00 p.m. All those who participated in the DCT Project will be invited to share lunch with us. Would you be able to attend?
_____ yes _____no

APPENDIX J

INDIVIDUAL PRE/POST COMPARISON LETTER

June 1, 1990

Dear Parents:

Below you will find information regarding your child's progress before and after the DCT Project.

Start of the Project:

English Grade _____
 DCT Class Grade _____
 Self-Esteem Rating _____
 Overall Grade Point Average at M.H.S. _____

Conclusion of the Project

English Grade _____
 DCT Class Grade _____
 Self-Esteem Rating _____
 Overall Grade Point Average at MHS _____

There was a possibility to take to you 10 weekly homenotes. You and your child completed and returned _____ homenotes.

If you have any questions regarding the above information, please feel free to call me at 482-9605.

Thank you for your support.

Sincerely,

Linda D. Basford
 DCT Coordinator

APPENDIX K

SELF-ENHANCEMENT PROGRAM FOR SECONDARY STUDENTS

THEME ONE
BUILDING AN ENVIRONMENT OF POSITIVE SUPPORT

This will begin the process of getting into oneself. These strategies help the student become aware of himself in different dimensions. They indicate to him things in his life that make him proud. He sees that he surely has had some successes. He becomes aware of some of his deeper feelings and values.

Directions for the teacher:

Discussion in class. Three questions to be asked of an individual:

1. How do we know who is a significant other?
2. How do we measure the self?
3. What forms the link between others and the self?

REFERENCE SET (Kemper, 1981)

The Reference Set is the sum total of others, in and out of role sets, present or absent, real or imagined, individual or group, normative, comparative or audience, who exercise influence over the individual. The reference set constitutes the cast of characters--the significant others--whom the individual takes into account when he acts.

By definition the reference set is the individual's major source of his self-conception.

Whether by reason of time or social structure, each person obtains a particular body of others whose opinions and behavior are especially important to him and from whom he gets certain notions about himself.

The student will need to complete the following sentences.

REFERENCE SET

Directions: Considering yourself as you are today--the positions you hold, the relationships you have with others, the things that best describe and are most characteristic of you--who are the specific persons, figures, and groups both past and present that have influenced you, who are important to you and have helped to make you the kind of person you are?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Please rank order the ten most important.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

For the teacher:

In order for the instructor to carry out a comparative analysis of the impact of different types of others on the self, the reference set could be standardized for each student.

Four persons of major roles in the student's social space can be obtained by asking the student to rank order the ten most important persons in his life.

FREQUENCY OF MENTION OF IMPORTANT PERSONS

Person	Number of Mentions	Rank

SELF CONCEPTIONS

For the purpose of this study, the self is defined as the material which is accessible to the person which pertains to himself.

Checklists require the individual to respond in terms of categories which may not be his own. Open-end self-description technique allows the student to produce responses containing a minimum of investigator bias. The self is measured as a set of responses to the question, "Who Am I?"

(Kemper, 1981)

SELF CONCEPTIONS

Directions: There are twenty numbered blanks below. Please write answers to the simple question. "Who Am I?" in the blanks. Just give twenty different answers to this question. Answer as if you were giving the answers to yourself not to somebody else. Write the answers in the order that they occur to you. Don't worry about logic or "importance." Go along fairly fast, for the time is limited

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

EXPECTATIONS

Members of the reference set could serve three functions:

1. as a source of norms
2. as model or standard
3. as audience

Only the norm-setting function will be investigated.

The expectations will be assumed to represent a sample from a domain of normative demands that might be made of students. One can conclude that expectations for qualities such as those in the list will constitute a suitable ground for viewing oneself from the perspective of the other in the symbolic interactive process. Thus the self which the individual cognizes when he answers the question, "Who am I?" is a function of his viewing himself in terms of the expectations of significant others. To the extent that the others are significant in a positive way, the individual should become more or less what they want him to be.

Students will be asked to respond to the following question:

"To what extent does your (____) (____) (____) (____) feel you should achieve or possess each of these characteristics?" Students will answer for each of the standardized reference set members-- -- his perception of the degree to which that other expect him to achieve or to possess each of the following 10 characteristics:

	To a Great Extent	Somewhat	He Doesn't Care	I Don't Know
1. Good grades				
2. Good financial judgment				
3. Good Judge of character				
4. Well-paying Job				
5. Prestige in the community				
6. Being well-liked				
7. Vigor, energy and stamina				
8. Strong desire to get				
9. Honesty with oneself				
10. Perseverance				

(Kemper, 1981)

To the teacher:

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* The following questionnaire could be used by secondary teachers to gauge a student's first thoughts and feelings about himself or herself. These are intended to stimulate responses about the concerns and attitudes shared by all students.

Contended answers from 16 year olds are:

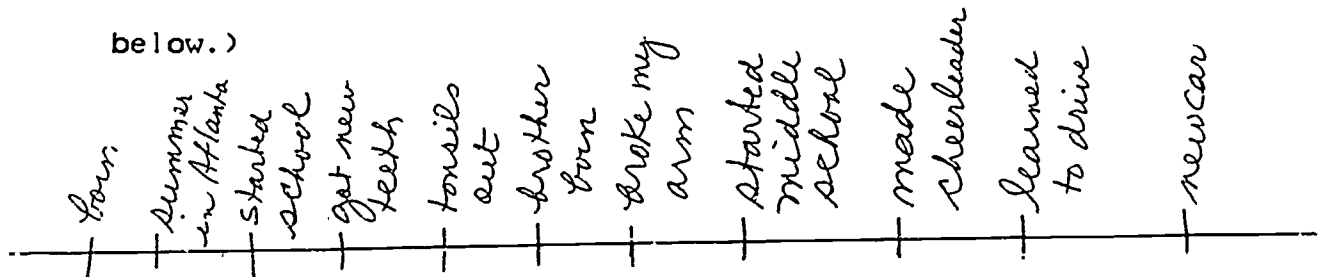
<u>Sentence beginning</u>	<u>Answer</u>
1.	
2.	
3.	
4.	
5.	

The following are some examples of disturbing answers:

- 1.
- 2.
- 3.
- 4.
- 5.

(Maron. 1980)

Discuss the many different personal experiences that make up individual lives. Let students recall significant events that influenced or affected their own lives--experiences that, at the time, involved their feelings and attitudes about themselves. Then have the students record the events--both positive and negative--along either side of a vertical line which represents their individual life span from birth to present. (See sample below.)



Draw a horizontal line in the center of a piece of long paper in pencil or ink. The line should extend from about one inch above the bottom edge to two inches from the top--allowing space for the title and the student's name.

Beginning at the left, with birth, work along the line to the present time. Chronology is not too important. It may be necessary to stimulate the class's thinking by indicating some of the more common experiences, such as learning to talk and walk, starting school, childhood diseases, special gifts, injuries, hospitalization, illnesses, getting glasses, Boy and Girl Scouts, Little League, losing pets, deaths of relatives, new brothers and sisters, etc.

This time line can serve as a substitute or a preliminary outline to an autobiography (Canfield, 1976).

GUESS WHO I AM?

This is a getting-to-know-you activity to be used as a get-acquainted activity or a getting-to-know-you activity later in the year. This focuses everyone's attention on one person in a healthy way.

Have students write out some biographical information that describes them but does not make it too obvious who they are. Include such things as hobbies, talents, major trips they have taken, unusual things about their family and so on.

When each person has done this, collect the cards and read them to the class while they attempt to guess who is being described.

Teachers: include a card of your own!
(Canfield, 1976)

WHO AM I QUESTIONNAIRE

Fill out the following questionnaire.

(This questionnaire will be kept confidential, unless you wish to discuss the questions in small groups.)

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

(Canfield, 1976)

For the teacher:

Once the students have done sentence completion as a starting point, you will want something you can put a few figures to.

The sort of questionnaire following could help you see how your students' self-respect compares to other students of a similar age and would also give you a first impression of your students' feelings.

QUESTIONNAIRE

	Excellent	Very Good	Better than Most	O.K.	Not Good
Being good at sports					
Understanding something new					
Making friends easily with my own sex					
Solving problems					
Having brains to get a good job					
Being able to read well					
Being a good size and build for my age					
Remembering what I've learned					
Letting others have their own way sometimes					
Having nice clothes					
Learning math quickly					
Being a good student					
Being a leader					
One to get things started with my own sex					
Listening to what others are saying					
Being good looking					
Making other people feel good					
Being active in social events					
Writing creative stories and poems					
Being a good athlete					
Getting along with others					
Having plenty of friends					

Note to teacher: this questionnaire can help show your students current feelings about themselves...

"I'M A PERSON WHO..."
QUESTIONNAIRE

	Very much like me	A little like me	Not like me
--	----------------------	---------------------	----------------

- I'm a person who has many friends
- I'm a person who needs a lot of help
- I'm a person who usually does well
at school
- I'm a person who has trouble going
to sleep at night
- I'm a person who shows I am bothered
when I lose a game
- I'm a person who feels I have to figure
out my own problems
- I'm a person who is good at a lot of
things
- I'm a person who usually feels well
- I'm a person who can't do anything
very well
- I'm a person who is punished a lot
for little things

SUCCESS FANTASY

This is a technique that is extremely useful. This particular fantasy is easy, fun, and nonthreatening. A good warm-up for the next activity--Success Sharing.

Ask the students to close their eyes. Suggest that they open and close them several times in order to become comfortable having them closed. Ask them to imagine that there is a motion picture screen in front of their eyes and that they can recall their past and project it onto the screen.

Have them think back to a really happy day when they were between six and ten years of age. Ask them to see themselves waking up in the bedroom they slept in at that time. Can they remember whether they had a single, twin, bunk bed, or couch? Did they share the room with anyone? The bed? Ask them to look around the room and see the other furniture. Where were their toys kept? Was there a window? Did they have breakfast first, go to the bathroom, wash up, play with their pet, or what? Ask them to imagine a typical day--their school, their playmates, their playground, etc.

Ask them, with their eyes still closed, to begin to focus on a success they had during that period of their life. Can they remember one? Where did it take place? Did they do it alone? Did they plan for it or did it happen

spontaneously? Can they remember how it felt when they completed the achievement? Did they tell anyone about the success? Whom? Can they remember that experience? How did that person, or those people, react? etc.

Have them open their eyes and share their success experiences with the group.

(Canfield, 1976)

SUCCESS SHARING

One way to help students focus on the positive aspects of themselves is to have them publicly share their accomplishments with the group.

In small groups of five or six, or with the entire class, ask the students to share a success, accomplishment, or achievement they had before they were ten years old. Next ask them to share a success they had between the ages of ten and fifteen; then between the ages of fifteen to the present time.

At first some students may have difficulty remembering some of their earliest successes, but as others share theirs, they will recall their own. Those with extremely low self-concepts often report that they haven't had any successes. If this happens, you will need to help prod the students with questions such as:

Well, you've been taking care of your younger brothers and sisters for two years. I consider this an accomplishment!

Can you remember when you learned to ride your bicycle? Did you feel good about that achievement?

(Canfield, 1976)

Sharing information with other people about yourself and learning about others is a valuable experience. When you don't know something about someone, you tend to fill in the vacuum with assumptions. This can lead to misunderstanding especially if the person is different because of background or culture origins. It is important to know the "who" and "why" and "what" about fellow students if we are to work with them in an appreciative manner and maintain or build their self-esteem.

Listed below are a series of questions that can be used in several different ways. Students can be asked to pick a partner and answer some or all of these questions. You could give them the entire list on a duplicated sheet, write it on the blackboard, or just use a few of the questions. You can also have students pick a partner, answer one or two questions chosen by you, and then pick another partner, and so on. This way each person gets to know a little more about a lot of people. You could also use these questions in small groups of four to six students.

1. How would your parents have described you as a child (age 6 to 12)?
2. What was your favorite toy as a child?
3. What is your favorite toy now?
4. What were you most proud of as a child?
5. What was your childhood nickname and how did you feel about it?

6. Do you like your first name now? If not, what would you like instead?
7. What is your favorite possession?
8. Can you name a favorite possession you no longer possess, and describe your feelings about no longer having it?
9. What is the funniest thing that ever happened to you?
10. What is the silliest thing you have ever done?
11. What is the stupidest thing you have ever done?
12. What is your all-time favorite movie? Why does it have special meaning for you?
13. What is your favorite book? What in it has personal meaning for you?
14. With what fictional hero or heroine do you most closely identify?
15. How good a friend are you? Give an example.
16. With what member of your family do you most identify? Why?
17. If you had to be someone else instead of yourself, whom would you choose? Why?
18. Who is your best friend of the same sex?
19. Who is your best friend of the opposite sex?
20. What do you look for most in a friend?
21. Name something you hate to do. What do you hate about it?
22. What in life is most important to you?
23. What do you like most about this class?
24. What do you like least about this class?
25. How would you change this class to make it better?

(Canfield, 1976)

PRIDE LINE

Pride is related to self-concept. People enjoy expressing pride in something they've done that might have gone unrecognized otherwise. Our culture does not encourage such expressions and it is sometimes difficult for people to actually say, "I'm proud that I..."

Ask each student to make a statement about a specific area of behavior, beginning with, "I'm proud that I..." Students may pass if they wish.

Below are some suggested items for use in this exercise.

1. Things you've done for your parents
2. Things you've done for a friend
3. Work in school
4. How you spend your free time
5. About your religious beliefs
6. How you've earned some money
7. Something you've bought recently
8. How you usually spend your money
9. Habits you have
10. Something you do often
11. What you are proudest of in your life
12. Something you have shared
13. Something you tried hard for
14. Something you own
15. Thoughts about people who are different from you
16. Something you've done in regard to ecology
17. Something you've done in regard to racism

(Canfield, 1976)

SUCCESS A DAY

At the end of each day, have the students briefly share with the rest of the class the successes they have experienced during that day.

Some students will find this difficult at first, but as others begin to share, they too will realize they have had some of the same successes. It has been our experience that if a student says he has had no success, some of his classmates will tell successes they have seen him accomplish. Look for successes to be pointed out to the child with extremely low self-esteem.

A variation of this activity is to have each student share with the class what he feels he has learned that day. In addition to being a form of review, it provides the student with a sense of accomplishment. Without recall, students are often not consciously aware of all the learning they are accomplishing in and out of school each day. Knowing that he is learning adds positively to a child's self-concept.

(Canfield, 1976)

Print up sheets like the design on the next page and distribute to students. Ask them to create an individual coat of arms by making a drawing in the appropriate section expressing their thoughts regarding each of the following questions:

1. Express in a drawing the most significant event in your life from birth to age fourteen.
2. Express in a drawing the most significant event in your life from age fourteen to the present.
3. Express in a drawing your greatest success or achievement in the past year.
4. Express in a drawing your happiest moment in the past year.
5. If you had one year to live and were guaranteed success in whatever you attempted, what would you attempt? Draw a picture expressing your answer.
6. Express in a drawing something you are good at.
7. If you died today, what three words would you most like to be said of you?

Optional questions for drawings are:

1. What is something you are striving to become or be?
2. What is your family's greatest achievement?
3. What would you want to accomplish by the time you are sixty-five?
4. Draw a picture of something you'd like to become better at.

When the drawings are completed, ask the students to form groups of five or six and share what they have done with the small group.

(Canfield, 1976)

Everyone has symbols of success--things that remind us of our past successes. We have photographs, medals, certificates, dried-up corsages, dance books, ticket stubs, autographed baseballs, newspaper clippings, poetry, bronzed shoes, trophies, plaques, ribbons, and mounted golf balls, fish, and antlers. Most save these objects because they remind us of our abilities and competencies.

Have the students bring to class five tangible objects that recall or symbolize some past successes or accomplishments they have had.

During the next class period have each student share one or more of his "success symbols" with the rest of the class. Instruct the students to share the feelings and meaning connected with the specific object as well as the success it symbolizes.

A variation: have students list five success symbols they do not have but would like to acquire in the next year, five years; etc. This activity could be used in conjunction with goal-setting. Be sure to discuss the choices or goals without judgment; be open to whatever the students come up with.

As a teacher, what are your success symbols? Take a walk through your house and see how many are visible. If they are stored away in drawers and closets, consider how you might make them a more integral part of your environment. (Canfield, 1976)

WHAT'S MY BAG?

Have the students collect a large number of success symbols and other meaningful objects that represent who they are and place them in a shopping bag.

Next, have them decorate the outside of the shopping bag with personally related pictures, words, and symbols, thus producing a three-dimensional collage.

This exercise can also be done using a cigar box or any other kind of container.

(Canfield, 1976)

Conduct a class discussion around the following questions:

Have you ever worked very hard at something you felt was not understood or appreciated? What was it? What was said or done that made you feel your effort was not appreciated?

Have you every wanted to share things--ideas, feelings, something you've written or made--but were afraid to? Were you afraid that people might put you or it down? What kinds of things might they say or do that would put you, your ideas, or your achievements down?

Introduce the concept of "killer statements and gestures" to the students. All of us have many feelings, thoughts, and creative behaviors that are killed off by other people's negative comments, physical gestures, etc. Some killer statements that are often used (even by teachers!) are:

We don't have time for that now.
That's a stupid idea. You know that's impossible.
You're really weird!
Are you crazy? retarded? kidding me? serious?
only girls/boys do that!
Wow he's strange, man, really strange!
That stuff's for sissies.

Tell the students they're going to be social science researchers for the day. Ask them to keep a record of all the killer statements they hear in school, at lunch, at home, and at play. Discuss the findings with them during the next class.

Here is another exercise that can help students identify and legitimize some of their hostile feelings which they may be channeling into killer statements. This

activity also helps the students discharge some of these feelings in a way that is not psychologically harmful to the other students.

Ask the students to stand up. When you say "go!" they are to say or shout all the killer statements that they have heard during the class. Tell them to use all the killer statements, gestures, and sounds they want to. They can shout at the air, their desk, chair, or whatever else feels comfortable.

(Canfield, 1976)

POSITIVE REINFORCEMENT: AN INSTRUCTIONAL SOLUTION

The best system of positive reinforcement is to evaluate a student's work from the viewpoint of what is right with it rather than from that of what is wrong with it. Show the student what he has going for him. Point out his strengths. Show him how he can develop his strengths; that is, treat error in the context of nurturing capacity rather than as a process of revealing weaknesses. The student already knows his weaknesses. Now he needs to know that he can do something about them.

(Canfield, 1976)

THEME TWO (2)
MY STRENGTHS

The most effective way to enhance a person's capacity to develop his full potential is to concentrate on his strengths.

Taking inventory of one's strengths and personality assets is strengthening, brings gain in self-confidence and improves the self-esteem.

MY POSITIVE ACCOMPLISHMENTS ARE:

MY PERSONAL STRENGTHS ARE:

STRENGTH BOMBARDMENT

Have the students break into groups of five or six, preferably with other students they know well and feel comfortable with. Focusing on one person at a time, the group is to bombard him with all the strengths they see in him. The person being bombarded should remain silent until the group has finished. One member of the group should act as recorder, listing the strengths and giving them to the person when the group has finished.

The students should be instructed to list at least fifteen strengths for each student. They should also be cautioned that no "put-down" statements are allowed. Only positive assets are to be mentioned. At the end of the exercise ask the students to discuss how they felt giving and receiving positive feedback. Was one easier than the other? Which one?

In some groups it is wise to spend ten minutes discussing with the class the different types of strengths that exist, as well as developing a vocabulary of strength words they can use. It may be a good thing to list all the words that are "brainstormed" on the chalkboard for the students to look at during the "bombardment" sessions.

NICKNAMES

Almost all students have nicknames. Some are complimentary; many are not! As part of our general orientation, we tend to discover each other's weaknesses, and in words like, Baldy, Fatso, Skinny, Rat, Sissy, Bull, Four-eyes, Dumbo, Ears, Slim, Worm, and so on, exploit them.

Although these nicknames are often accepted by students, their effect on a developing self-concept is damaging. To reverse this trend have students give themselves and/or each other nicknames based on their strengths. For example, a good artist might be called Art; a horseshoe champ, Ringer or Champ; a basketball player, Wilt or Hoop; a physically strong boy, Bear; a person who likes gardening, Fleur, Violet, or Herb; a girl good in music, Melody.

Conduct a classroom discussion around the following questions:

What are the names that would make you feel good--that would make you feel proud or self-confident?

What are the names that make you feel bad--that make you lose your self-confidence?

What would a classroom be like where everyone had a nickname that made him or her feel bad?

What would a classroom be like if everyone had a nickname that made him feel good and self-confident?

Do you have any nicknames? How do they make you feel?
What other names have you been called in your lifetime?

With high school you can have the class break into pairs. One at a time each student closes his eyes while his partner calls to him, repeatedly using one or more of his nicknames. Then the students can share the feelings evoked by the different names. These reactions should be recorded in their journals. (Canfield, 1976)

THEME THREE:**"WHO AM I?"**

These activities deal with our sense of self, our goals, our values, our strengths and weaknesses, and our way of life or "life style."

(Canfield, 1976)

Ask the students to fill out the following questionnaire. In order to assure that the students will be as open and honest as possible, you can tell them that the questionnaires will be kept confidential, unless the students wish to discuss the questions in small groups.

In general, school is...

This class is...

My best friend is..

The thing I like best about my class is...

Something I'd like to tell my teacher is...

I don't like people who ...

I like people who...

I'm at my best when I

Right now I feel...

People I trust

The best thing that could happen to me is...

When I don't like something I've done I..

When I like something I've done I...

When I'm proud of myself I...

I'm very happy that ...

I wish my parents knew..

Someday I hope...

I would like to...

Five adjectives that describe me are...

Three things I want to become more of are...

ADJECTIVE WARDROBE

(Canfield, 1976)

Ask the students to tear a piece of paper into eight pieces. On each piece of paper they are to write one word which describes them. Remind them that because no one else will see the slips of paper, they should try to be as honest as possible. When they have completed this, have them arrange the papers in order, placing the one they are most pleased with at the top and the one they are least pleased with at the bottom.

Inform them that what they now have is a wardrobe of descriptive words that they can try on, wear, or discard. Ask them to consider one word at a time. Suggest that they spend a little time considering how they feel about each of the adjectives they have written down. Do they like it? Do they want to keep it? Expand it? Discard it or what?

Ask them to give up each quality one at a time. Do they feel naked? How are they changed? Ask them to fantasize what kind of person they would be with one, two, three, or all of these

qualities removed. Have them reclaim the qualities one at a time. How do they feel now?

At the end of the exercise ask each student to record two things he has learned about himself. If there is time, ask the students to share their "I learned..." statements.

WEEKLY REACTION SHEETS

(Canfield, 1976)

Part of enhancing a student's self-concept is helping him become aware of the control he actually has over his daily life. Weekly reaction sheets help students see how effectively they are using their time.

Hand out a sheet with the following questions:

Name _____ Date _____

1. What was the high point of the week?
2. Whom did you get to know better this week?
3. What was the major thing you learned about yourself this week?
4. Did you institute any major changes in your life this week?
5. How could this week have been better?
6. What did you procrastinate about this week?
7. Identify three decisions or choices you made this week. What were the results of these choices?
8. Did you make any plans this week for some future event?
9. What unfinished personal business do you have left from this last week? How long have you been carrying it? How long do you plan to carry it?
10. Open comment:

At the end of a six-week period, you should return the reaction sheets to the students. Students may volunteer to talk about any or all of the questions. Ask them to try to summarize any patterns they can discern in their responses to the questions. Ask them to make a series of "I learned..." statements after their review of their sheets.

After one six-week period has elapsed, it is interesting and profitable to have the students construct a new weekly reaction sheet based on what they feel are important areas to be examined in their lives.

THEME FOUR:
ACCEPTING MY BODY

These approaches stress the importance of body awareness for the development and maintenance of a strong self-concept.

THEME FIVE:
"WHERE AM I GOING?"

These activities are designed for goal-setting: students need to have some sense of where they want to go, what they want to accomplish, and who they want to become.

Hand out a sheet to each of your students with the following questions on it. Ask them to write the answers to any or all questions in whatever order they wish. When they have finished, have them discuss their answers in small groups, make "I learned..." statements, or discuss how the assignment made them feel. The students may want to record their responses in their Journals.

1. What would you like to do, have, accomplish?
2. What do you wish would happen?
3. What would you like to do better?
4. What do you wish you had more time for? More money for?
5. What more would you like to get out of life?
6. What are your unfulfilled ambitions?
7. What angered you recently?
8. What made you tense, anxious?
9. What have you complained about?
10. What misunderstandings did you have?
11. With whom would you like to get along better?
12. What changes for the worse or better do you sense in the attitudes of others?
13. What would you like to get others to do?
14. What changes will you have to introduce?
15. What takes too long?
16. What are you wasting?
17. What is too complicated?
18. What "bottlenecks" or blocks exist in your life?

19. In what ways are you inefficient?
20. What wears you out?
21. What would you like to organize better?

This is also a good time to introduce goal-setting to your students as a technique for gaining control over their lives and achieving at least one of the things mentioned above.

(Canfield, 1976)

THE GOALPOST

Decorate the bulletin board in the form of a football goalpost. Each day allow time for the students who would like to set a goal to record them on 3 x 5 index cards and post them on the bulletin board below the crossbar of the goalpost. If time permits, you may wish to have the class cut the index cards into the shape of footballs.

On the following day, ask all those who completed their goals to move their index card above the crossbar and to share their goal and how they completed it with the class. This provides the goal-achievers with the attention of their peer group as a reinforcement to their action.

Those who did not complete their goals are not allowed to share with the class their goals and the reasons for not accomplishing them. (If they did this, they would be receiving the same reinforcement of peer attention as those who had completed theirs. The class would also be reinforcing their behavior of rationalizing away their failure to take responsibility for achieving goals.)

(Canfield, 1976)

FIVE YEARS AHEAD: RESUME

FIVE YEARS AHEAD

After each student has engaged in the strength bombardment exercise, ask him to fantasize for himself or for another what kind of person he would be and what he would be doing five years from now if he fully developed and used all the strengths he identified in himself. Then ask him to write in his journal a description of that person (five years from now, with his strengths fully developed) and what his life is like.

RESUME

Explain to the students the function of a resume in job seeking. If you have a copy of a resume available, share it with your students. Brainstorm with the students some possible categories (scholastic achievements, hobbies, athletic successes, skills they have attained, jobs they have held, etc.) they could use in creating a resume for themselves. Then ask them to image a job they would like to hold. Have them share their choices with the class. Ask them to list the past accomplishments, personal strengths, and skills they have that they would "sell" to their prospective employer or interviewer in order to secure the job. Have them create a resume and role-play such an interview. (Canfield, 1976)

THEME SIX (E):

"The Language of Self"

These activities are devoted to understanding some of the ways students stop themselves from going where they want to go with their language.

WORDS THAT DESCRIBE ME

Ask your students to write down three words that describe themselves. Given thoughtful attention, any three words that come to mind are appropriate. They can be descriptive of physical, emotional, mental, personality, or character traits.

When they have done that, ask them to turn the paper over and write three words they wish described themselves.

Now have each person take one of the three words on his second list and describe specific behaviors that that kind of person exhibits. For example, Charlie says, "I want to be kind." What specific behaviors do "kind" people exhibit?

They help people in distress:

Take food to someone who is hungry

Mow the lawn for neighbor who is injured or ill

Baby-sit temporarily for a working mother while she finds a replacement for a "permanent" sitter who quit

What else do "kind" people do?

They are considerate of other's feelings:

Sally says "I hate doing the dishes!" A kind person may respond, "Let me help you."

Billy spills milk on the floor and Ben says, "Billy you sure are clumsy!" A kind person might say, "No, he's not clumsy, he simply spilled his milk!"

Your class will need some help being specific enough to do any good, so give some examples on the board using words from a couple of students' lists.

When each student has completed listing specific behaviors for one of his words, ask him to use that word as a goal. Use the behaviors as some suggested ways of meeting that goal. If Charlie wants to be "kind" he can immediately start to practice some of the behaviors he has listed and can begin to look for other opportunities as well.

(Canfield, 1967)

PLEASE...NO!;...YES...NO!

(Canfield, 1976)

Pair up your group and have them decide which of them will be A and which B. Stop the process right here and ask them to examine and discuss with one another how the choice of who was A and who was B was made. "Is there a pattern in your life that is exemplified by your taking the lead and deciding which letter you would be? Is it typical of you to let someone else decide such matters? If your partner had been of the opposite sex from what he or she is, would that have affected how your letter would have been chosen? Think about it!"

Now go back to your original activity. Have the A's take the part of the please-sayer; the B's each time are to respond with "No!!" Keep this up, one saying "Please" and the other "No!" until the no-sayer (B) feels that the pleader has reached a deep sense of sincerity and humility in his request. Then he responds with "Yes!"

Have the partners change roles. Obviously there is no particular subject matter for the "please" request. Each player may make whatever assumptions he wishes about it, but the "thing" is not to be decided upon.

A variation of this exercise is to have the A's say "Yes!" and the B's respond with "No!" Let it develop into a lively two-word conversation using only the words "yes" and "no." Learning to say "No!" is very important--if they don't learn to say it, people may allow themselves to be walked over by other people's expectations and desires. In reality a real "yes" cannot exist without the ability to say "no." If one is not able to say "no" with a straight face and mean it, then his "yes" is no more than a conditioned reflex action.

THEME SEVEN (7):
"RELATIONSHIPS WITH OTHERS"

Activities devoted to how students relate all of their emerging selves to others, family and friends. It is these two groups that are especially influential to our developing selves.

THE CAR WASH

The Car Wash consists simply of lining up your class or group in two parallel lines quite close together. Then one student is sent through the wash (between the lines) and everyone touches him or her and says words of praise and affection and encouragement. The pats on the back, hand-shaking, and verbal support produce a sparkling, shiny, happy "car" at the end of the wash!

(Canfield, 1976)

Explain that you have some "magic glasses" for the group's eyes. You hold out your hands and "show" them, although they're invisible! (You might use inexpensive eye-glass frames.) Let each participant pretend to take a pair of glasses out of your hands and put them on. Then ask if they notice that these magic glasses enable them to see everything "through happy eyes." Everything looks nice, joyous--the world is a happy place. Have them interact on that basis.

When you think they're ready for a change, help them switch their glasses to "angry glasses." Now the world is an angry place. Everything that's done causes angry responses. The room is full of grouches. Again let them interact for a while.

At an appropriate time you may switch to other glasses such as:

Scared	Gloomy	Suspicious	Stubborn
Bragging	Things are OK	Modest	
Nobody loves me	Curious	Show-off	

After several role-playing situations, carry on a discussion of their feeling while wearing different types of glasses. Have there been days when they think you've had on a particular pair of one-way feeling glasses? Do they know people who seem to always wear one type of glasses? Probe for what the exercise may mean to them in their own daily behavior.

(Canfield, 1976)

FAMILY TREE
(Canfield, 1976)

The purpose of this activity is to help each student understand and appreciate some of his heritage.

Explain to the students what a family tree is. To illustrate, you might draw your own on the chalkboard. For homework, have the students ask their parents for the necessary data about their relatives to enable them to complete their family trees.

In class, help them translate the data they have gathered into a family tree. To heighten the effect of this activity, some teachers have used giant drawings of trees on bulletin boards.

Although this effort to help "ground" students in their family lineage is important, it must be acknowledged that for some students this is difficult because of their uniquely fluid family relationships. Teachers need to be sensitive to this and help those pupils identify uncles, grandparents, surrogate parents, and others who may play as vital a role in the students' life as their biological parents and relatives.

(Canfield, 1976)

One of the factors that erodes self-concept is the inability of some students to make and keep friends. The following activities are designed to help the pupil expand his repertoire of skills in building and enhancing relationships with his peers.

1. Have the class discuss the methods they use to make friends. Take some time to brainstorm some new ways. Role-play the best ones.
2. Ask the students to draw a picture of a friend. Underneath the picture ask them to write a paragraph beginning with "A friend is..." Some students may protest that they have no friends. If this happens, ask them to draw a picture of friends they would like to have. You may wish to have the students share their paragraphs verbally.
3. Lead a class discussion around the following questions: Do you have a best friend? Do you like to do the same things? Did you ever want to do something that he didn't want to do? What happened? Were you still friends?
4. Ask the students to write a paragraph answering the following question: "What is there about you that makes your friend like you?"
5. Try out the following questions for discussion:

How do you make friends? What is a friend? Do you have a friend? What makes a good friend? How do you find a friend? Is it better to have a lot of friends or just a few friends?

When you first came to school, how did you make a friend? Have you ever moved into a new neighborhood and had no friends at all? How did you find a friend there? What do you do when someone new moves into your neighborhood--do you wait for him to come over to your house or do you go over to his house and try to make friends with him? Do you ever make an effort to help him become friendly with others?

APPENDIX L
TEACHER SELF-ESTEEM ENHANCEMENT PROGRAM

POSITIVE SELF-ESTEEM

What contributes to positive self-esteem? Jean Illsley Clarke (1978: 78) states: "We build our own brands of self-esteem from four ingredients: fate, the positive things life offers, the negative things life offers, and our decisions about how to respond to fate, the positives, and the negatives." Fate determines some very important items in our lives -- sex, ordinal position, age, ethnic origin, colour - just to mention a few. These cannot be changed and all we can do is to make decisions about them and attempt to make sense of them. We cannot control fate or force decisions for others, but what about the other two ingredients of self-esteem: life's positive and life's negative offerings? These are the areas in which adults have great power and opportunity to impact self-esteem. All of the time that students are with us, we set positive and negative messages or rewards from which students may choose building blocks for their own self image.

THE IMPORTANCE OF SIGNIFICANT OTHERS

In all societies, the nuclear family is the initial unit within which a student's personality is formed and nourished. It is within the context of some kind of family unit that he/she feels loved or unloved, wanted or unwanted, capable or incapable, worthy or unworthy. Parents who consciously choose to have children do not deliberately set out to make their children more unhappy than happy, more fearful than adventurous, more closed-minded than open-minded, or more neurotic than adjusted. Most parents want to give their children the best they can give them.

In spite of good intentions, however, children do not always turn out for the best. Some turn out to be hostile, hateful, and suspicious. Others are chronic complainers, still others are fearful and anxious, and some turn out to be unhappy, shy adults wondering who they are and what they stand for. Although all human relationships are unique, the one existing between a child and his or her parents is an enormously important one. Children are influenced, formed and eventually shaped through a slow process of witnessing and participating in the day-to-day interactions of the people in their lives who are important to them. The intimacy and intensity of contact and the everyday

interaction and interchange exist in an emotionally charged atmosphere. Whether children get no attention at all or too much, whether they are punished too often or too little, they are forming attitudes about themselves.

How children are raised, whether by natural parents or someone else, does make a difference in terms of how they feel about themselves and other people.

When children start pre-school, they will no longer be the primary persons in the child's life. Others - those teachers, friends, and peers whom a child considers significant - begin to influence and affect development of the child's self-concept. If these significant others consider and treat the child as a worthwhile and an important human being, they will help the child develop a positive self-image. There is an Ancient Chinese Proverb: "A child's life is like a piece of paper on which every passerby leaves a mark" (Fahey, 1980).

TEACHERS - CREATE AN ENHANCING ENVIRONMENT

In Born to Win, James and Jongeward, as reported by Fahey (1980), suggested that everyone can be a winner in their own right. Each human being is born as something new, something that never existed before. Students are born with what they need to win at life. Each person in their own way can see, hear, touch, taste, and think for themselves. Each has their own unique potentials - their capabilities and limitations. Each can be a significant, thinking, aware and creatively productive person in their own right - a winner. As teachers we have to maintain a "you can do it" attitude.

Teach students to praise themselves. A student's feelings of adequacy and self-acceptance are central to the success of the whole educational process. When students feel good about themselves, their motivation is higher and they become more involved in everything they do. As a result, they retain and make use of what they learn over a longer period of time.

Since significant others provide the data from which a child derives much of his or her self-perception, teachers can do a great deal in the classroom to help students internalize a positive self-image. If teachers do this, the students will also be successful in their learning. However, in order to catch positive attitudes, students must

have models to imitate. Be a positive model by praising yourself in front of your students. If students often hear you make statements, such as "I did a good job on this work today", they will begin to internalize the positive value judgement. No cheating. Students also need to learn that their models make mistakes. If you have done a poor job, admit it by saying, for example, "I surely did not organize myself well today".

Students with negative self-images really don't know how to speak positively. You'll need to help, see and feel their successes. Whenever success occurs, help the student verbalize the success. You try it and you will find that the making of positive statements will become more automatic. With continued support and reinforcement, the child will internalize a positive attitude.

POSITIVE SUPPORT TECHNIQUES FOR TEACHERS
TEACHER SELF-ESTEEM

SOME CHARACTERISTICS OF A SELF-ACCEPTING PERSON

One of the major challenges to teachers is the creation of a self-enhancing learning environment. Some special people seem to do this quite naturally out of their own authentic being and their commitment to others. Most of us, however, benefit from specific, usable suggestions that help us toward that end.

The self-accepting person is a participant in life rather than a spectator and is inclined to be objective, spontaneous, and emotionally and intellectually honest, and tries to understand the interpersonal and environmental problems to be faced but also accepts their own limitations in gaining true insight concerning them. They also work out the best adjustment to life of which they are capable, often without fully understanding all that is involved.

However, the self-accepting person is willing to experience the pleasures and discomforts of self-revelation: i.e., they accept the mixed pain and joy that accompany each change in attitude and feeling toward themselves and others.

The self-accepting person without special talent or ability is able to share emotionally in the gifts of others without undue regret about their inborn deficiencies and does not brood about missed opportunities, lost causes, errors, and failure. Rather, they look on them for what

they can contribute to their doing things differently or better in the future.

He/she does not get stuck in the rut of irrational feelings of love, hate, envy, jealousy, suspicion, lust, and greed, because they let each feeling spell out its special message for them.

Although the self-accepting person may prefer not to be alone or isolated from family or friends, yet, in special times, when aloneness or isolation is a necessity, he or she can endure lack of contact with their fellows.

The self-accepting person may or may not be conventional in their thinking, feeling, or behaviour. But when they are unconventional, it is not for the purpose of flaunting convention but rather for the sake of expressing or fulfilling a valid personal or public need.

They are not rigidly guided by rules and moralisms but willing to alter values in keeping with new insights. They grant to others their right to values not identical with their own.

THE TASK OF THE TEACHER OF THE SECONDARY STUDENT

As pointed out by Purkey (1970), the prevention of negative self-esteem is a vital first step in teaching. Next to the home, the school is the single most important force in shaping the student's self concept. Studies have shown that it is possible to develop a curriculum in which the expected academic learning takes place while positive self concepts are being built. Available evidence indicates that the teacher's attitudes toward himself and others are as important, if not more so, than his techniques, practices, or materials.

There seems to be agreement that the teacher needs to have positive attitudes about himself and his abilities before he is able to reach out to like and respect others.

The almost unavoidable conclusion is that the teacher's attitudes and opinions regarding his students have a significant influence on their success in school. In other words, when the teacher believes that his students can achieve, the students appear to be more successful; when the teacher believes that the students cannot achieve, then it influences their performance negatively.

The key to building positive and realistic self-images in students lies largely in what the teacher believes about himself and his students. These beliefs not only determine the teacher's behavior, but are transmitted to the students

and influence their performance as well. What the teacher does in the classroom, and the behavior he displays and the experiences he provides, as perceived by students, have a strong impact in themselves.

The Attitude the Teacher Needs to Convey

Am I projecting an image that tells the student that I am here to build, rather than to destroy, him as a person?

Do I let the student know that I am aware of and interested in him as a unique person?

Do I convey my expectations and confidence that the student can accomplish work, can learn, and is competent?

Do I provide well-defined standards of values, demands for competence, and guidance toward solutions to problems?

When working with parents, do I enhance the academic expectations and evaluations which they hold of their children's ability?

THE ATMOSPHERE THE TEACHER CREATES

Six factors to create a classroom atmosphere conducive to developing favorable self-images in students will be discussed and helpful to the teacher and examples of ways factors can be used given:

Challenge

High academic expectations and a high degree of challenge on the part of teachers have a positive and beneficial effect on students.

Wait until the chances of success are good, and then say: "This is hard work, but I think that you can do it." The

teacher chooses the right moment to put his trust on the line with students.

Freedom

In considering the factors of freedom and challenge, the classroom teacher can ask himself:

Do I encourage students to try something new and to join activities?

Do I allow students to have a voice in planning, and do I permit them to help make the rules they follow?

Do I permit students to challenge my opinions?

Do I teach in as exciting and interesting a manner as possible?

Do I distinguish between students' classroom mistakes and their personal failure?

Do I avoid unfair and ruthless competition in the classroom?

Warmth

Questions the teacher might ask himself are:

Do I learn the name of each student as soon as possible, and do I use that name often?

Do I share my feelings with my students?

Do I practice courtesy with my students?

Do I arrange some time when I can talk quietly alone with each student?

Do I spread my attention around and include each student, keeping special watch for the student who may need extra attention?

Do I notice and comment favorable on the things that are important to students?

Do I show students who return after being absent that I am happy to have them back in class, and that they were missed?

Control

Teachers could ask:

Do I remember to see small disciplinary problems as understandable, and not as personal insults?

Do I avoid having "favorites" and "victims"?

Do I have, and do my students have, a clear idea of what is and what is not acceptable in my class?

Within my limits, is there room for students to be active and natural?

Do I make sure that I am adequately prepared for class each day?

Do I usually make it through the day without punishing students.

Success

Do I permit my students some opportunity to make mistakes without penalty?

Do I make generally positive comments on written work?

Do I give extra support and encouragement to slower students?

Do I recognize the successes of students in terms of what they did earlier?

Do I take special opportunities to praise students for their successes?

Do I manufacture honest experiences of success for my students?

Do I set tasks which are, and which appear to the student to be, within his abilities?

Introduction

The findings of the studies reviewed by the author suggest that pupil self-esteem can be improved with special

programs. The results, while limited to the students participating in the program and the nature of the sessions, are encouraging with respect to the need of educators to identify activities to enhance self concept, especially since it is difficult to find treatment effects on generalized measures of self concept like the Coopersmith.

Coopersmith (1967), summarized several procedures which he believed could foster a more positive self concept in the school. These include acceptance of the child, appreciation of his strengths and acceptance of his weaknesses, trust in his ability to direct, motivate and reward himself, giving him an opportunity to choose among alternatives, providing a responsive environment in which he responds directly to materials and people rather than through the teacher; and providing a clear and definite set of responsible, realistic limits.

Based on the Utah Pupil/Teacher Self-Concept Program (1982) for secondary teachers, a brief description will be given. The training model employed in this program is powerful. Trained teachers learn to use the specific behaviors consistently enough to have a measurable positive effect on their students' self-concepts. Also, these teachers reported a more favorable atmosphere in their classrooms which tend to help them feel better about their teaching. This Program consists of four competency-based teacher training modules. Each module deals with a particular concept and presents a few specific skills the

teacher can use to apply the concept in the classroom. These skills are called the behavioral indicators. Table 1 summarizes each module.

An observation form and Criterion for the observations are given following the modules.

Specific Teacher Behaviors Covered In
The Utah Pupils/Teacher Self-Concept Program

Module 1--Introduction to Verbal Description Versus Verbal Judgment

1. Influence is using a specific communication style which allows change of mind (attitude) without loss of face. Students may choose to change their minds (attitudes). The result could be permanent behavior change.
2. Power is using rewards and punishments for the purpose of changing another person's behavior. Students may change their behavior, momentarily, but not their attitudes.
3. Verbal Description--The teacher verbally describes the ongoing situation instead of evaluating the personality(ies) of the student(s) involved. Verbal Description is the language of Influence.
4. Verbal Judgment--The teacher verbally evaluates the personalities of students instead of describing the ongoing situations in which they are involved. Verbal Judgment is the language of Power.

Module 2--Verbal Description for No-Problem Time

Praise Behaviors:

1. Appreciative Praise (AP)--The teacher objectively and specifically describes the student's act. The statement may also subjectively describe the teacher's personal feelings about that act. The teacher may also thank the student while clearly naming the act.
 - a. I liked the way you paused before that word.
 - b. That was a lovely song with a haunting, sweet melody. It sounded as if you really felt the message in words and music.
 - c. You noticed a comma; noticing the commas and pausing helped us understand the meaning.

VERSUS

2. Evaluative Praise (EP)--The teacher subjectively evaluates the student's personality. The teacher praises the person not the act (verbal judgment).

Examples:

- a. It's great to have people like John whom we never have to wait for
- b. I'm proud of you. You're a very honest boy.

1. Modelling (M)--The teacher models a positive self-remark. The remark objectively describes the teacher's own act and subjectively describes the positive feelings about that act (verbal description).
Examples:

- a. I'm trying out a new idea that I think will work really well.
 - b. It's a good thing I always come to school a little early.
 - c. I'm glad I chose to have you work on such an interesting subject.
-

2. Positive Prompting (PP)--The teacher asks questions that invite students to talk positively about themselves (verbal description).
Examples:

- a. What do you like about working by yourself on this report?
- b. What makes you so happy, Tom?
- c. I can see your line drawing pleases you, Cindy, can you tell me why?

3. Teacher Reinforcement (TR)--After a student expresses a favorable self-perception, the teacher gives the student verbal reinforcement by agreeing with that perception and/or using Appreciative Praise (verbal description).
Examples:

- a. Student: My drawings have real / gotten better.
Teacher: They certainly have. (TR)
 - b. Student: I can! I know it! (She writes the answer on the board.)
Teacher: You certainly did know that, Gerry, you didn't even stop and think! (TR)
 - c. Student: I always read the lesson real well.
Teacher: You do read thoroughly, Anita. (TR)
-

1. Descriptive Prompt (DP)--The teacher makes a statement objectively describing visible clues which suggest a student owns a problem and/or asks a question inviting the student to talk (or continue talking) about the problem. The teacher speaks first (verbal description).
Examples:

- a. Your eyes look sore and you're not reading, Annette.
 - b. Some of these problems didn't seem clear to you, Bert. Can I help?
 - c. Being late so much is causing you to miss important points in this class. Would you like to talk about it?
-

2. Active Listening (AL)--The student speaks first. The teacher makes a statement subjectively describing what was heard. The statement reflects and clarifies the student's spoken feelings, problem or complaint (verbal description). Examples:
- a. Student: I wish I was home where I knew everyone in my class.
Teacher: You are feeling lonely since you don't know anyone here yet.
 - b. Student: I guess I don't need to worry about that lost book now.
Teacher: You're not going to do anything about it until the end of the year.
 - c. Student: I know I did better than the grade you gave me!
Teacher: You feel you deserved a higher grade.

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3. Verbal Judgment (VJ)--The teacher makes a statement or asks a question which diagnoses the student's spoken or unspoken problem (feelings). The remark may label the student's character. Examples:
- a. You should be ashamed to be so irresponsible.
 - b. You could have done better, if you'd practiced.
 - c. Why can't you leave other people alone?

Module 4--Verbal Description that Invites Student Cooperation

1. Inviting Cooperation (IC)--The teacher uses Verbal Description to tell students correct information about the teacher whenever their cooperation is needed in the classroom or at school.

THERE ARE THREE TIMES WHEN YOU CAN USE INVITING COOPERATION:

- A. You can use Inviting Cooperation when you only have a mild problem, i.e., you want everyone's attention. You will make a remark that asks a student to do something right away or in the very near future. The remark can be either a statement or a question.
Examples:
 - a. I need to have someone pass out the books.
 - b. Let's get out the yardstick and find out.
 - c. How about your working on number 4, please?
- B. You can use Inviting Cooperation when you FIRST own a problem (some behavior falls below your acceptance line, and you must confront a student).

- C. You can use Inviting Cooperation when there is an accident or sudden occurrence and BOTH you and your student(s) own a problem.

THERE ARE SIX POSSIBLE STEPS THAT CAN BE USEFUL ALONE OR IN SOME SEQUENCE IN SITUATIONS B AND C:

- Step 1: Objectively describe what you see--camera point of view.
- Step 2: Subjectively describe the concrete and tangible effect of the situation of behavior--your own personal point of view.
- Step 3: If you are feeling a great deal, subjectively describe your primary feelings generated by the concrete and tangible effect, your unmet needs.
- Step 4: If possible, wait momentarily for students to choose a behavior change without shifting your attention.
- Step 5: Subjectively describe the desired behavior change: You can (1) offer a choice of acceptable behaviors, (2) describe one, or (3) ask a student to review a rule or policy. In case of a sudden occurrence, you can describe action needed and immediately help carry it out.
- Step 6: Alternate between Inviting Cooperation and Active Listening as necessary to solve problems in the classroom. Examples:
- a. (Step 5 alone) Donald, you need to decide to stay in the study area and work or to leave and work alone at the back desk.
 - b. (Step 1) The books fell just as the bell rang.
(Step 2) They'll get torn.
(Step 3) Let's pick them up quickly so we can both get to class.
 - c. (Step 1) We'd like to hear the record. . .
(momentary wait--step 4)
(Step 2) . . . and that bumping noise disturbs our hearing.
 - d. (Step 1) There's ink on everything, my books, your clothes!
(Step 2) I can't get this mess cleaned up and get ready for class.
(Step 3) I'm disgusted!
(Step 5) How about you boys doing this, while I finish getting ready?

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2. Verbal Judgment (VJ)--The teacher uses verbally judging remarks to tell student (1) incorrect information about themselves and/or (2) what to do. Direct Commands are often used in Inviting Cooperation situations. Such direct commands are Verbal Judgment. Examples: (Mild problems--you can compare these to the examples above)

- a. Pass out the books. (direct command)
- b. Get the yardstick and find out. (direct command)
- c. Quit talking so we can start. (direct command)

(You first own the problem or there is a sudden occurrence)

- a. Go to your own desk and work since you can't work with us. (direct command plus a Verbal Judgment telling student incorrect information. The student could work with the group, but just isn't at the present moment.)
- b. How can you be so clumsy? (labeling) Pick those books up right away. (direct command)
- c. Be quiet back there! (direct command)
No consideration . . . (verbal judgment--incorrect information)
- d. You're disgusting. (verbal judgment--incorrect information)
Look what a mess you've caused. (direct command--blaming)

Guidelines for Criterion Observations

During the time that an observer is in your classroom, I would like you to try to use all of the descriptive self-concept behaviors as often as possible and the class of judgmental behaviors, including Direct Commands, as seldom as possible. The following criteria should not be regarded as rigid standards, but rather as guidelines. Class discussions that are either content or student-centered, recitations or other activities in which you are interacting with your students will make it easier for you to achieve these guidelines while being observed.

BEHAVIOR	CRITERION
1. Modeling	3 on both days combined
2. Positive Prompt	3 on both days combined
3. Teacher Reinforcement or a Positive Pupil Remark	67% or 2 out of every 3 Positive Pupil Remarks reinforced--IF THE TEACHER COULD RESPOND TO THE REMARK.
4. Appreciative Praise	12 on both days combined
5. Evaluative Praise	25% or less of all AP and EP on both days combined
6. Descriptive Prompts	3 on both days combined
7. Active Listening	10 on both days combined
8. Inviting Cooperation No-Problem Time	45 on both days combined
9. Inviting Cooperation Problem Time	Respond appropriately on 10 instances between the 2 days
10. Verbal Judgment and Labeling	No more than 10 between the 2 days
11. Direct Commands	Average no more than 25 between the 2 days
12. Overall use of Descriptive versus Judgmental messages in all pertinent instances	80% descriptive / 20% Judgmental

Objective Self-Concept Teacher Behavior Observation Form

SELF-CONCEPT OBSERVATION FORM

Teacher's Name: _____ School _____ Gr. _____ Date _____ Observer _____
 Observation Time Recorded:
 Start _____ Finish _____ Talled Non-Interaction Time in minutes _____ Net Time _____

BEHAVIOR	TALLY	TOTAL
1. Modeling	_____	_____
2. Positive Prompt	_____	_____
Positive Pupil Remark	_____	_____
Teacher Reinforcement	_____	_____
3. General Praise	_____	_____
4. Appreciative Praise	_____	_____
5. Evaluative Praise	_____	_____
6. Descriptive Prompts	_____	_____
7. Active Listening	_____	_____
8. Verbal Judgment	_____	_____
9. Direct Commands	_____	_____
Inviting Cooperation:		
10. No-Problem Time	_____	_____
11. Problem Time (Concrete and Tangible Effect)		
Describes Situation	_____	_____
Describes Concrete Effect	_____	_____
Describes Teacher Feelings	_____	_____
Describes Desired Behavior	_____	_____
Teacher owns Problem FIRST	_____	_____
Teacher & Student Own Prob. (Sudden Occurrence)	_____	_____

ACTIVITY FOR THE TEACHER
FAMILIES (Jean Illsey Clarke, 1978)

Today we have different kinds of families, they differ in size, ages, varieties and colors. What families have in common, the world around, is that they are the prime group where people learn who they are and how to be that way. Families don't have to look any certain way or do any certain things. They just have to be.

For the teacher:

List your beliefs about families here.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Compare your beliefs with the beliefs of Clarke:

1. Families are important.
2. The addition of a person is a major event in family life, for example, the birth, the foster care, the adoption, or a remarriage.
3. The loss of a person is a major event in family life, for example the death or the leaving of a person through divorce or separation.
4. Some parts of our culture discount the impact of the addition or loss of a child and the importance of child rearing.
5. Families need a support system, extended families are good support systems.
6. Parents are important people and so are all the other people who care for children.
7. Children are important people and children deserve caring adults whose needs are met.
8. Effective parenting can be learned by adults of any age.
9. Positive self-esteem is important for children and adults.

POSITIVE OFFERINGS FOR DOING (Fahey, 1980)

Positive offerings for being capable and doing well are self-esteem building blocks that each of us needs every day of our lives. They come in great variety. The "You did that well!" message is important.

"You are capable!" is an important message to offer children at every age.

If you count, you will probably find that you can give dozens of "You did well!" messages in a day.

Examples of ways in which you can offer self-esteem building messages:

Reward-Statements for doing Well...

Great, carry on; You do that well; You encourage me to think; Excellent results!; Neat work; Nice job; I like the way you work; Thanks for the gift; I like the way you listen; I appreciate your support; I'm proud of the way you did that; Congratulations! I hear you did...

POSITIVE OFFERING FOR BEING

The positive offering that is equally important to the "you are capable" message that students need to hear is "You are important and lovable just because you exist". This self-esteem building block is a gift that the student does not have to earn. We give the gift when we say: "Hello,

I'm glad you are here". These and all the other ways - through words, looks, or touch - that we let students know we are glad they were born and are very important because these messages reinforce the belief that they are lovable.

Reward-Statements for Being

Statements

I like you
 I love you
 I think you're a nice kid
 Good afternoon!
 You are important
 You are unique
 It's so good to see you
 Glad you came over
 I enjoy being with you
 I thought of you during the day
 Thanks for being you

Actions

handshake
 using a person's name
 smile
 a pat
 listening
 sharing
 spending time
 initiating contact

NEGATIVE MESSAGES CAN BUILD ESTEEM

Sometimes, adults have to send negative messages to students. Students deserve clear negative messages that tell them how to improve their behavior. If negative messages attack the child's being or define the child as incapable, they are destructive to self-esteem. "You silly girl! You'll never make it!" invites the student to fail. Properly delivered, negative messages say to the child "I care about you. You are a worthwhile person, and you can learn how to do things better." Saying "Stop that!" or "Don't do that!" or "No, not that way!" does not invite a

student to have positive self-esteem. However, a negative message given in a three-step manner can. Tell a student specifically what not to do and why and then give an alternative.

1) Don't do that 2) because 3) Do this.....

This three step process lets a student know that he is an important person capable of thinking and of taking care of himself. With both students and adults, it is important not to tell what you don't want unless you also tell what you want them to do instead.

Messages about doing badly

This activity are messages about doing badly, which often sound like blaming or accusations. For example, we often say:

"You're late again!"; "You look untidy"; "Another poor mark"; "Clumsy!"

No self-esteem building messages here! Messages about doing poorly can build self-esteem when they honor the other person, show that you care enough to set limits, and invite the person to be a winner. Messages about behavior that you want changed can be given in a loving way. For example: "Don't do this because you are important." Or they can be given in a respectful way. "Don't do this... because it may hurt you or someone else, you can figure out a better

way to do it." Or these messages can be given in a way that owns feelings. "Don't do this ... because I don't like it; do this instead." The tone of voice must not be sarcastic but loving or respectful.

In a one-to-one situation you may discuss some of the ways you have encouraged people of all ages to do better. Then to complete this activity you might change these negative messages into alternative encouraging statements.

- 1) Another F grade ..;
- 2) You look untidy..
- 3) You forgot my birthday ..;
- 4) Clumsy!.....
- 5) You're late again...;
- 6) Stop interfering in my affairs...

FOUR WAYS OF PARENTING DESCRIPTION TO USE IN THE CLASSROOM
(Clarke, 1978)

Parent Messages

Nurturing. Gentle. Caring. Supportive. Invites a person to get needs met, offers to help, gives permission to do things well, to change, to win. AFFIRMS!

Recognizes and validates the personhood of the other as being important, having strength(s), having the capacity to grow, practicing self-control, being self-determining, having goals, being not intentionally hurtful or destructive, being loving and lovable.

Structuring

Assertive. Sets limits. Demands performance. Offers tools. Shows or tells how to do things well, to change to win. AFFIRMS!

Supports the other as a growing person who is capable and is building on strengths by offering choices, exploring alternatives and consequences, advocating traditions, and ethics, demanding that preferred behavior be substituted for undesired behavior, setting conditions so others can be successful, removing obstacles, offering appropriate incentives, telling or showing ways to build skills and providing for practice and feedback, negotiating contracts and goals.

Depending

It sounds supportive but it invites dependence. Gives permission to fail. NEGATES!

Judges the other as weak and inadequate - lacking strengths, the ability to grow and learn, self-control, self-determination. Blames other people, situations, or fate. Enables self-destructive behavior and leads the other person to wish for magic. Carries the other person's burden or invites a person to be responsible for other people's feelings.

Criticizing

Ridicules, tears down, shows or tells how to fail. NEGATES!

Judges the other as unacceptable by blaming and fault finding, comparing the person with others, using global words. For example: "You always ..." "You never ..." Labeling or name calling, using "why" questions to accuse the other offering no solutions.

Encourages a person to do poorly or to do self-destructive acts. Assumes a person is responsible for other people's feelings. Uses sarcastic or cruel humor.

Situation: Adult says: "I'm going to attend the Seminar on Self-Esteem, and I don't know if I will find it helpful."

Nurturing: "I hope it will be helpful, interesting, and enjoyable."

- Dependent: "Do you have to? I am sure you know all about self. Seminars are usually dull and you don't learn much."
- Structuring & Protecting: "I trust you have studied the objectives and thought things through, you generally do. You decide on what will be helpful for you."
- Criticizing: "You shouldn't have to attend a seminar on self. You should automatically know all about yourself and your family."

END

U.S. Dept. of Education

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Improvement (OERI)

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Date Filmed

March 21, 1991