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Perceptions of self-esteem training for elementary school-aged children.

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PERCEPTIONS OF SELF-ESTEEM TRAINING

FOR ELEMENTARY SCHOOL-AGED CHILDREN

A Dissertation Presented

By

Nina Meyerhof Lynn

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
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May 1987

School of Education

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FOR ELEMENTARY SCHOOL-AGED CHILDREN

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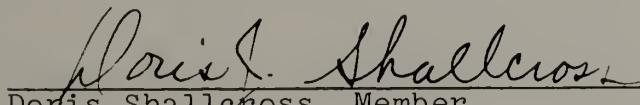
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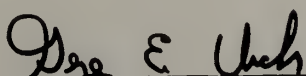
Nina Meyerhof Lynn

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ABSTRACT

PERCEPTIONS OF SELF-ESTEEM TRAINING

FOR ELEMENTARY SCHOOL-AGED CHILDREN

MAY 1987

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A child's level of personal self-esteem has often
been considered relevant to school success. The purpose of
this study was to offer, examine, and analyze self-esteem
training in the development process of improving self-
esteem in elementary school-aged children.

The self-esteem training model used in this project
was developed by the author. The model was adapted from
other behavioral change models reported in the literature.

The project was conducted in three third-grade class-
rooms in rural Vermont. The treatment mode was as follows:

1. Two of the three teachers involved received train-
ing in the application of the model.

2. All of the parents from one of the three teachers'
class were invited to attend a planned self-esteem workshop.

3. Each of the three groups--both the children and their teachers--were pre- and post-tested on their perceptions of their child's level of self-esteem.

4. Parents of the two participating groups were pre- and post-tested for their perceptions of their child's level of self-esteem. The parents of the control group were only pre-tested for their perception of level of self-esteem in their children.

The results of the project indicated some gain in self-esteem but not of statistical relevance. The pre- and post-testing comparisons yielded increases for some individuals but not great enough nor extensive enough to statistically confirm. However, supporting documentation submitted by the children, teachers and parents reflected the potential of training for increasing the level of self-esteem. An analysis of the results was somewhat limited by the reluctance of the parents to include their children in the research. Out of a possible number of thirty-nine respondents in the three third grades, 54% or eighteen children were permitted by their parents to participate.

Project recommendations for the future are to conduct similar research on both an expanded respondent population and from a broader sampling of schools. The significance of self-esteem development of elementary school-aged children warrants continued study and evaluation.

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GLOSSARY OF TERMS

self-esteem--reflection of an individual's acceptance of
     self.

self-esteem level--assessed level of feeling of self-worth.

self-assessment forms--self-reports which are psychometric
     in nature, such as personality inventories, checklists,
     rating or ranking scales.

training for self-esteem--through use of a model developed
     by the author in order to effect growth in self-
     esteem.

behavioral change model--a plan which identifies steps
     which offers an individual the ability to change his/
     her behavior.

social skills training--a program developed to help child-
     ren develop socially appropriate behaviors while
     interacting with peers and teachers.

The Self-Esteem Training Model--the author's seven-step
     training process to increased self-esteem growth.

SEI--the Coopersmith "Self-Esteem Inventory" for children
     to assess their level of self-esteem.

significant self-esteem gain--amount determined by Cooper-
     smith's SEI test to alter score from Low to Medium
     to High.

BASE--the Coopersmith "Behavioral Academic Self-Esteem

Scale" for parents and teachers, to assess their children's level of self-esteem.

CHAPTER I

PERCEPTIONS OF SELF-ESTEEM TRAINING
FOR ELEMENTARY SCHOOL-AGED CHILDREN:
INTRODUCTION

Chapter I introduces the study of self-esteem de-
velopment for elementary school-aged children. It sup-
ports the importance of the teacher in a child's concept
of his/her own self-esteem and the teacher's ability to
enhance it.

Problem Statement

The writer supports the assertion that self-esteem
can be defined as a reflection of an individual's accept-
ance of self (Samuels, 1977). Self-esteem is an assess-
ment of one's own interpretation of how the world perceives
the self. The self gathers this information to create a
self-image. One's self-assessment is then manifested in
our actions. Self-esteem becomes the mask for the inner
potential of the self. Self-esteem, as a mask, can either
be in-synchronization or out-of-synchronization with the
inner self. Self-esteem is the sense of self influenced
by those who exist in the environment around us (Combs
and Snygg, 1959). For children, this means that their
peers, parents, and teachers are essential builders of

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self-esteem (Glasser, 1969). A teacher spends six hours per day interacting with a child, either supporting or negating a child's self-esteem. This self-esteem interaction either enhances, decreases, or maintains the child's ability to learn in the classroom (Glasser, 1969). Yet, teacher training tends to focus on curriculum areas. Teachers are not usually trained in personality development and do not have specific knowledge of how to enhance a child's self-esteem. Emotional development of children, although recognized as important, is most often not addressed on an equal basis as a content area. Teachers need not be named counselors or therapists to promote positive self-esteem and create helpful interventions. Therefore, training is necessary to offer teachers a model program to use in the classroom.

Self-esteem and its effect on childhood learning has been a serious issue for the past years. This author attempts to respond to the need for further research in self-esteem by 1) exploring relevant research in self-esteem, 2) examining three pertinent behavioral models for changing behavior and 3) adapting the data gathered to address self-esteem training for a classroom situation.

Significance

This study supports the body of knowledge which relates the importance of positive self-esteem in children.

Purpose

The purpose of this study was to examine if it is possible to enhance a child's self-esteem through the use of a structured classroom training procedure.

The study also considered the impact of parent involvement, teacher training for self-esteem development, and principal support in a teacher's endeavors to develop a child's self-esteem. Most important, it attempted to determine the effectiveness of the prescribed model for classroom use in self-esteem building.

In order to assess the impact of the training model utilized for self-esteem development in children, the author chose to field-test it in two third grades using a third-grade class as a control group in three rural Vermont schools. The two classes receiving the training had a combined total of twenty-three students. The control group class size was fifteen. All three classes were chosen because of their class size and similarity in population. Within the school district, these three classes were considered of average population size as well as having an economic and social cross-section within their student population. The school district was also considered typical of the fifty-nine existing school districts found in Vermont.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Prior to the nineteen hundreds, the "self" was not
an issue. The emphasis then was on the "soul." No matter
whether we use the construct "self" or "soul," for the
author the issue remains the same: The inner being must
have personal resources to be positive and optimistic while
experiencing life. In the author's estimation, external
life is a series of events and it is our personal inter-
pretations of these events which color them and create emo-
tional responses impacting on our inner selves. Even
society helps guide man in these personalized self-
experiences. In the author's opinion, our societies are
created to reflect our needs. In magazines and books our
present generation has often been labeled as the "me-ism"
generation. It appears to the author that we are seeking
personal self-fulfillment. Our inner selves need to be
identified and to feel self-worth. We are barraged with
stimuli and experiences and our inner selves strive for
recognition and support. We need to learn to pick and choose
wisely. Our children feel this too. They need to be of-
fered tools and techniques to identify and cope with the

"self." They need help with the "self" in order to make
wise decisions and to enrich the world. A child in need
who is masked from the "self" and feeling "less than" will
lack the insight and mechanisms for growth and change.

Historical Background

The psychological concept of self has varied depend-
ent on the theoretician. The phenomenological view, which
recognizes the self in relation to the external phenomena,
was expounded by Carl Rogers (1951) who maintained that a
person has a tendency to actualize, maintain and enhance
the self. The self is the individual's basic frame of ref-
erence. It is the central core around which the remainder
of the perceptual field is organized. In this sense, the
phenomenal self is both product of the individual's exper-
ience and producer of whatever experience s/he is capable
(Combs and Snygg, 1959).

Terms

With the understanding of the concept of the "self"
forming as it interprets external experiences, there are for
most children only two places where they can gain a success-
ful identity and learn to follow the essential pathways.
These places are the home and the school. Glasser (1969)
states: "If the home is successful, the child may succeed
despite the school, but that is too big an 'if' to rely on

... we must ensure that school--the child's major experience in growing up and the most constant and important factor in his/her life--provides within it two necessary pathways: A chance to grow and receive love and a chance to become educated and therefore worthwhile." (p. 14). The implications are that the area of "self" study needs teacher recognition.

Understanding of the self leads to the term "self-esteem." Self-esteem is related to perceptions about one's self which come from experiences and from the treatment we have received from those who are responsible for our development (Combs and Snygg, 1969). Theoreticians hypothesize that self-esteem is necessary and satisfied by approval from others. Self-esteem is the level of feeling of self-worth. Approval enhances our self-evaluation which increases our sense of self-worth. People with low self-esteem need even more esteem enhancement and are highly affected by approval or disapproval (Samuels, 1977).

Self-esteem is a personal judgment of worthiness expressed in the attitudes the individual holds towards him- or herself. Children internalize their personal criteria for positive self-esteem, observe how they are actually regarded, and then value the self accordingly. For example, if a child thinks s/he is a good ball player and then experiences numerous failures, this will in turn lead to a

poor or lower self-esteem image (Purkey, 1970). Self-esteem is the building block for the concept of the future self.

Coopersmith (1959) offers the most extensive work in the area of self-esteem. He summarizes the following components as significant in self-esteem appraisal: The first contributing factor is the amount of respectful, accepting, concerned treatment from significant others which is received. The second major factor is the history of past successes and, in addition, the status and position held in the world. Next are the values and aspirations of the individual which then interprets and modifies actions. Finally, it is the individual's manner of responding to devaluation by using control and defenses. These elements either enhance or detract from an individual's self-esteem (Coopersmith, 1967).

It is quite evident that positive self-esteem is a necessary and realistic ego ideal (Samuels, 1959). As an ideal, it must be considered in the education of children. Glasser (1969) stresses that for children to experience success and to fulfill their innate potential to learn, they must feel successful as mirrored by self-esteem. The schools are society's manifestation of a caretaking institution for children. In order to take care of children, we must care for them as reflected by their self-esteem (Glas-

ser, 1969). If self-esteem is not valued, a false self will develop which will be in compliance with others' wishes, but which will lead to the avoidance of the discovery of the true self (Laing, 1967), and thus will not self-actualize (Maslow, 1971).

"Self-esteem" as a manifestation of the self is just beginning to establish itself as a substantive area of concern in the educational process. Self-esteem is not only a reflection of individual self-worth, but also a reflection of our regard for a child's self-worth. It is the doorway to personality development.

Coopersmith (1967) notes the characteristics of children high in self-esteem as being independent, outspoken, and assertive in their rights. Children with low self-esteem are likely to be obedient, conforming, accommodating and considerably passive. These characteristics of positive self-esteem lead children to "expect more of themselves than do persons with less self-esteem and presumably maintain their expectations rather than lowering their standards." (p. 24). In effect, it appears that more favorable self-attitudes are not associated with lowered personal standards that permit judgments of success at lower levels of performance, but rather with higher standards that are objectively obtained. Persons with high self-esteem generally conclude they are closer to their aspirations than are the

individuals with low self-esteem who have "set lower goals." Furthermore, "persons with low self-esteem are as desirous of success as those with loftier esteem, but they are less likely to believe that such success will occur." (Coopersmith, 1967, p. 24).

Self-esteem is a personalized feeling of success and not a standard of status or wealth. It is the self-acceptance of one's capacities and performance, and it initiates motivation that leads to higher goal-setting. Self-esteem is relevant in that it determines the individual's relationship to a task. It colors the student's world.

Furthermore, it has been determined by Noren (1981) that students with high self-esteem not only feel successful, they act more independently and set higher goals than those students with lower self-esteem. Those students with high self-esteem also tend to enjoy cooperative relationships, are less competitive, and need less approval from relevant others (Noren).

The literature seems to indicate that a person with high self-regard naturally succeeds. Yet Coopersmith (1967) points out the exceptions to this. Often there can be a discrepancy between self-evaluation and behavioral expression. A child can have high standards (parental expectations, teacher expectations) and at the same time have

lower self-esteem, or a child can fail continually in an
activity which can cause lower self-esteem. Coopersmith
goes on to state that a child with high self-esteem can be
acting in high self-regard while s/he is actually defending
a lower self-esteem image, or a child who has extensive
successes in an area of experience could be developing a
higher self-esteem. In other words, high or low self-
esteem may or may not be a yardstick of success. Naturally,
in the author's opinion, success would be more fulfilling
if it was matched by high self-esteem.

Self-esteem Assessment

Self-esteem is a barometer of the impact of the world
on the self and the self's response to this experience. It
can be measured in a variety of ways including assessment
by direct observation, behavioral traces, self-reports and
projective techniques (Coller, 1971).

On reviewing the literature, the author found that
most frequently, for standardization of information, self-
reporting is used in measuring self-esteem. These self-
assessment forms are scorable, offer comparisons, and
allow the tester to make inferences. These forms are ori-
ented mostly toward evaluating self-perception in relation-
ship to an environment. This format seems most applicable
for collecting self-esteem information within a school.
Self-reports are considered psychometric tests and have a

variety of measurement styles. They tend to utilize person-
ality inventories, checklists, Q-sorts, semantic differ-
entials, and rating or ranking scales.

There are many self-reporting instruments available,
both in the literature and on the market. Many of these
forms have been developed by university personnel (as cited
later) to rate their in-school programs for children. The
majority of these tests for assessing self-esteem are not
standardized nor do they offer extensive research informa-
tion. The most commonly used self-esteem assessment tests
and the nine identified as the basis for resource in this
study, are:

(I) Piers-Harris Children's Self-Concept Scale (PHSCS)
(Piers-Harris, 1967):
Measures the evaluation of self-concept attributes
which are assumed to be relevant to school children.
Through factor analysis information on behavior,
intellectual and school status, physical appearance,
anxiety, popularity, happiness and satisfaction
are offered. There are eighty first-person declara-
tive statements with "yes" or "no" responses. This
test is for children grades 3-12.

(II) Dickstein Self-Esteem Inventory (DSEI)
(Dickstein, 1973):
Allows students to indicate the importance of each

item prior to evaluating themselves on it, thus giving an accurate indicator of self-esteem in relationship to the task. Little research is available on this test.

(IV) The Tennessee Self-Concept Scale (TSCS) (Fitts, 1965):

This is a standardized objective scale that assesses a variety of dimensions of self-evaluation including the physical self, moral/ethical self, personal self, family self, and the social self.

(V) Purdue Self-Concept Scale (PSCS) (Cicirelli, Coward, Crabell and Stultz, 1973): Consists of twenty-eight picture items. Each item has two pictures and a pair of statements. One statement refers to a picture of a child holding a balloon or a flag. The child points to the picture to imply a positive or negative feeling about self. This test has not been normed and is not reliable or valid.

(VI) Self-Esteem Inventory (SEI) (Rogers and Dymond, 1954): For children aged 8-10. There are fifty items reported to measure the individual's perceptions in the area of peers, parents, school and self. Child

checks off "like" me or "unlike" me.

(VII)   Behavioral Academic Self-Esteem (BASE)

(Coopersmith, 1982):

For parents and teachers to rate children's self-esteem. This test is correlated with the children's SEI.

(VIII) Behavior Rating Form (BRF)

(Coopersmith, 1959):

Measures self-esteem through overt behavior, observations of behavior in and out of the class, interviews with teachers, principals and psychologists, and then the evaluation is discussed by a committee. This test is thorough but subjective.

(IX)   Bledsoe Self-Concept Scale (BSCS)

(Bledsoe, 1964):

Offers thirty trait-descriptive objectives designed to evaluate the self-concept of children in grades 3-8. There are no norms as yet.

Relevance

In the author's opinion--and it has been assumed by many educators--positive esteem is essential to academic success. Teachers tend to sense that students who feel good about themselves and their abilities are the ones who

are most likely to succeed. Conversely, many teachers have sensed that those students who see themselves and their abilities in a negative fashion usually fail to achieve good grades. It is also widely believed that not only do self-esteem and good grades go hand-in-hand, but that a student must believe in her/himself in order to perform confidently and successfully in school. Most teachers also assume that positive self-esteem not only affects learning rate, but also promotes happiness and social acceptance, whereas low self-esteem contributes to failure in all areas, as if in the manner of a self-fulfilling prophecy (Rubin, 1977). At the minimum, teachers assume that self-esteem and school performance for the general school population are related.

On reviewing the literature the research validates those teachers' assumptions who believe that self-esteem and academic success are interrelated. Research is not clear whether self-esteem is the cause of this relationship or its effect. Regardless of which comes first, it is evident to this writer that there is a continuous interrelatedness between the two. In addition, research does not offer clarity in addressing and factoring-out a variety of variables which affect self-esteem and school performance. The author found that these variables, such as cultural background, socioeconomic status, gender, age, ego defenses,

parental expectations, teacher expectations, etc., are ad-
dressed in individual studies but then are not compared to
alternate controlled studies. For the purposes of this
paper, these variables are considered as aspects of self-
esteem rather than as variables.

In the literature supporting self-esteem's effect on
learning, Williams and Cole (1968) found a significant posi-
tive correlation between self-concept measures and concep-
tion of school, social status at school, reading achieve-
ment, math achievement, emotional adjustment, and mental
stability. Reading and math were used as indicators of
academic success and self-esteem because of their predis-
posing capabilities for total school adjustment. In conclu-
sion, the authors state: "A child's academic success is
certainly not determined by any one variable. Intellec-
tual ability is one determinant, but self-esteem may prove
to be another major determinant." (p. 480). They suggest
that as most school systems administer intelligence tests
and achievement tests, so should they attempt to find a
reliable, valid measure of self-esteem. "Few factors are
more fundamental to a child's success and happiness than
his evaluation and acceptance of himself." (p. 480).

Kugle and Clements (1981) study indicates that both
level and stability of self-esteem are positively related
to an individual's estimate of academic performance. They

examined the relationships of level and stability of self-
esteem to perceptual, behavioral and motivational aspects
of academic behavior among second-grade students. The
results illustrate that stability of self-esteem is nega-
tively related to disruptiveness. Kugle and Clements (1980)
question whether ability or a student's attitude towards
the self is the most important factor in achievement.
He found that "there is ample evidence to support the
conclusions that unsuccessful students in either group per-
ceive themselves and their relationships to the world around
them differently than those who succeed." (p. 25). He con-
tinues to support that those who do succeed are those who
have positive feelings of self. Morse's (1964) findings
show that intelligence is less relevant for school success
than self-esteem. DeLisle (1953), Stevens (1956), and Fink
(1962) all found a positive correlation between a favorable
self-concept and academic success. Brookover, Thomas, and
Patterson (1964) examined the relationship between overall
grade-point average, grade-point average in English, arith-
metic, social studies and science with self-concept. All
relationships were found to be both positive and significant.
Wittenberg and Clifford (1964) found self-concept scores of
kindergarten children to be valid predictors of progress in
reading. Primavera, Simon and Primavera (1974) found that
given a sampling of fifth and sixth graders, there were sig-
nificant positive correlations between self-esteem and each

of the five subtests of the Stanford Achievement Tests.

Rubin's (1978) study found that not only is self-esteem related to achievement, but that it also becomes more stable with increasing age. This supports the belief that it is important to enhance self-esteem at an early age in order to have greater impact when attitudes are less firmly established and open to change. The study confirms the difficulty of altering self-esteem in relationship to performance when one enters adulthood.

In conclusion, Purkey (1970), in his book Self-Concept and School Achievement, emphasized that academic success or failure is as deeply rooted in the concept of self as it is in innate ability. He stressed the need to recognize this and implored education to address the relevance of self-esteem research. Samuels (1977) in his book noted that not only is it imperative to recognize the relevance of self-esteem research in the area of academic success, but also to recognize that students with low self-esteem are the ones who need to be the recipients of positive reinforcement. Most often it is the children with high self-esteem who re-ceive high regard, but it is the children with low self-regard who need it the most.

The teacher is highly influential in a child's de-velopment. The teacher is the "significant other" in developing a child's self-esteem. Purkey (1970) in his

studies found that positive teacher attitudes transcend
teaching methods and competency. Combs and Snygg (1959)
also found that teachers' attitudes toward children are more
important than techniques. In his 1954 study, Spaulding
established that a teacher who is learner-supportive in his/
her efforts can in fact increase a student's self-esteem,
confirming the need for a teacher to develop awareness and
teaching techniques for self-esteem.

As research indicates, it is commonly believed that
the teacher has the ability to raise the level of a child's
self-regard. There exists a variety of variables which tend
to enhance an environment which is supportive of developing
and increasing the learner's self-esteem. Williams and Cole
(1968) define a "productive school as one in which the
learner receives consistent positive communication from the
instructor and his immediate peer group concerning his abil-
ity and achievement." (p. 479). A positive environment fos-
ters and increases self-esteem in the learner.

Coopersmith (1959) in his study, found that school
teachers or counselors interested in helping people increase
their level of self-regard are encouraged to work on lower-
ing anxiety and increasing social interaction.

Purkey (1970) suggests there are six major contribut-
ing factors which can be used to define an educational at-
mosphere facilitating the increase of self-esteem in the

student. He identifies these factors as "challenge, free-dom, warmth, control and success." (p. 25). He states that a challenging environment is one in which the student is expected to reach towards high standards. "Freedom" is relevant in that a student needs to be able to have free choice to make decisions, whether correct or not, in order to develop a better self-concept. Freedom in the classroom also implies freedom from the fear of failure. This fear of failure can only lower a child's self-esteem when it acts as a wall in searching for one's potential. A teacher needs to also offer respect. This respect for the indi-vidual increases an individual's self respect. "Warmth" is defined as an atmosphere in which there is calm, acceptance, support, and a facilitative teacher. Children in a "warm" environment increase their personal self-regard. "Control" is another factor. It is explained as an atmosphere which also offers structure and limits. Finally, "success" for the student, with approval for accomplishments, increases. self-esteem.

Training Models for Self-esteem

Howard (1968) in his study, found he could improve the self-concepts of second- to fourth-grade children by designing an individualized learning program in which the children charted their own success and were rewarded for growth. McCory (1974) found that all individualized

teaching creates increased self-esteem and more learning.
Sears (1964) in his study also found increased self-esteem
from individualizing teaching. Howard's (1968), McCory's,
(1974), and Sears' (1964) studies suggest that the teacher,
by offering realistic and appropriate lessons for a student
can increase self-esteem which in turn leads to increased
learning.

In addition to the above-mentioned variables in in-
creasing self-esteem in the learner, there are also a few
studies which indicate that programs for self-esteem do in-
crease the student's personal self-regard. Sabol (1974) in
his study taught a formal self-esteem program for classes.
As a result of his classes, not only did self-esteem increase
but there was also improved classroom behavior and increase
academic learning. Spence (1980) supported Sabol's findings
and asserted that a formal social skills training program for
students increased self-esteem and students' school performance.

In the studies which addressed self-esteem development
through technique training, most (Bear, 1983; Esters, 1983;
and Cantor, 1979) were directed by guidance staff as training
projects for either parents or children. The format most
often used was "Magic Circle" and was therapy-oriented. In
addition, self-esteem growth is supported through role-
playing, body awareness exercises, and therapeutic discus-
sions. These studies which endeavor to increase self-esteem

through classroom training are also most often devoted to the atypical child--the withdrawn, the disruptive, the rural, the bilingual, and the handicapped (Fling, 1980; Curiel, 1980; Cantor, 1979; and Hepner, 1980).

There is also a body of information developed by the human potential movement which addresses education of the self. This information, although relevant in terms of affective education, is more than a model; it is a "self-science" which releases vital issues for personal development (Weinstein, 1982). It is a specific educational "concern for the nonintellectual side of learning--the side having to do with feelings, interests, values and character." (Brown, 1971, p. xvi). This means "putting feeling and thinking together in the learning process," and is heavily weighted by Gestalt thinking (Brown, 1975, p. 1). It looks at the method of teaching curriculum and concludes that learning must have an affective base (Weinstein, 1970). It is an approach to teaching; a self-screening process.

Weinstein (1982) developed a model that addresses affective learning. It is called the "Trumpet" and has eight components: 1) experience confrontations, 2) inventory responses, 3) recognize patterns, 4) own patterns, 5) consider sequences, 6) allow alternatives, 7) make evaluations, and 8) choose. These steps are a comprehensible tool for "defining, analyzing, and revising a student's

self-hypothesis." (Weinstein, 1982, p. 12). This model offers these steps to students:

1. Clarify what you are doing.

2. See how what you are doing fits into a context of other things you are doing.

3. Understand the purpose of your reactions and what service they provide for you.

4. Find out the limitations and liabilities of your reactions for getting what you want.

5. Figure out some alternative reactions and try them out.

6. Decide how well the alternatives work (Weinstein, 1982, p. 29).

Weinstein and others of the humanistic education movement enveloped more than the concept of self-esteem. Relevant for this study is the assumption that self-esteem is a result of self-understanding and acceptance and therefore Weinstein's model is mentioned.

Another approach to a self-esteem teaching model is a social skills training model. The author found these models for the development of better social skills, to be used with the students' peers, parents and teachers. These skills teach students how to interact with their environment in a more effective manner. As in "self-esteem," most of these models have been developed for the atypical child in

their endeavor to help a child function on a level of
adequacy with his/her peers. For the most part, social
skills training is for establishing a student's sociometric
status to meet the given group's level of interaction.

There are some social skills training programs which
have been developed and packaged for the schools. Hops
(1980), Michelson (1983), and Hazel (1981) are the authors
of three of the more effective programs offered in the
schools. The models are all based on behavioral analysis
theory and incorporate certain strategies in common. They
offer instruction in skills such as scripting or dialoguing.
These instructions help break down social response into
components in order to direct training. These directions
are given not to improve behavior but rather to define it.
The programs, typically, also use modeling as a major tech-
nique. Modeling enables the learner to try out the be-
haviors. The trainer becomes the model for instruction.
It is through practice and rehearsal that the student then
develops these desired social skills, whether it be the use
of eye contact, body language, or a specific verbal re-
sponse. The trainer, in addition, needs to give feedback.
This enables the student to review and discuss the perform-
ance of a skill and to correct it. Corrected behaviors re-
ceive social reinforcement, such as praise. All improved
performance is to receive praise. These skills then are
adapted, and issues for problem-solving are offered to give

opportunities for trial of skills. A social skill is slowly incorporated into daily practice and then considered learned and mastered. These social skills help students feel and become self-empowered. Through skill training, they are able to take charge of their actions and choose their personal behaviors with desired outcomes. Given an interpersonal situation, the child will have alternative solutions to take rather than a rigid, perhaps self-destructive mode of behavior. This freedom of choice further enhances the empowerment of the individual. Spence (1980) defines social skill as the use that a child makes of his or her own personal characteristics and the environment. The child with social skills--awareness, training, and/or abilities--is in charge of the situation and can create areas of successful interaction.

In several instances, social skills training packages involving children have been applied successfully. Michelson (1983) trained fourth-grade students in social skills. Marked improvements were revealed in comparison to the control group in discussions related to assertiveness. Other programs, such as Hazel's, were developed for disruptive youths and found successful in their endeavor to decrease the youths' maladaptive behavior and increase their social skills with peers and adults.

It is this author's assumption that the ability to

choose a particular mode of behavior, to have social skills which enhance one's ability to function within a group, and to receive a desired response are, in fact, a measure of self-esteem. A child's perception of worthiness is often directly related to how s/he is regarded by others and feels in charge of that response. Although the research does not usually link the two fields of study, it appears by defi- nition that self-esteem has a strong connection to one's ability to feel in charge of one's own self. This empowerment of self leads to personal success. Social skills training does not imply compliance in terms of meeting the teacher's expectations for behavior. It means emphasis on personal awareness and choice. Furthermore, social skills training implies that there is mutual respect for each individual's self-esteem and because of that respect the persons in- volved (including the teacher) need to be conscious of how their behavior affects others. Social skills training is an educational tool for personal growth. Research shows, as pointed out earlier, that children with higher self-esteem are able to enjoy cooperative relationships, are less com- petitive, and need less approval from others--all areas of social skills.

An important consideration in the effectiveness of social skills training is the program's ability to be gen- eralized. Generalization does not occur independently. As

Michelson (1983) points out, for social skills to become
incorporated and integrated into an individual's reper-
toire of behavior, there are "generalization facilitators"
which are important to follow. Behaviors which are taught
in isolation must be supported by the natural environment.
For generalization, a social skill must be "trained
loosely" under a variety of conditions across a multitude
of settings and persons. It is important to face conse-
quences to approximate natural contingencies while reinforc-
ing self-reports of performance. In addition, it is im-
portant to reinforce new appropriate applications of the
ability. Without generalization, social skills training
would probably only be employed in the training setting.
Michelson further states that generalization should be
planned and programmed into the training process rather
than be "hoped for." It appears to this author that when
the training is generalized, self-esteem could be consid-
ered as increased.

It has been found that the programs which produce more
changes tend to operate for longer periods of time--a few
sessions, or even single sessions, versus several weeks or
longer (Michelson, 1983). Practice is also likely to in-
crease durability and generality of program effects. Fi-
nally, both parents and teachers are needed to support the
child's newly-acquired behaviors. Group contingencies and
peer support are also helpful.

Research on self-esteem is limited to its importance in the development of a child and its implications in fulfilling one's potential. Presently there is a need to have models for teachers in order that they may enhance a child's self-esteem. The literature on social skills development indicates that a child with good social skills is apt to also have positive self-esteem. Teachers are offered techniques to encourage social skills development.

Conclusion

This researcher believes that teachers could benefit from classroom management techniques which recognize the need for self-esteem development practices. They need help identifying a child's level of self-worth as manifested in the classroom by behavior and academic functioning. They also need help in creating a supportive atmosphere for self-esteem development. Teachers need tools and more information on changing a child's level of self-esteem. They need support and awareness training in diverting the educational emphasis from the product to the process which in turn creates the product. The teacher as manager of children creates an environment which encourages learning and academic achievement. The teacher needs skill training to further the individual student's need for support and direction in the development of self-esteem. It is the teacher's role to help students fulfill their potential in the learning environment.

CHAPTER III

TRAINING MODEL

Chapter III presents an introduction to development of the training model, its usage, and two pre-field tests.

Introduction

In the review of the literature, Coopersmith (1959), a leading researcher in self-esteem, established that in order for children to be able to increase their level of self-esteem, the environment must offer freedom, warmth, and individualized learning. To incorporate these ideas, the author translated the concepts into behavioral terms. The author interpreted the concept of "freedom" as meaning the right of the individual to identify his or her own goals. The concept of "warmth" offered by the environment could be expressed by conditions involving positive reinforcement. The concept of individualized learning is the process of self-assessment and self-determination. These processes, for this researcher, are reflected in the three models mentioned below. They became the basis for the training model in self-esteem development.

To develop the underpinnings for a model to train for self-esteem, three theoreticians' models for changing behavior are further examined. The three theoreticians

used by this author are reflective of change models which have recently been developed and used in our institutions of learning and business. The three models are indicative of the area of behavioral research which directs the reader in identifying a problem, developing a plan, and using positive reinforcement for positive change.

The author focused on Dr. William Glasser's "Reality Therapy" model (p. 31), Dr. Ken Blanchard's "One Minute Manager" model (p. 33), and Dr. Stephen Hazel's "Social Skills Training" model (p. 34). All of the three reflect the desire to empower the individual to make his or her own decisions. The models each offer sequential steps for a person taking charge of him/herself and changing his/her behavior. The three models are easy to follow, easy to remember, and have received a great deal of publicity which reflects their acceptance in our present culture.

More specifically, Dr. Glasser's Reality Therapy is a model used in many schools to deal with disruptive students. Dr. Glasser's techniques are taught to school personnel in order that the teachers may systematically approach difficult behaviors of their students. The sequential steps he proposes are: 1) The teacher makes friends with the student; 2) s/he asks the student whether the behavior the student is using is helpful in reaching the student's goal; and 3) the teacher then suggests making a

plan to create a change in behavior to achieve desired out-
come; the teacher gets a commitment from the student for
this change and does not accept excuses or deal in punish-
ments and, ultimately, the change occurs.

The author also determined Dr. Ken Blanchard's "One
Minute Manager" useful for developing a self-esteem model.
This model was developed for industry to offer employers a
quick, successful way to get better results, more profits and
happier personnel. The teacher is also a manager--of chil-
dren--who wishes to get the best results possible. Good
results mean a more self-fulfilled child, a happier class-
room, and hopefully, greater academic productivity. The
model stresses individual goal-setting with the manager
praising or reprimanding the individual's behavior as s/he
approaches his or her goal. This technique appears to be ap-
plicable to classroom self-esteem training.

A third model, the "Asset Program," developed by Dr.
Stephen Hazel, is a social skills model used frequently by
teachers in their classrooms. This model trains the teacher
to help students identify their school problems and then
creates solutions for them. Hazel achieves his potential
solutions by brainstorming advantages and disadvantages of
all the possible solutions. The best solution is then mu-
tually determined by the teacher and his or her student. It
is the student's responsibility to follow through to the
chosen solution.

The three models relevant to the development of the self-esteem model are offered in the following figures:

Figure 1

DR. GLASSER'S REALITY THERAPY:

EIGHT STEPS OUT OF FAILURE

1. Make friends and ask: "What do you want?"

    a. Use terms "I," "Me," "Us." You are to be a friend, involved.
    b. You are a first step to replace failure.
    c. Find out what they want; they will work for success as they see it.

2. Ask: "What are you doing now?"

    a. What are they doing in areas they have described as being what they want, and what are they doing in terms of love, worth, fun and freedom?
    b. "How do you feel?" does not work. People who need counseling feel bad.
    c. Don't be a sponge for feelings. What s/he is doing can be changed to create better feelings. You validate what you listen to.

3. Get a value judgment. Ask: "Is it helping?"

    a. A person's judgment--not yours--is what counts.
    b. This judgment against his/her own behavior provides the foundation for further work.
    c. It is frustrating for the person. You are letting him/her know that s/he has the power to make a decision that will obviously lead to new action.

4. Make a plan.

    a. Very small--guaranteed success--95% chance of success.
    b. Inability to plan successful behavior is large part of problem.
    c. Person can make plan. His/her ideas encouraged, but yours not excluded.

5. Get a commitment.

    a. Seals the bargain; suggests that you will be expecting it to be carried out.

b. Write it down where workable or necessary.
c. Include in plan what you will say when you meet
again; part of your commitment.

6. Don't Accept Excuses

a. Don't listen to why it couldn't work--you know
it can if it is replanned.
b. Don't argue. Return to the value judgment if
there is backsliding.
c. Asking "Why?" feeds right into the excuse system.

7. Don't Punish, but Don't Protect from Reasonable
Consequences. Don't Criticize.

a. Punishment does not help. Removes responsi-
bility from the person.
b. Withdrawing involvement is punishment.
c. Let person both fail and succeed in line with
his/her own plans.

8. Never Give Up

a. Never give up.
b. Never give up.
c. Never give up.

Figure 2

THE ONE MINUTE MANAGER'S "GAME PLAN"

by

Kenneth Blanchard, Ph.D.

and

Spencer Johnson, M.D.

A summary of
THE ONE MINUTE MANAGER'S "GAME PLAN"
How to give yourself and others "the gift of getting
greater results in less time.
Set goals; praise and reprimand behaviors; encourage
people; speak the truth; laugh; work; enjoy ...
and encourage the people you work with to do the
same as you do!

START

Set New Goals ──────┐   with   ┌──Review, Clarify & Agree
                    ↓   ↓   ↓   on the Goals
            ONE MINUTE GOALS
        (on 1 sheet & read in 1 min.)

Goals Achieved ◄────┘   └────► Goals Not Achieved
(or any part of the goals)

YOU WIN!   YOU LOSE!
Proceed to   Go Back to Goals Once ──────►
    ↓   Then Proceed to
                                      ↓
ONE MINUTE PRAISINGS   ONE MINUTE REPRIMANDS
-praise the behavior   -reprimand the behavior
 (with true feelings)   (with true feelings)
-do it soon   -do it soon
-be specific   -be specific
-tell the person what they   -tell the person what
 did right   they did wrong
-and how you feel about it   -and how you feel about it
-encourage the person   -encourage the person
 (with true feelings)   (with true feelings)
-shake hands, and   -shake hands, and

    ↓   ↓
PROCEED WITH SUCCESS   RETURN TO START

Figure 3

ASSET PROGRAM

SOCIAL SKILLS TRAINING

Dr. Stephen Hazel

SITUATION: Describe the events or behaviors that created
the problem:

_____

_____

_____

OPTIONS: Choose three things you can do about the problem to
solve it: ADVANTAGES (Good things) DISADVANTAGES
(Bad things).

OPTION #1: _____

ADVANTAGES   DISADVANTAGES

1.   1.

2.   2.

3.   3.

OPTION #2: _____

ADVANTAGES   DISADVANTAGES

1.   1.

2.   2.

3.   3.

OPTION #3: _____

ADVANTAGES   DISADVANTAGES

1.   1.

2.   2.

3.   3.

Check all the advantages and disadvantages and pick the

option you like the best: OPTION # _____.

Does this option solve the problem? Yes [ ] No [ ]

If the answer is yes, have the teacher review this, sign it,
and you may return to class.

If the answer is no, please get a new form and try some more
options.

APPROVING TEACHER: _____
                                              Date

E.R.R. STAFF: _____
                                              Date

STUDENT: _____
                                              Date

7

Training Model

Following is the author's version of a "Self-Esteem Training Model." The model agreed upon reflects what the author determined to be most significant to the improvement of one's self-esteem. The critical components of the recommended model for this research were adapted from those models reviewed in the literature and emphasize 1) goal setting, 2) agreement, and 3) instruction and praise. Specifically, the model reads as follows:

Figure 4

THE SELF-ESTEEM TRAINING MODEL

step 1-- GOAL-SETTING
  --the goal should be realistic
  --the goal should require change in behavior
  --the goal should be able to be put in terms of
   I want to _____ or I am _____

step 2-- AGREEMENT
  teacher and student agree on goal:

  --teacher gives positive feedback
  --teacher asks student, "How will this make you
   feel more successful?"

step 3-- VISUALIZATION
  teacher instructs student in visualization:

  --student visualizes steps to accomplish goal

step 4-- WRITTEN PLAN
  student creates a written plan:

  --student writes down steps to goal
  --student keeps a diary

step 5-- CONFIRMATION

        teacher confirms process:

        --teacher offers assistance
        --teacher reaffirms plan
        --teacher modifies plan with student

step 6-- REVIEW

        student/teacher review of process:

        --plan adaptations are made
        --successes are confirmed

step 7-- REPETITION

        process is repeated until success is achieved:

        --success implies need for new goal

Pre-Field Tests

A pre-field test was conducted to determine the
potential effectiveness of the proposed model. The "test"
was conducted on two randomly-selected children from a rural
Vermont school. The two randomly-selected children repre-
sented the two extremes in a classroom. One of the two
children was considered to have a behavioral problem and
had great difficulty attending to tasks and completing his
assignments. The second of the two children was the class
president, an "A" student, and generally perceived as
highly successful. Both students were fifth-graders. The
two children's parents' consent was required prior to
training. They were each given the Coopersmith "Self-
Esteem Inventory" (SEI) before and after the self-esteem
training. The pre-field test self-esteem training consisted
of four ten-minute sessions. Each of the sessions repre-

sented components of the author's self-esteem model. The
results from the sessions were analyzed as follows:

Pre-Field Test Results

Child #1

Problem: Child #1 identified "problem" as "needing to
get my work done." He defined the problem and
created a plan to solve the problem.

Plan: 1) Put heading on work; 2) look at whole as-
signment; 3) read and then answer first ques-
tion; 4) go on to next question.

Child #1's teacher was asked to have child repeat
process in class as practiced in session. Child #1 was
asked to visualize the process prior to doing work. Work
was used as an example of task and was scored. Scoring was
maintained on number completed and number correct.

Results: The examiner conducted a pre- and post-test
of Coopersmith's "Self-Esteem Inventory"
Examiner asked for student's self-analysis of
tasks, teacher's input, and special educator's
perceptions.

Conclusion: Student is feeling better about his problem in
"needing to get my work done." Student and
teacher are pleased with progress.

Child #2

Problem: Child #2 identified her problem as "getting
upset too easily." She gave two examples which
illustrate this problem:

1) When her relatives come for a visit and
then leave, she often feels she gets too upset
and often cries.

2) When she receives a bad grade in school,
she gets too upset and often cries.

Plan: Child #2 determined her goal and visualized
receiving a paper with a poor grade, recog-
nizing that the paper was not that important,
and realizing that she could talk to herself
and know she could go on to the next paper.

Results: The examiner conducted a pre- and post-test
             on Coopersmith's "Self-Esteem Inventory." On
             the pre-test, Child #2's scores identified
             her "as getting easily upset," as her self-
             esteem issue. On the subsequent test this
             issue was not identified.

Conclusion: The implications of change in scorable self-
             esteem behavior seem to indicate that training
             in self-esteem techniques can change the level
             of self-esteem. Child #2 is feeling able to
             cope with her problem and will attempt to
             continue not to get "too easily upset."

Implications

The results of the training for self-esteem devel-
opment implied that there was the potential to increase a
child's level of self-esteem using the author's model.

Limitations

The pre-field tests were conducted on a one-to-one
basis with only two students. The project's procedures
described in the study recommend the trainer and/or teacher
working with a group of children. The purpose of this
project was to determine if a teacher could instruct a group
of children in the development of their self-esteem.

Another limitation of this pre-field test was that
the author merely scrutinized and analyzed the differences
on the children's performance on their individual self-
esteem inventories rather than assessing change in their
self-esteem range, i.e., low, medium, and high, as indicated
on Coopersmith's "Self-Esteem Inventory."

CHAPTER IV

METHODOLOGY

This chapter presents the research hypotheses in-
vestigated in this study. The purpose of the study was to
investigate a technique developed by the author for train-
ing elementary school-aged children in self-esteem develop-
ment. This chapter also describes the settings used in the
study, the populations, the instrumentation, the data-
gathering process, the variables, and the procedure.

Hypotheses

The researcher established five general hypotheses
for the study:

Hypothesis I: There will be a significant gain in self-
esteem for those children whose teachers receive self-
esteem training and who use the training model in their
classroom.

Hypothesis II: There will be a greater significant gain in
self-esteem for those children receiving self-esteem train-
ing and who have parental and principal support for this
training.

Hypothesis III: There will be no significant gain in self-
esteem for those children receiving no self-esteem training.

Hypothesis IV: For those children with significant gain in self-esteem, there will be an expressed change in attitude perceived by the teacher.

Hypothesis V: For those children with a significant gain in self-esteem, there will be an expressed change in attitude perceived by parents.

Settings for the Study

The three schools chosen for this study were the Jamaica School, the Townshend School, and the Dover School, all located in Vermont. These three schools are elementary schools for grades one through six. Jamaica School had sixty-six children enrolled, Dover School ninety-six, and the Townshend School eighty. Each of the schools was located in rural Vermont and represented a similar economic cross-section of people. All three schools were asked to participate.

Selection of Subjects

The subjects for this study were the third-graders attending each of the above schools. In Dover there were nine children in the third grade, while in Jamaica and Townshend there were fifteen in each third-grade class. Each of the three respective teachers was asked to participate in the project and were randomly selected for participation as one control group, experimental T_1 group, and experimental T_2 group.

Instrument Training for Teachers

As earlier reported, three teachers and their classes were involved in this study. One of the three third-grade teachers by design did not receive training on the self-esteem training model. The other two teachers received two sessions of structured in-depth training. This training included a review of the relevance of training for self-esteem, as well as discussion and familiarization with the model.

Instrument Training for Children

Training sessions for the two teachers consisted of eleven scheduled sessions of twenty minutes per session. The total program was executed over a six-week period. The eleven sessions were scheduled two to three times a week depending on the school's flexibility of time. The sessions were planned to sequentially address the training model and allow the students to complete one self-esteem project.

The first session was directed by the author to familiarize the class with the project and help them understand the concept of self-esteem. This was offered to the entire class for both the participants and non-participants of this project. For the second session the participants, forming a separate group, identified their individual self-esteem issues. Each child was given the option to share their targeted self-esteem project with the group. For

homework they were asked to think about or write in a

diary supplied by the teacher, the possible options to solve

their problem. The next session was directed at visualiza-

tion techniques and discussion with the group on how to

create a plan for each of their identified concerns. The

agreement was that if they developed a plan they would also

be willing to attempt to follow it. The following sessions

were conducted by the teachers. The teachers reviewed each

child's plan and his or her personal progress. The teachers

asked the student to visualize the steps to conclude a

successful project and then the teachers reaffirmed the

student's attempts. The children were praised both for

their positive visualizations and their actual attempts.

They were asked to assess their own progress, to identify

what more needed to be done, and to comment on their personal

feelings in regard to their project. The final sessions in-

cluded a review with the whole class.

Below is the schedule followed in the two identified

classes in which self-esteem training was conducted:

Figure 5

Training Sessions for Self-Esteem Project

Each of these eleven sessions were twenty minutes in

length. The sessions were conducted by the author and/or

the teacher.

Session 1: Introduction of self-esteem. The author

discussed the definition of self-esteem with the class and asked students to give examples of high and low self-esteem as experienced in their lives.

Session 2: Self-esteem inventory. The author reviewed with the class examples of self-esteem issues and then gave the participating students the Coopersmith "Self-Esteem Inventory" test.

Session 3: Students identified personal areas of concern. Each student clarified his/her personal self-esteem issue and discussed it with the group. Each student agreed to develop a plan to address that issue.

Session 4: Students worked on personal projects. Each student described verbally and then in writing in a diary, his or her plan using the author's model, for developing a positive result for his/her project. During this session students received training in the model.

Session 5: Students continued to work on personal projects. The teacher reviewed with each student his/her understanding and ability to follow the self-esteem model. During this session the student reviewed visualization techniques in order to achieve desired outcome.

Session 6: Students assessed plans. During this session each student reviewed his/her plan with the teacher. The teacher then gave instruction in sequencing the plan in

order that it affect the desired outcome.

Sessions 7 and 8: Students refined plans. Each student practiced his or her plan by describing the steps to accomplish the goal as well as practicing the visualization process. Students were also asked to review their progress.

Session 9: Students reassessed plans. Each student reviewed how he or she was practicing toward the goal outside of the training group situation. The participating students were asked to give each other feedback on their accomplishments in order to reinforce the process. The teacher also gave confirmation and positive feedback for each student's progress.

Session 10: Self-esteem test and Student Questionnaire. Each student was given the Coopersmith "Self-Esteem Inventory" and the author's Student Questionnaire (see Appendix D, page 94). The Student Questionnaire asked for each student's personal impressions of the self-esteem training.

Session 11: Summary session. The teacher and author reviewed with the students their success and the impact that self-esteem training could have on their lives.

The Self-Esteem Training Model

"The Self-Esteem Training Model" developed by the author was used to train for self-esteem in the above-mentioned eleven sessions in two third-grade classes in rural Vermont.

THE SELF-ESTEEM TRAINING MODEL

step 1-- GOAL-SETTING

> --*the goal should be realistic*
> --*the goal should require change in behavior*
> --*the goal should be able to be put in terms of
> I want to _____ or I am _____*

step 2-- AGREEMENT

> teacher and student agree on goal:
>
> --*teacher gives positive feedback*
> --*teacher asks student, "How will this make you
> feel more successful?"*

step 3-- VISUALIZATION

> teacher instructs student in visualization:
>
> --*student visualizes steps to accomplish goal*

step 4-- WRITTEN PLAN

> student creates a written plan:
>
> --*student writes down steps to goal*
> --*student keeps a diary*

step 5-- CONFIRMATION

> teacher confirms process:
>
> --*teacher offers assistance*
> --*teacher reaffirms plan*
> --*teacher modifies plan with student*

step 6-- REVIEW

> student/teacher review of process:
>
> --*plan adaptations are made*
> --*successes are confirmed*

step 7-- REPETITION

> process is repeated until success is achieved:
>
> --*success implies need for new goal*

During sessions 3 through 9, students practiced, reviewed, and discussed goal-setting, visualization techniques, sequencing of their plans, and confirming their progress.

The "Self-Esteem Training Model" was continually referred to as a model which could aid students in the development of their self-esteem.

The author and teachers each highly individualized their approach to each student's goal. The project for each student included pre- and post-testing as well as specific training in goal-setting, sequencing steps to the desired goal, visualization techniques, and on-going positive reinforcement. All these components were important aspects of the training model. In addition, each student had the opportunity to personally explore and discuss his/her goal, and to receive individualized feedback and assistance in structuring the plan.

Procedure for This Study

Prior to beginning this study, permission from teachers and parents involved in the project was gained (see Appendix B, page 79).

The author trained two of the three teachers in the study in the "Self-Esteem Training Model" utilizing two twenty-minute sessions. The sessions emphasized the relevance of self-esteem training for children and a discussion of the training model.

All children in the three classes received a pre- and post-test of Coopersmith's Self-Esteem Inventory. One class was the control group and received no training.

The children in the other two classes were asked to complete
one self-esteem project adhering to the training model. On
completion of the project, children in the two partici-
pating classes also filled out a Student Questionnaire (Ap-
pendix F, p. 97).

All three teachers, prior to the above experiences,
assessed their students' level of self-esteem using the
Coopersmith "Behavioral Academic Self-Esteem Scale" (see
Appendix D, page 90). The two teachers of the experimen-
tal groups reassessed their students on this scale upon
completion of the project. All three teachers submitted
an attitudinal statement following completion of the pro-
ject (Appendix D, page 93). Principals of all three
schools submitted a sentence completion form on the rele-
vance of self-esteem training for children in school
(Appendix D, page 92).

Parents of all three classes were asked to give
permission for testing and were asked to complete the Coop-
ersmith "Behavioral Academic Self-Esteem" scale form re-
flecting their perception of their child's level of self-
esteem. Parents of one third-grade class received informa-
tion and instruction in the training model. These parents
were asked to log positive feedback to their children during
the activity of this project. After completion of the project
all parents of participating children were asked to reassess

their child's self-esteem on the Coopersmith "Behavioral Academic Self-Esteem" scale.

Student Assessment Analysis

Students' self-esteem was assessed for significant gain by pre- and post-testing on Coopersmith's "Self-Esteem Inventory." This data was correlated with the parents' and teachers' perceptions of the students' level of self-esteem by using Coopersmith's "Behavioral Academic Self-Esteem" scale. To further correlate levels of self-esteem, students completed a self-report reflecting gain or lack of gain in self-esteem. Teachers in addition submitted a statement reflecting significance of self-esteem training for students.

All three classes were compared for self-esteem quotients. Variables were matched with scores to determine relevance to self-esteem gain. Statements were used to confirm or deny statistical information. The three classes were described as a "control group," a "T_1 experimental group," and a "T_2 experimental group with a variable."

Results were used to indicate the relevance of a "self-esteem" training model for children in the classroom. The project measured gains for:

1. No self-esteem training in the classroom

2. Self-esteem training in the classroom

3. Self-esteem training with parental support for the classroom project.

The gains were then:

1. Compared and ranked within the class

2. Compared between classes

3. Means, medians and deviations were considered

Instruments

The Coopersmith "Self-Esteem Inventory" measures a person's self-esteem as a judgment of worthiness expressed by attitudes he or she has towards the self. The test-retest reliability coefficient for the school formed after a five-week period was .88, and after a three-year period was .70. In a pre-test/post-test comparison for six months, significant correlations were found in all areas. Two studies have reported using the SEI as a criterion for evaluating programs indicating the possibility of altering SEI scores.

The Coopersmith "Behavioral Academic Self-Esteem" scale is a behavioral rating scale designed to measure the academic self-esteem of children by teachers and parents. Studies indicate that the SEI and the BASE used together improves the accuracy and stability of self-esteem measurements and confirms the convergent validity requirement.

The author developed a Student Questionnaire which addressed the student's participation in the project, change of self-perceptions and his/her perceptions of the behaviors of others.

Teachers submitted a statement reflecting their views

on the relevance of self-esteem training for children in the classroom (Teacher Statement, Appendix D, p. 94).

A Principal's Report (Appendix D, page 92) was designed to measure change in attitude toward training for self-esteem within the schools.

Variables

Of the three participating classrooms, two classroom teachers received training in "The Self-Esteem Training Model." The parents of one of the three classes were also asked to commit themselves to this project by offering their children reinforcement for their behavior and to give feedback concerning the project.

Principal support for this project was implied by this level of receptivity for the activity. They submitted feedback as to the relevance of this project and their desire for the future of self-esteem training in the classroom.

Summary

The hypotheses tested measured whether children receiving a teacher-sponsored self-esteem training program were able to increase their self-esteem.

Hypothesis I examined the potential for significant gain in self-esteem for children receiving training. Hypothesis II questioned whether parental support of this

self-esteem training would further increase self-esteem in children. Hypothesis III proposed that there would be no gain in self-esteem without training. Hypothesis IV proposed that if children did gain in self-esteem, their respective teachers would notice the change. And Hypothesis V proposed that not only would teachers recognize this change, but also would the parents of these children.

Although this study was limited to only three classes within Vermont's school system, it was hoped that this project would indicate to both teachers and parents that self-esteem training methods are relevant to classroom learning. This training model hopefully has the potential to be used as a tool for empowerment of the individual and could offer greater potential for personal fulfillment. Furthermore, it is assumed that this training model could offer teachers the role of "builders of self-esteem."

CHAPTER V

DESCRIPTION AND ANALYSIS OF DATA

The purpose of Chapter V is to present the results
and findings of the self-esteem training undertaken in this
project.

The model's effectiveness was examined and tested
with three groupings of rural Vermont children, their
parents, their teachers, and their respective principals.
All three groups of children were pre- and post-tested on
Coopersmith's "Self-Esteem Inventory." In addition, the
two participating groups of children were asked to complete
a questionnaire reflecting their personal impressions of
self-esteem training. Parents of all three groups were
asked to complete Coopersmith's "Behavioral Academic Self-
Esteem: A Rating Scale." Parents of the participating
students also answered a second form on completion of the
training project. Teachers of all three groups completed
the same form both prior to and after the completion of the
project. Principals were asked to submit a statement in
regard to their perceptions on the relevance of self-esteem
training. On completion of the project, teachers also
filled out a form reflecting their personal views on self-
esteem training. This chapter presents the above-mentioned

material in relationship to the given hypotheses formulated for this project.

Results of Testing

The results of the pre- and post-testing are presented in Tables 1 through 13.

In the Dover Elementary School (Group T_1), six out of nine students participated in the training program. The remaining three students did not receive parental permission to participate.

TABLE 1

DESCRIPTIVE SCORES FROM PRE- AND POST-TESTING IN DOVER
ELEMENTARY SCHOOL--T_1 GROUP

| | Pre- | | | Post- | | |
	Child	Parent	Teacher	Child	Parent	Teacher
Student 1	M	M	M *	H	M	M
Student 2	M	M	M	H	M	H
Student 3	M	M	H*	M	M	H
Student 4	M	M	M	M	M	H
Student 5	M	M	L*	M	M	M
Student 6	M	H	M	M	H	H

* M = Medium self-esteem; H = High self-esteem; L = Low self-esteem.

The Townshend Elementary School (Group T_2) received parent and student training. There were nine active participants from a group of fifteen identified participants. Five of the nine children's parents attended the workshop in self-esteem development.

TABLE 2

DESCRIPTIVE SCORES FROM PRE- AND POST-TESTING IN TOWNSHEND
ELEMENTARY SCHOOL--T_2 GROUP

| | Pre- | | | Post- | | |
	Child	Parent	Teacher	Child	Parent	Teacher
Student 1	M*	L*	M	L	M	L
Student 2	M	M	M	H*	M	M
Student 3	H	M	H	M	M	M
Student 4	M	M	H	M	M	M
Student 5	M	M	L	H	M	M
Student 6	H	M	M	H	M	M
Student 7	M	M	M	M	M	M
Student 8	M	M	M	M	M	M
Student 9	M	M	M	M	M	M

*M = Medium self-esteem; H = High self-esteem; L = Low self-esteem.

In Jamaica Elementary School--the control group--only three parents of a class of fifteen children gave permission to have students tested.

TABLE 3

DESCRIPTIVE SCORES FROM PRE- AND POST-TESTING IN JAMAICA
ELEMENTARY SCHOOL--CONTROL GROUP

| | Pre- | | | Post- | | |
	Child	Parent	Teacher	Child	Parent	Teacher
Student 1	M*	L*	L	L	--	L
Student 2	M	L	L	M	--	L
Student 3	H*	M	M	H	--	M

*M = Medium self-esteem; H = High self-esteem; L = Low self-esteem.

The above scores indicate the amount of growth in self-esteem reflected by low, medium or high scores.

Presentation of Data

The data collected is presented in table form as it relates to each of the hypotheses of this study.

Hypothesis I is addressed in Tables 4, 5, and 6. This hypothesis questions if there would be significant gain on a self-esteem test for those children receiving self-esteem training.

In Tables 4, 5, and 6, the groups T_1 and T_2 are combined and compared for t-test significance on the pre- and post-tests for children, parents and teachers.

TABLE 4

t-TEST FOR THE SIGNIFICANCE OF THE DIFFERENCES OF CHILDREN'S PRE- AND POST-MEASURES ON SEI

	Children's Pre-Measure on SEI	Children's Post-Measure on SEI
N	15	15
Mean	64.133	72.533
Standard Deviation	11.771	12.839
Standard Error	3.039	3.315

D.F. = 14; t = 2.00; p = .065.
A level of .05 is considered significant.

TABLE 5

t-TEST FOR SIGNIFICANCE OF PARENTS' PRE- AND POST- MEASURES
ON BASE

	Parents' Pre-Measures on the BASE	Parents' Post-Measures on the BASE
N	15	15
Mean	56.800	59.933
Standard Deviation	9.017	6.352
Standard Error	2.328	1.640

D.F. = 14; t = 1.98; p = .068.
A level of .05 is considered significant.

TABLE 6

t-TEST FOR SIGNIFICANCE OF THE DIFFERENCE OF TEACHERS' PRE-
AND POST-MEASURES

	Teachers' Pre-Measures on BASE	Teachers' Post-Measures on BASE
N	15	15
Mean	56.867	56.933
Standard Deviation	11.457	10.124
Standard Error	2.958	2.614

D.F. = 14; t = .02; p = .983.
A level of .05 is considered significant.

Hypothesis II is addressed in Tables 7, 8, and 9.
This hypothesis poses that those children receiving training
and parental and principal support will have a greater sig-
nificant gain in self-esteem.

TABLE 7

ANOVA FOR GROUPS T_1 AND T_2 ON DIFFERENCE IN CHILDREN'S
SCORES (POST- MINUS PRE-MEASURES)

Source	D.F.	Sum of Squares	Mean Squares	F	P
Between	1	352.044	352.044	1.365	.2637
Within	13	3353.556	257.966		
Total	14	3705.600			

A level of .05 is considered significant.

TABLE 8

ANOVA FOR GROUPS T_1 AND T_2 ON DIFFERENCE IN PARENTS' SCORES
(POST- MINUS PRE-MEASURES)

Source	D.F.	Sum of Squares	Mean of Squares	F	P
Between	1	4.900	4.900	.122	.732
Within	13	520.833	40.064		
Total	14	525.733			

A level of .05 is considered significant.

TABLE 9

ANOVA FOR GROUPS T_1 AND T_2 ON DIFFERENCE IN TEACHERS' SCORES
(POST - MINUS PRE-MEASURES)

Source	D.F.	Sum of Squares	Mean of Squares	F	P
Between	1	335.873	335.873	2.670	.1282
Within	13	1509.556	125.796		
Total	14	1845.429			

A level of .05 is considered significant.

Hypothesis III is described in Table 10 which states that there will be no significant gain in self-esteem for those children receiving no self-esteem training. Teachers' pre- and post-measures from the control group with the T_1 and T_2 groups are compared.

TABLE 10

t-TEST FOR SIGNIFICANCE OF THE DIFFERENCE OF TEACHERS' PRE-
AND POST-MEASURES

	Teachers' Pre-Measures on BASE	Teachers' Post-Measures on BASE
N	15	15
Mean	52.467	50.933
Standard Deviation	14.721	12.714
Standard Error	3.801	3.283

D.F. = 14; t = -.94; p = .362.
A level of .05 is considered significant.

Hypotheses IV and V are addressed in Tables 11 and 12. These hypotheses state that for those children receiving self-esteem training, there will be an expressed change in attitude by teacher and parents. Table 11 compares teachers' scores on pre- and post-measures for all those children with significant self-esteem gain (child post- minus pre- $\geq$ 14.525). Table 12 compares parents' scores on pre- and post-measures for all those children with significant self-esteem gain.

TABLE 11

t-TEST FOR SIGNIFICANCE OF THE DIFFERENCE OF TEACHERS' PRE-
AND POST-MEASURES FOR THOSE WITH SIGNIFICANT GAIN ON CHILD
SEI MEASURE

	Teachers' Pre-Measures on BASE	Teachers' Post-Measures on BASE
N	6	6
Mean	56.667	57.667
Standard Deviation	12.209	8.618
Standard Error	4.984	3.518

D.F. = 5; T = .21; p = .841.
A level of .05 is significant

TABLE 12

t-TEST FOR SIGNIFICANCE OF THE DIFFERENCE OF PARENTS' PRE-
AND POST-MEASURES FOR THOSE WITH SIGNIFICANT GAIN ON CHILD'S
MEASURE

	Parents' Pre-Measures on BASE	Parents' Post-Measures on BASE
N	6	6
Mean	57.167	57.833
Standard Deviation	8.658	6.707
Standard Error	3.535	2.738

d = 5; t = .55; p = .603.
A level of .05 is considered significant.

Table 13 describes the mean scores achieved by

each group--child, parent and teacher.

TABLE 13

MEAN SCORES OF ALL PRE- AND POST-TESTING IN THE THREE SCHOOLS

| | Pre-Test Mean Score | | | Post-Test Mean Score | | |
	Child	Parent	Teacher	Child	Parent	Teacher
T_1 Group	58.33	57.00	59.66	72.66	60.83	66.16
T_2 Group	68.00	56.66	55.00	72.44	59.33	50.17
Control Group	58.66	47.33	52.46	56.00	--	50.93

Data Analysis

Tables 1, 2, and 3 list the children's, parents', and teachers' scores on the self-esteem measures. In Dover Elementary School (T_1) group, six students participated in this project. Two of the respondent students had great enough gains to change the self-esteem quotient range. In Townshend Elementary School (T_2) group, nine students participated in this project. Three of the respondent students changed their self-esteem quotient range to a higher category. The control group from Jamaica Elementary School had three participants, none of whom changed their level of self-esteem. Whereas, in those groups receiving training, one-third of the participants changed their self-esteem range to a higher category.

Tables 4 through 12 address the hypotheses on which the study was based. All hypotheses, except Hypothesis III, were not statistically significant at the .05 level. Hypothesis III revealed that it is true that without self-esteem training children's self-esteem would not increase. The remaining hypotheses did not establish statistically significant gains in self-esteem for validation.

Table 13 identifies the mean scores of each of the groups. It indicates that the two groups receiving self-esteem training did increase their scores in self-esteem. The control group mean score had no change.

Data Interpretation

The results of the collected data do not indicate the necessary gains to verify the desired significant gain for the hypotheses. The author proposes that there are several factors contributing to the lack of significant gain and contends it is not necessarily reflective of the model's potential for the self-esteem growth.

In the author's opinion, one of the major factors contributing to the difficulty of establishing significant gain was that 83% of all the respondent population entered the project functioning in the medium range of self-esteem level. It is assumed by the author that it is quite difficult to alter one's esteem from a level of average range to a high range. In the literature review, it was noted that researchers generally identify populations with low self-esteem for research studies, as it appears they have the greatest potential for personal self-esteem growth.

In addition, on examining the two field studies and the participating respondents' answer sheets, the author noted that many students altered their responses on the post-test indicating an increased level of self-esteem. These results are more subtle and not of a significant level.

Another factor in understanding the lack of significant gain accomplished was that 54% of the anticipated respondent population did not participate in the project.

The parents of these students refused to give their signed approval for project participation. As a result of discussion with some of the non-participating parents, the author concludes that often parents have strong feelings about testing "for the sake of testing," and that self-esteem is frequently considered a social, not an educational, issue. Some parents expressed that self-esteem should be taught in the home and not at school.

The limited size of this study's population and the degree to which a student must change in order to alter his or her rank from medium to high self-esteem, appear to be contributing factors in this study's failure to illustrate the achievement of significant self-esteem gain.

However, Tables 1, 2, and 3 do indicate that 33 1/3% of the participating students did reflect relevant self-esteem growth. Table 13 further confirms that self-esteem growth in some instances was accomplished as a result of this training.

The statistical information collected is somewhat conflicting but tends to suggest that a child's level of self-esteem can be increased with self-esteem training.

CHAPTER VI

ADDITIONAL FINDINGS AND CONCLUSIONS

Introduction

The purpose of this study was to examine whether self-esteem training would be relevant to self-esteem growth using elementary school-aged children as subjects. The project included three third-grade classes, two teachers, three principals, and one group of parents. Upon completion of the project, all respondents were asked to reflect on their estimation of growth and/or perceptions of the value of self-esteem in learning for children. The researcher's purpose was that if training in self-esteem was offered and supported by parents, teachers, and principals, then self-esteem in children would increase.

Chapter I presented the rationale for the study.

In Chapter II, a historical understanding of the term "self-esteem" and its relevance in child development and learning were examined through a review of the literature. It was concluded that self-esteem was an essential component to academic success.

Chapter III described the training model developed by the author. The model was pre-field tested and two case studies were described. They confirmed that self-esteem

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training resulting in self-esteem growth was possible, and that further field testing of the model was appropriate.

Chapter IV described the design of this study. It outlined the project and how it would be assessed.

Chapter V examined the results and findings of information that were statistically presented.

This chapter presents further findings to determine the effectiveness of self-esteem training, discussion of this information, and conclusions.

Additional Findings

In addition to assessing students, teachers, and parents by using a pre- and post-test on self-esteem, the author developed a Student Questionnaire for each participating student, a Teacher Statement, and a Principal's Report to be submitted upon completion of the training project.

The Student Questionnaire was composed of fifteen questions. These questions related to the students' perceptions of their personal self-esteem growth and status. Of the fifteen questionnaires completed, fourteen students indicated the possibility of significant gain in self-esteem as a result of the training. Of those fourteen students who responded positively, eight were highly supportive and six moderately supportive of their personal self-esteem gain.

Typically, the answers were:

****

(Question #3)

Before this project started I felt that I couldn't _____

_____.

Student responses: be better at baseball (1)

stop fighting with my mom (1)

do it (6)

do it right (1)

do well in school (1)

stop arguing (1)

****

(Question #7)

I don't like myself when _____.

Student responses: I get into trouble (1)

I'm mad (1)

I get bad grades (1)

****

(Question #8)

This project made me feel _____.

Student responses: good (6)

good about myself (1)

better about myself (4)

happy (1)

confident (1)

****

****

(Question #11)

I think working on self-esteem is _____.

       Student responses: fun (6)

                        nice (1)

                        good (3)

                        making me change (1)

****

(Question #14)

I would like to work on changing _____.

       Student responses: my attitude (1)

                        my feelings ( )

                        my headaches ( )

                        my problems ( )

****

(Question #15)

Better self-esteem helps me to _____.

       Student responses: do things ( )

                        learn about myself ( )

                        feel good about myself ( )

                        do better at sports ( )

****

Upon completion of the students' self-esteem projects, the three teachers submitted statements reflecting their perspective on self-esteem training.

The statement submitted by the teacher of the control

group who received no training reflected skepticism. She wrote that positive self-esteem is important but that she does "not think that youngsters should actually be trained" in this area. She wrote that the teaching of self-esteem has traditionally been and should be taught in the home. Parents of this group were not interested in the project and did not support participation. Only three parents permitted their children to be tested for their levels of self-esteem for use in this study.

Teachers of groups T_1 and T_2 were more positive. They expressed a desire to be continually supportive of a child's endeavor for personal self-esteem and reflected that they could be instrumental in creating a climate conducive to this. One teacher wrote that it was her responsibility to "promote learning without stigma."

In addition, the three principals submitted self-inventories reflecting their views on the teaching of self-esteem in the school. Again, the schools in which the training occurred were more receptive. The two participating principals agreed strongly that self-esteem should be taught in the schools. They also supported the idea that teachers should address self-esteem in the classroom, receive training in the field, and be evaluated on their ability to develop a child's level of self-esteem. On the other hand, the principal of the non-participating group expressed re-

luctance. He mildly disagreed that self-esteem was an educational issue, or that it was the responsibility of the teacher. He did not agree that self-esteem should be taught in the schools.

In the author's opinion, the comparison of statements made by the principal and teacher of the control group versus the two principals and two teachers from the two participating schools, is relevant to this discussion. It appears that the mere inclusion of the self-esteem training program created support for the concept of training for self-esteem. From this one might infer that the more exposure professionals have to self-esteem information, the more receptive they will be to self-esteem training.

All subjective documentation, the students' questionnaires, and the teachers' and principals' responses, indicate the underlying support of self-esteem training. Students felt more competent and personally successful as a result of this training. They became aware that with training they were self-empowered to attempt to accomplish what they desired. They attributed their attitudes to the training and were anxious to have it be continued. The participating teachers and principals also recognized the potential impact of self-esteem training. They observed the participants' attitudes and expressed interest in the training.

Conclusions

Although there is not enough significant statistical information to support self-esteem gains as a result of self-esteem training, there is strong supportive documentation that suggests self-esteem training does increase self-esteem. The principals, teachers, and children expressed this through their personal cognizance of this self-esteem gain.

It is the author's contention that the lack of significant gain on the Coopersmith "Self-Esteem Inventory" is not a reflection of an inherent lack in the model for training for self-esteem. This project was partially limited by the number of participating respondents, the assumed difficulty in raising a medium level of self-esteem to a high level of self-esteem, and the constructions of a time schedule to perform this project.

This study does reveal through subjective documentation (students', teachers', and principals' reports) and statistical data (Tables 1, 2, 3, and 13) that self-esteem training is relevant to self-esteem growth.

CHAPTER VII

IMPLICATIONS, RECOMMENDATIONS AND SUMMARY

This chapter concludes the study on the training
for self-esteem growth in children. The findings suggest
that the gathered information be considered as a significant
first study in questioning the impact of training for self-
esteem in children. Although the study was not conclusive
there were indications that self-esteem training increases
self-esteem in children.

Implications and Recommendations

It is recommended that this study be considered an
indicator of the potential for self-esteem training for
children and a basis for further study in this field. The
study, if it had been expanded to include a larger sampling
of respondents, possibly could have offered the desired re-
sults. The possibility of significant gain in self-esteem
would be a useful tool for a child's learning.

The author had not been aware of the sensitive nature
that the field of self-esteem connoted. Therefore, it is
not only recommended that the population sampling be expan-
ded, but that there also be a greater pre-training component
to offer in-depth familiarization with the research re-
lated to self-esteem and its relevance to learning. This ex-

posure, prior to the inception of self-esteem training in the classroom, should be offered for both teachers and parents. Parents of children participating in this study were reluctant to have their children miss school curriculum and did not consider self-esteem an educational function. The results of this project also indicated that if teachers have more intensive pre-exposure to the project's intent, their attitude becomes more supportive to self-esteem training, which, in turn, is more conducive for self-esteem growth offered by the project.

Furthermore, the author recommends that to effect self-esteem change to the desired increased level, the self-esteem training should be offered over a longer period of time. This could aid in the process of generalization and stabilization offering the desired statistical results on Coopersmith's "Self-Esteem Inventory."

<center>Summary</center>

The study indicated self-esteem training to be a realistic option in developing self-esteem levels in children. Implications of self-esteem training for self-esteem growth enables teachers, "significant others" in a child's life, the opportunity to help develop a child's self-esteem. Research, as reviewed in Chapter II, has established that high self-esteem increases the potential for academic success. It was the author's intention to develop a model which could offer

teachers a tool for self-esteem growth.

The author studied three popular behavioral change models and adapted them to create a model relevant for self-esteem training. This model was then pre-field tested with positive results. Thereafter, the author pre-field tested the model in two third-grade classes and using another third-grade class as a control group. The hypotheses for this study were to establish significant gain in the levels of self-esteem for children participating in this self-esteem training. Parents, teachers and principals were considered relevant variables to this process.

This project did not establish the gains necessary for "significant gain." On the other hand, there was some subjective and objective documentation that did establish that self-esteem training was relevant to self-esteem growth.

In the beginning of this chapter there are recommendations to expand this project to prove more conclusively that this training model could be considered a realistic option in helping children build self-esteem.

In the author's estimation, teachers need their school system's support in obtaining technical information in the area of self-esteem. They need help in determining methods to include this concept in their classroom schedules. They need more knowledge of this field to discuss their role in self-esteem development with the parents of their students. Self-esteem development is an important field of study.

It is hoped that teachers and parents will become more aware that they are the facilitators of self-esteem development in children. With this awareness they can acquire techniques to teach self-esteem development and help children to fulfill their potential. This in turn will create a better educational system. The author hopes that she has contributed to this process.

APPENDIX A

PERMISSION FOR THE PROJECT

A-1.   School Board permission from schools for
participation in training for self-esteem
within the classroom.

FORM A-1

February 24, 1986

Eileen Houston, Chairman
Newfane School Board
Newfane, Vermont 05345

Donna Tifft, Chairman
Jamaica Elementary School Board
Jamaica, Vermont 05353

Stephen Shine, Chairman
Townshend Elementary School Board
Townshend, Vermont 05353

Dear School Board Members:

     Presently I am enrolled in a Doctoral Program at the
University of Massachusetts. In order to fulfill my program
requirement I have developed a dissertation proposal which
addresses self-esteem development in young children. I
would like to ask your permission to execute a part of this
study in your school. This project will include third grade
classes. I will, after receiving permission from parents
and teachers, assess these third graders' self-esteem with a
questionnaire. In two of the classes I will ask parents to
also rate their children's self-esteem. I will offer a
workshop to parents of one class in self-esteem building for
children. In two of the classes I will work with teachers
to help build their students' self-esteem using a self-
constructed model. The duration of the project is approxi-
mately one month. After that I will reassess parents, teach-
ers, children and principals to affirm amount of progress.

     It is my hope that I can offer teachers a technique
which will help children feel good about themselves. As
these children feel better about themselves, it is assumed
that they will be able to perform better in school.

     Hoping to receive your approval.

               Respectfully submitted,

               Nina Lynn
               Special Education Coordinator

NL/jc

APPENDIX B

PROJECT FORMS

B-1. Request to parents to complete the Coopersmith "Behavioral Academic Self-Esteem" rating scale.

B-2. Request to parents for permission for their children to participate in this study.

B-3. An invitation to parents to attend a workshop on self-esteem development.

B-4. An outline of the training sessions offered in each school for self-esteem development.

B-5. An outline of the parent workshop on self-esteem offered by the author to those parents participating in this project.

B-6. A survey for parents participating in the workshop to fill out in an effort to create a better understanding of self-esteem.

FORM B-1

March 18, 1986

Dear Parents:

As part of my project, I would
appreciate it if you would fill out this
form. Answer these questions as best you
can. In two months, I will send you another
form to see if there are any changes in your
perception of your child's self-esteem.

If you have any questions, please feel
free to phone me at 365-7651.

Thank you.

Sincerely,

Nina Lynn
Special Education Coordinator

NL/jc

FORM B-2

Dear Parents:

Your child's class has been chosen to be part of a project on self-esteem development in children. This project is part of my Doctoral dissertation and requires your permission to administer a pre- and post-test on self-esteem as well as ask you to fill out a form on your assessment of your child's self-esteem. The results will only be published in terms of group data. No individual data will be released. If you are interested, I will be very happy to show you the results.

This project has been approved and is supported by your local School Board. I am hoping for your cooperation also, so that I can include as many of the students in a given class as possible.

Thank you in advance for your support.

Sincerely,

Nina Lynn
Special Education Coordinator

Approved _____
              Thomas E. Lewis, Superintendent

_____ I give permission for my child _____
        to be part of this research.
_____ I do not give my permission for my child _____
                        to participate in this research.
        _____

                    _____
                    Parent's Signature

*******PLEASE RETURN THIS TO YOUR CHILD'S CLASSROOM TEACHER

Date:

Dear _____:

      Parents of Mrs. LaMoria's 3rd grade class are invited to attend an evening workshop on how to increase your child's self-esteem.

      Nina Lynn, Special Education Coordinator, is presently working on her Doctorate and has developed a self-esteem training model for children. She and Mrs. LaMoria will use this model in the classroom to help children develop their self-esteem.

      It is the hope of this project that you, as parents, working with your child's teacher, can increase your child's self-esteem.

      Self-esteem is an essential ingredient to being able to learn.

      Please join us on _____ at the Townshend Elementary School.

                    Thank you,

                    Nina Lynn
                    Special Education Coordinator

____ I will attend the Workshop on Self-esteem

____ I am interested, but not able to attend and wish more
information

____ I am not interested in this workshop

____ I do not wish my child to participate in this project

                    _____
                    Parent's signature

Please return to Mrs. LaMoria. Thank you.

FORM B-4

SELF-ESTEEM PROJECT

Esther LaMoria
Nina Lynn

Dates:

Each session will be introduced by Nina Lynn. Following,
Esther LaMoria will conduct the program aided by Nina Lynn.

Session 1   Introduction of self-esteem

Session 2   Self-esteem inventory; examples of self-
                 esteem issues

Session 3   Students identify personal area(s) of concern

Sessions 4/5   Students work on self-esteem plans

Session 6   Students assess plans

Sessions 7/8   Students refine plans

Session 9   Students reassess plans

Session 10   Self-esteem test and questionnaire

Session 11   Summary session

FORM B-5

SELF-ESTEEM OUTLINE FOR PARENT WORKSHOP

I. Self-esteem consists of four basic feelings:

    A. A sense of identification

        1. Who am I?
        2. What am I?
        3. Why am I?

    B. A sense of belonging

        1. Being wanted
        2. Being loved
        3. Being enjoyed

    C. A sense of worthiness

        1. Being accepted
        2. Receiving approval

    D. A sense of control

        1. Feeling of competence
        2. Ability to reach a goal
        3. A feeling of power

II. Self-esteem as a reflection of self-worth

    A. Mirror

        1. Parental reflections
        2. Peer reflections

III. Enhancing learning through enhancing self-esteem

    A. Research

        1. Intelligence
        2. Environment

IV. Model of Project

    A. Theory
    B. Examples
    C. Handouts*
    D. Reinforcement plan

---

*Handouts: 1) Parent survey; 2) model for increasing self-esteem; 3) discipline with love; 4) listening skills.

FORM B-6

SELF-ESTEEM SURVEY FOR PARENTS*	PARENT Yes/No	AS YOU SEE CHILD Yes / No	ANOTHER CHILD Yes / No
1. I enjoy doing things by myself without encouragement or praise.			
2. I enjoy doing my own thinking and making my own decisions.			
3. I feel free to express my own emotions and feelings.			
4. I can admit mistakes without feeling inferior.			
5. I can take a difference of opinion without feeling rejected or put down.			
6. I can accept a gift with a simple "thank you."			
7. I can express myself even if I disagree with my parents and/or peers.			
8. I can be alone without feeling lonely or isolated.			
9. I can let others be right or wrong without feeling I have to correct them.			
10. I can appreciate and enjoy achievements of others as much as my own.			
11. I can tell a story about myself without bragging or building myself up.			
12. Generally I go around trying to please other people all of the time.			
13. I welcome a new challenge with confidence.			

	PARENT Yes/No	AS YOU SEE CHILD Yes / No	ANOTHER CHILD Yes / No
14. I take responsibility for my actions without blaming others.			
15. I make friends easily and naturally.			
16. Generally I trust other people.			
17. Generally I expect things to turn out my way.			

*No is a symptom of low esteem; Yes is a sign of high esteem.

APPENDIX C

PROJECT TRAINING

C-1. "Self-Esteem Training Model" developed by the
author for use in this project.

THE SELF-ESTEEM TRAINING MODEL

step 1-- GOAL-SETTING

--*the goal should be realistic*
--*the goal should require change in behavior*
--*the goal should be able to be put in terms of I want to _____ or I am _____*

step 2-- AGREEMENT

teacher and student agree on goal:

--*teacher gives positive feedback*
--*teacher asks student, "How will this make you feel more successful?"*

step 3-- VISUALIZATION

teacher instructs student in visualization:

--*student visualizes steps to accomplish goal*

step 4-- WRITTEN PLAN

student creates a written plan:

--*student writes down steps to goal*
--*student keeps a diary*

step 5-- CONFIRMATION

teacher confirms process:

--*teacher offers assistance*
--*teacher reaffirms plan*
--*teacher modifies plan with student*

step 6-- REVIEW

student/teacher review of process:

--*plan adaptations are made*
--*successes are confirmed*

step 7-- REPETITION

process is repeated until success is achieved:

--*success implies need for new goal*

APPENDIX D

TESTING USED IN THIS PROJECT

D-1. Coopersmith's "Self-Esteem Inventory."

D-3. Coopersmith's "Behavioral Academic Self-Esteem" rating scale.

D-3. Author's "Principal's Report" for principals' evaluation on the relevance of self-esteem training in the schools.

D-4. Author's "Teacher Statement" for teachers' assessment of their views on self-esteem training.

D-5. Author's "Student Questionnaire" for students participating in the project, to assess the impact of their subjective experience with the self-esteem project.

SCHOOL FORM   SEI

Coopersmith Inventory

Stanley Coopersmith, Ph.D.
University of California at Davis

Please Print

Name _____ Age _____

School _____ Sex: M __ F__

Grade _____ Date _____

Directions

On the next pages, you will find a list of statements about feelings. If a statement describes how you usually feel, put an X in the column "Like Me." If the statement does not describe how you usually feel, put an X in the column "Unlike Me." There are no right or wrong answers.

Like Unlike
Me Me

☐ ☐ 1. Things usually don't bother me.
☐ ☐ 2. I find it very hard to talk in front of the class.
☐ ☐ 3. There are lots of things about myself I'd change if I could.
☐ ☐ 4. I can make up my mind without too much trouble.
☐ ☐ 5. I'm a lot of fun to be with.
☐ ☐ 6. I get upset easily at home.
☐ ☐ 7. It takes me a long time to get used to anything new.
☐ ☐ 8. I'm popular with kids my own age.
☐ ☐ 9. My parents usually consider my feelings.
☐ ☐ 10. I give in very easily.
☐ ☐ 11. My parents expect too much of me.
☐ ☐ 12. It's pretty tough to be me.
☐ ☐ 13. Things are all mixed up in my life.
☐ ☐ 14. Kids usually follow my ideas.
☐ ☐ 15. I have a low opinion of myself.
☐ ☐ 16. There are many times when I'd like to leave home.
☐ ☐ 17. I often feel upset in school.
☐ ☐ 18. I'm not as nice looking as most people.
☐ ☐ 19. If I have something to say, I usually say it.
☐ ☐ 20. My parents understand me.
☐ ☐ 21. Most people are better liked than I am.
☐ ☐ 22. I usually feel as if my parents are pushing me.
☐ ☐ 23. I often get discouraged at school.
☐ ☐ 24. I often wish I were someone else.
☐ ☐ 25. I can't be depended on.
☐ ☐ 26. I never worry about anything.
☐ ☐ 27. I'm pretty sure of myself.
☐ ☐ 28. I'm easy to like.
☐ ☐ 29. My parents and I have a lot of fun together.

Like Unlike
Me Me

☐ ☐ 30. I spend a lot of time daydreaming.
☐ ☐ 31. I wish I were younger.
☐ ☐ 32. I always do the right thing.
☐ ☐ 33. I'm proud of my school work.
☐ ☐ 34. Someone always has to tell me what to do
☐ ☐ 35. I'm often sorry for the things I do.
☐ ☐ 36. I'm never happy.
☐ ☐ 37. I'm doing the best work that I can.
☐ ☐ 38. I can usually take care of myself.
☐ ☐ 39. I'm pretty happy.
☐ ☐ 40. I would rather play with children younger than I am.
☐ ☐ 41. I like everyone I know.
☐ ☐ 42. I like to be called on in class.
☐ ☐ 43. I understand myself.
☐ ☐ 44. No one pays much attention to me at home.
☐ ☐ 45. I never get scolded.
☐ ☐ 46. I'm not doing as well in school as I'd like to.
☐ ☐ 47. I can make up my mind and stick to it.
☐ ☐ 48. I really don't like being a boy. a girl.
☐ ☐ 49. I don't like to be with other people.
☐ ☐ 50. I'm never shy.
☐ ☐ 51. I often feel ashamed of myself.
☐ ☐ 52. Kids pick on me very often.
☐ ☐ 53. I always tell the truth.
☐ ☐ 54. My teachers make me feel I'm not good enough.
☐ ☐ 55. I don't care what happens to me.
☐ ☐ 56. I'm a failure.
☐ ☐ 57. I get upset easily when I'm scolded.
☐ ☐ 58. I always know what to say to people.

Short ☐

Gen ☐   Soc ☐   H ☐   Sch ☐   Total ☐   x2 = ☐   L ☐

BASE

Behavioral Academic Self-Esteem
A Rating Scale

Stanley Coopersmith
Ragnar Gilberts

DIRECTIONS: This scale is designed to provide an estimate of the academic self-esteem of your student. Your judgments of the frequencies of several important behaviors will form the basis of the student's score. Please base these judgments on the specific behaviors you have observed in your classroom.

Each item deals with a separate behavior. Items may appear similar, but each represents a different behavior and should be rated without regard or reference to other items.

Please circle the rating number (i.e., 1 through 5) that you believe is the best estimate of that behavior frequency noted in your classroom. It is best not to debate or linger over an item. Most ratings can be completed in less than four minutes.

Student Name _____ Age _____ Sex _____

Grade _____ Program _____

School _____

Rater Name _____ Date _____

Behavioral Academic Self-Esteem

Student Profile

	BASE Factor Totals	BASE Classifications		
		High	Mod.	Low
Student Initiative	_____	_____	_____	_____
Social Attention	_____	_____	_____	_____
Success/Failure	_____	_____	_____	_____
Social Attraction	_____	_____	_____	_____
Self-Confidence	_____	_____	_____	_____
Total BASE Score	_____			
Percentile	_____			

Notes and Comments

Rating scale header: Never (1) Seldom (2) Sometimes (3) Usually (4) Always (5)

I. Student Initiative

1. This child is willing to undertake new tasks.   1 2 3 4 5

2. This child is able to make decisions regarding things that affect him or her, e.g., establishing goals, making choices regarding "likes" and "dislikes" or academic interests.   1 2 3 4 5

3. This child shows self-direction and independence in activities.   1 2 3 4 5

4. This child initiates new ideas relative to classroom activities and projects.   1 2 3 4 5

5. This child asks questions when she or he does not understand.   1 2 3 4 5

6. This child adapts easily to changes in procedures.   1 2 3 4 5

Student Initiative Total _____

II. Social Attention

7. This child is quiet in class, speaks in turn, and talks appropriately.   1 2 3 4 5

8. This child talks appropriately about his or her school accomplishments.   1 2 3 4 5

9. This child cooperates with other children.   1 2 3 4 5

Social Attention Total _____

III. Success/Failure

10. This child deals with mistakes or failures easily and comfortably.   1 2 3 4 5

11. This child takes criticism or corrections in stride without overreacting.   1 2 3 4 5

Success/Failure Total _____

IV. Social Attraction

12. This child's company is sought by peers.   1 2 3 4 5

13. This child acts as a leader in group situations with peers.   1 2 3 4 5

14. This child refers to himself or herself in generally positive terms.   1 2 3 4 5

Social Attraction Total _____

V. Self-Confidence

15. This child readily expresses opinions.   1 2 3 4 5

16. This child appreciates his or her work, work products, and activities.   1 2 3 4 5

Self-Confidence Total _____

Total BASE Score _____

Transfer scores to profile on next page.

FORM D-3

PRINCIPAL'S REPORT

1. Self-esteem is relevant to learning.

    [] strongly agree [] agree [] mildly disagree [] disagree
    [] strongly disagree

2. Self-esteem can be taught.

    [] Yes [] No [] Maybe

3. "Self-esteem" development should be taught in educational
    degree programs.

    [] Yes [] No [] Maybe

4. Self-esteem is an issue relating to the home and not to
    the school.

    [] Yes [] No [] Maybe

5. Self-esteem development should be incorporated into the
    daily curriculum.

    [] Yes [] No [] Maybe

6. Self-esteem is partially the responsibility of the
    teacher.

    [] Yes [] No [] Maybe

7. Teachers should be partially evaluated on their ability
    to develop a child's self-esteem.

    [] Yes [] No [] Maybe

8. Self-esteem training should go on all the time.

    [] Yes [] No [] Maybe

9. Teachers need model programs to address self-esteem.

    [] Yes [] No [] Maybe

FORM D-4

TEACHER STATEMENT

"Self-esteem" is extremely relevant to a student's learning. Please write a statement reflecting your views on training for self-esteem.

STUDENT QUESTIONNAIRE

NAME: _____ SCHOOL:_____

1. Self-esteem is

2. I worked on

3. Before this project started I felt that I couldn't

4. My best friends are

5. The teacher likes

6. I like myself when

7. I don't like myself when

8. This project made me feel

9. I want to be like

10. I think this training can help others who are in my

    class, such as

11. I think working on self-esteem is

12. Learning about myself is

13. Learning about others is

14. I would like to work on changing

15. Better self-esteem helps me

APPENDIX E

E-1. Letter to parent after completion of project. Included with letter was second copy of Coopersmith's "Behavioral Academic Self-Esteem" rating to rate difference in their perception of their children's level of self-esteem.

FORM E-1

May 20, 1986

Dear Parents:

The "self-esteem" group work is coming
to a close. I thank you for letting your child
participate in this group. Again, please fill
in this form. This is to see if you have changed
your perspective on your child's level of self-
esteem. I will also assess your child's present
level of personal self-esteem.

I hope your child has enjoyed our meetings
and feels more self-assured.

Sincerely,

Nina Lynn
Special Education Coordinator

NL/jc

APPENDIX F

STUDENT QUESTIONNAIRES

F-1. Copies of the 15 students' subjective evaluation
of the self-esteem training project.

FORM F-1

STUDENT QUESTIONNAIRE

NAME: Chrissie

SCHOOL: _____

1. Self-esteem is Making one self feel better

2. I worked on Headaches, getting in fight and Better grads

3. Before this project started I felt that I couldn't do well in school

4. My best friends are Heather C. Jaimie K. Cara R.

5. The teacher likes: When I don't have a headache

6. I like myself when: I get good grads.

7. I don't like myself when I get bad grads,

8. This project made me feel good at more things.

9. I want to be like myself.

10. I think this training can help others who are in my class, such as, Jamie K. and me and Arline.

11. I think working on self-esteem is fun.

12. Learning about myself is fun

13. Learning about others is good

14. I would like to work on changing my headaches

15. Better self-esteem helps me feel good about myself

STUDENT QUESTIONNAIRE

NAME: _Jannie_____

SCHOOL: _____

1. Self-esteem is _feel Beter aBout our Selfs._

2. I worked on _all kins of things._

3. Before this project started I felt that I couldn't _I could Do It._

4. My best friends are _nice_

5. The teacher likes: _Me_

6. I like myself when: _I feel Beter_

7. I don't like myself when _I get upset whEn I get Hart_

8. This project made me feel _good_

9. I want to be like _Me._

10. I think this training can help others who are in my class, such as, _Working like Me._

11. I think working on self-esteem is _good_

12. Learning about myself is _great_

13. Learning about others is _not good_

14. I would like to work on changing _nothing_

15. Better self-esteem helps me _yet Better_

STUDENT QUESTIONNAIRE

NAME: Arlina

SCHOOL: _____

1. Self-esteem is *To help you learn!*

2. I worked on *Porbleam!*

3. Before this project started I felt that I couldn't
Do it!

4. My best friends are *mea to me,*

5. The teacher likes *Me a lot!*

6. I like myself when *I am good,*

7. I don't like myself when *I am mad*

8. This project made me feel *Happy!*

9. I want to be like *Nena*

10. I think this training can help others who are in my class,
such as, *my friends*

11. I think working on self-esteem is
fun fun fun!

12. Learning about myself is *grate!*

13. Learning about others is *Nice going*

14. I would like to work on changing *my looks*

15. Better self-esteem helps me *learn.*

STUDENT QUESTIONNAIRE

NAME: K r e e

SCHOOL: i

1. Self-esteem is   How I feel about myself

2. I worked on   my Problem a littel bit

3. Before this project started I felt that I couldn't   do It

4. My best friends are   Erin, Aiemme, Kim.

5. The teacher likes: ?

6. I like myself when: I do good in School

7. I don't like myself when.   I'm in trobele

8. This project made me feel   good about MYSelf

9. I want to be like   me.

10. I think this training can help others who are in my class,
    such as,   e Verybody I'm working With

11. I think working on self-esteem is   making me change

12. Learning about myself is   great Fun.

13. Learning about others is   nice,

14. I would like to work on changing   my Problems

15. Better self-esteem helps me   like People better

- 55 -

STUDENT QUESTIONNAIRE

NAME: _Doug_____

SCHOOL: _____

1. Self-esteem is how I fill

2. I worked on Stop fighg with my mom

3. Before this project started I felt that I couldn't Stop fighting with my mom

4. My best friends are Andy Jason

5. The teacher likes me!

6. I like myself when. I am playing whith other pepole

7. I don't like myself when. I dot liqe miset win I wint to get mome mueh

8. This project made me feel good!

9. I want to be like me!

10. I think this training can help others who are in my class, such as, Brian Andy and Casy

11. I think working on self-esteem is fun

12. Learning about myself is neit.

13. Learning about others is neit

14. I would like to work on changing me

15. Better self-esteem helps me lern aber my self.

STUDENT QUESTIONNAIRE

NAME: _Kim_____

SCHOOL: _____

1. Self-esteem is to feel better about your self

2. I worked on arguing and it worked

3. Before this project started I felt that I couldn't Stop arguing

4. My best friends are Erin-Kristen Sydney

5. The teacher likes nice Studens

6. I like myself when I Don't arguing

7. I don't like myself when. I argu

8. This project made me feel bette about my self

9. I want to be like every one els

10. I think this training can help others who are in my class, such as, Sarah.

11. I think working on self-esteem is fun

12. Learning about myself is, fun

13. Learning about others is fun

14. I would like to work on changing Doing my math beter

15. Better self-esteem helps me feel good

STUDENT QUESTIONNAIRE

NAME: _Megan_

SCHOOL: _____

1. Self-esteem is _happy to me_

2. I worked on _my clarinett. b__

3. Before this project started I felt that I couldn't _DO any thing_

4. My best friends are _Erin, Heidi, sydney, and Diane_

5. The teacher likes _Every body_

6. I like myself when _I'm happy_

7. I don't like myself when _I'm unhappy_

8. This project made me feel _better._

9. I want to be like

10. I think this training can help others who are in my class, such as, _Me, Diane iErin and sydney._

11. I think working on self-esteem is _good ta me_

12. Learning about myself is _fair._

13. Learning about others is _funto._

14. I would like to work on changing _So I bon't fist widany._

15. Better self-esteem helps me _Brother working._

- 55 -

STUDENT QUESTIONNAIRE

NAME: Aimee

SCHOOL: _____

1. Self-esteem is how you feel)

2. I worked on bas ball

3. Before this project started I felt that I couldn't
do play bas ball good

4. My best friends are
Sarah smith

5. The teacher likes
When I finch my std card

6. I like myself when
I'm with litte baby's

7. I don't like myself when
I get yeld at

8. This project made me feel
good.

9. I want to be like
Some body else sometims

10. I think this training can help others who are in my class,
such as, Kree Erin

11. I think working on self-esteem is fun

12. Learning about myself is ?

13. Learning about others is
fun

14. I would like to work on changing ?

15. Better self-esteem helps me ?

STUDENT QUESTIONNAIRE

NAME: Shawn

SCHOOL: I

1. Self-esteem is if you like your self or not

2. I worked on getting my work doon on time

3. Before this project started I felt that I couldn't do it right

4. My best friends are Nate, John, Jeff and russell

5. The teacher likes She likes i do sometims

6. I like myself when i get a goal is soccer

7. I don't like myself when i skiteout in little leagge

8. This project made me feel better

9. I want to be like Ted. wiXams

10. I think this training can help others who are in my class, such as, Mark, Jeff, Nate, and anthony

11. I think working on self-esteem is good

12. Learning about myself is better

13. Learning about others is good

14. I would like to work on changing the way i play baseball

15. Better self-esteem helps me yes it does

STUDENT QUESTIONNAIRE

NAME: Sydney

SCHOOL: _____

1. Self-esteem is how I feel

2. I worked on biting my nails

3. Before this project started I felt that I couldn't get my home work done

4. My best friends are Kristen + Kim

5. The teacher likes me to get my work

6. I like myself when bone

7. I don't like myself when I don't tell lies

8. This project made me feel better about my self

9. I want to be like my aut Macgegor

10. I think this training can help others who are in my class, such as, Jason Kim Erin Doug + me

11. I think working on self-esteem is

12. Learning about myself is fun

13. Learning about others is exsiting

14. I would like to work on changing so I dont get upset when

15. Better self-esteem helps me with all my problems not aroud

STUDENT QUESTIONNAIRE

NAME: _Diane_

SCHOOL: _____

1. Self-esteem is _how I feel_

2. I worked on _Drawing beter_

3. Before this project started I felt that I couldn't
Po it the projed

4. My best friends are _Magen, Casey, Dawn,_ (girl)

5. The teacher likes _Tim, Kriston,_

6. I like myself when _I'm happy_

7. I don't like myself when _I'm mad_

8. This project made me feel _pretty goed about myself_

9. I want to be like

10. I think this training can help others who are in my class,
such as, _me, Magen, Erin, Tim, Sydey, Kree, amiee, Jason, Doug._

11. I think working on self-esteem is _fun_

12. Learning about myself is _fun_

13. Learning about others is _fun_

14. I would like to work on changing _my Drawing, reading_

15. Better self-esteem helps me _learn about myself_

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STUDENT QUESTIONNAIRE

NAME: JASon

SCHOOL: _____

1. Self-esteem is how I fell

2. I worked on not fighting with casey

3. Before this project started I felt that I couldn't stop fighting

4. My best friends are Doug Brian Andy sean Luck e tahan

5. The teacher likes me

6. I like myself when: Do good

7. I don't like myself when get in trouble

8. This project made me feel good

9. I want to be like Andy

10. I think this training can help others who are in my class, such as, Doug Andy casey Brian

11. I think working on self-esteem is good

12. Learning about myself is fun

13. Learning about others is fun

14. I would like to work on changing

15. Better self-esteem helps me red better

- 55 -

STUDENT QUESTIONNAIRE

NAME: _Russell_

SCHOOL: _____

1. Self-esteem is _feelings good_

2. I worked on _Being better at baseball_

3. Before this project started I felt that I couldn't _being better at baseball_ Problem

4. My best friends are _Kevin, Jamie, matt, Jason_

5. The teacher likes _me_

6. I like myself when _I do good at sports_

7. I don't like myself when _I don't do good at sports_

8. This project made me feel _good about my self_

9. I want to be like _Kevin, Carl.Y_

10. I think this training can help others who are in my class, such as, _Jason, Anthony_

11. I think working on self-esteem is _nice_

12. Learning about myself is _fun_

13. Learning about others is _fun_

14. I would like to work on changing _my additude_

15. Better self-esteem helps me _feel good about myself_

STUDENT QUESTIONNAIRE

NAME: *John*

SCHOOL: _____

1. Self-esteem is *filling good about yourself*

2. I worked on *Problems*

3. Before this project started I felt that I couldn't *be good at sports*

4. My best friends are *Nate, kevin, Jeff*

5. The teacher likes *Me, Kevin, Danny*

6. I like myself when *I do a good job*

7. I don't like myself when *I get in troble*

8. This project made me feel *confident*

9. I want to be like *Me*

10. I think this training can help others who are in my class, such as, *Arline, Me, Jamie, Shawn,*

11. I think working on self-esteem is *hard*

12. Learning about myself is *easy*

13. Learning about others is *easy*

14. I would like to work on changing *how to be better at sports*

15. Better self-esteem helps me *be better at sports*

STUDENT QUESTIONNAIRE

NAME: _Erin_____

SCHOOL: _____

1. Self-esteem is

2. I worked on _a broblam_

3. Before this project started I felt that I couldn't _do it_

4. My best friends are _Kim-Kristen-shdny_

5. The teacher likes _me_

6. I like myself when _I do good inshoool_

7. I don't like myself when _I get a B\4_

8. This project made me feel _bad_

9. I want to be like _Kim_

10. I think this training can help others who are in my class, such as, _me_

11. I think working on self-esteem is

12. Learning about myself is _Fun_

13. Learning about others is _Fun_

14. I would like to work on changing _my fellings_

15. Better self-esteem helps me _do things_

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