AN ABSTRACT OF THE THESIS OF

REESE MILTON HOUSE (Name) for the DOCTOR OF EDUCATION (Degree)

in Education (Major) presented on May 4, 1970 (Date)

Title: THE EFFECTS OF NONDIRECTIVE GROUP PLAY THERAPY UPON THE SOCIOMETRIC STATUS AND SELF-CONCEPT OF SELECTED SECOND GRADE CHILDREN

Abstract approved: Redacted for Privacy
Anna R. Meeks

This study was designed to investigate the effects of nondirective group play on the self-concept and sociometric status of selected members of second grade classrooms. Specific hypotheses examined were:

1. Positive change in self-concept as measured by the Scamin Self-Concept Scale will be greater in the experimental group than in either of the control groups at the termination of treatment.

2. Positive change in sociometric status as measured by the pre and post-test sociogram will be greater in the experimental group than in either of the control groups at the termination of treatment.

A review of the literature in nondirective play suggests that the effectiveness of such a counseling technique has not been validated. There appears to be a need for carefully controlled research to

evaluate the process and effects of nondirective play as a counseling technique.

The sample consisted of second grade children in the Lebanon, Oregon, public schools who were identified as underchosen on a sociometric test. Thirty-six individuals participated in the experiment. These individuals were randomly assigned to three treatment groups. Each treatment group consisted of 12 members, six females and six males. The experimental group was exposed to nondirective group play for ten weeks. Control group I was exposed to a specialized reading group for ten weeks. Control group II received no attention other than the pre and post-tests. Complete testing data was obtained for all 36 subjects.

The Scamin Self-Concept Scale and a sociometric test were administered to subjects prior to the beginning of the research and at the conclusion of the project. The two-factor mixed design: repeated measures on one factor analysis of variance was used comparing experimental and control groups on each instrument. The interaction effect of the self-concept score analysis yielded an F-ratio of 10.64, significant at the .01 level. The first hypothesis was supported. Subjects exposed to nondirective play did show a significantly greater increase in self-concept scores than those subjects in the control groups. The interaction effect of the sociometric test score analysis yielded an F-ratio of 2.49, which is not significant.

There was a significant gain in scores between the pre-test and post-test sociometric scores over all three groups as shown by the F-ratio of 7.52. This is significant at the .01 level. Hypothesis number two was not supported. The subjects exposed to nondirective play did not show a significant superiority in sociometric status score gain.

The evidence from this study indicates that participation in non-directive play brings about increases in self-concept in those children identified as underchosen by a sociometric test. No significant effect of the treatment variable on sociometric status was found in this research.

Recommendations for further research in nondirective play include:

1. Evaluation using long-term follow-up tests.
2. Investigation with different age groups.
3. Use of complete randomization of a particular age group in the selection of participants.
4. Investigation of the process of nondirective play to ascertain behavioral descriptions.
5. Investigation of the effects of the 20 minute sociometric pre and post-testing periods.
6. Repeat this study later in school year when social relationships have stabilized.

7. Investigation of the amount of fluctuation expected in sociometric relationships at the second grade level.

The Effects of Nondirective Group Play Therapy Upon the Sociometric Status and Self-Concept of Selected Second Grade Children

by

Reese Milton House

A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Doctor of Education

June 1970

APPROVED:

Redacted for Privacy

Professor of Education
in charge of major

Redacted for Privacy

Dean of School of Education

Redacted for Privacy

Dean of Graduate School

Date thesis is presented May 4, 1970

Typed by Susie Kozlik for Reese Milton House

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

THE EFFECTS OF NONDIRECTIVE GROUP PLAY THERAPY UPON THE SOCIOMETRIC STATUS AND SELF-CONCEPT OF SELECTED SECOND GRADE CHILDREN

CHAPTER I

INTRODUCTION

In play there is a freedom of movement which allows opportunities for the personal involvement of the child in the creation of his own environment. The child is able to explore, to imagine, to experiment, to discover and to act out his fantasies, conflicts, confusions, fears, and aggressions while engaged in play activities (Axline, 1947). Play is a spontaneous, creative, desired activity that trains muscles and senses, and refines judgment. It is through play that children learn the majority of their pre-school lessons. Play involves the individual in society; it shapes dreams and presents realities. Although we tend to see it as primarily a child's activity, it is a lifelong education. Play is the most complete educational process of the mind (Scarfe, 1962). It is unencumbered by formal structures, yet has its ordering and its discipline. Play is learning (Eble, 1966).

"All people at all times have depended upon play and games for a large part of the education of children, especially of young children." (Dewey, 1915). Rousseau suggested studying the play of children

in order to understand and educate them (Boyd, 1911). Play became important in the psychoanalytic movement as Freud used observation of children at play as a basis for some of his concepts of child development (Freud, 1928). Spontaneous play was used by Melanie Klein (1955) in 1919 as a direct substitute for the verbal free association used by Freud in the treatment of adults. She assumed that what the child does in free play symbolizes the wishes, fears, pleasures, and conflicts of which he is not aware.

Today the constraints of urban living and the limitations of space, time and freedom are depriving children of opportunities and facilities for play essential for their normal, wholesome development (Frank, 1964). Yet as our American society rapidly changes, the demand for more effective interpersonal relationships and more effective personal functioning increases (Rogers, 1969; Wrenn, 1962). The school has the responsibility of meeting these societal demands and of providing essential learnings to effect maximum personal growth. It is increasingly apparent that guidance and counseling are beneficial at the elementary school level, since many behavioral tendencies are crystallized at an early age (Meeks, 1968; Faust, 1968; Hill, 1969). Guidance services have been implemented in the elementary schools to help each individual cope with the ever-changing demands of society and to assist each individual in becoming all he is

capable of becoming (Blocher, 1966). One counseling method in exploration at the elementary school level is nondirective play.

Early childhood educators recognize the value of play in a child's development. Frank (1964) maintains that recess and gym periods in school are insufficient and that more spontaneous play is needed. He states: "Self-directed play will help children become capable of bearing the burdens of living in a free society." Bruno Bettelheim (1964) states that social confidence develops through play. Nelson (1966) claims that the elementary school counselor must utilize play in the counseling program since play is the child's means of expression and communication. The use of play materials in the elementary school is explained by Meeks (1968):

> Counseling techniques in the elementary school have been adapted to the age and the level of development of the child. Play is the child's natural medium of self-expression and at this level of development children sometimes have a somewhat limited capacity to express feelings verbally so counselors make use of a procedure which permits children to act out their feelings as they experience them.

Some research in the field of nondirective play has tended to support the views of childhood educators. Schiffer (1957) studied play groups in a public school, using play group leaders with a guidance coordinator. The experience indicated that positive effects do emerge and many of the children function better in the classroom and in the neighborhood as a result of their participation in the play group.

In a study to determine if measureable changes in social and personal adjustment resulted from non-directive play, Fleming and Snyder (1947) found that the experimental group of girls improved significantly. In a study designed by Cox (1953) the experimental group of nine children showed improvement in measures of adjustment and sociometric status after ten weeks of nondirective play. Dorfman (1958) concluded from her research that effective changes in personality characteristics resulted from nondirective play. Marked improvement in intelligence test scores after completion of a play program were evidenced in a study by Axline (1950).

Other research in nondirective play has shown less conclusive results. Finke (1947) found neither positive nor negative trends as a result of nondirective play in her sample of fourteen. In an experiment on play procedures with eight boys, aged five to nine, Leland, et al. (1959) found no major changes in self-concept or academic achievement. Lebo (1953) found the research in nondirective play to be meager and unsound, but frequently of a cheerful, persuasive nature. He stated that there was a need for improvement in experimental designs.

Although it is assumed by many that nondirective play is beneficial to children, little relevant research data is available concerning the nature and extent of its effectiveness (L'Abate, 1969). Research support for the claims of educators has been limited.

Purpose of the Study

The purpose of this study is to ascertain the value of nondirective play as a method of bringing about increases in self-concept and sociometric status of selected second grade children in a public school setting.

Statement of the Problem

The problem is to determine whether or not individuals at the second grade level in the public schools who are exposed to nondirective play will show a greater increase in self-concept and sociometric status than either of the control groups. Control group I was exposed to a period of specialized reading, and control group II received no attention other than pre and post-tests.

The period of time is the same for all three groups. The pupils involved in the study are those pupils identified as underchosen on a class sociogram. The dependent variables in this study are self-concept and sociometric status. Extraneous variables such as time and maturation are assumed to have insignificantly different influences on both experimental and control groups.

Hypotheses

1. Positive change in self-concept as measured by the Scamin Self-Concept Scale will be greater in the experimental

group than in either of the control groups at the termination of treatment.

2. Positive change in sociometric status as measured by the pre and post test sociogram will be greater in the experimental group than in either of the control groups at the termination of treatment.

Limitations of the Study

The results of this study can be applied only to those students identified as underchosen on a class sociogram. Thus the number of students to which the outcomes of this study can be generalized is limited. The pupils involved in this research are from one school district, and it is possible that conclusions from this group may not be applicable to schools which may have a different composition of pupils, faculty, or curriculum.

This counselor's ability to facilitate the nondirective play could affect the outcome. This counselor's ability to direct a specialized reading group could have influenced the results of the study. The fact that attendance was required and that the students did not volunteer for the study may have influenced the results.

Implications of the Study

If the evidence supports the hypotheses, there are implications

for the organization of an elementary counseling program. If it is shown that nondirective play is an effective means of bringing about positive changes in elementary school children with respect to self-concept and sociometric status, it may be desirable to initiate non-directive play as an integral part of an elementary school program. The results of this study might promote further research on the effectiveness of nondirective play in the public schools.

Definition of Terms

The following definitions apply wherever the terms appear. The intent of the definitions is to promote clarity and consistency.

Nondirective play. Nondirective play is a process in which the focus is primarily upon the child's use of toys as his means of expression. It is based upon the premise that the individual has a strong capacity for self-direction in the solution of his problems and for growth toward mature behavior if given the freedom to express himself (Rogers, 1951). The nondirective play experience permits a secure relationship between the child and the adult in which the child has the freedom and room to state himself in his own terms exactly as he is at that moment in his own way and in his own time (Axline, 1950). It is expected that this play experience will allow the child to become more aware of his true feelings, and help him to resolve conflicts about his feelings. The individual will also learn

to express his feelings in appropriate ways, and develop positive regard for himself and for others (Andronico and Guerney, 1969).

This child-centered philosophy of play is concerned not mainly with techniques and skills but rather with the kind of relationship which enables children to grow emotionally and to gain faith in themselves as feeling individuals. The counselor attempts to create as accepting an atmosphere as possible, expressing neither approval nor disapproval of the children's actions except when it is necessary to set limits. During the play session, the counselor sets such limits as are necessary to insure that the children do not harm themselves or others.

The counselor attempts: 1) to try to understand how the child presently feels, 2) to accept the child's feelings no matter what they are, 3) to allow the child always to take the lead in determining how he uses his play time, 4) to enforce the rules of the session with complete firmness while remaining empathetic and noncritical, 5) to demonstrate to the child that his needs are indeed being understood and accepted by making appropriate but brief statements such as "That gets you angry," or "You really like Joan." The major function of reflection of feelings should be to communicate the values or attitudes that the counselor believes important in the hope that this reflection will lead to emotional clarification (Moustakas, 1953).

Nondirective play is conducted in a room containing toys such as a doll house with furniture, a doll family, nursing bottles, toy soldiers, army equipment, puppets, school house, crayons, clay, toy guns, wooden mallet, pegboard sets, drawing paper, toy telephone, puzzles, Legos, Tinker Toys, chalk, and chalkboard. When the children first enter the play room, the counselor says to the children, "This is your time. You may use it in whatever way that you wish."

> A conception of play that recognizes the significance of autonomous, self-directed learning and active exploration and manipulation of the actual world gives a promising approach to the wholesome development of children, who need the opportunities and facilities that permit full functioning of their organisms if they are to meet the many demands, restrictions, pressures, and tensions which they must encounter as they grow and develop. Children need help to become capable of bearing the burdens of freedom, for the development of an urban, industrialized civilization to which, as a nation we are committed. Play is a way to translate into the education of children our long-cherished, enduring goal values, a belief in the worth of the individual personality and a genuine respect for the dignity and integrity of the child (Frank, 1964).

> Nondirective play is based upon the fact that play is the child's medium of self-expression. It is an opportunity which is given the child to play out his feelings and problems just as, in certain types of adult therapy an individual talks out his difficulties. Thus a child is given the opportunity of expressing his feelings through the medium of tools and toys.

> These feelings, such as tension, frustration, insecurity, aggression, fear, bewilderment, and confusion are thus brought out into the open so that they can be dealt with either by control or by abandonment (Axline, 1947).

Sociometric Status. For this study, sociometric status is the relative position of the individuals in a particular classroom as determined by the responses of classmates to stimulus questions on a sociometric test. This position is expressed by a single weighted score for each pupil.

Self-Concept. For this study, self-concept is the way an individual child feels about his school, schoolwork, peers, and family as measured by the Scamin Self-Concept Scale. A single score represents the self-concept of each pupil.

Underchosen. Those three boys and those three girls in each classroom who rank in the lowest positions as determined by a weighted choice sociogram are considered underchosen for this study.

Specialized Reading Group. For this study, the specialized reading group is a period of time spent in groups of six in which reading techniques are utilized to improve the reading skills of the individual members.

CHAPTER II

REVIEW OF THE LITERATURE

This review of the literature includes those studies involving more than one child. The report giving only a single case history has been avoided. Also, only those studies concerned with nondirective play therapy are reported.

The Process of Nondirective Play

A determination of the process of play therapy, as contrasted with the results of play therapy, has been the subject matter for three research studies. Landisberg and Snyder (1946) attempted to analyze by an objective approach what actually took place in client-centered play. Their procedure was to study the protocols of three successful and one incomplete case. Each statement made by the counselor was categorized as to its content. Statements made by the children were categorized as to content, emotion expressed, and activity. The investigators reported finding an increase in the child's activity during the last three-fifths of therapy. The children were found to have expressed much feeling during therapy. It was noticed that expressions of negative feelings particularly increased in frequency. The major part of the children's feelings was directed toward others and not toward themselves or the counselor.

Finke (1947) selected complete protocols on six children referred for behavior problems to six play therapists. The children ranged in age from five to eleven years. The possibility of bias resulting from one person's categorizing all the cases was avoided by having five graduate students recategorize one or more interviews chosen at random. Their results corresponded adequately with the original categorization. It was found that different children, undergoing therapy with different therapists, showed similar trends. Finke concluded that nondirective play had its own characteristic patterns which were repeated in case after case.

Twenty children were given three play therapy sessions by the same therapist in the same playroom in a study by Lebo (1952). The children were reasonably equated for intelligence and social adjustment. Five age stages were represented with two boys and two girls in each stage. Children were selected who were 4, 6, 8, 10, and 12 years of age. It was found that maturation, as represented by chronological age, did seem to account for some definite trends in the types of statements made by children in the play therapy situation. These three studies seem to indicate that nondirective play therapy is an objectively measureable process; that children's emotional expressions are altered in a discernible manner; and that maturation appears to be related to the type of expression of change (Lebo, 1953). However, Sutton-Smith (1967) states:

> ...despite the fact that a great deal has been written about play, there is actually very little research on the subject matter of the play function itself. That is, very little is known about what play accomplishes for human organisms.

Nondirective Play as a Treatment Procedure

Nondirective play has been used in the study and treatment of such diverse problems as allergy, mental deficiency, personality problems, physical handicaps and reading difficulties. From the published reports one receives the impression that it has usually been either successful or incomplete. Miller and Baruch (1948) following a successful preliminary psychotherapeutic treatment of allergy undertook to treat six children under eleven years of age by play therapy. All their subjects had classical allergic symptoms confirmed by positive skin reactions to various allergens. Prior to nondirective play all the subjects had been unsuccessfully treated medically. The researchers cite as a representative case a five-year old asthmatic boy who used attacks of asthma to gain contact with his mother. His attacks cleared after five months of play therapy. All six children showed improvement in their allergy condition after treatment.

Axline (1949) offered evidence which indicates marked improvement in some IQ scores after completing play therapy. The verbatim

stenographic reports of fifteen six-and-seven-year-old children referred for behavior problems were studied. Each child had been seen individually by the same therapist for eight to twenty contacts. The reports were selected and analyzed at some time after therapy on the basis of Stanford-Binet IQ ratings and the age of the children. In the case material presented, it is evident that both the children whose IQ's did not improve and those whose IQ's increased initiated play activity. Both groups freely expressed negative feelings and destructive play which was followed by outgoing and more positive behavior. Axline explained the increase in IQ scores by saying the child was freed from emotional constraint and could thus more adequately express his true capacities.

Fleming and Snyder (1947) endeavored to determine if measurable changes in social and personal adjustment resulted from nondirective play therapy. They had three simple personality tests administered to 46 children. Three girls and four boys who ranged in age from eight to eleven years were selected for play therapy on the basis of poor results in these tests. After a lapse of 12 weeks, 30 of the 46 children were available for retesting. Fleming and Snyder found the three girls had improved their adjustment with a greater amount of positive feeling about themselves. The least amount of improvement for the girls was in the social area. The boys showed no significant changes. The posttest scores of the control group

were the same as their pretest scores. The authors concluded that personal changes in adjustment must precede social change. The therapy experience had created more positive feeling among the subjects but it did not cause the control group to see the subjects as socially desirable.

Axline (1950) conducted a follow-up study with 22 children whose play experiences had been evaluated as successful. The study consisted of asking the participants in an interview how they felt about the nondirective play experiences. She concluded that they had achieved adjustment by achieving a synthesis in self-awareness, self-acceptance, and self-actualization.

Cowen and Cruickshank (1948) undertook a study to supplement the reports of Axline (1947). They held 13 meetings with five physically handicapped children all of whom had at least one emotional problem. The children's teachers and parents made an essay-type report on the child's problems at the start of the program. At the last meeting similar reports were completed again. The investigators found three of the children showed considerable observed improvement in both the home and the school. One child made slight reported gains, and one showed no improvement. Cowen and Cruickshank concluded that the nondirective play group offers an ideal setting for the self-solution for a particular type of emotional problem; namely, those stemming from the specific disability of the

physically handicapped child. There were no pre and post-tests, nor was a control group utilized to demonstrate more clearly that the play situation was the critical factor.

Axline (1947) reported a study of 50 second graders, listed as poor readers by their teachers, who were given a reading test. The 37 who received the lowest scores were placed in a special play class. At the end of the semester, three and a half months later, intelligence and reading tests were administered. There were eight girls and twenty-nine boys in the class with Stanford-Binet IQ's ranging from 80 to 148. In accordance with the techniques of nondirective play the subjects feelings and attitudes were accepted and clarified by the counselor. No remedial reading instruction per se was given. Axline found that 21 children gained more than the maturationally expected 3.5 words. This study would seem to indicate that nondirective therapeutic procedures are effective in building up a readiness to read in children (Lebo, 1953). The study did not include an experimental control group.

The Effectiveness of Nondirective Play

Cox (1953) used the Thematic Apperception Test and sociometric choices to test two groups of nine children each at an orphanage. He hypothesized that the youngest children at the orphanage would benefit from nondirective play, that the middle age youngsters

would be unlikely to benefit, and the oldest children would have more permanent benefit. Neither measure showed a significant difference for the middle group at the .05 level of significance. The Thematic Apperception Tests recorded a significant change in the youngest children's adjustment at the .05 level, but the sociometric rating did not. Only the sociometric measure revealed a significant change in the eldest group's adjustment at the .05 level. The findings thus were consistent with, but did not necessarily confirm, the hypotheses.

Schiffer (1957) summarized the results of play groups in a public school using play group leaders with a guidance coordinator. Without the use of controls or research data, he concluded that positive effects do emerge and many of the children function better in the classroom and in the neighborhood as a result of their participation in the specialized play group.

The aim of a study by Dorfman (1958) was to assess the outcomes of client-centered child therapy by personality tests, therapists judgments, and client follow-up statements. Three personality tests were given; one objective, one nonverbal projective, and one verbal projective. The tests used were the Rogers Test of Personality Adjustment, Machover Human Figure Drawing Test and a Sentence Completion Test. The hypothesis was that personality changes occur during a therapy period which do not occur in the same child during a no-therapy period, and which do not occur in a control group.

Seventeen cases were involved in the experimental group and they were matched by age and sex with 17 cases in the control group. The therapy was conducted in one public elementary school in a middle-class neighborhood of Chicago. The average length of therapy was 19 sessions. There was a significant improvement in general adjustment within the total group of cases at the .01 level. Subgroup analysis showed no differences in relative changes of boys and girls, self-closed and therapist closed cases, or cases judged successful and unsuccessful. The conclusions from the study were: 1) effective therapy can be done in a school setting, insofar as tests may measure outcomes, but due to the absence of behavioral data there is question as to whether test improvements reflect actual changes in life adjustment, and 2) no general claims for client-centered therapy can be made from this study.

A study was undertaken by Leland et. al. (1959) to ascertain whether group play techniques would be efficacious with mentally retarded children when other therapeutic methods had failed. The subjects were eight boys ranging in age from four years, nine months to nine years, six months. The Vineland Scale and the Wechsler Intelligence Scale for Children were administered to the group before and after the experimental program of approximately 90 hours of nondirective play in a little over a month. During the play sessions, the children were observed by professional members of the staff.

A one-tailed sign test was used to evaluate the significance of changes. The p's obtained were Vineland .145, WISC Verbal .016, WISC Performance .062 and WISC Full Scale .062. It was concluded that group play did not create any major changes in the level of social maturation. The authors of the study suggested that more refined investigation along these lines might prove to be enlightening and rewarding.

Schiffer (1967) measured several specific behavioral variables, using the Peer Nomination Inventory, and observed changes that occurred in classroom peer relations. Thirty-three boys between nine and eleven years of age were randomly selected from the treatment waiting list of a community child guidance clinic and assigned to one of five groups. Two groups consisted of children who received group play therapy, while their respective parents participated in a parent's therapy group. The third group of children also received group play therapy, but their parents were not treated. The fourth group was a placebo group play therapy, and their parents were not treated. Instead of a therapist, the children in this group met with a recreation leader. Their parents met together in a leaderless session, i.e. without a therapist or clinic staff member in attendance. Parents and children in the placebo group participated in activities similar to the therapy groups, but received no therapy in the traditional sense. Children assigned to the fifth (control) group were held on the treatment waiting list. Scores on the following behavioral dimensions

were obtained: Likeability, Impulsivity, Social Isolation, Pure Aggression, Aggressive Dependency, Immature Dependency, Depression, Rejection, and Total Deviance. Although these findings tend to support the hypothesis that group play therapy is effective, experimentally sound methods were not utilized in the study.

Andronico and Guerney (1969) used nondirective play techniques in a Head Start program. Sessions were held for six children for sixteen weeks. Situational observations suggested that all six children showed improvement in the Head Start classroom. The authors' conclusions were that play therapy is effective for use with the Head Start program.

Summary

A review of the literature in nondirective play suggests that the effectiveness of such a counseling technique has not been validated. Although it has not been validated experimentally as an effective addition to the counseling situation, neither has it been established as an ineffective addition (Nelson, 1967). The existing paucity of research information concerned with nondirective play may be attributable to: 1) the inadequate conceptualization of relevant theory and of the situational variables, 2) an insufficient concern with the physical characteristics of the playroom environment, 3) the economic waste traditionally associated with playroom research, and 4) the difficulties

encountered in attempting to categorize play behavior.

In 1953 Lebo stated:

> The principles and methods of nondirective play therapy are frequently presented as though they were firmly established. The assured manner of writing of many of the authors and the large-scale possibilities held before the reader, tend to make one believe that at long last, "the way" has been found. Actually, this is not so. ...the greatest weakness of nondirective play therapy lies in the impetuous overlooking of the real need for a foundation in research. ...nondirective play therapy, while promising when evaluated subjectively, has been seen to have rather serious methodological lacks.

Lebo found fewer than twenty articles on the value of play therapy published before 1953. In reviewing the literature between 1953 and 1969 this author found a limited number of articles showing research to test the validity of nondirective play. The statements that Lebo made in 1953 seem to hold true today. There appears to be a need for more carefully controlled research to evaluate the procedures and effects of nondirective group play.

CHAPTER III

METHODS AND PROCEDURES

Sample

The sample consisted of 36 second grade children in the Lebanon, Oregon, public schools who were identified as underchosen on a classroom sociogram. The sample population contained members of both sexes, equally distributed. These 36 pupils were selected from a larger population of pupils in six second grade classrooms. The classrooms were located in Santiam Elementary School, Queen Anne Elementary School, and Green Acres Elementary School. Two of the classrooms were located in each school. The classrooms were not scheduled by academic ability and numbered about 28 individuals in each class. There were approximately equal numbers of males and females in each classroom. The population classes from which the sample was chosen were similar in age, sex, academic ability and size.

Design and Procedure

The design of the research included the assignment to experimental and control groups after pre-testing. The investigator administered the sociometric test in each of the six classrooms. The

administration took approximately one hour in each classroom. These class sociograms identified the three least chosen girls and the three least chosen boys in each classroom. The sample population of eighteen girls and eighteen boys identified as underchosen by the sociometric test were then pre-tested with the Scamin Self-Concept Scale. Six boys and six girls were assigned to the three treatment groups, one experimental and two control groups, by the use of a table of random numbers.

After twelve members of the sample were randomly assigned to the experimental group, three boys and three girls were then randomly assigned to two play groups consisting of six members each. The experimental groups participated in nondirective play for 20 thirty-minute sessions conducted by this researcher. The groups met on Mondays and Thursdays for ten consecutive weeks from October 16, 1969, to December 19, 1969. Attendance was taken and ten of the twelve members missed one session each, while two members attended all sessions.

The members of control group I participated in a specialized reading group conducted by this researcher for 20 thirty-minute sessions. The groups met on Mondays and Thursdays for ten consecutive weeks from October 16, 1969, to December 19, 1969. Pupils were assigned to this treatment group by the same random fashion employed with the experimental group. There were two groups of

six members each, of whom three were boys and three were girls in each group. Attendance was taken and one member missed four sessions, three members missed two sessions, three members missed one session and five members were in attendance at all of the meetings. The intent of this group was to show the effect this researcher had on the interaction process of a group of second graders and to control for the Hawthorne effect. No attempt was made to test the pupils' changes in reading levels.

Control group II members were assigned in the same random fashion as the members of the experimental group and control group I. Control group II members received no attention other than the pre and post-tests.

After the treatment both experimental and control groups were post-tested with the Scamin Self-Concept Scale, and identical sociometric tests were administered in the six classrooms. Pre and post-testing was completed for all 36 individuals in the experimental and control groups.

Measuring Instruments

Scamin Self-Concept Scale

The Self-Concept and Motivation Inventory (Scamin): What Face Would You Wear? -- Early Elementary Form was published

in 1968. It consists of 24 self-descriptive items which the subject uses to describe himself. The individual items of the test are read to the subject either individually or in small groups. The test is usable with individuals in grade one through grade three. The Scamin Self-Concept Scale is designed to measure how the child views his role as a learner in school. The Scale shows the student's attitudes and feelings about school and schoolwork. The Scamin profile consists of four scores: Goal and Achievement Needs, Failure Avoidance, Role Expectations, and Self Adequacy. The Role Expectations score and the Self Adequacy score are added together for a total score which represents Self-Concept. Role Expectations is the positive acceptance of the aspirations and demands that the student thinks significant others expect of him. Self Adequacy is the positive regard with which a student views his present and future probabilities of success. The factors of Goal and Achievement Needs and Failure Avoidance were not considered for this study. The Early Elementary Form of the Scamin Self-Concept Scale has been used extensively in ESEA Title I evaluations. The test-retest reliability with 80 pupils in one such project showed a reliability coefficient of .81. Indications are that the test-retest reliability must be fairly stable since no one has significant differences to report in the literature (Milchus, 1969).

Sociometric Test

Sociometric status was measured by use of a sociometric test. A sociometric test is designed to disclose the feelings which individuals have regarding one another in respect to membership in the group in which they are placed at a given moment (Jennings, 1959). In the classroom situation information for making up the sociogram is obtained by asking the children to choose preferred companions from among their classmates. The questions this examiner included on the sociometric test for this study were: 1) Who are your best friends in this class? 2) Whom do you like to play with on the play ground? 3) Whom do you like to sit next to in the classroom? Each child was asked to list his first, second, third, fourth, and fifth choices of companions in response to the three questions. Different weights were then assigned to the various levels of choices. The value of a first choice was five; second choice, four; third choice, three; fourth choice, two; fifth choice, one. This technique provided a single weighted score for each pupil. The total weighted score for each pupil was then converted into a social score through a table of norms based on the sociometric testing of five thousand students (Thorpe, et. al. 1959).

When confronted with the question of the reliability of sociometric scores, one is faced with a different situation than is usually found in psychological testing. There are no grounds for assuming

that interpersonal responses should remain entirely constant over any given time interval. One would assume that there are some changes in interpersonal feelings taking place all the time. However, data (Monton, et. al. 1955) indicate that an individual's choice-value in a particular group is characterized much more by stability than by fluctuation.

SUMMARY

The sample was chosen from a population of six second grade classrooms in the Lebanon, Oregon, public school system. Thirty-six individuals identified as underchosen by a sociometric test were selected for the sample. Twelve of these, six boys and six girls, were randomly assigned to the experimental group. They participated in nondirective play, in groups of six, with this writer for 20 thirty minute sessions conducted over a period of ten weeks. Twelve members of the sample, six boys and six girls, were randomly assigned to control group I. They participated in a specialized reading program conducted by this writer for 20 thirty minute sessions conducted over a period of ten weeks. The twelve members randomly assigned to control group II, six boys and six girls, received no treatment other than pre and post-tests. The Scamin Self-Concept Scale and a sociometric test were administered to the subjects prior to the beginning of the treatment and at the conclusion of treatment.

Complete testing data was obtained for the 36 subjects included in the sample.

CHAPTER IV

FINDINGS

This study was designed to investigate whether or not individuals at the second grade level in the public schools who are exposed to nondirective play will show a greater increase in self-concept and sociometric status than either of two control groups. Control group I was exposed to a period of specialized reading and control group II received no attention other than pre and post-tests.

Complete results were obtained from all 36 subjects in the original sample of 18 males and 18 females. The experimental group and each of the two control groups were composed of six males and six females. Specific hypotheses tested were:

1. Positive change in self-concept as measured by the Scamin Self-Concept Scale will be greater in the experimental group than in either of the control groups at the termination of treatment.
2. Positive change in sociometric status as measured by the pre and post-test sociogram will be greater in the experimental group than in either of the control groups at the termination of treatment.

The statistical treatment used was the two-factor mixed design: repeated measures on one factor analysis of variance. The two-factor

mixed design is basically a combination of the completely randomized design and the treatments-by-subjects design. Not only does the two-factor mixed design permit comparison of the differences between the experimental groups, but it also permits evaluation of the changes in performance shown by the subjects during the experimental sessions. In the two-factor mixed design subjects are assigned to a number of experimental groups and each group is administered a different treatment. Then the subjects' performances on the criterion tasks are measured. In this study the criteria measured are self-concept and sociometric status. Since measures are recorded over successive test periods, this design permits (1) comparison of the over all performance of the experimental groups, (2) comparison and evaluation of performance changes from one measuring period to the next, and (3) comparison and evaluation of the treatment effects in relation to the passage of time between measuring periods. This particular design is very widely used in research in the behavioral sciences (Bruning and Kintz, 1968).

To measure the effects of the treatment upon the self-concept of the children in this study, the above described statistical treatment was used to test hypothesis number one.

Table 1. Analysis of Variance for the self-concept scores

Source of Variation	SS	df	MS	F	p
A (treatments)	323.1	2	161.6	2.29	n.s.
Error A	2330.0	33	70.6		
B (time)	3.1	1	3.1	.29	n.s.
A x B (treatment x time)	230.3	2	115.2	10.64	<.01
Error B	357.0	33	10.8		
Total	2653.2	35			

Factor A (treatments) yielded an F-ratio of 2.29, which is not significant. This indicates that the three groups all had essentially the same self-concept scores averaged over the pre and post-tests. The B factor (time) with an F-ratio of .29 is not significant. This indicates that the subjects did not change in total self-concept scores between the pre and post-test. Table 2 illustrates numerically the relationships of self-concept scores between pre and post-tests of the three treatment groups.

Table 2. Pre and post-test self-concept scores

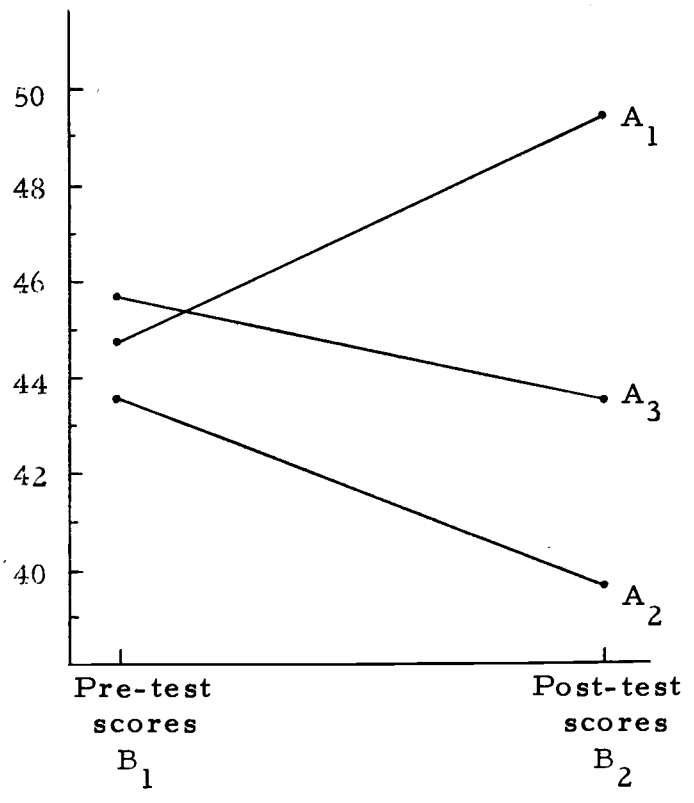
	Play A_1	Reading A_2	Control A_3	$\bar{x}$	
Pre-test B_1	44.6	43.5	45.8	44.6	
Post-test B_2	49.2	39.9	43.6	44.2	B Factor
$\bar{x}$	46.9	41.7	44.7		
		A Factor			

The A x B or treatments x time factor yielded an F-ratio of 10.64. This is significant at the .01 level. There is a significant statistical interaction between the three treatment groups and the pre-and post-tests. This can be seen by looking at the graph of interaction (figure 1), which shows the differential responses of the three treatment groups between the pre and post-tests. This indicates that the groups of subjects changed differently as a result of treatment, and supports the first hypothesis. Subjects exposed to nondirective play did show a significantly greater increase in self-concept scores than those subjects in the control groups as measured by the Scamin Self-Concept Scale.

The same statistical treatment was used to test hypothesis number two.

Table 3. Analysis of variance for the sociometric test scores

Source of Variation	SS	df	MS	F	p
A (treatments)	478.9	2	239.4	.77	n.s.
Error A	10236.6	33	310.20		
B (time)	2652.3	1	2652.3	7.52	<.01
A x B (treatment x time)	1752.0	2	876.0	2.49	n.s.
Error B	11633.1	33	352.5		
Total	10715.5	35			



A_1 - Play

A_2 - Reading (Control I)

A_3 - Control II

Figure 1. Interaction of Self-Concept Scores

Factors A (treatments) yielded an F-ratio of .77, which is not significant. The three groups all had essentially the same sociometric scores averaged over the pre and post-tests. The B factor (time) yielded an F-ratio of 7.52. This is significant at the .01 level. All of the subjects changed in sociometric status between the pre and post-test. The relationships of sociometric status scores between the pre and post-tests of the three treatment groups is illustrated numerically by Table 4.

Table 4. Pre and post-test sociometric test scores

	Play A_1	Reading A_2	Control A_3	$\bar{x}$	
Pre-test B_1	24.1	26.7	28.6	26.7	
Post-test B_2	39.8	29.1	37.0	35.3	B Factor
$\bar{x}$	32.0	28.0	32.8		
		A Factor			

The A x B or treatments x time factor yielded an F-ratio of 2.49 which is not significant. The groups of subjects did not change differently in sociometric status as a result of treatment. The only significant result in the sociometric testing was a significant gain in scores between the pre and post-tests. The second hypothesis was not supported. The subjects exposed to nondirective play did not

show a significant superiority in sociometric status score gain.

Discussion of Findings

The evidence from this study indicates that participation in non-directive play brings about desired changes in self-concept in those children identified as underchosen on a sociometric test. The evidence indicates that self-concept does increase significantly over a ten week period when a group of pupils are given the freedom to play out their feelings. This data supports the premise that when a child learns to express his feelings in appropriate ways he develops positive regard for himself and for others. At the same time the self-concept of the pupils in the control groups was not enhanced by their participation in a specialized reading group or by the regular procedures of the classroom. In fact, in both of the control groups the self-concept decreased, though not significantly, over the same time period. By responding empathically to the pupils in the reading groups this researcher was unable to effect any positive change in self-concept as measured by the SCAMIN. Apparently the interaction of the reading group did nothing to enhance positive increase in self-concept. As Glasser (1969) suggests, the structured school situation apparently does little to enhance one's self-concept.

The increase in sociometric status was significant over all three groups. The stability of sociometric relationships is probably

not firmly established in mid-October of the second grade. The developing and changing relationships in the classroom may cause sociometric status to change at this age level. The increase in the sociometric status of control group II supports the idea of considerable change in relationships over a ten week period of the second grade.

Since the teachers were aware of the underchosen members, perhaps they were able to facilitate some changes in sociometric status through their attitudes toward these children. The children may have been placed in a favorable light by the teacher, thus the other children saw them in a position of status. There is also the possibility that the 20 minute pre-testing period and the 20-minute post-testing period enhanced the sociometric status of the members of control group II.

Conversations with the teachers by this researcher indicated that being underchosen and then receiving special treatment enhanced the relative sociometric position of the experimental group and of control group I. Leaving the room for 30 minute periods two times a week may have increased the status of those pupils.

In the case of the two control groups an increased status position apparently does not positively influence one's view of himself as measured by the Scamin Self-Concept Scale. However, the self-concept of the members of the control groups may increase over

a longer period of time especially if their increased sociometric status is maintained.

The experimental group did show a greater gain score in sociometric status than the control groups, though the difference was not significant. Another sociometric test at a later date would indicate which of the three groups maintains a position of higher status.

Recommendations for Further Research

Self-concept and sociometric status tend to be transitory and changeable. Due to this factor there is a possibility that several long-term follow-up tests would give a more accurate evaluation of the effects of nondirective group play. A study similar to this one with different age children such as fourth, fifth, or sixth graders might be undertaken to ascertain the effectiveness of nondirective play with a different age group. Since the results of this study can only be generalized to those pupils identified as underchosen on a class sociogram, a similar experimental design using complete random selection of participants might be undertaken. Randomization of a particular age group into three treatment groups would allow the results wider interpretation.

A study might be conducted to test the amount of change to be expected in social relationships over a given time period of the

second grade. It might also be beneficial to repeat this study later in the school year when social relationships may be more stabilized.

Another possibility that might be pursued by further research is that a 20 minute pre-testing and a 20 minute post-testing period has a positive effect on sociometric status of those identified as under-chosen. If this were proven to be true it would have implications for classroom management.

Further investigation is needed into the kinds of instruments used for the evaluation of nondirective play. Such devices as video tape, self-report instruments, and expert ratings might add to the behavioral descriptions. This study supports the premise that non-directive group play interaction brings about changes in self-concept. The process that allows this to happen needs to be defined behaviorally.

CHAPTER V

SUMMARY

This research was undertaken to investigate the effects of nondirective play on the self-concept and sociometric status of selected second grade children. Specific hypotheses examined were:

1. Positive change in self-concept as measured by the Scamin Self-Concept Scale will be greater in the experimental group than in either of the control groups at the termination of treatment.
2. Positive change in sociometric status as measured by the pre and post-test sociogram will be greater in the experimental group than in either of the control groups at the termination of treatment.

The sample was chosen from a population of six second grade classrooms in the Lebanon, Oregon, public school system. Thirty-six individuals identified as underchosen on a class sociogram were selected for the sample. Twelve of these, six boys and six girls, were randomly assigned to the experimental group. They participated in nondirective play in groups of six with this writer for 20 thirty minute sessions conducted over a period of ten weeks. Twelve members of the sample, six boys and six girls, were randomly assigned to control group I. They participated in a specialized reading

program conducted by this writer for 20 thirty minute sessions conducted over a period of ten weeks. The twelve members randomly assigned to control group II, six boys and six girls, received no treatment other than pre and post-tests. Complete testing data was obtained for the 36 subjects included in the sample.

The Scamin Self-Concept Scale and a sociometric test were administered to subjects prior to the beginning of the treatment and at the conclusion of treatment. Two separate scores of 36 individuals for each measuring instrument were analyzed. The scores were analyzed by the use of the two-factor mixed design: repeated measures on one factor analysis of variance. The interaction effect of the self-concept score analysis yielded an F-ratio of 10.64, significant at the .01 level. Subjects exposed to nondirective play did show a significantly greater increase in self-concept scores than those subjects in the control groups as measured by the Scamin Self-Concept Scale. The evidence from this study indicates that participation in nondirective play brings about increases in self-concept in those children identified as underchosen on a sociometric test.

The only significant result in the analysis of the sociometric scores was that there was a significant gain at the .01 level in scores over all three groups. The increase in sociometric positions over all three groups may have been caused by the instability of sociometric relationships at the second grade age level. There is the

possibility that the teachers influenced the status of the underchosen members of their respective classrooms. The teachers may have done this through a change in attitude toward the children or by placing the underchosen members in favorable status positions. The interaction effect of the sociometric test results yielded an F-ratio of 2.49 which is not significant. The pupils exposed to nondirective play did not show significantly superior gains in status over those members of the control groups. The experimental group did show a greater gain in sociometric status than the control groups, though the difference was not significant.

The fact that the experimental group members increased significantly in self-concept indicates that the interaction of nondirective play permits a climate for change within the individual members. This change supports the premise that the individual has a strong capacity for growth toward mature behavior if given the freedom to express himself. As Andronico and Guerney (1969) have suggested, those individuals who participated in nondirective play developed a positive regard for themselves. The implications for use of nondirective play in the public schools seem to be clear. The value and importance of a healthy self-concept has been established in our society. If two one-half hour periods per week significantly enhances the self-concept of youngsters identified as underchosen as this study

indicates, then it behooves the public schools to initiate an extensive program of nondirective group play as a part of any elementary counseling program.

Further research needs to be undertaken to define behaviorally the process of nondirective group play. Such devices as video tape, self-report instruments, and expert ratings might add to the behavioral descriptions. The interaction of nondirective group play brought about significant changes in self-concept in this study. The process that permits such changes needs to be defined behaviorally.

The transitory and changeable aspects of self-concept and sociometric status suggest that several long-term follow-up tests might give a more accurate evaluation of the effects of nondirective play.

The findings of this study should be applied only to those pupils identified as underchosen on a sociometric test. A suggestion for further research into the effectiveness of nondirective play would be to set up a similar experimental design using complete random selection of participants of a particular age group for each treatment group. The results from such a study might help to establish the usefulness of nondirective group play with all public school children.

BIBLIOGRAPHY

Andronico, Michael P. and Bernard G. Guerney Jr. 1969. A psychotherapeutic aide in a Headstart program. Children 16:14-22.

Axline, Virginia. 1947. Nondirective therapy for poor readers. Journal of Consulting Psychology 11:61-69.

Axline, Virginia. 1947. Play therapy. Boston, Houghlin-Mifflin. 379 p.

Axline, Virginia. 1949. Mental deficiency-symptom or disease? Journal of Consulting Psychology 13:313-327.

Axline, Virginia. 1950. Play therapy experiences as described by child participants. Journal of Consulting Psychology 14:53-63.

Bettelheim, Bruno. July, 1964. What children learn from play. Parents' Magazine 39:48-9, 101-102.

Blocher, Donald H. 1966. Developmental counseling. New York, Ronald. 250 p.

Bruning, James L. and B. L. Kintz. 1968. Computational handbook of statistics. Glenview, Scott, Foresman. 269 p.

Boyd, William. 1911. The educational theory of Jean Jacques Rousseau. New York, Longmans. 368 p.

Cowen, E. L. and W. M. Cruickshank. 1948. Group therapy with physically handicapped children. Journal of Educational Psychology 39:281-297.

Cox, F. N. 1953. Sociometric status and individual adjustment before and after play therapy. Journal of Abnormal Psychology 48:354-356.

Dewey, John and Evelyn Dewey. 1915. Schools of tomorrow. New York, Dutton. 316 p.

Dorfman, Elaine. 1958. Personality outcome of client-centered child therapy. Psychological Monograph. 72:1-22.

Eble, Kenneth E. 1966. A perfect education. New York, Collier. 215 p.

Edwards, Allen. 1968. 3rd edition. Experimental design in psychological research. New York, Holt, Rinehart, and Winston. 455 p.

Faust, Verne. 1968. The counselor-consultant in the elementary school. New York, Houghton-Mifflin. 325 p.

Finke, Helene. 1947. Changes in the expression of emotionalized attitudes in six cases of play therapy. Unpublished master's thesis. University of Chicago.

Fleming, Louise and W. U. Snyder. 1947. Social and personal changes following non-directive group play therapy. American Journal of Orthopsychiatry 17:101-116.

Frank, Lawrence K. 1964. The role of play in child development. Childhood Education 41:70-73.

Freud, Sigmund. 1928. Beyond the pleasure principle. New York, Liveright. 121 p.

Ginott, H. G. 1961. Group psychotherapy with children. New York, McGraw-Hill. 208 p.

Glasser, William. 1969. Schools without failure. New York, Harper and Row. 235 p.

Hill, George E. and Eleanor B. Luckey. 1969. Guidance for children in elementary schools. New York, Appleton. 598 p.

Holt, John. 1964. How children fail. New York, Pitman. 181 p.

Jennings, Helen H. 1959. Sociometry in group relations. Washington, D. C. American Council on Education. 105 p.

Kerlinger, Fred N. 1964. Foundations of behavioral research. New York, Holt, Rinehart, and Winston. 739 p.

Klein, Melanie. 1955. The psychoanalytic play-technique. American Journal of Orthopsychiatry 25:223-237.

L'Abate, Luciano. 1969. Design for a playroom. Atlanta, Georgia State College. 14 p.

Landisberg, Selma and W. U. Snyder. 1946. Nondirective play therapy. Journal of Clinical Psychology 2:203-214.

Lebo, Dell. 1952. The relationship of response categories in play therapy to chronological age. Child Psychiatry 2:330-336.

Lebo, Dell. 1953. The present status of research on nondirective play therapy. Journal of Consulting Psychology 17:177-183.

Leland, Henry, J. Walker and A. N. Taboada. 1959. Group play therapy with a group of post-nursery male retardates. American Journal of Mental Deficiency 63:848-851.

Meeks, Anna R. 1968. Guidance in elementary education. New York, Ronald. 237 p.

Milchus, Norman, Consultant, Person-O-Metrics: measurement and appraisal of human behavior. Personal communication. Dearbon Heights, Michigan. August 15, 1969.

Miller, H. and Dorothy W. Baruch. 1948. Psychological dynamics in allergic patients as shown in groups and individual psychotherapy. Journal of Consulting Psychology 12:111-115.

Monton, Jane S., Robert R. Blake and Benjamin Fruchter. 1955. The reliability of sociometric measures. Sociometry 18:7-48.

Moustakas, Clark E. 1953. Children in play therapy; a key to understanding normal and disturbed emotions. New York, McGraw-Hill 218 p.

Nelson, Richard C. 1966. Elementary School Counseling with unstructured play media. American Personnel and Guidance Journal 45:24-27.

Nelson, Richard C. 1967. Pros and cons of using play media in counseling. Elementary School Guidance and Counseling 2:142-147.

Rogers, Carl R. 1951. Client-centered therapy: its current practice, implications, and theory. Boston, Houghton-Mifflin. 560 p.

Rogers, Carl R. 1969. Freedom to learn: a view of what education might become. Columbus, Merrill. 358 p.

Scarfe, N. V. 1962. Play is education. Childhood Education 39: 117-121.

Schiffer, Allan L. 1967. The effectiveness of group play therapy as assessed by specific changes in a childs' peer relations. American Journal of Orthopsychiatry 37:219-220.

Schiffer, Mortimer. 1957. A therapeutic play group in a public school. Mental Hygiene 41: 185-193.

Sutton-Smith, Brian. 1967. The role of play in cognitive development. Young Children 22:360-370.

Taylor, Theodore D. 1970. Effects of group counseling on self-concept and academic achievement of selected high school sophomore health classes. Ed. D. thesis. Corvallis, Oregon State University. 56 numb. leaves.

Thorpe, Louis P. et. al. 1959. Studying social relationships in the classroom. Chicago, Science Research Associates. 49 p.

Wrenn, C. Gilbert. 1962. The counselor in a changing world. Washington, D. C., American Personnel and Guidance Association. 195 p.

APPENDIX

APPENDIX

Statistics

Analysis of Variance. Two-Factor Mixed Design: Repeated Measures on One Factor.

Analysis of Self-Concept Scores

Source of Variation	SS	df	MS	F	p
Between subjects	2653.2	35			
A (treatments)	323.1	2	161.6	2.29	n.s.
Error (A)	2330.0	33	70.6		
Within Subjects	590.5	36			
B (time)	3.1	1	3.1	.29	n.s.
AB (treatments x time)	230.3	2	115.2	10.64	<.01
Error (B)	357.0	33	10.8		

Hence conclude from above ANOVA that:

(1) The three treatment groups all had essentially the same scores averaged over the pre and post-tests.

(2) No significant difference existed in total self-concept scores between the pre and post-tests.

(3) There is a significant interaction between the three treatment groups and the pre and post-tests.

Statistics

Analysis of Variance. Two-factor Mixed Design: Repeated Measures on One Factor.

Analysis of Sociometric test scores

Source of Variation	SS	df	MS	F	p
Between subjects	10715.5	35			
A (treatments)	378.9	2	239.4	.77	n.s.
Error (A)	10236.6	33	310.2		
Within Subjects	16037.5	36			
B (time)	2652.3	1	2652.3	7.52	<.01
AB (treatments x time)	1752.0	2	876.0	2.49	n.s.
Error (B)	11633.1	33	352.5		

Hence conclude from above ANOVA that:

(1) The three treatment groups all had essentially the same scores averaged over the pre and post-tests.

(2) There is a significant increase in sociometric status scores between the pre and the post-tests.

(3) No significant interaction existed between the three treatment groups and the pre and post-tests.

Pre and Post-test Self-Concept Scores

Group A_1 (Play)			Group A_2 (Reading)		
Pupil	Pre_{B_1}	$Post_{B_2}$	Pupil	Pre_{B_1}	$Post_{B_2}$
1 M*	46	40	1 M*	52	54
2 M	45	48	2 M	30	28
3 M	31	37	3 M	39	41
4 F	39	42	4 F	46	41
5 F	43	50	5 F	39	38
6 F	60	60	6 F	48	42
7 M	44	50	7 M	44	34
8 M	44	50	8 M	43	34
9 M	44	60	9 M	42	31
10 F	53	50	10 F	53	50
11 F	48	48	11 F	40	37
12 F	39	47	12 F	46	49

Group A_3 (Control)

Pupil	Pre_{B_1}	$Post_{B_2}$
1 M	40	43
2 M	43	40
3 M	55	49
4 F	49	42
5 F	45	42
6 F	43	45
7 M	46	51
8 M	44	42
9 M	44	41
10 F	46	41
11 F	53	49
12 F	42	38

Self-Concept Scores Range Possible 6 - 60

* M = Male F = Female

Pre and Post-test Sociogram Scores

Group A_1 (Play)

Pupil	Pre_{B_1}	$Post_{B_2}$
1 M*	2	60
2 M	15	61
3 M	19	19
4 F	36	9
5 F	1	53
6 F	23	24
7 M	16	35
8 M	13	7
9 M	17	19
10 F	5	29
11 F	11	108
12 F	11	53

Group A_2 (Reading)

Pupil	Pre_{B_1}	$Post_{B_2}$
1 M	13	7
2 M	25	40
3 M	20	35
4 F	17	30
5 F	32	53
6 F	28	26
7 M	26	23
8 M	17	33
9 M	34	16
10 F	33	37
11 F	42	20
12 F	34	30

Group A_3 (Control)

Pupil	Pre_{B_1}	$Post_{B_2}$
1 M	22	93
2 M	23	37
3 M	8	22
4 F	41	30
5 F	40	91
6 F	24	16
7 M	38	20
8 M	38	25
9 M	29	28
10 F	13	11
11 F	30	38
12 F	38	33

* M = Male F = Female

Sociometric Test

NAME _____ Boy ____ Girl____

YOUR NUMBER_____

1. QUESTION: Who are your best friends in this class?

   YOUR CHOICES: (1) ____ (2) ____ (3) ____ (4) ____ (5) ____

2. QUESTION: Whom do you like to play with on the playground?

   YOUR CHOICES: (1) ____ (2) ____ (3) ____ (4) ____ (5) ____

3. QUESTION: Whom do you like to sit next to in the classroom?

   YOUR CHOICES: (1) ____ (2) ____ (3) ____ (4) ____ (5) ____

Scamin Self-Concept Scale: What Face Would You Wear?

This is almost like a game. It's called What Face Would You Wear?

You know that boys and girls put on masks to look like other people. Sometimes clowns paint their faces to look happy or sad. And you change your face a few times every day. If someone gave you a piece of candy, you might wear a smile on your face . . . like this . . . (Point to the small smile.)

If you thought you were going to like the candy very much, you might wear a real big smile . . . like this . . . (Point to the big smile.)

But, if you fell down on the sidewalk, you would probably wear a sad face . . . like this one . . . (Point to the frown.)

If it hurt badly enough, you would feel almost like crying. (Draw the crying face.)

Now, what about this face? (Point to the uncommitted face in the middle.) This face isn't happy, and it isn't sad. It's between glad and sad.

(Point to the faces as you go along.) Everyone look at the row of faces at the top of your sheet. Put your finger on the small smile. Now put your finger on the big smile. Put your fingers on the two sad faces. Which is the saddest one? Which face is between glad and sad?

Put your marker under this top row of shaded faces. What face would you wear if you found a strange dog? Take your pencil. Put a nose on that face.
(If machine-scored, say): Darken-in one of the noses like this -- real dark! Only one nose.
(If hand-scored, say): Draw in a nose. Only one nose. What face would you wear if you found a strange dog? If you think of a growling dog, you might wear one of the unhappy faces. If you think of a friendly dog, you might wear one of the happy faces. Or, you might pick the face in the middle. Any face you pick is right if it is the way you would feel.

Questions

Now that we've finished the practice row, let's find row one. Put your marker under the row of faces numbered "one". I want you to put a nose on the one face that you would wear if you could make a teacher happy with your arithmetic.
(If machine scored, say): Darken-in the little nose on the face you pick.
(If hand-scored, say): Draw a nose on the face you pick.

#1 (Repeating # 1): WHAT FACE WOULD YOU WEAR IF YOU COULD MAKE TEACHER HAPPY WITH YOUR ARITHMETIC? Put a nose on it. (Scan the room and say): That's fine! (while you correct any wrongdoers.)

Only one face! You can only wear one face at a time. Now move your marker down one row to the row numbered "two". Which one of these faces would you wear if you were reading a story that you had written for your parents?

#2 (Repeating # 2): WHAT FACE WOULD YOU WEAR IF YOU WERE READING A STORY THAT YOU HAD WRITTEN FOR YOUR PARENTS? Mark the nose.

Remember that the faces that you wear are different from the ones that anyone else wears, so don't pay any attention to what the people near you are marking. Answer every question. Don't leave any rows without a nose on one of the faces.

#3 Row Three: WHAT FACE WOULD YOU WEAR IF YOU COULD TELL A FRIEND A WORD THAT HE NEEDED TO KNOW? (Repeat the last question.) Now down to row four.
I'll say every question two times. Raise your hand if I go too fast for you.

#4 Row Four: WHAT FACE WOULD YOU WEAR IF YOU HAD TO TELL YOUR PARENTS THAT YOU HAD LOST YOUR COAT? (Repeat.)

#5 Row Five: WHAT FACE WOULD YOU WEAR IF YOU HAD TO ASK A TEACHER FOR HELP WITH YOUR ARITHMETIC? (Repeat.)

#6 The Bottom Row -- Row Six: WHAT FACE WOULD YOU WEAR IF YOU MADE A MISTAKE IN FRONT OF THE WHOLE CLASS? (Repeat.)

#7 Now back up to the top of the page and Row Seven: WHAT FACE WOULD YOU WEAR IF YOU COULD READ LIKE A GROWN-UP? (Repeat.)

#8 Move your marker under Row Eight: WHAT FACE WOULD YOU WEAR WHEN YOU ARE LEARNING TO READ SOME WORDS THAT YOU MIGHT USE SOMEDAY? (Repeat.)

#9 Row Nine: WHAT FACE WOULD YOU WEAR WHEN YOU THINK OF GOING TO SCHOOL TO LEARN OF NEW IDEAS? (Repeat.)

#10 Row Ten: WHAT FACE WOULD YOU WEAR IF YOU HAD DONE SOMETHING THAT WOULD GET YOU A SPANKING? (Repeat.)

#11 Row Eleven: WHAT FACE WOULD YOU WEAR IF YOU COULDN'T ANSWER AN EASY QUESTION? (Repeat.)

#12 Row Twleve is the last row of the page: WHAT FACE WOULD YOU WEAR IF YOU HAD TO GO BACK AND START YOUR GRADE ALL OVER AGAIN? (Repeat.)

#13 Everyone turn your sheet over to the back. Start at the top. Put your marker under Row Thirteen: WHAT FACE WOULD YOU WEAR WHEN YOUR PARENTS TELL YOU HOW GOOD YOUR SCHOOL WORK WILL BE? (Repeat.)

#14 Row Fourteen: WHAT FACE WOULD YOU WEAR WHEN A TEACHER TELLS YOU HOW MUCH YOU SHOULD BE READING NEXT YEAR? (Repeat.)

#15 Row Fifteen: WHAT FACE WOULD YOU WEAR IF THE BOYS AND GIRLS HAD TO PICK THE BEST READERS IN YOUR READING GROUP? (Repeat.)

#16 Row Sixteen: WHAT FACE WOULD YOU WEAR WHEN ONE OF YOUR PARENTS HAS A TALK WITH ONE OF YOUR TEACHERS? (Repeat.)

#17 Row Seventeen: WHAT FACE WOULD YOU WEAR WHEN A TEACHER TELLS EVERYONE TO DO THEIR VERY BEST WORK? (Repeat.) Now down to the bottom row.

#18 Row Eighteen: WHAT FACE WOULD YOU WEAR IF THE SMARTEST CHILDREN COULD GO-OUT-'N-PLAY? (Repeat.) Let's all move our markers up to the top of the page.

#19 Row Nineteen: WHAT FACE WOULD YOU WEAR THINKING OF THE BEST SCHOOLWORK YOU WOULD LIKE TO DO? (Repeat.) Down one row.

#20 Row Twenty: WHAT FACE WOULD YOU WEAR IF YOU HAD SOME HARD ARITHMETIC PROBLEMS TO DO? (Repeat.)

#21 Row Twenty-One: WHAT FACE WOULD YOU WEAR IF SOMEONE WAS TELLING YOU WHAT YOUR CLASS WILL BE LIKE NEXT YEAR? (Repeat.) Only three more to go.

#22 Row Twenty-Two: WHAT FACE WOULD YOU WEAR WHEN YOU THINK OF HOW GOOD YOU'RE DOING IN READING? (Repeat.)

#23 Row Twenty-Three: WHAT FACE WOULD YOU WEAR IF YOU STARTED TO STUDY SOMETHING NEW WITH NUMBERS? (Repeat.) Now the last row.

#24 Row Twenty-Four: WHAT FACE WOULD YOU WEAR WHEN YOU THINK OF ALL THE CHILDREN IN CLASS WHO LIKE YOU? (Repeat.)

Let's all go back to the front of our sheet and check to see that there is one nose -- and only one nose -- in every row. Raise your hand if you missed a row or want a question repeated. Thank you for listening so well. (Collect the response sheets in your usual manner.)

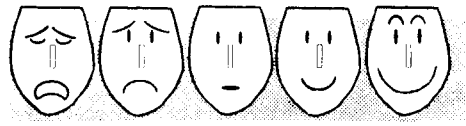
Print name: _____ Date: _____

School: _____ Teacher: _____ Grade: _____

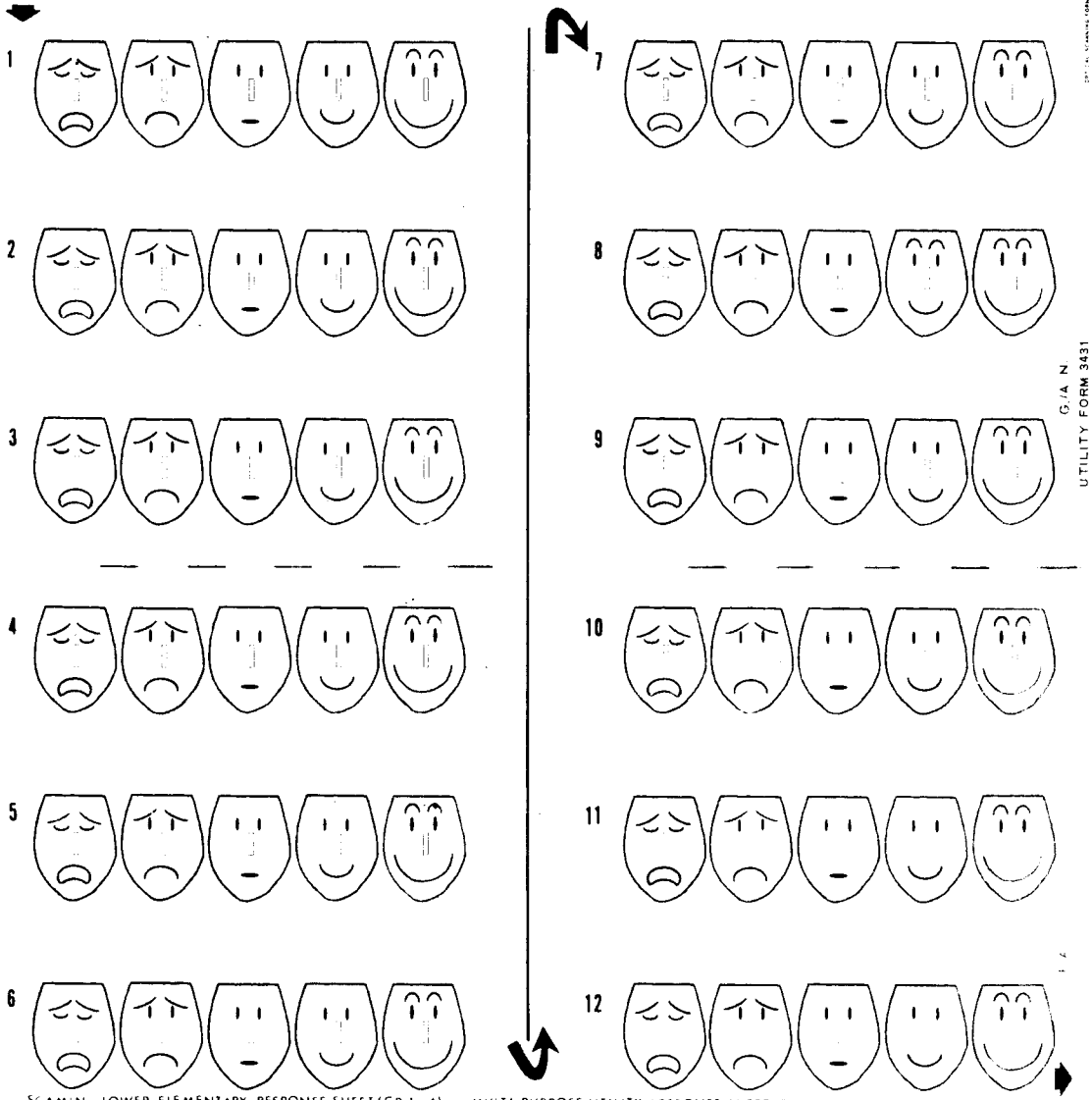
Student Number

0 0 0 0
1 1 1 1
2 2 2 2
3 3 3 3
4 4 4 4
5 5 5 5
6 6 6 6
7 7 7 7
8 8 8 8
9 9 9 9

What Face Would You Wear?

Sample 

Darken the nose with pencil.



G/A N
UTILITY FORM 3431