

THE EFFECT OF AWARENESS GROUPS ON HUMAN RELATIONS
SKILLS OF SECOND GRADE CHILDREN

by

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CHAPTER I

INTRODUCTION AND REVIEW OF LITERATURE

Introduction

One of the most fundamental and essential skills of human beings is the ability to communicate. In school, whether in a structured or unstructured classroom, communication skills are learned or taught, repressed or facilitated. Human interaction has been cited as the single most important ingredient in the education process (Stanford and Roark, 1974). It is through communication and human contact that "genuine learning," involving all aspects of the individual takes place (Moustakas and Perry, 1973; Stanford and Roark, 1974).

Current literature views the classroom as a group, including the teacher, who provides an environment that can enhance or inhibit the learning process. The literature suggests that the classroom group provides opportunities for each individual to receive feedback on how he is being viewed by his peers. The mere presence of others has an impact on performance in all areas (Schmuck and

Schmuck, 1971).

Until a learner is able to perceive a relationship between his own life and the subject matter being studied, what he "learns" will make little difference to him. Consequently, modern educators are now concerning themselves with ways of relating subject matter to the personal concerns of students. In addition, they are now seeing affective development as valid subject matter in its own right (Stanford and Roark, 1974).

Stanford and Roark (1974) set forth three principles of education which stress the importance of the human element in the education process: (1) Education is a social process; (2) Significant learning occurs through human interaction; and (3) Education must include self-knowledge and self-understanding.

Communication is a major focus of these three principles. Some elements of communication skills include self-awareness, awareness of one's own abilities or self-esteem and awareness of the components of good interpersonal relationships. A comprehensive program dealing with communication skills and affect development should incorporate all of these elements.

Thus, attention must be paid to structuring affective education so as to prohibit the learning of dysfunctional communication skills and to encourage the learning of skills that will enable the individual to perform at his highest potential, both in academic work and interpersonal relationships. A program for the facilitation of human interaction and communication skills should be a vital part of any good school's curriculum. The blending of human relations theory and practice with child development theory can provide an effective method for the structuring of affective learning in an elementary school classroom. This study examines how such an amalgam can best be made.

Review of Literature

Research on affective education issues highlights certain relevant aspects that must be served by any program assuming to respond to the affective needs of children in a classroom setting.

Research on Self-Concept and School Achievement

Several studies have demonstrated a relationship between self-acceptance and achievement in school. Bhatnager (1966) concluded that a child's sense of his

own responsibility, goodness, and self-assurance is important to a child's overall academic success. James Coleman (1966), in one of the largest surveys ever conducted, found that such attitudes as a child's self-concept and sense of control over his own fate, correlate highly with how well he does academically. Gowan (1960) reported that achievers in school were characterized by self-confidence, self-acceptance, and a positive self-concept. The successful student has been shown to have a relatively high opinion of himself (Ringness, 1961) and confidence in his general ability and in his work as a student (Taylor, 1964). He feels that he works hard, is liked by other students, and is generally polite and honest (Davidson and Greenberg, 1965).

Shaw and Alves (1963) found that male achievers and underachievers differed significantly on the variables of self-concept, self-acceptance, and acceptance of peers, with male underachievers having more negative self-concepts than male achievers. Durr and Schmatz (1964) investigated differences between achieving and underachieving school children and reported that underachievers are more withdrawn, tended to lack self-confidence, a sense of personal worth

and a feeling of belonging. Professed self-concepts of academic achievement change with actual changes in academic achievement, and vice versa (Brookover, 1962, 1965).

Consequently, a program that seeks to effect affect development and communication skills might seek to enhance, or at the very least, make more accurate the self-concepts of the individual students and thereby, albeit indirectly, enhance his capacity for academic achievement.

Research on Self-Concept and Interpersonal Relationships

A relationship exists between academic achievement and the quality of interpersonal relationships that a child has with adults as well as with his peers (Ojemann, 1961). Gronlund (1959) suggests that, other things being equal, the types of relationships that a child develops largely determine how he views himself and the outside world, which, as suggested above, contributes to his academic success. In a self-contained classroom, a somewhat stable environment is maintained and the values, attitudes, and likes of a child's peers are a potent force in his life (Sears and Sherman, 1964).

The quality of a child's relationships with peers and adults not only has an impact on his academic achievement,

but also on the direction of the development of his self-concept (Engel and Raine, 1963). Raimy (1943) explains that social interaction influences the development of the self-concept, forming a frame of reference for the individual. In other words, an individual may see himself as others see him, or as he believes that others see him.

Thus, a program concentrating on communication skills should utilize the obvious connection developed in the literature between the quality of interpersonal relationships and academic achievement. It should present an opportunity to explore interpersonal relationships so that the individuals involved have a more accurate idea of how they are perceived by their peers.

Research Studies on Affect Awareness, Self-Concept, and School Achievement

Thus, the manner in which a child views himself relates to his use of his abilities and to his relationships with others. A connecting thread can be seen in these three factors, including academic achievement. Wright et al. (1971) list 16 components of a positive self-image. Half of these relate to interpersonal relationships:

- 1) Communicating more effectively with adults and peers
- 2) Interacting more wholesomely with others

- 3) Understanding self and others
- 4) Being more sensitive and perceptive to the world around him
- 5) Having more empathy for the innermost feelings of others
- 6) Being more open to constructive criticism
- 7) Being more sensitive and accepting of the differences in others
- 8) Giving and receiving more affection.

The qualities exhibited by a person with a positive self-concept describe an "affect aware" individual as well (Gilbert, 1969). An "affect aware" child is highly verbal, shows a wide range of feelings, which he clearly verbalizes to make himself understood. He is more empathic towards other children. He shows qualities of a child with a good self-concept: ego strength, independence, ambition, and greater maturity.

Both Wright's and Gilbert's studies indicate a relationship between self-awareness and the understanding and sensitivity to others. As Reif and Stallak (1973) eloquently state:

The child who is highly aware and capable of expressing himself is not only in tune with his internal subjective experience of the world, but understands and can evaluate the kind of experience another person is having. . . .

It is assumed that this comprehension, if part of the child's development, would facilitate more constructive interpersonal relationships and provide more inner felt security in these relationships.

(p. 36)

For some children affect awareness is a natural outcome of the growth process, for others it is not. In either case, it seems that a program that attends to the affect awareness of children will help to improve their interpersonal relations and academic achievement.

Approaches to Affective Education

Several approaches toward structuring affective education have been developed over the past few years. A brief, selected review of some of the prominent methods is presented here.

The goal of each of these methods is to effect growth in the affective domain of the individual children. The differences in the programs arise from differing theoretical orientations of the developers of the programs.

DUSO kits have been developed and are widely used in classrooms. They present stories, using everyday situations and puppets to represent characters in these situations. The characters in the kits become part of the classroom. Although this is a structured program, it neglects the real child's existing relationship with peers and teachers in the classroom situation.

George Brown in Human Teaching for Human Learning (1968) presents an eclectic approach, utilizing principally gestalt therapy but incorporating many different approaches. His technique is primarily theoretical in nature however. Once the teacher is given the theoretical background he/she is left on his/her own devices to develop techniques to implement the theory.

Texts have even been developed that treat affect as they would any other valid subject matter in a text. One such text is Self-Expression and Conduct (1974) designed for primary elementary school children.

In Schools Without Failure (1969), William Glasser states that educators must maximize success experiences for the children. He suggests that the method of doing this is through the classroom meeting which is geared towards increasing cooperation and the development of mutual love and respect, as well as decreasing intra-group hostility. This is a structured program related to the approach used in this study.

A final approach is the awareness group, the approach examined in this study. It is an approach that allows for a small group situation involving teacher and students in a discussion of affect related topics. It is

semi-structured and allows for flexibility within continuity and the concentration on real problems of interest to the children. This approach was chosen because it concentrated on self-awareness, awareness of competence, and awareness of effective interpersonal relations, all three of which are vital components of success in school and in life in general.

Observations on Awareness Groups

It has been suggested that one of the best ways to facilitate more constructive interpersonal relationships is through communication in a small group situation (Wilson, 1965; Nyberg, 1971). A small group allows the opportunity for individuals to interact fully with each other on a specified topic.

The basic procedure of an awareness group is to have the children sit in a circle and talk with each other and the teacher in a semi-structured manner. There are only three rules: to sit quietly, to take turns speaking, and to listen to what each child says. The topics cover a wide range while concentrating on one or more of the three elements basic to communication skills: awareness of self (e.g., "A time I was sad"), awareness of competence (e.g.,

"Some way I help out at home"), and awareness of effective interpersonal relationships (e.g., "Something special my best friend and I did together"). The only boundaries on the topics are that they deal with personal subjects, thoughts and feelings that the children are able to relate to successfully. They must be simple as opposed to complex and they must be concrete (Friedman, 1973).

The groups meet for approximately 20 minutes daily at a specified time of day. The circle is formed and the topic is introduced, usually by the teacher-leader, and an effort is made to stay on that topic. The children are encouraged to verbally share thoughts and feelings and to listen to the comments of others. This flexible structure allows the teacher and the students a secure, mutually known foundation upon which to build a strong relationship along with gaining greater insight into the topic of affect. Both of these are reportedly beneficial to academic success.

The awareness group meets many of the criteria set forth concerning good affective education programs. It concentrates on interactions between pupils and between teacher and pupils on various topics incorporating one or more of the elements involved in communication skills. It fosters the self-knowledge and self-confidence that seems

essential for academic success.

Children who have participated in awareness groups in the past have stated that they are able to express thoughts and feelings in the group that they were unable to express elsewhere (Friedman, 1973).

One significant objective of affective education is an improved and more accurate self-concept on the part of the participants. This is one of the major goals of the awareness group.

Awareness groups deal directly with communication and interaction presenting an opportunity for a child to receive feedback, either explicitly or implicitly, on how others experience similar feelings. The group concentrates on developing unity and relationships between students, by its very nature. An anticipated outcome of the awareness group is that the quality of interpersonal relationships will improve, if for no other reason than that there is more information on the individuals involved than would be available under ordinary classroom situations, where give and take is limited. If the theoretical literature and current research is correct, then in an awareness group setting by improving the quality of interpersonal relationships, academic achievement may be improved.

The opportunities presented by the awareness group can enhance and facilitate affect awareness. It does so by concentrating on affective topics almost exclusively and by providing the opportunity to hear the affective experiences of classmates that are not ordinarily discussed in a classroom situation.

The awareness group is a preventative measure designed to enhance good communication and human interaction, rather than to cure specific communication problems. It is designed to gradually maintain children's innate self-awareness, expression of feelings, and self-confidence, while at the same time helping him to become aware that others experience similar thoughts and feelings.

Previous Studies on Awareness Groups

The awareness group has already been studied to a limited extent. The effectiveness of awareness groups in attaining their goals has been shown in five studies reported in the Bulletin of the Institute for Personal Effectiveness in Children (1970).

One study was conducted in Coronado Elementary School, Albuquerque, New Mexico (IPEC Research Bulletin, Oct. 6, 1970), in two bi-lingual, bi-cultural low-income Spanish

American elementary schools. Tests were run on many aspects of school life from oral competency through peer relations and self-esteem. Significantly positive results were obtained in the school employing awareness group techniques, while no such results were found in the control school.

A second study (McGee, 1970) of a year's duration was conducted with four and five year olds. IQ gains were significant in the experimental group, nearly twice that of the controls. As judged by the Metropolitan Readiness scale, the experimental group was better prepared to enter school than the control group.

Another study (West Texas Educational Service Center, 1970) was conducted in a Headstart program in New Mexico. One group of teachers was trained in awareness group techniques, while the other continued to use standard Headstart techniques. At the end of the experimental period the group that had been using the awareness group techniques was found to be better prepared to enter a regular school program than those in the group that had been using standard Headstart procedures.

In a fourth study, awareness group techniques were adapted for use with individuals ranging in age from 14 to 26 in

a remedial situation (Schneider, 1970). A self-report inventory was administered to each student in the last two weeks of a summer school session, focusing on four personality dimensions: trust, autonomy, initiative, and industry. Peer cohesion was also measured. The findings of this study indicate more self-acceptance, better skills at coping with disliked situation, and a better attitude towards school.

The fifth study cited concerns the generation of affective vocabulary (Fearn, 1970). The subjects were fifth graders at an inner city school and sixth graders at an affluent suburban school. The purpose was to determine whether awareness groups would make a measurable difference on the written expression of feelings among children of diverse educational environments. The use of awareness groups was responsible in part for the use of a larger affective vocabulary in both of the academic environments.

The studies presented above were drawn from master's theses and doctoral dissertations. Nothing else has been published which directly tests the effectiveness of the awareness groups for children in experimental situations. To date these are the studies that have been completed, although some are in progress now.

A few broad generalizations can be made from the studies to date. In classes where awareness groups are implemented: (1) the level of academic achievement among the students is not reduced and there may have been some improvement, but cause and effect are not proven; (2) the incidence of behavior problems is reduced, in some cases markedly so; (3) in some studies there is an improvement in the self-concept to a possibly significant degree; and (4) there is an improved climate of cooperation and helpfulness among the children.

These studies leave some important questions unanswered. One major question is the effect that the awareness group has on the quality of interpersonal relationships among the children and the elements which contribute to the quality of relationships. Some of these elements involve the ability to listen to what others are saying, to understand another person and how he feels towards himself, and the commonality between themselves and others. These are contributing factors in the developing of an awareness of affect.

It is precisely this question that the study reported here chose to examine, while incorporating elements of previous studies as well.

Purpose of the Study

One significant anticipated result of awareness groups for children is the improvement of interpersonal relationships among peers in the classroom. By practicing interpersonal skills, children should learn to improve in these skills and the quality of their interpersonal relationships should improve.

The studies presented earlier suggest that when a child's interpersonal relationships are satisfying and he is affectively aware, his self-concept and likewise his academic success is likely to be maximized. Awareness groups provide an excellent environment for the practice of the most basic elements in creating a positive self-concept and adequate interpersonal relationships.

The various studies cited above concentrated on specific aspects of human interaction. Some of these areas are improvement of interpersonal relationships, improvement of listening skills, and an increase in affective vocabulary.

This study synthesized several of these variables in an effort to determine whether replication would yield similar results. It also attempted to determine the relative effectiveness of three common methods of human relations training, all based on awareness group techniques.

Summary

The need for a planned program of affective education is now acknowledged in the effort to humanize education systems.

This need is part of the growing recognition on the part of educators of the importance that affect, self-concept, and successful interpersonal relationships play in the achievement of academic success. It is even more important in enabling children to handle the complex problems encountered in a world that doesn't stand still, for it gives them resources in themselves that they can rely on.

The awareness group, which combines elements of human relations, education, and child development theory, seems particularly effective as a means of affective education. It concentrates on interaction in a small group situation. It focuses on three elements of communication skills basic to educating the whole person: awareness of self, awareness of competence, and awareness of interpersonal relations.

The study reported here was designed to determine the effectiveness of three related methods of human relations training one one class of second grade children.

CHAPTER II

DESCRIPTION OF THE STUDY

The purpose of this study was to determine the effectiveness of three related methods of human relations training on the interpersonal relationships among peers in one second grade classroom. It was to determine whether variables in the children's human relations were influenced by three kinds of group interaction in which affective topics were or were not employed and in which students did or did not discuss and share their views.

Definitions

Kinds of Group Interaction

For the purposes of this study the groups were labeled as follows: affect discussion group, affect story group, and cognitive discussion group. The first group dealt with affect and had discussion; the second dealt with affect but did not have discussion; and the last group did not deal with affect but had discussion. All three groups met 20 minutes each day, for seven weeks.

The affect discussion group discussed a specific affect-related topic each day. The group was given several moments to explore the topic silently and then a discussion ensued, during which each child was given the opportunity to voice his thoughts and feelings on the topic. Following this, the members of this group were asked to repeat in some form a comment made by another person in the group.

The affect story group concentrated almost exclusively on the reading of stories with affective content. The children took turns in reading the stories. Discussion of the topics or the story was strongly discouraged, in order to prevent similarity with the affect discussion group. The purpose of this group was to determine whether the topic of affect in itself is sufficient to better human relations and communication skills among children.

The cognitive discussion group controlled for the discussion aspect of the affect discussion group and the content aspect of both of the other groups by concentrating almost exclusively on the discussion of nonaffective subject matter. Its purpose was to determine whether discussion alone was enough to enhance to a greater extent the human relations and communication skills of the children in the group.

Human Relations Skills

The study concentrated on variables that might affect the interpersonal relations of children with their peers. Towards this end certain relevant questions were posed.

The overall question was whether the combination of discussion and affective content would be more effective in enhancing the human relations skills of children, than either affective content alone or discussion alone. Human relations skills were divided into five separate elements and the following questions were posed concerning these elements separately. The following questions were posed:

a. Would the combination of discussion and affect enable children to articulate more affect phrases than would either affect content alone or discussion alone?

An affect phrase is defined as any word or group of words that refers to a relationship between the child and his group or any statement that reports an internal emotional response by that child. An example of an affect phrase is, "I liked my group." A statement like, "I don't know," is not an affect phrase.

b. Would the combination of affective content and discussion enable the children to exhibit more observational

sensitivity than either affective content alone or discussion alone?

Observational sensitivity is defined as the ability to listen to, remember, and repeat or paraphrase what another individual has said (Smith, 1972).

c. Would the combination of affective content and discussion enable the children to exhibit greater empirical sensitivity than either affective content alone or discussion alone?

Empirical sensitivity is defined as the ability of an individual to assess the feelings of another person towards himself (Smith, 1972). (e.g., It is present when child A can accurately predict how child B feels about himself.)

d. Would the combination of affective content and discussion enable the children to exhibit a more positive self-concept than would either affective content alone or discussion alone?

For the purposes of this study self-concept is operationally defined along two dimension measured by the Engel and Raine "Where are you?" game (1963), the happy \longleftrightarrow unhappy dimension and the well liked \longleftrightarrow not well liked

dimension (i.e., a child who feels happy and well liked).

e. Would the combination of affective content and discussion allow for fewer isolates and neglectees than either the affective content alone or the discussion alone?

Isolates are defined as those individuals who receive no choices on a sociometric test. Neglectees are defined as individuals who receive fewer choices than would be expected by chance alone. For the purposes of this study a neglectee was defined as a child who received three or fewer choices on a sociometric measure used.

Hypotheses

The study was designed to test a main hypothesis which has been divided into smaller hypotheses to clarify the relationship between the groups. The main hypothesis is followed by five subhypotheses which specify particular elements in effective human relations with peers. In turn each of these subhypotheses are divided into three areas which further clarify the expected relationship of the groups with respect to that particular element.

Main Hypotheses

A. Children who have participated in seven weeks of an affect discussion group will be more effective in human

relations with their peers than children who have participated in a daily affect story group for seven weeks.

Rationale. The affect discussion group combines both interaction and an affective topic to form a more complete environment for the practice of human relations skills than does the affect story group, which deals only with the topic area of affect, but not with interaction. As human interaction is a major ingredient in education, when interaction is prohibited or curtailed, there should be less learning of affective and human relations skills.

B. Children who have participated in seven weeks of an affect discussion group will be more effective in their human relations with their peers than children who have participated in a cognitive discussion group for seven weeks.

Rationale. The affect discussion group and the cognitive discussion group both have interaction, but only the affect discussion group deals with the topic of affect. If affect is more critical in relationships among children, then it should hold that discussion of cognitive topics would not be as effective in teaching human relations skills.

C. Children who have participated in seven weeks of an affect story group will be more effective in human relations with their peers than children who have participated in seven weeks of a cognitive discussion group.

Rationale. The affect story group deals with the topic of affect, which should in itself provide more insight and understanding of human relations skills. However, if interaction is more important than topic, the cognitive discussion group which involved discussion would result in more effective human relations skills than the affective discussion group.

Subhypotheses I

A. Children who have participated in a daily affect discussion group will articulate more affect phrases than children who have participated in a daily affect story group.

Rationale. The affect discussion group facilitates the use of affect phrases through the topics discussed. The affect story group hears affect phrases in the books read aloud but must themselves make the step to incorporate them into their personal vocabularies.

B. Children who have participated in a daily affect discussion group will articulate more affect phrases than children who have participated in a daily cognitive discussion group.

Rationale. The affect discussion group voiced affect more often than did the cognitive discussion group by virtue of the topics discussed and therefore should have more frequently used affective phrases.

C. Children who have participated in a daily affect story group will articulate more affect phrases than children who have participated in a daily cognitive discussion group.

Rationale. It is assumed that the topic of affect would be more important in the generation of affective vocabulary than would be a discussion environment without affective content. Therefore, the children in the affect story group would articulate more affect phrases than would children in the cognitive discussion group.

Subhypotheses II

A. Children who have participated in an affect discussion group will exhibit more observational sensitivity than children who have participated in an affect story group.

Rationale. The children in the affect discussion group were asked to repeat comments made by the other children in the group in some form. Observational sensitivity was built into the structure of that group, though the general overall group rule for all groups was to listen to the comments of each person. As it was actively practiced in the affect discussion group and not in the affect story group, however, it may be assumed that the affect discussion group would possess more observational sensitivity at the end of the study than would the affect story group.

B. Children who have participated in an affect discussion group will exhibit more observational sensitivity than children who have participated in a daily cognitive discussion group.

Rationale. The topic of affect may enhance the listening and interest of the children.

C. Children who have participated in an affect story group will exhibit no more observational sensitivity than children who have participated in a daily cognitive discussion group.

Rationale. The topic of affect is important in the growth of observational sensitivity, but so is the interaction

process. It is unlikely that one would prove more effective than the other, therefore no difference is predicted.

Subhypotheses III

A. Children who have participated in an affect discussion group will exhibit more empirical sensitivity, as measured by an adapted Engel and Raine scale, than children who have participated in an affect story group.

Rationale. Genuine personal acceptance is based on knowledge of and experience with the person who is accepted (Nyberg, 1971). Exposure to the feelings of others and interaction with them that occurs in an affect discussion group should increase empirical sensitivity. In the affect story group, where exposure to the actual feelings of the group members is minimal, less empirical sensitivity should be developed.

B. Children who have participated in an affect discussion group will exhibit more empirical sensitivity, as measured by an adapted Engel and Raine scale, than children who have participated in a cognitive discussion group.

Rationale. The combination of affective content and discussion format was considered to be more influential in affecting empirical sensitivity, than is the discussion

format alone. Though both groups were exposed to the thoughts of the other members of their groups, affective topics provide more opportunity for insight and understanding of others than nonaffective topics.

C. Children who have participated in an affect story group will exhibit no more empirical sensitivity, as measured by an adapted Engel and Raine scale, than children who have participated in a cognitive discussion group.

Rationale. Because both the topic of affect and the discussion format are both influential factors in empirical sensitivity, a prediction of no difference is made.

Subhypothesis IV

A. Children who have participated in an affect discussion group will exhibit a more positive self-concept, as measured by an adapted Engel and Raine scale, than children who have participated in an affect story group.

Rationale. If the theoretical and empirical literature is correct in assuming that affect awareness contributes to a positive self-concept, then children who participate in a group that concentrates on affect awareness should develop a more positive self-concept than children who

participate in a nonaffective topic group. Moreover, if human interaction is a key factor in the education process, the affect discussion group which concentrates on interaction process should enhance the self-concept more than the affect story group which simply raises affective issues.

B. Children who have participated in an affect discussion group will exhibit a more positive self-concept than children who have participated in a cognitive discussion group.

Rationale. If the theoretical and empirical literature is correct, affect awareness, part of the goals of the affect discussion group, would cause a more positive self-concept in those children in that group than would discussion of nonaffective material in the cognitive discussion group.

C. Children who have participated in an affect story group will exhibit a more positive self-concept, as measured by an adapted Engel and Raine scale, than children who have participated in a nonaffective discussion group.

Subhypotheses V

A. There will be fewer isolates and neglectees in the affect discussion group than in the affect story group.

Rationale. Exposure to the thoughts and feelings of another should cause greater personal acceptance of that person. As a result, there should be fewer isolates and neglectees within the affect discussion group, where exposure to the thoughts and feelings of other children is greater, than in the affect story group, where such exposure is minimal.

B. There will be fewer isolates and neglectees in the affect discussion group than in the cognitive discussion group.

Rationale. The affect discussion group allows exposure to the thoughts and feelings of the individuals in the group, while the cognitive discussion group does not allow interaction on both levels. For this reason, there would be fewer children isolated by the affect discussion group than by the cognitive discussion group.

C. There will be more isolates and neglectees in the affect story group than in the cognitive discussion group.

Rationale. Interaction, which exposes children to each other to some degree, should decrease the number of isolates and neglectees, more than simply listening to affect stories.

Summary

This chapter has presented the questions which the study sought to answer and the predictions in the form of hypotheses that were based on these questions.

CHAPTER III

METHOD

The following steps were taken in order to determine the relative effectiveness of three related methods of human relations training as a form of affective education in the primary grades.

Subjects

Permission to conduct the study was obtained from the school board of Turner, Kansas, following letter requests to several area school districts. (See appendix for a copy of the letter of permission.)

The subjects were one class of 23 second grade children between the ages of seven and eight. The subjects were limited to the same classroom in order to maximize the similarity of the environment external to the experimental situation. The data from 23 children was used in compiling the results.

Two children entered the class while the study was in progress. They were placed in the affect discussion group.

Because the nature of this group encouraged interaction, it was easier to integrate the children into this group. One child, a girl, arrived about three weeks after the group began. The other child, a boy, arrived about a week and a half before the termination of the study. No data was collected from these two children.

Ss were randomly assigned, using the table of random numbers, to one of the three experimental groups: the affect discussion group, the affect story group, or the cognitive discussion group. The groups began with eight, eight, and seven in number, respectively. After the arrival of the two extra children the affect discussion group numbered ten.

Procedure

The study was seven weeks in duration. The individual groups met for approximately 20 minutes each day. They were conducted at the same time each day, between nine and ten o'clock in the morning, the hour before recess. Invariably, the last group of the day requested to stay through the recess time. For this reason, a weekly rotation system was established so that one group would not consistently have more group time than the others. The

rotation was such that the affect discussion group was first one week, second the next, and third the following week. The rotation of each group was similar so that each group had at least two chances to be in each of the three positions.

The study was introduced to the children in the following manner. The experimenter entered the room as a special teacher in communication. The purpose of the study was explained as an effort to see which of several kinds of communication teaching was better for children. Communication was explained and defined to the children as "everything that one might do in front of other people." They were told that one could not "not" communicate.

After this brief introduction, group assignments were announced. Each group was then taken into an adjacent room where the groups were conducted. The room was of normal classroom size and was used at other times as a music room. The children were quite familiar with this room.

For the purposes of this study, the folding chairs already present in the room were placed in a circle to one side of the room where the groups were conducted. Soon after the beginning of the study, however, it became apparent

that the chairs were a distraction. They were replaced with several small area rugs on which the groups sat for the remainder of the study. The conditions were identical for all the groups.

Each group was run differently. The affect discussion group met each day and discussed topics with an affective content. The criteria upon which these topics were chosen were several. First, a topic was chosen which related to what really mattered to the students, something that might arouse strong feelings. A second criterion was that every individual student's experience should have provided a response to the topic. A third criterion was that the topic had to be within the scope of the children's developmental level. Topics dealing with "awareness of self" had the general purpose of acknowledging what was happening to one's self and to others and recalling past experiences that involved different thoughts, feelings, and behavior. Topics that dealt with awareness of competence covered what the individual saw about himself as a coping or functioning individual. Topics that dealt with effective interpersonal relationships touched on how we affect each other, how we make each other happy or sad, all the things that we do to and with each other. (See Appendix

for a list of actual topics used.)

The children had the right to veto any topic that they did not wish to discuss, if they suggested a replacement. A brief period of silence was allowed for them to formulate their responses. They were then asked to respond aloud. Each child was given the opportunity to speak. The other children were instructed to listen as closely as possible to what each one was saying. Periodically, each child was asked to repeat what another child had said. This procedure was continued throughout the seven-week experimental period. The children were given some freedom within this framework for discussion and interaction (see Friedman, 1973).

To determine whether the topic of affect in itself was sufficient to facilitate change in effective human relations, the affect story group read aloud or were read to from books and stories with an affective theme. The criteria by which these books were chosen were similar to those by which the topics for the affect discussion group were selected. They had to relate to what really mattered to the students; every student should have been able to have the topic within his realm of experience; the book

had to be within the scope of the children's developmental level.

In the beginning only the leader read the books. However, as time passed, the children became restless and rather than lose their interest it was decided to pass the books around the circle so that each child could participate, if he so wished. Little or no discussion of the stories was permitted during the group sessions. Emphasis was placed on reading, not interaction, in this group. Interaction was prohibited as much as possible.

The cognitive discussion group provided another control, as affect was neither discussed nor read about. The group began by discussing nonaffective topics; however, discipline and boredom problems blossomed here, and it was decided to switch to the reading of nonaffective stories instead. These stories were chosen so that affective content was kept at a minimum. Many of the stories were factual accounts of animal life, and so forth. Discussion was maximized.

The leader was the same for all three groups. She, the writer of the thesis, was a graduate student in Speech Communication and Human Relations. She was not the classroom teacher, nor had she much previous classroom experience.

She was, however, trained in awareness group techniques.

At the end of the seven-week period, a series of measures were administered to the three groups. To avoid having the testing process affect the data several steps were taken to prepare for it: (1) the tests were administered by a research assistant so as to prevent any experimenter-bias; (2) the children were previously exposed to the assistant because it was felt that the children would respond more openly and honestly if they recognized and had interacted with the person administering the tests; (3) the groups had been audio taped several times previously so that this would not be a novel experience.

The tests were as follows:

I. To the group as a whole, a series of three sociometric questionnaires were administered. Children were asked to check next to a list of the children in the class: (a) all of the children from their class that they would like to be with in a group like theirs again; (b) the five children from their class that they would most like to be with during a summer program like the groups they had just been in; (c) the five children in their class whom they would most not like to be with in

a summer program like the groups they had just been in. This measure was used to determine the isolates and neglectees in the groups.

For the next two sections of the testing procedure the children were divided randomly into five groups of five. The assistant did not know from which group the children came. Each testing group was taken separately into the experimental room, and the following tests were administered:

II. The "Where are you?" game, developed by Engel and Raine (1963), to measure seven dimensions that help constitute self-concept, was adapted for use in this study (see appendix for directions and examples).

In this measure the children were asked to place themselves on a six-point scale two times in order to determine their self-concept on two dimensions. The first dimension was well liked \longleftrightarrow not well liked. The second dimension was happy \longleftrightarrow unhappy.

III. Related to the above measure is another using the Engel and Raine scale, on the dimension of happy \longleftrightarrow unhappy, to measure empathy in the children. The children were asked to complete a scale for each of the four other members of the group he was in. They were directed to

complete these scales as if they were the person for whom they were completing the scale. Thus, each child completed six "Where are you?" games, two for himself and one each for the others in the room with him during the testing procedures.

Because the children had been exposed to the children in their own groups to a greater extent, it was decided to perform the same series of test scales on the children in their experimental groups. This was done in order to determine whether there were differences among the children's ability to predict the self-ratings of members of their own group versus those of randomly selected class members.

IV. The fourth measure for the dependent variables was an audio-taped discussion conducted in the testing groups of five randomly selected children. The topic for this discussion was: "What I liked or disliked about my (discussion or story) group." (Selections from the transcript of this taped discussion appear in the appendix.)

The taped discussion was used for two analyses. The first was to determine the relative use of affect phrases by the children in each of the three groups. The second purpose was to determine the relative observational

sensitivity exhibited by children from each of the three groups.

In the taped discussion the children were asked to comment on the topic and each child was then asked to repeat a comment made by the child that spoke before him. Each child was given the opportunity to repeat a comment at least two times during the taped discussion.

Summary

This chapter provides a discussion of the procedures and measures used to test several hypotheses about the relative effectiveness of three related methods of human relations training based on awareness group techniques.

CHAPTER IV

ANALYSIS OF DATA

The measures presented in the previous chapter were used to determine the relative effectiveness of three related methods of human relations training in obtaining specific results.

The main hypothesis was divided into five subhypotheses. Each one of these subhypotheses was tested by data collected from one of the measures previously presented. The results of these tests are reported in this chapter.

The first subhypothesis concerned the relative number of affect phrases used by each group. It was predicted the children in the affect discussion group would voice more affect phrases than either of the other groups. This was judged by three independent raters of the transcripts. Agreement among the raters, determined by Kendall's Coefficient of Concordance, was 0.91, strongly supporting the reliability of their ratings. A one-dimensional analysis of variance with three levels was performed to determine whether there was any statistical difference between

the groups on this measure. The value ($F_{2,19} = .71$, n.s.) did not support the data.

The second subhypothesis predicted that the children in the affect discussion group would exhibit greater observational sensitivity than either the affect story group or the cognitive discussion group. This hypothesis was tested by analyzing the children's comments in the taped discussion. Amount of observational sensitivity was determined by the same three independent raters. The inter-rater reliability, again determined by Kendall's Coefficient of Concordance, was 0.84, strongly supporting the reliability of their ratings. A one-dimensional analysis of variance with three levels was performed. The resulting value ($F_{2,19} = 5.52$, s.) is significant at the .025 level. A post hoc analysis, Duncan's Multiple Range Test, for nearly equal ns was performed. Significance was found to lie between the affect discussion group and the cognitive discussion group. There was no significant difference between the affect discussion and the affect story groups. Part of this hypothesis was supported.

The third hypothesis predicted that empirical sensitivity would be greater in those children in the affect discussion group than the children in the other two groups. In testing

for empirical sensitivity several related results were found. Empirical sensitivity was tested under two different circumstances; in one the children were in a randomly selected group of five, and in the other they were in their respective discussion or story groups. This was done to determine whether the predicted empirical sensitivity gains transferred to interaction outside their daily groups. The results on the Engel and Raine scale were analyzed by determining the discrepancy between where each child placed himself and where the other children who were rating him placed him. This was called the error term. Each child was assigned a total error term consisting of the sum of the points assigned to him for each child that he rated. The children's scores were then placed in their respective groups. An analysis of variance was performed for each of the two circumstances. The error term ($F_{2,20} = 3.31, s.$) when guessing the ratings of peers in a randomly formed group during the testing situation was significant at the 0.5 level. A post-hoc Newman Kuells analysis was performed, and the significance was found to lie between the affect story group and the cognitive discussion group. This supports Subhypothesis II-B. Although the significance did

not lie with the affect discussion group, it was in the same direction as the affect story group. The hypothesis was in part confirmed, however, because the affect story group did prove more empirically sensitive in this circumstance than did the cognitive discussion group.

The value ($F_{2,19} = 0.22$, n.s.) of the error term when guessing the ratings of their peers in the daily discussion or story group is not significant at any level.

Empirical sensitivity might also be evidenced by the number of children each child liked. This information was gathered from the sociometric measures. An analysis of variance was performed to determine whether the number of children liked differed significantly among the groups. The value ($F_{2,20} = 0.37$, n.s.) was not significant at any level.

It was also hypothesized that there would be fewer isolates in the affect discussion group than in either the affect story group or the cognitive discussion group.

Isolates were operationally defined as those children who did not receive a single choice on the most liked sociometric measure. There were two isolates in the cognitive discussion group and none in either the affect discussion group or the affect story group.

Neglectees were operationally defined as children who received three or fewer choices as the most liked. There were two neglectees in the affect discussion group, one in the affect story group, and four in the cognitive discussion group.

Conversely, sociometric stars were operationally defined as those children who received nine or more choices as most liked. There was one sociometric star in the affect discussion group, three in the affect story group, and none in the cognitive discussion group. Groups which dealt with the topic of affect had fewer isolates and neglectees than the cognitive discussion group, which only dealt with nonaffective topics. There were no stars in the group that did not discuss affect while there were four in the affect discussion and affect story group combined. This result supports Subhypothesis V-B.

It also was predicted that children in the affect discussion group would have more positive self-concepts than children in either the affect story group or the cognitive discussion group. By simply looking at the means of each of the three groups on the two dimensions of self-rating, well liked \longleftrightarrow not well liked and happy \longleftrightarrow unhappy, it was determined that the differences were not significant

enough to warrant a formal analysis of variance.

Summary

It was shown that observational sensitivity was enhanced by participation in the affect discussion group, supporting Subhypothesis III-A and III-B. By looking at Table 1 in addition, it is obvious that one or the other of the groups dealing with affect was always above the cognitive discussion group on all of the measures.

Table 1

Mean Numbers on Nine Factors Involved in Five
Dependent Variables Concerning Three
Related Methods of Human
Relations Training

Factors	Affect Discussion		Affect Story		Cognitive Discussion	
	S.D.	Mean	S.D.	Mean	S.D.	Mean
No. of affect phrases	1.74	3.78	1.97	3.44	1.81	2.6
Observational sensitivity	0.97	3.8	1.57	3.13	1.41	1.46
Empirical sensitivity test group	3.16	6.5	2.47	4.86	3.33	8.86
Empirical sensitivity exp. group	5.87	13.88	8.35	16.00	5.16	14.33
No. of children liked	3.46	14.06	4.29	12.12	5.16	12.714
Happy/unhappy self-concept	-	4.62	-	5.5	-	4.0
Well liked/not well liked self-concept	-	3.62	-	5.12	-	4.71
No. of most liked by others	-	5.0	-	6.5	-	2.3
No. of most not liked by others	-	5.1	-	2.3	-	6.6

CHAPTER V

DISCUSSION AND SUMMARY

This study was designed to determine the relative effectiveness of three related methods of human relations training in an elementary school classroom. Emphasis in testing was placed on the attainment of elements involved in communication and human relations skills which contribute to effective interpersonal relationships. To this end five dependent variables were measured: usage of affect phrases, ability to listen to and remember what another individual has said, ability to understand how another person feels towards himself, the self-concept of the subjects, and the number of stars, isolates, and neglectees in each group.

The subject population was one classroom of second grade children. The class was randomly divided into three groups, each group concentrating on an aspect of a method of human relations training in the elementary school, awareness groups for children. The groups were: the affect discussion group, in which affect-related topics were discussed; the affect story group, in which books and

stories with affective content were read, but not discussed; and the cognitive discussion group in which nonaffective topics were discussed. The leader for all three groups was the same. All groups sat in a circle in an adjacent room while taking part in the study. Each group lasted approximately 20 minutes each day for a period of seven weeks. At the end of this time a series of measures were administered testing the five independent variables mentioned above.

The hypothesis that was confirmed in the predicted direction, in part, dealt with observational sensitivity or the ability to listen to and remember the comments of others. Observational sensitivity was higher in the affect discussion group. The hypothesis concerning empirical sensitivity, or the ability to understand how another person feels about himself, in a randomly assigned test group situation, proved to be significant as well. The significance here lay between the affect story group and the cognitive discussion group.

Out of the total of nine factors involved in the five dependent variables mentioned above, four were found to be slightly more in the positive direction for the affect discussion group. These four were: (1) number of affect

phrases used; (2) observational sensitivity (significantly greater); (3) empirical sensitivity in the affect discussion group; and (4) the number of children liked.

Five factors were found to be slightly more in the predicted direction in the affect story group. These five factors were: (1) empirical sensitivity in the random test group situation (significantly greater); (2) well liked \longleftrightarrow not well liked dimension of self-concept; (4) number of times chosen as most liked; (5) number of times chosen as least liked (smallest number).

On none of the dependent variables did the students in the cognitive discussion group perform better than both the affect discussion group and the affect story group.

This implies that whether facilitating the discussion of affect or simply introducing affective themes through stories, some human relations improvement is likely in an affectively oriented group.

Several factors, however, may have influenced the results found and caused either no effects to be evidenced or effects that were not predicted.

Duration of the Study

The awareness group programs set up by Bessell and Palomares (1968) are cumulative and continuous from preschool

through the third grade. Presently, programs are being developed to the sixth grade. It is therefore unlikely to expect a significant change in the short period of time of seven weeks.

Seven weeks may not have been enough time for statistically significant inter-group differences to emerge. Affective growth is a life-long, cumulative process. Seven weeks of structured exposure to the theme of affect may have only scratched the surface, showing the mere beginnings of the development of affect awareness in the subjects. A comment from the subjects' teacher supports this:

I do think your work with the children in the groups has brought about some change. I would have to say that the change is in their thoughts more than their actions. The children know how they should act, but they don't always follow through accordingly.

Perhaps if the groups had lasted a longer period of time, thoughts would have turned into more concrete actions.

The progression of awareness is assumed to be in the order of awareness of self, awareness of competence, and awareness of effective interpersonal relationships. In the original Bessell and Palomares (1968) program six weeks was spent on each aspect. If this order is assumed to be correct, then a possibility exists that at the end of seven weeks

the children are just becoming aware of themselves. At the time of testing therefore, there may have been growth in the complexity of their self-concept, not necessarily accompanied by the self-acceptance needed to integrate these new perceptions.

Artificial Separation

That the affect discussion group and the affect story group shared the predicted results, albeit not always statistically significant, should not be surprising when reflecting on the method that this study examined.

The literature on awareness groups for children suggests that the incorporation of both story and discussion are quite effective in facilitating affective growth (Bessell and Palomares, 1968; Friedman, 1973). This study artificially separated the story and discussion elements in this method of human relations training in order to determine which is more effective in encouraging improvement in human relations skills. The results imply that both aspects played important roles. A combination of affect discussion and affect story might have yielded more powerful results.

Format Change

It had been hoped that the cognitive discussion group would serve as a control for the discussion area of the

affect discussion group and the topic area of the affect story group. However, attention span and level of involvement in the cognitive discussion group was small and difficult to maintain for any period of time, due presumably to the nature of the material involved. Discipline problems in this group were much more severe than in either of the other groups. It was difficult to prevent these children from talking about personal events and problems and to keep them from straying from the suggested topic. The discussion of personal topics seemed to have been more facilitatory to discussion than some of the topics suggested to the cognitive discussion group.

The necessity for a change became evident. A choice evolved between maintaining the separateness of subject matter (i.e., nonaffective themes) or sacrificing this in order to maintain similarity of structure with the affect discussion group. The former choice was deemed more desirable. Thus, the format was changed to resemble more closely that of the affect story group while maintaining the distinction of topic. It also was difficult to completely prevent the discussion of personal topics, though this was discouraged as firmly as possible. Consequently, the procedures of the affect story group and the cognitive

discussion group were overlapping.

Effect of Outside Interaction

Another choice made by the leader, which may have had a profound effect on the outcome of the study was the choice between remaining aloof from the subjects or interacting with them outside the experimental situation. The latter option was chosen on the rationale that the nature of the study was such that to deny human contact with the leader, when it was so obviously desired, might negate the effect of the experimental treatments. This was especially felt to be the case in the two groups where affect was of primary importance. Therefore, on many occasions the leader interacted with the subjects either preceding or following the group sessions, e.g., by eating with the children.

This may have affected the results in several ways. The children may have developed relationships with the leader such that pleasing her became important and in the test situation they might have responded in the way they thought she expected them to. It may have provided the children in the cognitive discussion group with some of the affective and human relations training outside of the experimental situation which may have biased the results. An attempt

was made in all outside interaction not to favor any particular child or group of children.

Interaction among the students themselves outside of the experimental situation may have had some impact on the study. So that the environment outside of the experimental situation would be as similar as possible, all of the subjects were drawn from the same classroom. However, this situation provided maximum opportunity for the children to interact outside of the group during the seven-week experimental period. Some competitiveness and rivalry was noted among the groups.

Subject Population

With such a small number of subjects, twenty-three, the results would have had to have been dramatic indeed in order to have proved statistically significant.

A judgment of the results of the sociometric data as well as the observations of the leader suggests that, although random assignment to the experimental groups was made, the possibility exists that through random chance many of the sociometric "stars" and few of the "neglectees" were placed in the affect story group. This may account for the lack of clear-cut results in that the children with

leanings towards affect awareness were placed in one group and may have biased the results in that group. The suspicion was confirmed by the classroom teacher. Whether this division occurred before assignment to groups or as a result of these groups cannot be known positively for only a post-test was performed.

Another factor relating to the subject population is the age of the subjects. At the age of seven-eight years, in Piagetian terms, a child may be just emerging from the ego-centric stage of development (Langer, 1969). It may have been inappropriate to expect that children of this age would gain deep empathic insight into other individuals at all. This may have had a profound effect on the results of the study. However, children of this age were chosen because it is also the time that they begin to examine their uniqueness as individuals. Perhaps the limitations of the egocentric perspective might have been contradicted somewhat had the study been conducted over a longer period of time.

In addition to all of the factors previously mentioned concerning subject population is the selection process itself. This was done through letter communication to various school districts in the area, and this district was one of the few that would allow the study to be conducted in one of their

schools. It is predominantly an area made up of lower-middle class, blue collar workers. The encounter movement, out of which the awareness groups for small children was spawned, grew out of a felt need of upper- and middle-middle class management personnel. These individuals had more leisure time and more concern for person-to-person interaction than do blue collar workers on the average. Perhaps this lack of interaction and support of this type of communication at home (a phenomenon specifically mentioned by the classroom teacher), may have retarded the development of the children on the affect dimensions.

The nature of the groups was such that they affected each child somewhat differently. There was no effort to make the children identical, simply to further the important process of self-knowledge. In line with such a goal is one comment made by the classroom teacher.

There were a few children who particularly benefitted from group participation. One girl and one boy, in particular, were extremely shy (to the point of introversion). Now they are much more verbal and relate better in the classroom.

Both of the children mentioned by the teacher were members of affect-oriented groups.

Testing Procedures

A thorough search of the available tests revealed that very few good self-concept measures and practically no measures of empathy in young children have been developed to date. For this reason the Engel and Raine "Where are you?" game (1963) was adapted for purposes of this study. The original scale was a seven-dimension self-concept scale administered on an individual basis. In the present study only two dimensions, the two most clearly shown indicators of success in school, were used. Those dimensions were well liked \longleftrightarrow not well liked and happy \longleftrightarrow unhappy. The scale was further modified so that each child was asked to judge not only himself on these scales, but also how other children rated themselves on the happy \longleftrightarrow unhappy scale.

The scales used here give a global picture of self-concept, less discriminating than the interrelated dimensions used by Engel and Raine. In addition, the second part, although aimed at tapping empathic ability and insight, possibly instead tapped the "accuracy" of person perception that each child exhibited.

In the past accuracy studies have not consistently shown that the relationship between accuracy of person perception is identical with the capacity for empathy

(Crow, 1957). In fact, several studies have demonstrated that the entire concept of accuracy in terms of person perception is a fallacy in itself (Weiss, 1963). It has been shown that training in the accuracy of person perception is impossible, that many programs that profess to train individuals in this capacity actually cause those individuals to see "pathology" where it may not in fact exist. People who have not been trained often are just as accurate as those who have been trained (Weiss, 1963).

If accuracy is indeed a fallacy, and if what has been tested for in this study is accuracy, then any real change in empirical sensitivity may not have been noted at all using the method employed in this study. Until a measurement of empathy is developed for children, it is highly unlikely that any conclusive evidence will be gleaned on this highly significant dimension of successful interpersonal relations and the effect that human relations training might have on it.

Subjective observations indicate, however, that some real changes did occur. Relying once again on the comment of the classroom teacher:

If I confront the children and ask them why they did something, they may answer "I don't know.", but they are more likely to take a follow-through action, such

as "I am sorry" or "Thank you," than they were before being in the groups. They are also more empathic and they try to console one another if feelings are hurt.

Apart from the measurements themselves, the procedure of testing requires further illumination. The testing was conducted by a research assistant to avoid any experimenter bias in testing. So that the children would feel comfortable in the testing situation, the assistant was introduced to the groups and visited the class two times before the day of testing.

The five test groups were given identical instructions, read to them by the assistant. However, during the taped session, the assistant interacted with the children on an individual basis, which may have prompted some of the children to give affective responses while it may have inhibited others. This effect may have been prevented had a series of taped instructions been used instead of the assistant in the taped discussion. However, the nature of the behaviors being measured forced some distortion of the experimental design. It was decided that a warm, receptive person would facilitate more discussion than a taped recording of instructions.

Implications of the Results

At this point a detailed discussion of the hypotheses and the results is in order. It had been predicted that the number of affect phrases used by the children in the affect discussion group would be greater than the number used by the children of the other groups. This was predicted because the affect discussion group, as the name implies, directs discussion to feelings. It is only one step from the practice of affect discussion to the inclusion of affect phrases in the normal everyday vocabulary. Although the results are not conclusive in this domain, the affect discussion group did use a higher mean number of affect terms suggesting that a continuation of the group might have resulted in the further expansion of the everyday vocabulary to include the natural usage of more and greater affect phrases.

The second hypothesis dealt with observational sensitivity or the ability to listen to and remember comments made by another person, which, it was predicted, would be enhanced by participation in an affect discussion group that stressed this ability. This result was the only one that proved statistically significant in the predicted direction.

Another skill towards which the affect discussion group was aimed was empirical sensitivity or the ability to understand how another person feels towards himself. The fewer number of errors made on the Engel and Raine "Where are you?" game, the greater the empirical sensitivity is assumed to be. The mean number of errors made was lower for the affect story group in one situation and for the affect discussion group in the other. When children were asked to judge others, not necessarily in their own experimental group during the seven-week experimental period, the affect story group was statistically significantly more accurate. The affect discussion group, although not statistically more accurate in judging members of their own group, nonetheless, had the highest accuracy rate, judging by the mean number of errors made. This further supports the contention that the division between the two approaches dealing with affect may have been irrelevant.

The mean number of errors climbed dramatically in all the groups when the children were asked to complete an Engel and Raine scale for the children in their own experimental group. This is a rather disturbing result. It may have been due to the increase in the number of children judged from five to eight. The children, therefore, had

18 possible more errors to make. Perhaps the children were more accustomed to those in their experimental groups and saw complexities and fluctuation more clearly in those people. It may have been more difficult to separate their own feelings about the individual judged from the manner in which that individual felt about himself. It should be noted, however, that in both situations the group without affective content whatsoever made a higher number of errors than did the children in the groups with an affective theme.

Related to the above hypothesis is the number of children that each child liked. It was assumed that understanding and awareness of another's feelings, predicted to occur in the affect discussion group, would lead the members of that group to accept and even like more children than would the children in either of the other two groups. The affect discussion group did report that they liked more children than did either of the other groups, although the difference was not statistically significant.

What is more difficult to explain are the low means on the two self-concept dimensions well liked \longleftrightarrow not well liked and happy \longleftrightarrow unhappy for the affect discussion group. The reasons for this could be several. Either the mean

placement on the "Where are you?" game is higher in the affect story group and the cognitive discussion groups because they are less aware of how others see them or how they really are than was the affect discussion group, or they really are more well liked and happier than the affect discussion group.

As shown by the sociometric measures, the affect story group is more popular overall than the other two groups. These children may correctly see themselves as more popular. However, the affect discussion group underestimated their popularity and the cognitive discussion group overestimated theirs. This could be explained either as more or less awareness of self and others.

It might imply that neither the affect discussion group nor the cognitive discussion group was in touch with how others were feeling towards them. It may, on the other hand, imply that they are more aware of their own self-ratings and are projecting these feelings outward to the other members of the class. However, the placement of the affect discussion groups on the Engel and Raine scale ranged most widely over the entire scale, suggesting that they were possibly more attuned to gradations of feeling while the other groups were less aware.

Summary

This study was designed to examine the relative effectiveness of three related methods of human relations training, based on awareness group techniques, in an elementary school classroom.

There were tendencies in the results of the five independent variables measured that implied that a combination of the affect discussion group and the affect story group might greatly enhance the effectiveness of the awareness group setting.

Neither type of affect group proved more effective than the other in the enhancement of human relations between peers in the second grade classroom. However, the cognitive discussion group, which did not deal with affective themes, was not more effective on any of the dependent variables used in this study.

The size of the subject population was relatively small, making conclusive results unlikely.

The program of awareness groups usually involves the classroom teacher as the leader of these groups which helps him/her to learn about the pupils and might have caused a spill-over into the teaching of other subject matter. This did not occur here since there was an outside

person who conducted the groups, which may have affected the results.

Testing procedures may have failed to pick up subtleties of change and may not have been exacting enough.

However, whatever the shortcomings of this study, something positive did occur. The teacher comments:

I feel that the children are understanding more about how they feel and are listening more to how I feel. The children really enjoyed working with you in the groups. They were always eager to go with you and were very disappointed when your visits came to an end. THE GROUPS WERE THE HIGH POINT OF EACH DAY.

Further and more in-depth studies should be conducted before the effects of affect discussion and awareness group procedures with elementary school children can be conclusively identified. Yet, it is a method that holds promise and should not be overlooked while waiting for further experimentation.

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APPENDICES

APPENDIX A

LETTERS

LETTER TO SCHOOL DISTRICTS

Dear Sir:

The purpose of this letter is to request your cooperation in a small study to determine the effectiveness of a recent, but widely used, method of classroom group discussion. It is based on an approach developed by the Institute for Personal Effectiveness in Children in San Diego, California, under the direction of Drs. Harold Bessell and Uvaldo Palomares. Called an "awareness group," these discussions are intended to enhance children's self-concept and to improve their communication skills. They run for about twenty minutes and deal with a specific topic each day. Sample topics are: "A way that I help out at home," "A time I made someone else feel better, etc." Each child shares his response to the topic and is asked to indicate that he has been listening to the others by repeating what they have said. No probing of students' comments is done.

After several weeks of such discussions daily, children have been found to grow more self-accepting, self confident and aware of others. They also learn how to articulate their personal experiences more clearly and how to listen to others with greater accuracy and empathy. These outcomes have been measured in several studies on this procedure. The purpose of this study is to replicate and synthesize them.

Awareness group discussion have been used, to my knowledge, in public schools in Emporia and Topeka, as well as by teachers of migrant workers children in Goodland, Garden City, Liberal, Lakin, Sharon Springs, Leoti, Colby, St. Francis, and several other towns in western Kansas, all with empirically tested success, in a project headed by Dr. Paul Friedman, assistant professor of Speech Communication and Human Relations at the University of Kansas. He has written up a complete account of the procedures used in a K.U. Independent Study course, entitled Developing Children's Awareness Through Communication.

This study requires the cooperation of just one individual teacher or a team with a class of approximately 30 second graders. I will visit their school once a day, at

a time designated by the teacher for a seven week period. The children in that class will be divided randomly into three groups, each of which I will meet with for about twenty minutes. I will read and discuss personal experience, self-concept building stories, such as those in How I Feel by June Behrens, or I will read and discuss social-studies oriented books such as How Animals Communicate. At the end of the seven week period I will audio tape a short discussion with each of the groups, which will be analyzed by independent raters for the communication skills of the children. A single item sociometric measure will be developed to measure their acceptance of others. Finally, a two item self concept scale will be administered to determine personal growth and empathy with others. The measurement time should take no longer than a half-hour per group.

If the children enjoy these group discussions, and they have proved a measurably positive impact as is likely to be the case. The teacher(s) will be offered training in its use by Dr. Friedman, so that it can be continued throughout the school year. This study will be my M.A. thesis, consequently, the results will be made available to the school and interested parties within a few weeks after the program is over.

I will draw up an explanatory letter to parents, arrange for a meeting to orient them to the project, and/or do whatever else might be appropriate to inform all involved of the nature and intent of every step to be taken.

I am confident that this program will be an enjoyable rewarding experience for the children involved. I also believe the participating teacher(s) will be exposed to a procedure that they will welcome as part of their instructional repertoire. I am committed to the interests of the participants over the demands of the research project and to maintaining the highest ethical standards in carrying it out.

Please contact me for further details about the project described above. I may be reached at 1931 Tennessee Street, Lawrence, Kansas. Thank you in advance for your time and cooperation.

Sincerely,

Beverly Barkon

LETTER TO PARENTS

January 9, 1974

Dear Parents,

In a very short time your child will be participating in an exciting and different educational program. It has been used successfully in many schools throughout Kansas and the rest of the country. Because of the unique qualities of the program, children themselves have named it a "magic circle," because here they are able to express thoughts that they are not able to express elsewhere. It is a classroom group discussion designed to help the child to become more aware of himself and his abilities and to make his relationships with his classmates better. As a graduate student at the University of Kansas, Department of Speech Communication and Human Relations, I will be coming to Miss Johannsen's class for one hour per day to conduct these discussions.

The factors mentioned above are extremely important in making the child happier in his school life and helping him to learn better. The results in other schools where such discussions have been held have been extremely positive and it is expected to be positive in Turner as well.

If you have any questions or desire more information, please feel free to contact Mr. James Shoemake, Miss Nancy Johannsen or me and we will be more than happy to arrange a meeting. Thank you.

Sincerely,

Beverly Barkon, graduate
student
Department of Speech
Communication and Human
Relations
University of Kansas

In order to be certain that you have been informed of this program, we are asking that you sign and return this letter with your child to Miss Johannsen. Thank you once again.

APPENDIX B

GROUP TOPICS AND BOOKS

AFFECT DISCUSSION GROUP TOPICS

Week one

1. Something I would really like to get in a box in the middle of the floor.
2. A place my family visited that I really liked.
3. Something I worry about.
4. A way that I help out at home.
5. (taped) A promise someone made to me and kept.

Week two

1. A wish I made.
2. A way that my parents did something special for me.
3. How I would help a sad person.
4. Something that frightens me.
5. A time I was happy.

Week three

1. How I act differently with girls than boys.
2. A dream I had.
3. How my friend hurt my feelings or made me feel bad.
4. Something I wanted to do but didn't.
5. The animal I would most like to be.

Week four

1. A telephone call I would like to receive from someone.
2. Something I wish I could do.
3. Something that was hard to do but I did anyway.
4. How I made somebody else happy.
5. How I made somebody else sad.

Week five

1. A time that my friends wanted to do something and I didn't and they got into trouble.
2. People (adults) that I like besides my parents.
3. (taped) How I showed someone that I liked him.
4. Something that I used to believe that I don't believe any more.
5. The same as above.

Week six

1. What would I do if I were the teacher.
2. The favorite thing to do on Christmas morning.
3. A time somebody got mad at me.
4. A time I did go along with my friends and got into trouble.
5. Something special my best friend and I do together.

Week seven

1. What I would like to be when I grow up.
2. A famous person I would like to meet.
3. The happiest person I know.
4. Something I would like to give someone else.
5. A time somebody really listened to me and understood what I said.

BOOKS READ BY THE AFFECT STORY GROUP

WEEK ONE

1. Udry, J. M., What Mary Jo Wanted, Chicago: Albert Whitman, 1968.
2. Udry, J. M., What Mary Jo Shared, Chicago: Albert Whitman, 1968.
3. Voirst, Judith, My Mama Says There Aren't Any Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends Goblins or Things, Antheum, 1973.
4. Clifton, Lucille, All Us Come Across the Water, N.Y., Holt, Rhinehart & Winston, 1973.
5. Wright, M. W., A Sky Full of Dragons, Austin, Texas; Steck Vaughn, 1970.

WEEK TWO

1. Yochima, T., Crow Boy, N.Y., Viking, 1953.
2. Borton, Helen, Do You Know What I Know, N.Y., Abelard, 1970.
3. Williams, Margery, Velveteen Rabbit, Doubleday, N.Y., 1958.
4. Williams, Margery, The Velveteen Rabbit, Doubleday, N.Y., 1958.
5. Williams, Margery, The Velveteen Rabbit, Doubleday, N.Y., 1958.

WEEK THREE

1. Behrens, June, How I Feel, N.Y., Children's Press, 1973.
2. Udry, J. M., Let's Be Enemies, N.Y., Harper & Row, 1961.
3. De Saint-Exuperey, A., The Little Prince, Harcourt, Brace & World, 1963.

4. Lexau, J. M., Emily and the Klunky Baby and the Next Door Dog, N.Y., Dial, 1972.
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WEEK FOUR

1. Zolotow, Charlotte, The Quarreling Book, N.Y., Harper & Row, 1963.
2. Voirst, J. The Tenth Good Thing About Barney, N.Y.: Atheheum.
3. Lund, Doris H., Did You Ever Dream?, N.Y., Parents Magazine Press, 1969.
4. Brenner, B. Faces, N.Y., Doubleday, 1955.
5. Keats, E. J., A Letter to Amy, N.Y., Harper & Row, 1968.

WEEK FIVE

1. Fassler, Joan, My Grandfather Died Today, N.Y., Behavioral Publications, 1971.
2. Fassler, Joan, All Alone With Daddy, N.Y., Behavioral Publication, 1969.
3. Fassler, Joan, Boy With a Problem, N.Y., Behavioral Publications, 1971.
4. Fassler, Joan, The Boy With a Problem, N.Y., Behavioral Publications, 1971.
5. LeFarge, Phyllis, Joanna Runs Away, N.Y., Holt, Rhinehart & Winston, 1973.

WEEK SIX

1. LeFarge, Phyllis, Joanna Runs Away, N.Y., Holt, Rhinehart & Winston, 1973.
2. Iwasaki, Chihiro, Staying Home Alone on a Rainy Day, N.Y., McGraw-Hill, 1969.

3. Goodsell, Jane, Katies Magic Glasses, Boston, Houghton Mifflin, 1965.
4. Zolotow, Charlotte, The Hating Book, N.Y., Harper & Row, 1969.
5. Ets, M. H., Just Me, N.Y., Viking, 1970.

WEEK SEVEN

1. LeShan, Eda, What Makes Me Feel This Way, N.Y., Macmillan and Co., 1972.
2. Miles, M. Annie and the Old One, Boston, Atlantic Monthly Press, 1971.
3. Miles, M., Annie and the Old One, Boston, Atlantic Monthly Press, 1971.
4. Testing Day
5. Party

BOOKS AND TOPICS OF THE COGNITIVE DISCUSSION GROUP

WEEK ONE

1. "Watergate"
2. "Kahoutek"
3. "Israeli-Arab War"
4. "Skylab"
5. "Raining Cats in Parachutes"
4. Shay, Arthur, What Happens when You Travel by Plane, Chicago, Reilly E. Lee, 1970.
5. Sutton, Felix, How and Why: The Wonder of Our Earth, N.Y., Wonder, 1964.

WEEK TWO

1. "Platform Shoes"
2. "Can There Be Peace?"
3. "Energy Crisis"
4. Brown, Margaret Wise, The Important Book, N.Y., Harper & Row, 1949.
5. Pierce, E. Cook, Time Is When, Upper Room, N.Y., 1972.

WEEK THREE

1. Baker, Eugene, I Want to be a Jeweler, Chicago, Children's Press, 1973.
2. Jacobs, Lou, Jr., Airports U.S.A., Chicago, Children's Press, 1967.
3. McCall, Edith, How Airplanes Help Us, Westchester, Ill., Beneficial Press, 1961.

WEEK FOUR

1. Eiby, G. A., About Earthquakes, N.Y., Harper & Row, 1957.
2. Uhl, Melvin, About Eggs and Creatures that Hatch from Them, Chicago, Melmont, 1966.
3. Uhl, Melvin, About Eggs and Creatures that Hatch from Them, Chicago, Melmont, 1966.
4. Hornblow, Lenora and Arthur, Animals Do the Strangest Things, N.Y., Random, 1963.
5. Hornblow, Lenora and Arthur, Animals Do the Strangest Things, N.Y., Random, 1963.

WEEK FIVE

1. Hornblow, Lenora and Arthur, Animals Do the Strangest Things, N.Y., Random, 1963.
2. Hornblow, Lenora and Arthur, Animals Do the Strangest Things, N.Y., Random, 1963.
3. Heffelfinger, Jane, & Hoffman, E., About Firemen, Chicago, Melmont, 1957.
4. Simpson, Wilma, & Simpson, Joan, About Pioneers, Chicago, Melmont, 1963.
5. Richards, Kenneth, Frank Lloyd Wright, Chicago, Children's Press, 1968.

WEEK SIX

1. Gilbert, Bill, How Animals Communicate, N.Y., Pantheon, 1966.
2. Gilbert, Bill, How Animals Communicate, N.Y., Pantheon, 1966.
3. Gilbert, Bill, How Animals Communicate, N.Y., Pantheon, 1966.
4. Gilbert, Bill, How Animals Communicate, N.Y., Pantheon, 1966.
5. Gilbert, Bill, How Animals Communicate, N.Y., Pantheon, 1966.

WEEK SEVEN

1. Troop, Miriam, Children Around the World, N.Y., Grossett & Dunlap, 1958.
2. Troop, Miriam, Children Around the World, N.Y., Grossett & Dunlap, 1958.
3. Troop, Miriam, Children Around the World, N.Y., Grossett & Dunlap, 1958.
4. Testing Day
5. Party

APPENDIX C

DIRECTIONS FOR THE "WHERE ARE YOU?" GAME AND
FOR INDEPENDENT RATERS OF TRANSCRIPT

DIRECTIONS FOR THE "WHERE ARE YOU?" GAME

Now I would like for us to draw some pictures together. Each of you has six sheets like this one. Everybody find the sheets that have your name at the top and also on the second line. The second line has the name of the person you are filling it out for. Now I am going to take the chalk and draw a child like you have on your papers and I'll tell you about him. (Tester draws a stick figure in the upper left with a smile.) Here is a child who is very well liked. He always has lots of friends, everyone wants him on their team, and everyone wants to sit next to on the bus.

(The tester draws a figure in the lower left with a frown on it.) This child is not so well liked. He doesn't have any friends, nobody wants to sit next to him on the bus and nobody wants him on their team. (The children are permitted to ask questions and to comment and make changes in the figures if they wish to at this time.)

Now I'm going to tell you about the lines in between. I would like you to take your pencil and make a mark on one of the six lines in between and what you have to decide is where you belong between those two children. If you

put your mark here it means you think you are like him, with lots of friends in this class and everyone wanting to sit near you on the bus. If you put your mark here you think you are like him, without any friends in this class and nobody wanting to sit next to you on the bus. But you can put your mark anywhere depending on how you feel about yourself. Nobody look at anybody elses sheet. (The tester determines whether the children have understood and then allows time for completion of the scale.)

II

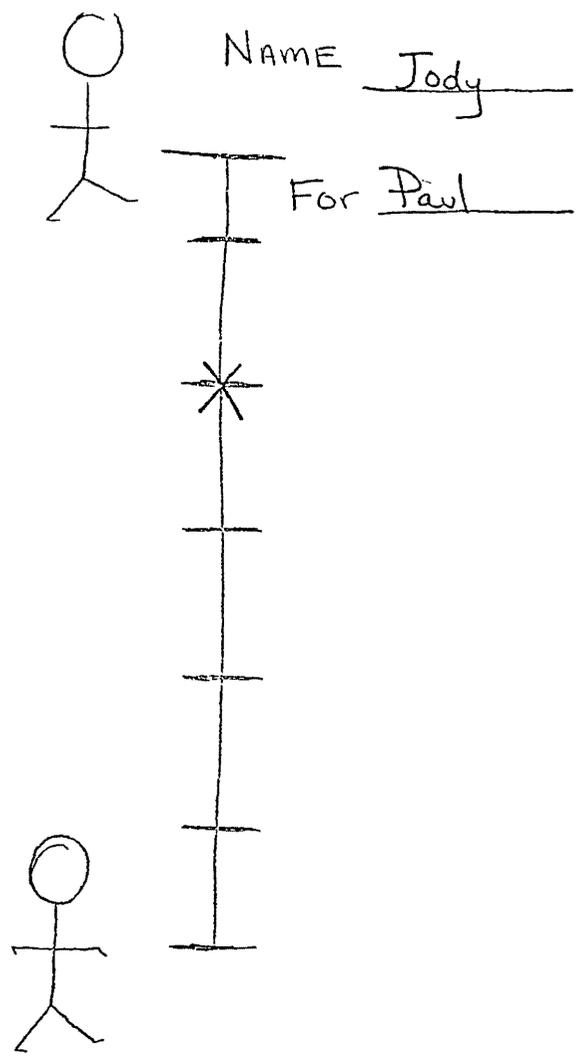
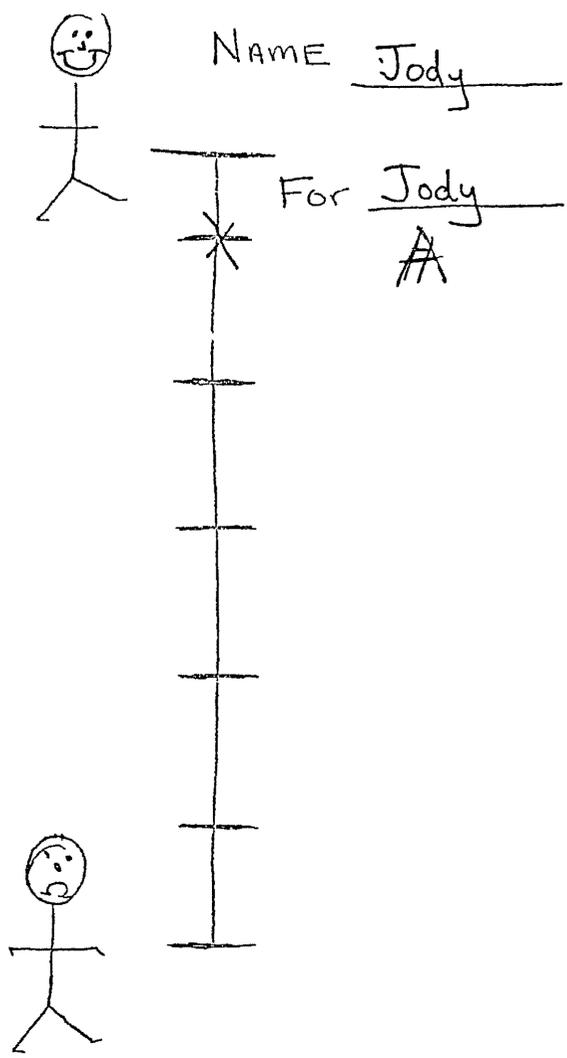
Now take the other sheet with your name written two times. I would like for us to draw another picture. This child (draw and point to upper left) is very happy and laughing and full of fun. I am going to draw another child here (draw and point to lower left figure). This child is not happy, in fact he is sad and serious. He doesn't smile or laugh like the other one. (The child is permitted to comment and make any changes in the figures he desires.)

I am going to tell you about the lines between. I'd like for you to take your pencil and make a mark on one of the lines and what you have to decide is where you are between these two children. If you put your mark here, it means that you think you are like him, happy and smiling and

full of fun. If you put your mark here you think you are like him, sad and serious. But you can put your mark anywhere in between depending on where you are. (Now the tester is to determine if the children have understood the instructions and to allow them to complete the scale.)

III

Everybody find the paper that has your name and _____ name second. Nobody look at what anybody else does please. We are going to play the same game again only this time all of us are going to be _____ and put a mark where we think _____ would if he were doing it for himself. But, _____ don't tell anyone where you put your mark. After that we are all going to take turns so that each one of you can pretend that we are each other. (Tester determines whether the children have understood and then repeats directions for part two.)



DIRECTIONS FOR INDEPENDENT RATERS OF TRANSCRIPT

AWARENESS GROUPS FOR YOUNG CHILDREN

This is a transcript taken from a taped session with a group of second grade children in the same classroom. The group was broken down into five individual groups for the purpose of this tape. The letter T stands for the adult tester who served as moderator for the taping session. When the children refer to Steve they are referring to the tester. Following this brief introduction is a set of directions for analyzing the transcript. Please read all of the directions carefully before beginning. You may mark the manuscript whenever it may seem helpful to do so. Please record your answers on the appropriate answer sheet provided. Take your time and be as careful and thorough as possible before making a decision. The directions are divided into two parts.

I.

Please read the attached transcript and count the number of "affect phrases" used by each child.

An "affect phrase" is defined as any word or group of words that refers to a relationship between the child and his group or any statement that is an internal emotional

response by that child.

For example, the following are affect statements:

	Value assigned
L liked my group	1
I liked X, Y, Z.	1
I liked X... Y... Z...	3

note: In the above example (3) the phrase can be broken down into three constituent phrases and therefore should be counted as three separate phrases.

I am happy with my group.	1
Awful...	1

The following are not affect phrases:

I don't know.

My name is X.

A one word yes or no should not be counted as an affect phrase unless the child elaborates further.

Please attempt to ignore the listening/repetition sections of the transcript for the time being. Do not record as affect statements what a child may have said in response to a listening question, such as "X, what did Y just say?"

Please underline or bracket those statements in the transcript which you are counting as affect phrases and put a star or some other mark that might indicate any phrase that you are unsure of.

Each time an affect word is voiced one point should be assigned.

Each phrase or word should be counted separately.

II.

Your task in this section is to judge the accuracy of each child's ability to repeat what another has said previously. Each child was asked to repeat what another has said at least two times. You will have at least two scores for each child. One for each repetition.

Value

- 3 = a statement which show that the child has heard and remembered the majority of what the other said, either in the exact words or close to them.
- 2 = a statement which includes most of the meaning but may be said in very different words.
- 1 = a statement which shows that the child remembers some of what the other said but is not close to being complete, may be either an accurate restatement or paraphrases.
- 0 = a statement such as "I don't remember."

The answer sheet provided lists the children and the name of each child they were asked to repeat. A score should be assigned for each overall comment. You are encouraged to return to the original comment by the child in order to

check the accuracy of the repetition.

If you have any further questions please feel free to ask them.

Thank you very much for your time and effort.

APPENDIX D

RECORD OF THE NUMBER OF AFFECT PHRASES AND WORDS
AND ACCURACY OF REPETITION

RECORD OF THE NUMBER OF AFFECT PHRASES AND WORDS

	GROUP (in speaking order)	# of responses		# of affect phrases and words
		prompted	spontaneous	
1	Wayne			
	Jimmy			
	Kim			
	Molly			
	Mindy K.			
2	Melanie			
	Ann			
	Paul			
	Ellen			
	Jody			
3	Cameo			
	Shelly			
	Mike K.			
	Mike C.			
	Larry			
4	Stephanie			
	Brian			
	Susie			
	Jeff			
	Ronny			

RECORD OF THE NUMBER OF AFFECT PHRASES AND WORDS - 2

GROUP (in speaking order)	# of responses		# of affect phrases and words
	prompted	spontaneous	
5 Chris			
Darrin			
Carol			
Sheila			

RECORD OF ACCURACY OF REPETITION

Child	Repeating comment of	#number of points assigned
1 Kim	T.	
Jimmy	Dwayne	
Kelly	Dwayne	
Kim	Mindy K.	
Dwayne	Kim	
Jimmy	Mindy K.	
Kim	Dwayne	
Kelly	Kim	
Dwayne	Kim	
2 Melanie	T.	
Lisa	Melanie	
Paul	Lisa	
Ellen	Paul	
Jody	Ellen	
Melanie	Ellen	
Lisa	Paul	
Paul	Melanie	
Ellen	Lisa	
Jody	Paul	
3 Mike K.	T.	
Cameo	T.	

RECORD OF ACCURACY OF REPETITION - 2

Child	Repeating comment of	#number of points assigned
Mike C.	T.	
Shelly	Cameo	
Mike K.	Shelly	
Mike C.	Mike K.	
Larry	Mike C.	
Shelly	Mike K.	
Cameo	Mike C.	
Mike K.	Cameo	
Larry	Cameo	
4 Brian	T.	
Duane	Brian	
Jeff	Susie	
Ronny	Jeff	
Stephanie	Ronny	
Brian	Susie	
Jeff	Steph	
Stephanie	Susie	
5 Sheila	T.	
Darren	T.	
Chris T.		

RECORD OF ACCURACY OF REPETITION - 3

Child	Repeating comment of	#number of points assigned
Darren	Chris	
Carol	Darren	
Sheila	Carol	
Chris	Darren	
Darren	Carol	
Carol	Sheila	
Darren	Chris	
Darren	Carol	

APPENDIX E
EXCERPTS FROM TRANSCRIPT

EXCERPTS FROM TRANSCRIPT

(T = Assistant)

- Cameo: You gotta listen--
- T.: Yeah. What was the other one?
- Mike C.: And you don't talk when listen to the other people read.
- T.: Right. Everybody understand those three rules? Very important. You have to listen; only one person talks; and we're gonna sit in a circle. OK? OK. Would you like to start and tell us what you liked or disliked about your group? Say your name.
- Mike K.: I want him to start first. Please?
- T.: Who wants to start? Cameo, go ahead. Start. (some recording noise) Just sit here, and talk loud.
- Cameo: My name is Cameo, and the reason I don't like Larry is because all the time when we have Group 1 he always talks and he never lets anybody else talk and um--he goes out of the group and, he calls my grandma and my great-grandpa a dope and he said that I was a dum-dum in the library.
- T. Is there anything else about the group that you disliked?
- Cameo: And I like Beverly, and I wish Jimmy would start minding for a change because he always gets out of the group, too. And I would like everybody to be quiet so everybody could get a chance. And um . . . Shelly and Susie are very kind and careless too and . . . they don't want--they don't want other people to feel ashamed of theirself or talkin' when everybody else and they don't want 'em to cry and feel sorry for theirself.

They want 'em to be happy. This is Cameo;
goodbye.

T.: Who would like to go second? . . . Shelly, why
don't you tell us what Cameo just said. Can you
remember what she said?

Shelly: This is Shelly, and, um . . .

T2: You don't have to remember everything she said,
'cause she said a lot.

Shelly: I know. She said she didn't like--the thing she
didn't like Larry was because he wasn't quiet in
the group and he would get out of the group and
wouldn't let the people have a chance to talk,
and that he made Cameo feel bad. And she said--
she didn't like Larry because she said that he
called her grandparents dope and her a dum-dum
in the library. And that Susan and I were . . .
careless and . . . we were concerned, and that
she didn't--and that we didn't want the people in
the group to feel bad or to feel sorry for them-
selves. And she didn't--she said she didn't want
them to cry, and . . .

T.: How 'bout Shelly? What does she feel about her
group?

Shelly: Shelly and ah--I feel that people in the group
should always mind Beverly and when she says to
be quiet that we should sit down and be quiet and
listen to the person who's talking, and when
we're qui--when we're noisey, we should stop and
think that Beverly only came here to help us,
not just to watch us get up and play. She came
to help us. Shelly.

T.: OK. OK? Now, what did Shelly just say? Larry--

Larry: Uh,Uh, No. Not today. . . . I don't want right
now. Um, I tell you him him him.

T.: I asked Larry. Larry, you can't remember?

Larry: I can remember, but I'm afraid.

T.: Don't be afraid. . . . You want us to come back to you? Mike, you want to go ahead? Can you remember what Shelly said?

Mike K.: I can't remember what she says but I'll talk.

T.: OK. Tell us--why don't you try the best you can to remember what Shelly said.

Mike K.: I could remember some but not all.

Shelly: You don't have to remember everything.

T.: Just whatever you can remember about it.

Mike K.: I can't remember anything.

T.: OK. Why don't you tell us what you like or dislike about your group?

Mike K.: Well, you wouldn't talk, so--be laughing.

T.: OK, talk. . . . This is serious.

Mike K.: This is Michael--Michael Keylon. When we come in--when the kids get up and start pullin' up the shades sometimes and but when she doesn't-- I sure wish she didn't have to get up and hit her fist on the floor 'cause I know it hurts, and . . . then um--

T.: Did you like the group?

Mike K.: Hmmm?

T.: Did you like your group?

Mike K.: Yes.

T.: What did you like about it?

Mike K.: And I sure wish Brian--Brian, he come in here all the time and starts slidin' on the floor.

T.: Would you have rather been in another group?

Mike K.: I would like to be in Group 1 because Brian keeps on hitting me and keeps slidin' through the floor. That's Michael.

T.: OK. OK, Mike C. What did the other Mike say?

APPENDIX F
EXAMPLES OF SOCIOMETRIC MEASURES

My Name is Ronnie

Please put a check mark next to the name of the five (5) people who you would most not like to be with in a summer program

Kim	<input type="checkbox"/>	MINDY K	<input type="checkbox"/>
MINDY C.	<input type="checkbox"/>	Ellen	<input type="checkbox"/>
Mike C.	<input type="checkbox"/>	Kelly	<input type="checkbox"/>
Larry	<input checked="" type="checkbox"/>	Susan	<input type="checkbox"/>
Darrin	<input type="checkbox"/>	Jimmy	<input type="checkbox"/>
Ronnie	<input type="checkbox"/>	Paul	<input type="checkbox"/>
Cameo	<input checked="" type="checkbox"/>	Shelly	<input type="checkbox"/>
Lisa	<input checked="" type="checkbox"/>	Jeff	<input checked="" type="checkbox"/>
Melanie	<input type="checkbox"/>	Dwayne	<input type="checkbox"/>
Sheila	<input checked="" type="checkbox"/>	Carol	<input type="checkbox"/>
Jody	<input type="checkbox"/>	Brian	<input type="checkbox"/>
Stephanie	<input type="checkbox"/>	Chris	<input type="checkbox"/>
Mike K.	<input type="checkbox"/>		

My NAME IS Ronnie _____

Please put a check next to the name of the persons (5 people) who you would most like to be with in a summer playground program

Kim
 MINDY C.
 MIKE C.
 LARRY
 Darrin
 Ronnie
 Cameo
 Lisa
 Melonie
 Sheila
 Jody
 Stephanie

MIKE K.
 MINDY K
 Ellen
 Kelly
 Susan
 Jimmy
 Paul
 Shelly
 Jeff
 Dwayne
 Carol
 Brian
 Chris