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The Effects of a Behavior Modification Program on the Self Concepts of Children in Special Education

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THE EFFECTS OF A BEHAVIOR MODIFICATION PROGRAM
ON THE SELF CONCEPTS OF CHILDREN
IN SPECIAL EDUCATION

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Barbara M. Scott

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APPROVED FOR THE GRADUATE FACULTY

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Ted Cooper

Sam Rust Jr.

ACKNOWLEDGMENT

To my patient committee: Dr. Hyrum Henderson, Dr. Sam Rust and Dr. Ted Cooper who must have wondered if this study would ever come to an end. And to Torney whose thoughtfulness and understanding helped to get it there.

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
INTRODUCTION	1
THE PROBLEM.	3
Purpose of Study	3
REVIEW OF LITERATURE	3
HYPOTHESIS	8
Null Hypothesis.	8
DEFINITION OF TERMS.	9
Behavior Modification.	9
Self Concept	9
METHOD	9
Setting and Subjects	9
Instruments.	10
Procedure.	13
Rates.	15
Data Collection.	16
RESULTS.	17
DISCUSSION	18
Observations	18
Conclusions.	22
Educational Implications	24

	Page
SUMMARY	24
REFERENCES	26
APPENDIX A	28

LIST OF TABLES

Table	Page
1. Characteristics of Children in Experimental Group	11
2. Characteristics of Children in Control Group.	12
3. Self Concept Scores of Children in the Control Group.	19
4. Self Concept Scores for Children in the Experimental Group	20
5. Reading and Error Rate Average for the Beginning and Ending Weeks	21

INTRODUCTION

Most children in special education classes have been confronted with a series of failure experiences throughout life. Many of these children were placed in special education because of academic problems in the regular classroom. Others are placed because they do not conform to the social behavior expected of the so-called "normal child." Special education children are often singled out as "dummies", "retards", and "weirdos" by their peers because they are in a different class or because they do not fit in.

This lack of success, this frustration, and the disappointments encountered are factors which may reduce a child's willingness to attempt new and challenging experiences. It is possible that this lack of success has a detrimental effect on the child's self concept. Glasser says that a child "will not succeed in general until he can in some way first experience success in one important part of his life" (Glasser, 1969, p. 5). Success can be in his academic achievement, school experiences, or social experiences.

Most special education classes are taught in a manner closely following the traditional classroom. A child does his daily work, reads, does his arithmetic, but often does

not know exactly where he stands or whether he is really succeeding. The teacher says he's doing better, but how can he know for certain? He may wonder if she is saying that only to make him feel good. He may have to wait until the end of the quarter or semester, when he gets the traditional report card. He can read his grades and still wonder whether he has succeeded. Is there a need for some kind of procedure which will be effective in reaching those students who need proof of their success?

Success may be the key to a positive feeling of self worth, of realizing that "I can do it!" Succeeding can be an arbitrary concept, a feeling that one did better, or an absolute and concrete experience through actually measuring and recording specific behaviors that are improving. These improved behaviors, when measured, show success in changing former failure patterns (Haring, 1962). This proof of success, through the immediate feedback provided, can give the child a concrete reason to feel good about himself.

This kind of approach to teaching, a behavior modification program in which rates are taken and charted to measure success in academic achievement, can be an alternative to traditional methods. Perhaps by recording rates and positively reinforcing these successes, we can raise self concepts of children in the classroom.

THE PROBLEM

One problem in education today is the availability of many different approaches to teaching children. Many teachers do not teach in any systematic way, but jump from one approach to another during the same school year. What we are trying to do for the students we teach should be the foremost question in our minds. Answers to this question could be: First, to teach the child all he is capable of learning. Second, to give him every opportunity to achieve a high degree of success, so that he may face his future with confidence and a positive attitude toward life.

Purpose of Study

The purpose of this study is to determine whether using a behavior modification approach to teaching children will help to raise a child's self concept.

REVIEW OF LITERATURE

A review of the literature related to this study includes two areas. A great deal of literature exists both on self concept and on behavior modification, but little that correlates the two, because of the unavailability of a behavioral definition of self concept. Greene (1969) says,

Self concept is a group of feelings and cognitive processes which are inferred from observed or manifest behavior. It is the person's total appraisal of his appearance, background and origins, abilities and resources, attitudes and feelings which culminate as a directing force in behavior (p. 10).

Coopersmith (1967) says that we assume that the behaviors revealing the self esteem of an individual mirror his past experiences: confident and assured behaviors presumably reflect prior successes and favorable treatment; hesitant and fearful behaviors reflect failure and maltreatment (p. 9). Thus Greene notes, self concept, like other psychological constructs, is inferred from behavior. That is, one infers the nature of the self concept from observable behavior over a period of time.

One characteristic of self concept is that it develops out of the individual's interactions and communication with his environment. Purkey asserts, citing Combs, Rogers, and others, that the "individual's continuous struggle to maintain and enhance the perceived self is the basic motive for all behavior: thus people are always motivated" (Purkey, 1967, p. 4).

Several studies seem to substantiate the importance of self concept, of academic success and self concept, and failure and low self concept.

Rust (1969) says, "A child with a low social standing remains low because of his negative self-evaluation,

hostility, unrealistic behavior output, and insensitivity and defensive reception of feed back" (p. 7).

More generally, Combs argues that, "People learn that they are able, not from failure, but from success" (Purkey, 1967, p. 4). Becker (1970) too, argues,

It is very unlikely that anything could be taught to a child without also teaching him attitudes about himself or the learning task. It is also very unlikely that one could teach self-esteem or self-confidence without teaching the child to do some things well and reinforce him for that (p. 214).

Behavior modification seems to be a program which could link success with self concept. In order for learning to occur, children must be motivated to attend, concentrate, and respond to appropriate stimuli. Continued interest and motivation are dependent upon some measure of success and reward for effort expended. A strong and well-organized system of rewards is essential to keep children interested in learning (Valett, 1966).

Skinner has been widely quoted on the subject of failure:

By admitting that we cannot teach (a particular child), we avoid confessing that we have failed to do so, and we thus continue to maintain, as teachers have maintained for centuries, that it is always the child who fails, not the teacher.

A program for learning which concentrates upon the successes, both academically and socially, that a child encounters has been attested to by several authors

(Becker, 1970; Hewitt, 1967; and Skinner, 1968). To fail to teach a child because he lacks capacity to learn is one thing, but to fail because of lack of flexibility and a realistic assessment of a child's needs is quite another (Hewitt, 1967).

Behavior modification was originally used by Skinner (Busse, 1969). His operant conditioning procedures provide teachers with a scientific, reliable method for analyzing behavior.

This technique allows a teacher to observe the child, take him from where he is now and proceed from there. It is not necessary with this approach to be concerned with past performance or personality.

In this kind of program the child finds himself in a highly structured learning environment. "What is expected is clearly presented and the rewards the child receives are contingent upon his meeting the expectations operating in the classroom" (Hewitt, 1967, p. 35). Since the knowledge of the results of his behavior is an important part of the behavior modification strategy, the child knows that when he makes a response something will happen (Hewitt, 1967). Consequences of behavior in the classroom are not haphazard, but occur in close relationship to that behavior so the child knows at all times where he stands and what the consequences for his behavior are.

The Premack Principle (Premack, 1959) asserts that behavior normally occurring at a low rate may increase in frequency when it is followed by activities which are highly desirable to the child.

The positive reinforcement used in behavior modification not only accelerates response but also has the additional effect of establishing stimuli, present during reinforcement, as conditioned reinforcers which maintain response (Busse, 1969). For example, by pairing reading or another academic skill with something which is highly reinforcing to the child, that skill itself becomes more motivating (Busse, 1969).

Success also may come in the form of peer approval and social acceptance. When only the positive aspects of behavior are reinforced it is likely that the negative behaviors will be extinguished (Hewitt, 1967). The children in a special class in Bellevue, Washington, were taught how to reinforce positive behavior within the class and to ignore negative behavior. The class, by socially reinforcing only those behaviors which were acceptable, effectively controlled and extinguished undesirable behaviors which individuals demonstrated.

A behavior modification class in Edmonds, Washington, became so proficient at ignoring negative behavior that one boy actually continued reading his book, never looking up,

even after a girl in the class dumped his desk over and tore up his paper. Seeing that she was getting nowhere, the girl finally picked up the desk and its contents and returned them, as much as possible, to their original state. The boy then talked to the girl and they played a game together.

Thus, behavior modification is a method designed for rapid, positive, and long lasting acquisition of academic and social skills. It is a technique that seems to reinforce positive behavior and increase academic and social success faster than do traditional teaching methods.

Perhaps self concept could be thought of as the image one has of himself based on how he thinks others perceive him, judging by academic success, peer approval, and socially accepted behavior exhibited by that self. If all these things are true, we no longer need merely to infer that behavior modification techniques increase the self concepts of children. We should be able to give a self-concept pretest and posttest to both a behavior modification class and a traditional class to see if behavior modification increases the positive self concepts of children.

HYPOTHESIS

Null Hypothesis

No significant difference will be shown between the self-concept scores of children after one school year in a

behavior modification classroom and children in a traditional special education classroom.

DEFINITION OF TERMS

Behavior Modification

Behavior modification is a method of bringing about change in a behavior through implementation of organized reinforcement theories; it may include reinforcement of incompatible behavior, extinction, and time out. Modification combines defining the desired behavior, determining the antecedents of observed behavior, and manipulating the classroom environment to produce the desired behavior.

Self Concept

For the purpose of this study "self concept" refers to scores on the self concept scale, "The Way I Feel About Myself" (Piers and Harris, 1964).

METHOD

Setting and Subjects

This study was conducted in the Edmonds School District Number 15. The special education classes were self-contained except for integration at recess, physical education, and music classes.

The subjects for the experimental group in this study consisted of ten students from a special education class at Sherwood Elementary School. The children were in a group classified at the intermediate educable mentally retarded (EMR) level, and included six boys and four girls (see Table 1). These children were the ones taught using the behavior modification approach.

The control group, consisting of seven girls and three boys in an intermediate special education classroom at Oak Heights Elementary School, was not randomly selected, but was matched as closely as possible to the experimental group according to age and ability level (see Table 2).

Instruments

The instrument used to measure self concept in this study was The Way I Feel About Myself (Piers and Harris, 1964). As reported by Piers and Harris, The Way I Feel About Myself has been standardized on third, sixth, and tenth grade classes. Initial standardization was conducted using approximately 365 subjects using a 95 item scale. Scores for boys and girls were reported separately until it was confirmed that sex contributed no significant difference in scores. After item analysis, 80 items met the criteria to significantly discriminate between the high and low groups. These 80 items remain to constitute the present

TABLE 1
Characteristics of Children
in Experimental Group

Subject	Chronological Age	I.Q.	Reading Level S.A.T.
1	11.4	71	1.9
2	11.9	75	3.2
3	10.8	90	1.8
4	11.1	75	3.2
5	10.9	80	2.7
6	10.11	89	2.4
7	10.11	77	3.6
8	11.7	101	3.6
9	13.5	80	3.2
10	12.1	76	2.2

TABLE 2
Characteristics of Children
in Control Group

Subject	Chronological Age	I.Q.	Reading Level S.A.T.
11	11.1	82	2.0
12	12.3	83	2.2
13	13.4	91	3.1
14	12.10	68	1.9
15	14.0	91	3.2
16	11.8	70	2.7
17	11.7	80	1.9
18	13.5	61	1.5
19	12.0	81	2.6
20	12.9	72	1.9

scale (see Appendix A). One reason for selecting this instrument was that it has been used previously in another thesis study which dealt with self concept (Imus, 1967). The instrument seemed to be suited for the kind of study being done and for the types of children involved.

Six-cycle graph paper was used to record the daily reading and error rates of each student.

Procedure

The experimental class was set up to implement a behavior modification program. The ten students in the classroom sat at individual desks placed randomly throughout the room. The day was divided into morning and afternoon programs. The teacher had a teacher aide working with her for approximately two hours each morning.

In the morning the children worked individually from the work designated on their assignment sheets. Each morning's work usually consisted of arithmetic, spelling, reading workbooks, and individual supplementary lessons in various subjects. With the children working independently all morning the teacher had a great deal of freedom to work with individuals, or with small groups for short periods of time.

The afternoon program consisted primarily of group activities in the fields of art, crafts, social studies, health, and science.

Each student had a point chart taped to his desk on which he could keep track of the points he earned for positive behavior. Points could be earned for academic success in all areas, and for acceptable social behavior. These points were tallied at the end of each day and the "payoff" alternated between two kinds.

One form of reward was the exchange board, from which inexpensive prizes could be "bought" with the points. The other form of reward was a group prize, for which the class would pool their points until a specified number was reached. The points then were exchanged for a predetermined field trip, class game, party, or the like. Often the class did not know what the prize would be until the total had been attained.

The teacher tried to make the approach as positive as possible. With the above reinforcement she and her aide used a great deal of verbal and social reinforcement. The aide carried on her own point system on the playground to encourage positive behavior. All class work was corrected by putting a "C" on each correct response, and recording only those correct responses. Wrong or negative responses

were not checked. The children had the option to correct wrong responses in order to receive the maximum number of points.

Rates

The children read orally, individually, each day. The total reading time per student was approximately five minutes. The rate was taken, however, only on the middle three minutes.

Six-cycle graph paper was used to record both reading rate and error rate. For some of the children the graphs were beyond their ability to really read and understand. The fun for them was in knowing simply that the blue line (reading rate) was supposed to go up, and the red line (error rate) was supposed to go down. All the children recorded the same number of points for their rates: six points for increased reading rate and lower error rate, five points for increased reading rate and no error rate change, and four points for increased reading rate and higher error rate. These points were added daily to the desk charts.

In the mathematics program rates were taken only on the supplementary work done in a Singer Mathematics Kit. The kit contained cards which were programmed. The children took pretests and posttests in each unit of study to determine placement. Included in the kit were a type of graph

for keeping rate of work done. These were posted on the wall with the reading graphs. Points were given for each card completed correctly.

Data Collection

The Piers and Harris Self Concept scale was administered to both groups by the teacher of that group. It was felt that the children would tend to be more open and honest with their feelings if they knew and trusted the person who was administering the scale. The directions are printed at the top of the scale, but were read to both groups. Each question also was read to the groups so that they could be understood since many of the children were poor readers. The following are the directions as they were read to the children:

Here are a set of statements. Some of them are true of you and so you will circle the YES. Some are not true of you and so you will circle the NO. Answer every question even if some are hard to decide. There are no right or wrong answers. Only you can tell us how you really feel about yourself, so we hope you will mark the way you really feel inside.

The children were asked to put their names on their tests. They were told that the tests were confidential, and that no one would read them except the teacher and the person doing the study.

The pretest was given to the control group and the teacher then continued to teach in her usual way. She did

not use any type of rate taking or point system within her traditionally organized classroom. Progress was determined through corrected papers and report cards.

The pretest was given to the experimental group, and the teacher then continued to teach with a behavior modification approach. This approach had been implemented before the testing began and continued to run the same way. Progress was determined as described earlier.

The posttests were given six months later to determine whether an increase had occurred in the self concepts of the children.

RESULTS

The null hypothesis, that no significant difference would appear between the self concept scores of children in a behavior modification classroom and children in a traditional special education classroom, was substantiated by the results of the scores on the Piers and Harris Self Concept scale.

The experimental group had a beginning mean score of 51.4 with a standard deviation of 12.92; the control group showed a mean score of 54.2 and a standard deviation of 14.80. The ending mean score for the experimental group was 49.20 with a standard deviation of 16.38; the control group's ending mean was 55.0 with a standard deviation of

16.46 ($t = .55$, not significant). See Tables 3 and 4 for raw score data.

The reading rates for the experimental group showed a mean of 45.5 and standard deviation of 23.601 for the beginning week; the mean for the ending week was 64.8 with a standard deviation for that week of 20.604. The average gain score for reading was 19.3 words per minute with the standard deviation being 14.66 ($t = 2.91$, significant at the .02 level). See Table 5 for raw score data.

DISCUSSION

Observations

The teacher of the experimental class observed several apparent changes in the attitudes of the children in that group. One change was in the children's general behavior when coming into the classroom before school in the morning. Rather than rough housing and playing, as usually occurs, the children came in, put away their things, got their file folders and assignment sheets and began work more readily. They received points, of course, for this behavior. The same thing generally occurred after recess.

Another change observed was in comments about reading. The comments at the first of the year were most generally: "I hate reading!" "Why do I have to read first?" "I don't want to read." By the end of the year the children were

TABLE 3
Self Concept Scores of Children
in the Control Group

Subject	Test 1	Test 2	Gain Score
11	33	22	-11
12	63	56	-7
13	56	46	-10
14	43	59	+16
15	58	61	+3
16	68	69	+1
17	61	70	+9
18	67	58	-9
19	70	64	-6
20	23	45	+22

TABLE 4

Self Concept Scores for Children
in the Experimental Group

Subject	Test 1	Test 2	Gain Score
1	35	25	-10
2	38	49	+11
3	62	29	-33
4	60	58	-2
5	51	38	-13
6	48	56	+8
7	69	74	+5
8	61	51	-10
9	29	41	+12
10	61	72	+11

TABLE 5

Reading and Error Rate Averages for the
Beginning and Ending Weeks

Subject	Beginning Week			Ending Week		
	Reading Rate	Error Rate	Reading Material Level	Reading Rate	Error Rate	Reading Material Level
1	27	2.04	1.1	48	1.19	1.2
2	74	1.27	3.2	87	0.06	4
3	15	3.88	pp	61	1.53	1.2
4	74	0.26	3.2	64	0.34	4.1
5	33	3.90	2.1	66	1.24	2.2
6	63	5.20	2.1	87	1.32	3.1
7	39	0.66	4.1	66	0.06	4.2
8	81	1.46	4.1	99	0.06	4.1
9	28	2.17	3.1	31	1.59	4.1
10	21	2.74	2.2	39	1.66	2.2

so anxious to be able to read that they actually argued over who "gets to be first this time!"

Another observation made by the teacher, particularly during a group "payoff" period, was the patient and eager cooperation among children helping each other, socially and academically.

Finally, the general atmosphere in the class seemed much more positive; very little complaining and bickering occurred within the class. Individual students who were quite negative about themselves seemed to become more aware of their positive attributes. Subject 5 (S5) no longer started everything out with "I can't do it!"; "I'm too stupid." S4 began looking at the happier side of life, rather than pointing out all the "bad" things that happened to her daily. Rather than her usual notes to the teacher-- "I am bad." "I am not good, I am dumb and a brat."--S9 wrote a note toward the end of the year saying, "I like you. I am good. I love to read and go to school."

Conclusions

The t-test on the self concept scores showed no significant difference in the pre and post test scores. The observed changes in attitude apparently were not measured by the attitudinal instrument used. Within a behavior modification program it is easy to measure most

changes and tabulate the results. This was shown by recording the reading rates, then measuring the success of the program by using the t-test to show a significant difference at the .02 level. In a traditional classroom these changes also may occur, and perhaps even at the same rate, but without some explicit measure of change we cannot show that these changes have occurred. The positive behavior changes that appeared in the behavior modification classroom may have been the result of the explicit, continuous feedback to students of success and behavior change occurring. This success and change may have occurred at the same rate within the traditional classroom, but the constant feedback to students was lacking.

Another possible reason for finding no significant difference in the self concept scores is either that children cannot or will not express their true feelings consistently on a test such as this, or that they answer the questions in the way they think the teacher wants them answered. For example, S3, who improved the most significantly throughout both his reading and social skills, dropped thirty three points in his post test. In reading his individual questions the teacher found little consistency. Statements such as I am a good person, I am an important member of my class, I am a happy person, were answered "no." The statement "I like being the way I am,"

however, was answered "yes." This inconsistency cannot be accounted for within a test. One would have to ask the child his reasons for answering each statement as he did. Even then, one could only assume that the child expressed his true feelings.

Educational Implications

The outcome of the t-test for the reading program does show the need for this type of a program which measures behavior change. Being able to measure rate and success seems to make teaching much more meaningful because, at all times, student and teacher have concrete evidence of what behavior is occurring and at what rate. But this behavioral evidence only indirectly shows changes in self concept. Perhaps what is needed is a definition of self concept based on direct measurement of significant personal behaviors.

SUMMARY

This study was carried out in the Edmonds School District, Edmonds, Washington. Two classes were involved in the study. An intermediate EMR class using a behavior modification approach served as the experimental group; another intermediate EMR class using a traditional approach to learning served as the control group.

The study was done to determine the effects of a behavior modification approach to learning on the self concepts of the children in the class. The self concept scale, "The Way I Feel About Myself," by Piers and Harris served as the instrument for this investigation. A pre and post test were given to each group to derive a t-score to serve as the final analysis of change. The null hypothesis of no significant difference was not rejected.

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APPENDIX A

INSTRUCTIONS FOR ADMINISTERING PIERS-HARRIS

SELF-CONCEPT SCALE

Grades III-XII

1. Before distributing the scale, the examiner should talk to the students about the value of finding how boys and girls really feel about themselves, in order to help them, and the necessity, therefore, for a completely honest response rather than a socially desirable one. Particularly for research purposes, the obtaining of norms should be stressed, rather than individual scores. It should also be stressed that the scale will have nothing to do with their school grades, and will be kept confidential. At this stage in the development of the scale, it is not recommended that they be used by teachers for screening purposes.
2. Because of difficulties in reading, instructions and items should always be read aloud by the examiner in Grades III and IV. It has been found desirable to read them aloud even with grades V and VI, since this keeps the group together and too busy to share opinions. From Grade VII on, only instructions need be read.
3. Items should be read clearly twice without haste, but not so slowly that second thoughts or distractions will occur. After a few items, the examiner can usually determine the optimal pace for that class. A few moments can be given at the end for the slower members to finish. Although there is no time limit, 20 minutes is usually ample.
4. Students should be told that they must circle either the Yes or No for all items. There should be no omissions and no double circles, even when some items are hard to decide. It has been found helpful to have an additional proctor go up and down the aisles making sure all children are marking the items correctly, and keeping up with the examiner.
5. One or two words in the scale are difficult for younger groups and may be explained. "Disobedient" is one of these, "Unpopular" another. It is also permissible to answer one or two other questions at the beginning, particularly with reference to the all-or-none quality of the items. It should be explained that everyone feels differently at times, but that they should mark the item the way they generally feel.

Additional questions are usually unnecessary and should be discouraged. Otherwise the "worrier" or the class clown will constantly question.

THE WAY I FEEL ABOUT MYSELF

Here are a set of statements. Some of them are true of you and so you will circle the YES. Some are not true of you and so you will circle the NO. Answer every question even if some are hard to decide. There are no right or wrong answers. Only you can tell us how you really feel about yourself, so we hope you will mark the way you really feel inside.

- | | | | |
|--|--------|--|--------|
| 1. My classmates make fun of me | Yes No | 14. I cause trouble to my family | Yes No |
| 2. I am a happy person | Yes No | 15. I am strong | Yes No |
| 3. It is hard for me to make friends | Yes No | 16. I have good ideas | Yes No |
| 4. I am often sad | Yes No | 17. I am an important member of my family | Yes No |
| 5. I am smart | Yes No | 18. I like being the way I am | Yes No |
| 6. I am shy | Yes No | 19. I am good at making things with my hands | Yes No |
| 7. I get nervous when the teacher calls on me | Yes No | 20. I give up easily | Yes No |
| 8. My looks bother me | Yes No | 21. I am good in my schoolwork | Yes No |
| 9. When I grow up I will be an important person | Yes No | 22. I do many bad things | Yes No |
| 10. I get worried when we have tests in school | Yes No | 23. I can draw well | Yes No |
| 11. I am unpopular | Yes No | 24. I am good in music | Yes No |
| 12. I am well behaved in school | Yes No | 25. I behave badly at home | Yes No |
| 13. It is usually my fault when something goes wrong | Yes No | 26. I am slow in finishing my schoolwork | Yes No |

- | | | | | | | | |
|-----|--|-----|----|-----|---|-----|----|
| 27. | I am an important member of my class | Yes | No | 43. | I have a pleasant face | Yes | No |
| 28. | I am nervous | Yes | No | 44. | I sleep well at night | Yes | No |
| 29. | I have pretty eyes | Yes | No | 45. | I hate school | Yes | No |
| 30. | I can give a good report in front of the class | Yes | No | 46. | I am among the last to be chosen for games | Yes | No |
| 31. | In school I am a dreamer | Yes | No | 47. | I am sick a lot | Yes | No |
| 32. | I pick on my brother(s) and sister(s) | Yes | No | 48. | I am often mean to other people | Yes | No |
| 33. | My friends like my ideas | Yes | No | 49. | My classmates in school think I have good ideas | Yes | No |
| 34. | I often get into trouble | Yes | No | 50. | I am unhappy | Yes | No |
| 35. | I am disobedient at home | Yes | No | 51. | I have many friends | Yes | No |
| 36. | I am unlucky | Yes | No | 52. | I am cheerful | Yes | No |
| 37. | I worry a lot | Yes | No | 53. | I am dumb about most things | Yes | No |
| 38. | My parents expect too much of me | Yes | No | 54. | I am goodlooking | Yes | No |
| 39. | I usually want my own way | Yes | No | 55. | I am full of pep | Yes | No |
| 40. | I feel left out of things | Yes | No | 56. | I get into a lot of fights | Yes | No |
| 41. | I have nice hair | Yes | No | 57. | I am popular with boys | Yes | No |
| 42. | I often volunteer in school | Yes | No | 58. | People pick on me | Yes | No |
| | | | | 59. | My family is disappointed in me | Yes | No |

- | | | | | | |
|-----|--|--------|-----|---|--------|
| 60. | I wish I were different | Yes No | 70. | I am a good reader | Yes No |
| 61. | When I try to make something, everything seems to go wrong | Yes No | 71. | I would rather work alone than with a group | Yes No |
| 62. | I am picked on at home | Yes No | 72. | I dislike my brother (sister) | Yes No |
| 63. | I am a leader in games and sports | Yes No | 73. | I have a bad figure | Yes No |
| 64. | I am clumsy | Yes No | 74. | I am often afraid | Yes No |
| 65. | In games and sports I watch instead of play | Yes No | 75. | I am always dropping or breaking things | Yes No |
| 66. | I forget what I learn | Yes No | 76. | I cry easily | Yes No |
| 67. | I am easy to get along with | Yes No | 77. | I am different from other people | Yes No |
| 68. | I lose my temper easily | Yes No | 78. | I think bad thoughts | Yes No |
| 69. | I am popular with girls | Yes No | 79. | I can be trusted | Yes No |
| | | | 80. | I am a good person | Yes No |

METHODS OF SCORING

The Way I Feel About Myself was scored according to the following instructions:

Items are scored in the direction of high (adequate) self-concept. It is suggested that the total number of "highs" be added and written on the front of the scale, and then the number of "lows" be added and written below it. These should sum to 80.

1. No	21. Yes	41. Yes	61. No
2. Yes	22. No	42. Yes	62. No
3. No	23. Yes	43. Yes	63. Yes
4. No	24. Yes	44. Yes	64. No
5. Yes	25. No	45. No	65. No
6. No	26. No	46. No	66. No
7. No	27. Yes	47. No	67. Yes
8. No	28. No	48. No	68. No
9. Yes	29. Yes	49. Yes	69. Yes
10. No	30. Yes	50. No	70. Yes
11. No	31. No	51. Yes	71. No
12. Yes	32. No	52. Yes	72. No
13. No	33. Yes	53. No	73. No
14. No	34. No	54. Yes	74. No
15. Yes	35. No	55. Yes	75. No
16. Yes	36. No	56. No	76. No
17. Yes	37. No	57. Yes	77. No
18. Yes	38. No	58. No	78. No
19. Yes	39. No	59. No	79. Yes
20. No	40. No	60. No	80. Yes