

MEETING THE AFFECTIVE NEEDS OF CHILDREN

- ACCEPTING THE CHALLENGE

b y

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**A thesis submitted in partial fulfillment of the
requirements for the degree of
Master of Arts (Education)**

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April, 1991

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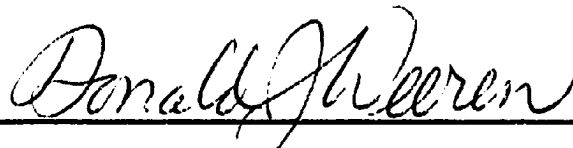
ISBN 0-315-63150-3

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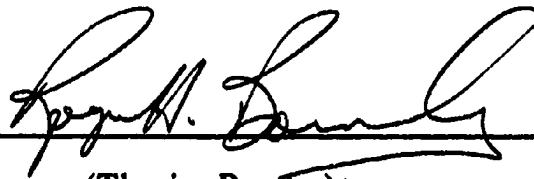
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Abstract

Meeting the Affective Needs of Children

-Accepting the Challenge

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Date: April, 1991

As schools experience the effects of many societal changes, it is becoming more difficult to meet all the needs of children. Current conditions require a concentrated effort to address both the affective and cognitive needs of students. The purpose of this thesis is to document one elementary school's efforts to find ways to address affective needs in a comprehensive manner.

The process began with a selective review of the literature. This review includes a general overview of affective education, with specific attention to the areas of self-esteem and personal and social responsibility. The work on Invitational Education is included as an example of a philosophy or "theory of practice" that focuses on the affective needs of both children and adults.

Definition of the problem was the next step. This involved the collection of data with respect to student needs, i.e., awareness of others, self-awareness, self-control, decision-making, group cooperation, self-concept as learner and academic difficulties. Information was also obtained from parents and teachers regarding their concerns, and students were asked to assess the professional and personal teaching practices of their teachers.

The action plan was developed on the basis of the needs that were identified. It was expressed in terms of six goals which may be briefly designated as follows: a collaborative staff model; Invitational education; responsibility-based discipline; a child needs-sensitive learning environment; a developmental guidance program; and parent involvement.

The last phase of the project was the evaluation phase, which was intended to assess the project and help identify future direction. Finally, an attempt was made to add another dimension to the thesis through the process of reflection, reported in a concluding chapter. This chapter serves to illustrate the benefits of reflection to the practitioner.

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CHAPTER I

INTRODUCTION

Society is in a state of constant change. Schools are required to adapt, change and improvise to meet the demands and needs of society. As schools attempt to change they are often criticized. Some want schools to remain the same, functioning as they did in the "good old days". Others maintain that schools are not changing fast enough and that our graduates are not prepared for the "real world". This conflict creates pressure on teachers because as they struggle to implement changes, they are also required to explain and defend their actions to those who do not see the need for these changes.

The schools are currently experiencing the impact of several societal changes. Two of our society's most influential institutions have experienced simultaneous modifications. The structure of the family unit has altered significantly in recent years. With many single parent families and two-career families, the support for education in the home has declined. Many parents lack the time and/or energy to be actively involved in their children's education. Poor parenting skills have created discipline, behavior, and emotional problems in the home, and these difficulties carry over into the school setting, with many parents expecting the school to deal with them because they are unable or unwilling to help. The other institution of society which has faded in influence is the church. As a result the school is being required to fill the gaps in the child's moral, emotional and social education.

The school's task is further complicated by the effects on children of the technological revolution. While television can have educational value, it also exposes children to inappropriate and often violent material. Computers and calculators have changed the work place, to the extent that new skills are required to cope with the changes and schools are expected to furnish their students with those skills.

Society has increased expectations for schools. It is no longer acceptable to "drop out", and therefore schools must be able to reach all children by providing programs that meet individual needs. This involves mainstreaming, individual education plans, and modified programs and evaluation techniques to ensure that all children experience success at some level. Concurrently the curriculum is expanding and new programs are being introduced. The five hour day must be stretched to include: computer instruction, French instruction, process learning, manipulative math, cooperative learning and daily physical activity. Attention must also be given to such activities as fire prevention, bus safety, environmental awareness, health concerns such as cancer, heart disease, AIDS and so on. Time must be found to commemorate special occasions such as Remembrance Day, Arbour Day, Earth Day, Heritage Day, not to mention such things as the Terry Fox Run, the I.W.K. Telethon, Hallowe'en, Christmas, Valentine's Day, Fit Week, Drug Awareness Week, Education Week, Science Fairs, Book Week and whatever else may arise.

While teachers are attempting to juggle all of the above, they are also expected to attend to their own professional development by

keeping abreast of the current research and learning new teaching methodology and strategies which will help improve their teaching effectiveness. They are also expected to be involved in efforts to improve school effectiveness by serving on the school and district committees related to school improvement efforts.

The conditions and demands reviewed above translate into a greatly expanded role for teachers. In order to meet the needs of each individual child it is necessary to be somewhat of a magician. They must be able to teach, nurture, nurse, discipline, diagnose, motivate, encourage and be able to communicate what they are doing and why they are doing it to parents, administrators, consultants, resource teachers, school psychologists, speech-language pathologists and representatives from outside agencies such as social services. Teachers are no longer required just to meet the educational needs of children. It is becoming increasingly obvious that in order to meet even the educational needs they must also address the personal needs of children.

Traditionally, educators have recognized that learning and development involve a combination of three domains, cognitive, psychomotor and affective. However, schools have, for the most part, concentrated their efforts on addressing the cognitive and psychomotor needs of children. The cognitive domain includes the acquisition of knowledge, understanding and thinking skills. The psychomotor domain involves the development of physical skills and has become an accepted part of education in the form of physical education, daily physical activity and extra curricular activities involving sports and games. The affective domain involves the areas

of feelings, interests, attitudes and appreciation.

From what has been already said about today's social conditions and demands, it is clear that the schools, if they hope to meet the educational needs of children, must address their affective needs in a organized and systematic manner. This conclusion is supported by the work of John Goodlad and William Glasser. Goodlad maintains that as society changes so do the expectations held for the schools within society. Schools are being expected to perform many of the functions of the home and church. As well, there has been a significant change in the relationship between the school and the home, with parents providing less support for the efforts and goals of the school (Goodlad, 1984). William Glasser, in his book The Identity Society, contends that society has changed dramatically in recent years and that students are no longer willing to work to achieve goals but are instead searching for an identify in today's changing society (Glasser, 1972).

According to Glasser, "institutions of our society, especially our schools, still operate with insufficient humanity, that is, as if goals took precedence over role" (Glasser, 1972, p. 3). Glasser believes that role or identity is now so important that it must be achieved in some degree before students will work to achieve goals. The keys to a successful identity in our society are, according to Glasser, love and a sense of worth. The first need, love, is met by involvement with people one cares for and respects. The second need requires that individuals develop a feeling of competence by being recognized for their worth.

In his book Schools Without Failure Glasser discusses the implications for schools within a society that is responsive to these needs. The two most obvious implications are that schools must become less goal oriented and more humanistic, and that they must find ways to ensure that children feel successful and competent.

For children only two places exist where they gain a successful identity and learn to follow the essential pathways. These places are the home and schools. If the home is successful, the child may succeed despite school, but that is too big an if to rely upon. We must ensure that the child's major experience in growing up, the most constant and important factor in his life, school, provides within it the two necessary pathways: a chance to give and receive love and a chance to become educated and therefore worthwhile (Glasser, 1969, p. 14).

While Glasser is fairly critical of schools he does admit that "without hard work and personal discipline students will fail no matter how much we improve the schools" (Glasser, 1969, p. 14). Glasser maintains that schools must teach love and concern for others as social responsibility. Schools also need to teach children the concept of responsibility as it applies to them as individuals. "In helping children we must work to make them understand that they are responsible for fulfilling their own needs" (Glasser, 1969, p. 16).

This research implies that schools must redefine their role to include a more concentrated effort to meet the affective needs of children. However, this could present problems for "the data suggest that teachers want to teach and that the role they have in mind is a far cry from nurturing students in the personal and social non-academic aspects of their lives in school" (Goodlad, 1984, p. 89). These teachers generally see the development of self-esteem and

other affective needs of children as the responsibility of the home. They often fail to recognize that changes in the family unit have been significant and widespread. Many of our children come from families in crisis, and these homes are often unable to provide a nurturing environment. This is reality, and the results are clearly visible in our schools every day.

The publication, in 1985, of a report entitled Canada Health Attitudes and Behaviors Survey raised the level of concern in Nova Scotia regarding the emotional well being of students in our schools. According to this report,

Provincial differences on most of the self-esteem and mental health items. . . were not pronounced. Nova Scotia, however, is one of the few provinces that is an exception to these findings. The province had relatively low proportions of students at all three grade levels who indicated that they have confidence in themselves. In general, the self-esteem and mental health of Nova Scotia's young people seems to be an area for concern (King, Robertson & Warren, 1985, p.19).

The implementation of the program entitled Personal Development and Relationships at the junior high level in Nova Scotia is an example of the recognition of the need for programs which are designed specifically to address the affective needs of children. At the elementary level attempts have been made to deal with the affective needs of children through a unit in the Health Program which focuses on emotional well being. However, an adequate response to the affective needs of children requires more than the addition to the curriculum of topics that fall within the affective domain. The purpose of this thesis is to document one elementary school's effort to find ways to address the affective needs of children

in a comprehensive manner.

The process began with a review of the literature and materials available on this subject. However, the bulk of the thesis consists of the documentation of the project, which was undertaken as action research. The project involved four steps: the definition of the problem, the formulation of an action plan, the implementation of this plan, and the evaluation of our progress. Each of these steps is described in detail in a separate chapter (Chapter III through IV).

These four chapters provide a detailed account of the project and a record of our collaborative efforts. As principal of the school, I assumed a leadership role during the project, and these chapters are written from my perspective as project leader. However, the final chapter (VII) provides an opportunity for personal reflection on the project. While particular conclusions reached may be of limited value to the reader, the chapter as a whole should prove valuable as an illustration of how reflection forms an integral and critical component of professional action and development.

CHAPTER II

REVIEW OF SELECTED LITERATURE AND MATERIALS

The topic of affective education has generated an enormous quantity of research. The purpose of this thesis is not to review all, or even a major part of, the relevant literature. That would be a monumental task. For example, the appendix of the recently published California Task Force on Self-Esteem (1990) is over one hundred pages in length, and yet it contains references to only one component of affective education. A search of the ERIC files lists over seventeen thousand references in the area of affective education.

The primary focus of this thesis is action research, and therefore the literature review is limited to selected items which provide a broad overview of affective education and to items that relate specifically to the action plan. Due to limited financial resources and time constraints, the project did not attempt to examine a variety of commercially prepared programs and assessment instruments but restricted itself to those which were available and accessible.

The literature review begins with an overview of affective education; included is the approach known as developmental guidance, which is one option for schools planning to include an affective component within their existing structure. While there are many different facets to affective education, this review focuses in the two subsequent sections on self-esteem and the development of responsibility and self-discipline. Theoretical information combined

with practical examples of programs and approaches which will be useful to educators are considered.

In the next section the Invitational Education Model is included as an example of a comprehensive approach focusing on people and their affective needs. This "theory of practice" is concerned with the realization of human potential. The teacher has the power to invite or disinvite students and is influenced in this regard by the extent to which his/her own affective needs are met. Factors affecting teacher self-esteem are examined. A brief review of the Invitational Teaching Survey is also included as an example of an instrument which can be used by teachers to assess their level of "invitability".

The review concludes with a very brief examination of the change process and the factors which contribute to a school's ability to successfully implement change.

Affective Education

Affective education can be defined as the "identification for specific educational concern of the nonintellectual side of learning; the side having to do with emotions, feelings, interests, values and character" (Brown, 1971, p. xvi). Historically, there has always been a recognition of the importance of the affective component in education (Ritchie, 1989). However, it was the formalization of the taxonomy of cognitive educational objectives by Bloom in 1956, followed by the development of an affective taxonomy by Krathwhol, Bloom, and Masia in 1964 that helped "to clarify expanding

expectations in the school community for educating the whole child" (Allender, 1982, p. 94).

This taxonomy divides the affective domain into five categories. The first level, receiving, concentrates on developing a willingness to attend to certain phenomena and stimuli. The next level is responding, and at this level there is interest displayed. Valuing is the third category, and this is recognized by behavior which is consistent enough to be identified with a belief or an attitude. The fourth level, organization, is achieved when one is able to interrelate and prioritize values. The final level is the "characterization by a value or value set". At this level, values, beliefs and attitudes are internalized to such an extent they determine behavior and reflect the person's philosophy (Krathwohl, Bloom & Masia, 1964, pp. 176-185).

While it is possible to distinguish between the cognitive and affective domains in the taxonomies, these distinctions are much less apparent in the classroom. In educating the "whole child" there must be an integration of thought and feeling so that the child learns to use all parts of the self, rational and emotional, in responsible, creative ways (Newbury, 1977).

Attempts at affective education have taken many forms, ranging from changes in school structure (open classrooms and alternative schools), to new programs and methodologies such as values education, mental imagery and student directed learning (Allender, 1982).

There are several obstacles which impede a full scale adoption of affective education. Even if one accepts the premise that

education should address both cognitive and affective needs it is somewhat difficult to decide how much emphasis to place on content and subject learning as opposed to nurturing each student as a person (Allender, 1982). Such decisions are largely the responsibility of teachers, and this in itself can cause problems for "the data suggest that teachers want to teach and that the role they have in mind is a far cry from nurturing students in the personal and social non-academic aspects of their lives in school" (Goodlad, 1984. p.89). Another major obstacle is the absence of techniques which monitor and evaluate goals and objectives focusing on affective needs. The absence or lack of knowledge of these techniques creates major problems for educators who must be accountable for the results of their efforts.

Despite the limitations of obstacles to affective education, it does offer possibilities that could have significant implications for education.

Affective education, in all its many dimensions, can be viewed as itself a strategy for change, and can be used to attack problems that plague schools today. The abuse of drugs and alcohol, the difficulties of integration and mainstreaming, outright vandalism, among other problems, are commonly faced by teachers and administrators. Traditional approaches to education do not focus on these issues, and much more seems to be needed than varying degrees of punishment. . . . (Locker et al., 1976). Studies . . . suggest that great potential exists in all of affective education areas -- mental health, personal growth, values education, group development, classroom management, confluent education, mental imagery, and student-directed learning -- for solving the pressing everyday problems of schools. Continued exploration is bound to be fruitful (Allender, 1982. p. 100).

Educators must find ways to include an affective component within their existing school organization and structure. As mentioned previously there are several available options. The implementation of a developmental guidance program is one alternative for schools wishing to address the affective needs of children.

Developmental guidance is the organized effort of the school to personalize and humanize the educational process for all students. The process involves a cooperative effort on the part of all school personnel to assist the child to understand himself and others, his opportunities and his responsibilities, to the end that he might become purposeful in his approach to the educational experience and life (Dinkmeyer & Caldwell, 1970, p. 3).

There are several factors which support the need for a developmental guidance program in elementary schools.

It is increasingly recognized that the elementary school child is at a crucial stage in his development. He is engaged in the formulation of a style of life. He is in the process of establishing an identity and a self-concept. He must deal with the problem of adequate social relationships and also meet the challenges which occur in the world of educational achievement (Dinkmeyer & Caldwell, 1970, p. 5).

Research also suggests that behavior from ages six to ten is highly predictive of adult behavior. These years are also significant in the formation of a child's basic attitudes, goals and values. Therefore, it is appropriate to provide a time for clarification of feelings, concepts and understanding of self at the elementary level (Dinkmeyer, Caldwell, 1970).

Dinkmeyer and Caldwell cite the following as characteristics of and guidelines for a developmental guidance program:

1. **Developmental guidance is an integral part of the educational process and must be consistent in purpose with the philosophy and objectives of the elementary school in which it operates.**
2. **Developmental guidance is for all children, not only the deviate.**
3. **It is an organized effort of the school to help the child develop his maximum potential, both academically and socially.**
4. **The elementary school teacher himself must be expected to perform certain guidance functions.**
5. **Guidance can be effective dealing with incidents as they occur, but it functions best as a planned program providing continuous assistance to the child during his school experiences, helping him to accomplish tasks which lead to his cognitive and affective development. The school curriculum provides the experiences, but the guidance functions of counselor and teacher assist the child in succeeding in these experiences.**
6. **A guidance program is most effective when there is cooperation between teacher, counselor, parents, administration, and community. The counselor provides services to the child directly - through consultation with teachers and parents.**
7. **It helps the child make full use of his potential talents and capacities (Maslow, 1954).**
8. **It stresses the perceptual understanding of human behavior in order to maximize the educational process (ASCD Yearbook, 1962; Combs & Snygg, 1959).**
9. **It emphasizes purposeful and meaningful learning experiences.**

10. It discovers and encourages the child's assets, shows faith in him, and recognizes his strengths and efforts (Dinkmeyer & Dreikurs, 1963; Dinkmeyer, 1968),
(Dinkmeyer & Caldwell, 1970, pp. 13,14).

There are a number of commercially prepared programs which could be used as the basis for a developmental guidance program. One such program is the Grow With Guidance Program which was developed in 1988 by Dr. Tommie Radd. It was developed to provide an organized and structured approach to meeting the affective needs of children. The program manual states that "classroom group guidance is a vital vehicle necessary for development of skills in the affective domain. . . . The physical, social, emotional and cognitive domains are directly affected by affective growth" (Radd, 1988, p. 2).

This program is outlined by means of a system manual and teaching manuals for each grade level from Kindergarten to Eight. The system manual provides a synthesis of the research which supports the program and outlines the philosophy as well as providing goals, competencies and outcomes for the program, students, staff and parents. The system manual also contains material which could be used to develop the skills of teachers involved in the program. As well, information is provided on assessment techniques and implementation skills. Yearly plans are provided which outline suggested topics for thirty-five weeks for each grade level.

The teaching manuals are organized into five basic strands including: self, other awareness, self-control, decision-making and group co-operation. There are also sections on careers,

classroom behavior management, affirmations/visualizations and implementation skills.

This program also includes the Children's Affect Needs Assessment (See Appendix A). This instrument has been developed and researched since 1976 as a survey used to determine the prescriptive needs, or those needs prescribed from child input, by providing scores in five sub-groups: other awareness, self, self-control, decision-making and group cooperation.

The review of the literature, to this point, indicated that efforts should focus on specific areas within the affective domain. Self-esteem and the development of responsibility and self-discipline were identified as key components; therefore a concentrated effort was made to explore available research in these two areas.

Development of Self-Esteem

The amount of research available on self-esteem and self-concept is staggering. A comprehensive overview on self-esteem is provided in the report of the California Task Force on Self-Esteem published in 1990. This report entitled Towards a State of Esteem examines the relationships between self-esteem and the growth and development of healthy, responsible individuals, and the mature exercise of responsibility. Its key principles and recommendations stem from the belief that societal problems can be solved by focusing on people and from the vision of a society in which self-esteem is nurtured and people naturally assume personal and social responsibility.

There are numerous definitions of self-esteem. Reasoner (1986, p. 21) defines it as "the self-respect, confidence, identity and purpose found in an individual" while Coopersmith states that "the positive or negative attitudes and values by which a person views the self-concept and the evaluations or judgements he or she makes about it form a person's self-esteem" (Coopersmith, 1986, p. 1).

A more detailed definition is provided by the California Task Force on Self-Esteem. According to this task force self-esteem is "appreciating my own worth and importance and having the character to be accountable for myself and to act responsibly toward others". Further clarification is provided in the summary section of the report:

'Appreciating our worth and importance' involves accepting ourselves, setting realistic expectations, forgiving ourselves and others, taking risks, trusting, and expressing feelings. It also rests on appreciating our creativity, our minds, our bodies, and our spiritual beings.

'Appreciating the worth and importance of others' means affirming each person's unique worth, giving personal attention, and demonstrating respect, acceptance, and support. This principle also means setting realistic expectations, providing a sensible structure, forgiving others, taking risks, appreciating the benefits of a multi-cultural society, accepting emotional expressions, and negotiating rather than being abusive.

'Affirming Accountability for Ourselves' requires taking responsibility for our decisions and actions, being a person of integrity, understanding and affirming our values, attending to our physical health, and taking responsibility for our actions as parents.

'Affirming our Responsibility Towards Others' means respecting the dignity of being human, encouraging independence, creating a sense of belonging, developing basic skills, providing physical support and safety, fostering a democratic environment, recognizing the balance between freedom and responsibility, balancing cooperation and competition, and serving humanity (Towards A State of Esteem, 1990, pp. 1,2).

The principles outlined in this report are based on several assumptions:

1. Self-esteem always develops in the context of social relationship. These relationships are internal (self-to-self), external (self-to-others and to the physical world), and transpersonal (self-to-God/cosmos/universe).
2. Each of these principles applies to every human relationship: self-self, parent-child, self-significant other, friend-friend, student-teacher, employer-employee, prison guard-inmate, psychotherapist-client, constituent-politician, consumer-retailer, and so on.
3. Nurturing healthy self-esteem relates directly to and provides a solid foundation for developing personal and social responsibility.
4. Being a responsible citizen depends on developing personal and social responsibility.
5. Being able to encourage or contribute to other people's self-esteem and their personal and social responsibility depends on our level of growth in these areas (Towards a State of Esteem, 1990, p. 22).

Recommendations are also provided for each of these specific areas: the family, teenage pregnancy and child abuse, education and academic failure, drugs and alcohol abuse, crime and violence, poverty and chronic welfare dependency and the work place.

Educators have often viewed improved self-esteem as a means of raising academic performance.

A large number of studies over the past seventy-five years have demonstrated a positive association between self-esteem variables and academic achievement. . . . But most of these studies are correlational, and as such are of little more than circumstantial value in making a case for causation or for the direction of any causal relationship (Mecca, Smelser & Vasconcellos, 1979, p. 79).

It would seem reasonable to conclude that if one is concerned primarily with cognitive goals and raising levels of achievement attention must be given to variables other than self-esteem. However, if affective needs are to be addressed successfully then concentrated efforts must be made to encourage improved self-esteem.

The home has the most significant influence on a child's self-esteem; however, the school can also play a major role in helping a child acquire and maintain a sense of self-worth. Certain conditions must exist within the school environment which help children experience the following:

Security - A feeling of strong assuredness wherein the child feels comfortable and safe and knows there are people he or she can rely on.

Self-hood - A feeling of strong self-knowledge wherein a child possesses an accurate and realistic sense of self in terms of attributes and physical characteristics.

Affiliation - A feeling of belonging, acceptance, or relatedness that is generally achieved in relationship with important others.

Mission - A feeling of influence and responsibility over the circumstances and one's own life, augmented by a sense of purpose and aim that is self-motivated.

Competence - A feeling of successfulness in things regarded as personally important or valuable, combined with a general awareness of strengths and an acceptance of weaknesses (Towards a State of Esteem, 1990, p. 63).

The program Building Self-Esteem (Reasoner, 1986) is designed to help children develop a sense of security; a sense of identity, or of self-concept; a sense of belonging; a sense of purpose and a sense of personal competence. This program was developed by Reasoner as a result of his personal conviction that self-esteem was an important determinant of student behavior and achievement in school. The project, which took three years to develop, began in 1967 in California. It was piloted in Los Altos School District and, after further refinement, was published by Consulting Psychologists Press, Inc.

The program has two components, a Teaching Manual and an Administrator's Guide (Reasoner, 1986 (a); Reasoner, 1986 (b)). The Administrator's Guide contains suggestions to help implement the program, as well as a comprehensive section on teacher self-esteem. The teaching manual includes: suggestions for developing each characteristic of self-esteem; activity worksheets for each characteristic; extension activities; and a good section on behavior symptoms of children who lack any of the five essential

characteristics.

The section in the Administrator's Guide on teacher self-esteem is very valuable for the insight it provides into the crucial role of the teacher. Reasoner maintains that "Teachers with high self-esteem bring out the best in children. . . . On the other hand, teachers who are insecure and lack self-confidence are apt to be more critical of children" (Reasoner, 1986 (b), p. 7). Reasoner maintains that teachers, like children, need to work in an environment that enables them to have a sense of security, identity, belonging, purpose and personal competence. "Teachers function best in an environment that encourages staff members to use their unique skills, in which a sense of caring is communicated, co-operative cohesive teamwork abounds, staff input and involvement are welcomed and strong support and recognition for staff and students are provided" (Reasoner, 1986 (b), p. 5).

While this program does not include instruments which can be used to measure student self-esteem there are several such instruments available. One example is the Self-Esteem Inventory which was developed by Coopersmith. "The SEI is designed to measure evaluative attitudes towards the self in social, academic, family, and personal areas of experience" (Coopersmith, 1987, p. 1).

The Florida Key (See Appendix B) is another example of an instrument which can be used to measure self-concept. Developed by Purkey, Cage and Fahey it is designed to "provide teachers and related professionals with a single instrument to infer self-concept as learner of students in grades one through six" (Purkey, Cage & Fahey, 1984, p. 1). "Self-concept as learner is that part of a person's global

self - all the attitudes, opinions, and beliefs that a person holds to be true of his or her personal existence - that relates directly to school achievement" (Purkey, Cage & Fahey, 1984, p. 3). The Florida Key is completed by teachers and therefore does not rely on what the student is willing to reveal about him or herself. The use of this instrument enables teachers to infer how students see themselves as learners, which is a valuable skill which helps develop sensitivity and an appreciation for each child (Purkey, Cage & Fahey, 1984).

The Key identifies selected behaviors of students who seem to possess positive and realistic self-concepts in the areas of school success. It measures four factors: relating, asserting, investing and coping. Relating reflects a basic trust in people, and a student who scores well in this area usually identifies closely with others in the school community. Asserting suggests a trust in one's own worth, while investing implies a trust in one's own potential. Coping indicates a trust in one's own academic ability, and children who score well in this area are usually interested and involved in school activities (Purkey, Cage & Fahey, 1984).

Several other instruments which can be used to measure self-esteem are listed in the Appendixes to Self-Esteem (California Task Force, 1990). This source lists nineteen assessment instruments and includes a brief description of each.

Development of Responsibility and Self-Discipline

A review of the definition of self-esteem, as articulated by the California Task Force, indicates that there is a relationship between

self-esteem, personal/social responsibility and self-discipline. This is particularly significant when one considers that we live in a changing world. Society is rapidly shifting from an autocratic society to a democratic society (Dreikurs & Cassel, 1974). However "democracy only works well when we all exercise self-discipline and personal and social responsibility" (Towards a State of Esteem, 1990, p. 37).

Traditional methods of discipline no longer work, and many believe that this is the primary threat to our education system. Teachers must find ways to provide a learning environment in which teaching and learning can take place. Disciplining and motivating students in this new society requires an approach which allows freedom while developing responsibility. This goal can be accomplished by establishing a democratic atmosphere where choices are clear, discipline is logical and self-discipline is encouraged (Dinkmeyer, McKay & Dinkmeyer, 1980).

The program entitled Discipline: Winning at Teaching reflects this approach. Developed by Barbara Coloroso (1983), it is presented through a manual and audio cassette. This approach is based on two philosophical tenets: kids are worth it, and I will not treat a student in a way I myself would not want to be treated. Coloroso believes that a positive school climate can be developed through the use of natural, logical and realistic consequences, a simple structure, reasonable rules, and the labeling and acceptance of feelings (Coloroso, 1983). The students themselves play an important role in their own educational programming. In such an atmosphere, the class is neither teacher-dominated nor student-controlled. Rather it is a joint effort to learn, relate and experience.

Another resource which provides suggestions for discipline based on democratic principles is the Systematic Training for Effective Teaching developed by Dinkmeyer, McKay and Dinkmeyer (1980). This approach suggests that teachers should "establish a climate of equality and mutual respect; encourage students; offer students a role in decision-making; and develop students' self-discipline by offering them consistent, logical, fully understood guidelines for behavior" (Dinkmeyer, McKay & Dinkmeyer, 1980, pp. 6, 7).

The authors maintain that changing behavior requires an understanding of the cause of the behavior. The four goals of misbehavior are: attention, power, revenge and displays of inadequacy. Teachers can determine the student's goal by examining their own feelings and the student's response to what they say or do, as misbehavior can be reinforced by reacting to it in expected ways.

This approach requires improved communication skills as well as the ability to provide encouragement and support. It also demands a good understanding of group dynamics and problem-solving techniques. These skills, combined with a better understanding of behavior, will help teachers develop a classroom environment which encourages learning.

Unfortunately, no approach to discipline works for all children. Circumstances may necessitate adoption of an approach designed specifically for an individual student. Behavioral modification programs may be required. These programs are based on the observations of present behaviors and involve setting goals or desired outcomes and a system of rewards which provide positive

reinforcement for desired behaviors (Howe & Winkleman, 1977). This approach is based on behavioral psychology, which seeks to understand behavior in terms of stimulus and response. While many are critical of approaches which focus on behavioral psychology, it has contributed to educational practice and it can be useful in some situations (Combs, 1982).

Behavior modification occurs in every classroom in structured and less obvious ways. The classroom environment and the behavior of the teacher, both verbal and non-verbal, are constantly shaping behavior. This occurs because behavior is learned and can be changed or shaped through systems of response and reinforcement. When a behavior is reinforced it continues and grows stronger, when it is not reinforced it weakens and disappears (Howe & Winkleman, 1977).

If children are expected to acquire a sense of responsibility and self-discipline, discipline must be a learning experience. The program entitled "The Discipline Advantage: Elementary Discipline Learning Packet System" (The Discipline Advantage, 1988), is designed to be used with children who are experiencing difficulty. There is a binder for each grade level containing stories about children who are experiencing specific problems. For example, if a child is having a problem with lying, the child would read or hear a story about someone with a similar problem and then would answer questions based on the story and his or her own experiences. This exercise combined with follow-up discussion helps the child to understand the problem and explore possible solutions and ways to avoid similar problems in the future.

Invitational Education

Our research on affective education, the development of self-esteem, responsibility and self-discipline made it obvious that our efforts would only work within some type of organized framework.

The model we chose to explore for use as our framework or umbrella was the invitational education model. This model was first introduced by Purkey (1978) and enriched and refined by Purkey and Novak (1984), Amos (1985), Purkey and Schmidt (1987) and others (Purkey & Novak, 1988).

"Invitational Education," a theory of practice, is centered on five propositions:

(1) People are able, valuable, and responsible and should be treated accordingly, (2) education should be a co-operative activity, (3) process is as important as product, (4) people possess untapped potential in all areas of human development, and (5) potential can best be realized by places, policies, processes and programs specifically designed to invite development, and by people who are intentionally inviting with themselves and others, personally and professionally (Purkey & Novak, 1984, p. 2).

The model is based on two theories, the perceptual theory and the self-concept theory. The perceptual theory states that "people behave according to how they see themselves and the situations in which they are involved" (Purkey & Novak, 1984, p. 22). Research evidence suggests that our behavior is based on our perceptions, our perceptions are learned and our perceptions can be reflected upon. The three aspects of self-concept which are most important to the invitational model are: (1) self-concept development (2) self-concept as a guidance system and (3) the significance of a positive self-

concept (Purkey & Novak, 1984).

The attainment and development of a self-concept occurs as we interact with "significant others" in our lives. It is not so much how others feel about us but how we think they feel that influences how our self-concept develops. The messages, both verbal and nonverbal, that we receive from others from birth and throughout our lifetime constantly influence our feelings about who and what we are.

Our behaviors reflect our self-concept. If, for example, a student sees himself as a troublemaker or the class clown, his behavior will reflect this perception. "A self-concept is a complex, continuously active system of subjective beliefs about personal existence. It serves to guide behavior and to enable each individual to assume particular roles in life. Rather than initiating activity, self-concept serves as a perceptual filter and guides the direction of behavior" (Purkey & Novak, 1984, p. 29).

According to the invitational model, all schools convey either inviting or disinviting messages. Inviting messages inform people that they are valuable, able and responsible, while disinviting messages convey the feeling that people are irresponsible, incapable and worthless. Everything in a school carries a message: the surroundings, the programs, the policies, the people, the rules and so on. The messages may be transmitted either verbally or nonverbally and it is true that "actions speak louder than words". Every adult in the school (bus drivers, noon supervisors, secretaries, volunteers, maintenance people, teachers, administrators) send important messages to children. According to Purkey and Novak, "it seems clear that student success or failure is related to the ways in which

students perceive themselves and their environments - and that these perceptions are influenced by the prevailing nature of the messages they receive in school" (Purkey & Novak, 1984, p. 15).

The invitational model puts these messages into four categories: intentionally disinviting; unintentionally disinviting; unintentionally inviting and intentionally inviting. While some messages sent in school are intentionally disinviting, (e.g. you never use your head), far more could be classified as "unintentionally disinviting". These messages are usually sent with good intentions but are not perceived by the receiver in this manner. An example of this type of message would be - it's easy, anyone can do it.

Many teachers sent inviting messages but they are not sure exactly what they did; these messages are classified as unintentionally inviting. However, the optimum level is when one communicates in a intentionally inviting manner. People who function at this level understand what they are doing and why, and are therefore more likely to be consistent regardless of circumstances.

The "theory of practice" involved in this model involves the artful blending of three components: teacher perception, teacher stance and teacher behavior. The teachers' perception involves their ability to see themselves, their students and education in a positive manner. Therefore they see children not so much as what they are but as what they are capable of becoming. Students are seen as able, valuable and responsible and treated accordingly.

Perceptions are important but these perceptions must be "embodied in a consistent behavioral framework" (Purkey & Novak,

1984, p. 44). This framework is referred to as a stance and indicates "the general position from which one operates and one's typical pattern of action" (Purkey & Novak, 1984, p. 44). A teacher's stance, to be positive, requires that his or her actions reflect respect, direction and responsibility.

A teacher's behavior reflects the ability to make choices. These choices are varied and involve all those decisions required to make a classroom function. However, within the invitational model teacher's choices are defined as sending/not sending and accepting/ not accepting messages. This is well illustrated by the following excerpt from the book Inviting School Success (Purkey & Novak, 1984, p. 50).

If I don't invite, you can't accept.
If you can't accept, you won't invite.
If you don't invite, I can't accept.
If there are no invitations, there is no development.

Educators who wish to function successfully within the invitational model must possess certain skills. They must be able to create a proper environment and be consistently inviting to all students.

Seven sub-skills are required after the stage is set: (1) developing trust, (2) reaching each student, (3) reading situations, (4) making invitations attractive, (5) insuring delivery, (6) negotiating and (7) handling rejection (Purkey & Novak, 1984). Many teachers will possess some or all of these skills to varying degrees. However, inviting teachers will strive to acquire or refine these skills by constantly examining their actions and reflecting on their successes and failures.

To function in an inviting school one must be an inviting teacher. In order to be an inviting teacher one must be an inviting person. Therefore, it is imperative that the person in the process, the teacher, find ways to maintain energy and enthusiasm for the task at hand. The "Four Corner Press" is an invitational education concept which describes the importance of living a balanced life in terms of professional and personal responsibilities. Being personally inviting with ourselves is the cornerstone, as it provides the energy and vitality we need to extend ourselves to others. The three other areas are: being personally inviting with others; being professionally inviting with yourself; being professionally inviting with others. Equal attention to these areas will help ensure that the teacher is able to function well within the invitational model.

The teacher is the vital component in any effort to meet the affective needs of children. The invitational model not only focuses on the students but on teachers as well. This is significant when one considers "the close relationship between teacher self-esteem and student behavior and attitude" (Reasoner, 1986 (b), p. 8).

Reasoner, 1986 (b) lists several factors which contribute to low self-esteem: teachers are not always clear about the expectations held for them; some schools lack a sense of caring and trust; teachers seldom define personal goals for themselves; teachers rarely receive the kind of accurate feedback necessary for self-evaluation; many teachers lack recognition and praise; there is a lack of cohesion in some schools; some teachers feel the discrepancy between their skills and the challenges they are expected to address; and teachers seldom face their personal limitations realistically.

A valuable resource for those wishing to assess their personal level of invitationality is the Invitational Teaching Survey (See Appendix C), an instrument designed to measure the frequency of occurrence of various teacher practices as perceived by students. The instrument was first developed by Amos, Purkey and Tobias in 1984 for use with high school and college students and revised for use with elementary students by Amos and Radd in 1987. It assesses what are referred to as the personal and professional qualities of teachers. The personal dimension involves the teacher's ability to encourage students to feel good about themselves while the professional dimension assesses the teacher's ability to help children learn and appreciate course content (Radd, 1988).

Another valuable resource for those interested in Invitational Education is a membership in the International Alliance for Invitational Education which is based at the University of North Carolina. The Alliance publishes a newsletter, disseminates announcements of new books and resources, sponsors an annual conference, provides in-service training, and sponsors yearly awards to outstanding schools and educators.

Educational Change

Any focused, concentrated effort to meet the affective needs of children within the school setting will require numerous changes. To help alleviate some of the problems associated with change, it is desirable that there be an understanding of the change process and an appreciation of the factors which influence the success of any implementation effort. Change is often threatening because

expectations are not always clearly defined. As well, it is often difficult to determine what the solutions are or what the results will be.

Assume that no amount of knowledge will ever make it totally clear what action should be taken. Action decisions are a combination of valid knowledge, political considerations, on-the-spot decisions, and intuition (Fullan, 1982, p.92).

Fullan also maintains that change causes conflict and disagreement, and this is desirable if change is actually to take place (Fullan, 1982).

The literature on school improvement is useful in helping determine factors which will contribute to successful implementation of any change. According to Purkey and Smith (1982) the culture of the school is the foundation of school improvement. There are several cultural norms that affect school improvement: collegiality, experimentation, high expectations, trust and confidence, tangible support, reaching out to knowledge bases, appreciation and recognition, caring, celebration and humor, involvement in decision-making, protection of what's important, traditions, and honest and open communications (Saphier & King, 1985). Other research suggests that the meanings and values shared by staff and students make up the school climate and that school ethos may be central to a school's success (Fris, 1989).

The current school improvement literature borrows from the business community and utilizes the work of Peters and Waterman (1982) regarding the relationship between shared values and effectiveness. Schools are encouraged to articulate a vision and formulate a set of beliefs. These beliefs are then incorporated and articulated in a mission statement which is used by the school in

communication with parents and the community and which also serves as a guide and a point of reference for decision-making and formulating action plans.

Clearly, an acquaintance with these findings and strategies regarding educational change is useful to educators who are attempting to meet the affective needs of children in their classrooms. It is particularly relevant to schools which wish to organize and implement a comprehensive school-wide effort to focus on these needs.

CHAPTER III

DEFINITION OF THE PROBLEM

As a staff we were concerned about the social, emotional and academic well being of our students. Our observations indicated that academic standards were declining and that behavior and emotional problems were on the increase. We were well aware that many of the factors contributing to these changes were out of our control. Societal changes, family difficulties and the influence of television were realities that we could not combat.

While we accepted these realities, we recognized that traditional approaches would not meet the needs of our current school population. Therefore, we realized that we had to change our approach and address the affective domain in a concerted, systematic fashion. Our literature review made us aware of the magnitude of the task. If we hoped to accomplish anything, it was obvious that we must focus our efforts and find a way to state the problem so that we could find workable solutions.

This process began with a brief examination of the general characteristics of our school. This was followed by an assessment of needs, based on data gathered from students, parents and teachers, both by formal measures and by discussion. We concluded that the problem to be addressed by our project could be usefully formulated as: "How do we make school a positive learning experience so that all members of the school community feel able, valuable and responsible?"

School Characteristics

Our elementary school has a student population of two hundred seventy-five in grades P-6. Our staff includes sixteen teachers, a full time principal, a part-time secretary, one full-time and one part-time maintenance person, and five noon supervisors. Support staff includes a speech-language pathologist, who is in the school one day per week, and a school psychologist, who is available for testing, upon referral.

The school serves a wide geographical area with the closest elementary school in the system being located thirty miles away. Ninety-five percent of our children travel by bus, and our location places restrictions on extra curricular activities involving other schools. However, we are able to take advantage of resources, such as a library, museums, a rink and other places of interest, which are found in our community. The area is also served by a small high school, for which ours is the only feeder school.

The economic base is fairly diverse. Many residents are employed in the fishing, farming, and lumbering industries. Many others are employed in service industries in the village, and a significant number work outside the area and commute daily. The population is stable, with very few changes from year to year.

The school building itself consists of three different sections, all on one level, built at different times. It comprises a small gym, a music room, and a library, besides thirteen regular classrooms and a resource room. At the rear of the school there is a large playground area, which includes three soccer fields, an asphalt basketball pad

and numerous pieces of playground equipment.

The teaching staff of sixteen are, generally, well experienced and well qualified. Seven of the staff have over twenty years teaching experience, another seven have taught for between twelve and twenty years. Only three of the staff are relatively inexperienced, with fewer than five years in the classroom. The majority of staff have had experience at various grade levels, and most had spent their entire teaching careers in this school or in the one room schools that were closed when the present school was built. All teachers had made efforts to raise their professional qualifications through course work, although only four were actively involved in upgrading during the 1989-90 school year.

The project which forms the basis of this thesis took place during the 1989-90 school year. However, the school had been actively involved in school improvement prior to this time. In 1987-88 committees were formed to deal with the areas of discipline, physical school environment and the social aspect of the school environment. Each committee set a purpose, determined goals, and outlined strategies designed to help meet these goals.

In September of 1988, there was a change in administration. This affected the plans made in the previous year. While some of the plans were implemented in the 1988-89 school year, it was, in some ways, more good luck than good management. The year proved to be a period of adjustment for everyone involved, and as one would expect, priorities and expectations changed to some degree during this time.

Among the positive things that happened during the 1988-89 school year, the most visible was a change in the physical environment. New bulletin boards were installed, plants appeared, the children's work was displayed and the school was clean. This improvement was due to a change in janitorial staff. We were fortunate to acquire a maintenance person who took pride and interest in being responsible for the physical condition of the school.

There were other less visible changes. The staff made sincere efforts to work together on a number of projects. A number of social events were held to encourage greater staff interaction. Discipline improved and efforts were made to encourage parental involvement.

Assessment of Needs

Against the background of school characteristics, we attempted to identify the needs that should become, or continue to be, the focus of our attention during the project year, 1989-90. Five formal measures were applied and are reported on below, as also are the findings that emerged from group discussions.

Children's Affect Needs Assessment

Purpose. This test (See Appendix A), which is correlated with the Grow with Guidance program, measures the following: awareness of others, self-awareness, self-control, decision-making and group cooperation. Scores range from 0 to 3; children scoring less than 2.6 are considered to have some difficulty in the particular area.

Procedure. Classroom teachers administered the Assessment to all children in grades 2 through 6, for a total of 175 subjects. The teachers were also responsible for scoring, in accordance with directions included with the instrument.

Findings. As evidenced by Table 1, approximately a third of our students had difficulty in the areas of awareness of others and decision-making. Self-awareness was the least problematic area but even in that case close to one in six of the children scored below the 2.6 mark.

Table 1
Children's Affect Needs Assessment Scores Below 2.6

Number of Scores					
Number in Class	Awareness of Others	Self- Awareness	Self- Control	Decision- Making	Group Cooperation
A - 23	12	3	3	9	6
B - 24	10	6	6	8	8
C - 17	2	1	1	4	1
D - 20	3	2	1	7	5
E - 21	8	6	2	5	4
F - 22	8	4	5	3	4
G - 23	8	6	8	10	6
H - 22	8	4	6	7	5
I - 23	3	0	4	3	5
Total-195	62	32	36	56	44
Scores as % of Total	32%	16%	18%	29%	23%

Florida Key

Purpose. This instrument is designed to measure student self-concept as learner (See Appendix B). It does not rely on what the student is willing to reveal about him or herself as it is completed by the teacher. It measures four factors: relating, asserting, investing

and coping. The highest obtainable score is one hundred and fifteen. Totals between 81-115 are indicative of high self-concept as learner. Marks in the 35-80 range indicate moderate self-concept as learner and scores from 0-34 are considered to be in the low range.

Procedure. In October, teachers completed the Florida Key for 3 students in their class for a total of 36 students. Children were selected on the basis of their academic performance: 1 high achiever, 1 average and 1 student who was experiencing difficulty.

Findings. The results shown in Table 2 indicated that over two thirds of our students were in the moderate to low range. These findings helped sensitize the teachers to the academic needs of the students and, as well, indicated a need to provide activities for developing self-esteem.

Table 2
Florida Key

<u>Student</u>	<u>Score</u>	<u>Student</u>	<u>Score</u>
1	53	21	104
2	28	22	69
3	111	23	112
4	103	24	114
5	71	25	54
6	98	26	61
7	98	27	82
8	46	28	70
9	51	29	113
10	102	30	114
11	58	31	37
12	105	32	33
13	46	33	47
14	38	34	46
15	55	35	35
16	51	36	77
17	50		
18	37		
19	68		
20	51		

Invitational Teacher Survey

Purpose. The Invitational Teacher Survey (See Appendix C), measures personal and professional teaching practices. It was used to provide us with information regarding the childrens' perceptions of individual teacher behavior.

Procedure. This assessment was administered by the principal and scored by individual teachers. It was felt that the students would be more comfortable if the test was not administered by their regular teacher. On the other hand, the results remained with the teachers individually, who were asked to submit a report on their reactions to the findings.

Findings. Reports were completed by 72% of the classroom teachers. All of these teachers stated that they received positive feedback regarding their professional practices, but all cited the fact that the students indicated that they required more immediate feedback regarding their progress from their teachers. The teachers also reported that they felt that they needed to work on being more "personally inviting" as their students expressed a desire to have greater interaction on a more personal level with their teachers.

Parent and Teacher Survey

Purpose. Teachers and parents had been asked to complete a questionnaire in September, 1988 (See Appendix D). The information obtained was used to help the "new principal" acquire knowledge regarding the concerns of staff and parents. It was felt that the results were still relevant and could be included as part of

the data used to help define the problem which would form the basis of our project.

Procedure. Parents were invited to attend an information and get-acquainted session in September, 1988. Sixty surveys were distributed and twenty-four were returned. Teachers at a regular staff meeting worked in small groups to complete the same questionnaire.

Findings. Two major areas of concern were identified by both parents and teachers. Sixty-seven percent of the parents indicated that academic standards were their major concern and 60% of the teachers agreed. Discipline was identified as the other main area of concern, with 40% of the teachers reporting that it was a major concern and 17% of the parents agreeing.

While these results indicated that the home and school shared common concerns, the small sample of parent responses was indicative of another problem. It was often very difficult to involve parents in the education process; many were reluctant to come to the school and regarded education as the responsibility of school.

Caseload Review

Purpose. There appeared to be many children who were experiencing academic difficulty. Resource and speech caseloads were reviewed to determine if we did, in fact, have significant numbers of children with learning problems, and to determine if we were able to adequately meet their needs.

Procedure. The caseloads were examined to determine the number of referrals, the number of children on the caseload and the number who were on a waitlist.

Findings. Teachers had completed forty-five referrals for children who appeared to have difficulties which were significant enough to qualify them for resource assistance, i.e., working two grade levels below grade level in one or more subject areas. The resource teacher was able to work with thirty-five of these students but ten had to be put on a waitlist.

The speech-language pathologist was only at the school one day a week, and this limited the service offered. Her caseload consisted of 8 students who received individual help. As well she worked with a group of primary students (20) who were identified as having other receptive or expressive language difficulties. Six other students required intervention in this area but were put on a waitlist because of lack of space on the caseload.

There were also several children who, although they did not qualify for resource or speech-language assistance, required assistance and support in their regular classrooms. The classroom teachers attempted to meet the needs of these children as part of the regular classroom program.

Staff Discussions

Several staff discussions were held prior to the completion of the formal data collection. During these meetings the staff worked in small groups to discuss their observations and knowledge of our

student population. These discussions tended to focus on two areas, academic and/or social behaviors.

The teachers felt that many students had poor work habits and this was evident in their failure to complete assignments and homework. Concern was also expressed regarding the poor quality of work and lack of interest in learning demonstrated by many students. It also appeared that there was little connection made, by students, between effort and achievement.

Many of our students demonstrated a lack of social skills. Some were very aggressive, while others tended to be shy and withdrawn. Behaviors observed, both on the playground, and in the classroom, indicated that many children had difficulty interacting with others.

Based on our observations we concluded that many of our children did not have a positive attitude about learning. Furthermore, the failure to accept personal and social responsibility contributed to both academic and social problems.

The data collected supported our observations. School was not always a positive experience for many of our students. They reported that they found it difficult to interact with their peers and to work cooperatively. Lack of decision-making skills were also cited as a concern for many of our children. This information helped explain some of our discipline problems and supported the need for an approach which would enable children to acquire these skills.

Student also indicated that they wanted their teachers to be more personally inviting. This suggested that teachers needed to be more aware of the affective needs of our students.

Based on the results of the data collection and our staff discussions we concluded that school was not a positive experience for many of our children. There were various factors which contributed to this problem. Many children were experiencing academic difficulty, and a lack of social skills often compounded the problem. We felt that school must be a positive experience if children were to grow academically, emotionally and socially. This understanding was also combined with a belief that learning was an emotional or "feeling" experience and that progress could only be made if these emotions and feelings were considered as an essential component of the education process.

The research indicated that an approach that focused on the affective needs of children could help make learning a more positive experience. We wanted to improve the learning environment or climate, while at the same time encouraging everyone (staff, students and parents) to feel that they were a valued and contributing member of the school community.

As a group, we were able to agree on what we hoped to accomplish. This was to establish a positive learning environment, to have everyone experience success, to acquire a sense of belonging and to accept personal and social responsibility. Therefore we defined the problem as "How do we make school a positive learning experience so that all members of the school community feel able, valuable and responsible?" The next step in the process involved the formulation of an action plan which would help us provide this type of environment.

CHAPTER IV

FORMULATION OF THE ACTION PLAN

We had defined the problem and acquired a great deal of knowledge about our student population in the process. The next logical step in the process would normally involve the formulation of an action plan. However, the school improvement literature suggested that schools needed to go through the process of finding common beliefs and articulating these beliefs in a mission statement. Therefore, time was taken to go through the process of reaching consensus as a staff, on the beliefs we shared about teaching, learning and children. This led to the formulation of a mission statement which conveyed our purpose as a school community.

This process took time and involved some heated discussions and a considerable amount of compromise. The mission statement itself was rewritten several times to insure that it was clear, concise and reflective of our beliefs. In its final form our mission statement read:

We believe that all children can learn, that the school should provide an enjoyable, positive learning environment where children grow socially, emotionally, and academically and that the education of the child involves the community and the home as well as the school.

While our mission statement confirmed our belief that school should provide a positive learning environment where all children can grow socially, emotionally, and academically, our assessment of the school population had led us to conclude that a concerted effort

was needed to achieve such an environment. There are two factors which help determine the school environment. The first, climate, involves the way it feels to be in the school, and the second, culture, is determined by the way things are done.

Our research on Invitational Education (See Chapter II), had convinced us that an adoption of this model would help address both climate and culture issues concomitantly with allowing everyone to feel able, valuable and responsible.

While we felt that much could be accomplished within the invitational model, we also believed that the implementation of a developmental guidance program would support our efforts. The use of such a program would help ensure that children were provided with opportunities to acquire a better understanding of themselves and others. This program would also support us in our efforts to help children acquire a sense of responsibility, both personal and social.

Essential to a sense of responsibility is self-discipline, which we felt would be encouraged through the adoption of a discipline policy which concentrated on understanding behavior and responding in appropriate ways. Such a program would also stress that children are responsible for the choices they make and that these choices always have consequences.

Our mission statement expressed the belief that the education of the child involves the home as well as the school. If we hoped to make learning a more positive experience for children and to encourage the development of self-esteem and responsibility it was imperative that we find ways to actively involve their parents.

All of these initiatives entailed change. Our research on educational change made us aware that we would require a plan and a commitment of time and energy. The teachers would be the critical factor in the process, and therefore it would be necessary to find ways to meet their affective needs. The literature on school improvement also suggested to us that teachers need to work collaboratively if efforts to implement change are to be successful.

We had articulated our beliefs and mission, related these to our problem, and identified the approaches that would allow us to meet it. The next step in the process involved the formulation of goals. Six goals were chosen, and for the purpose of clarity they were specified as pertaining to students, parents or teachers. However, these goals also had implications beyond the group for which they were established.

The two goals set for teachers were:

- 1) To encourage the development of a collaborative model of teaching , and
- 2) To adopt the Invitational Education model.

Three goals were set specifically for students:

- 1) To develop a discipline policy which helps children accept responsibility for their own behavior by focusing on learning to make responsible choices.
- 2) To create a learning environment which is sensitive to the child's needs for: a sense of security; a sense of identity or self-concept; a sense of belonging; a sense of purpose; and a sense of personal competence.
- 3) To include an organized structured program of instruction which deals directly with the affective needs of children.

One goal was set which was specifically aimed at parents:

- 1) To actively involve parents in the education of their children.

In our attempts to achieve these goals a number of strategies and approaches were used. These efforts will be documented as part of the implementation process in Chapter IV. Several methods of monitoring and evaluation were also identified, and these will be described in detail in Chapter VI.

CHAPTER V

IMPLEMENTATION OF THE ACTION PLAN

The Teacher

The first goal for teachers involved the adoption of a collaborative model of teaching. This was perhaps the most important goal due to the fact that "evidence is accumulating that the nature of the relationships among adults who live and work in schools has a tremendous influence upon the school's quality and character and on the accomplishment of its pupils." (Smith & Scott, 1990, p. v) This is supported by the research on school improvement which lists collaboration as one of cultural norms which must be present if a school's improvement efforts are to be successful.

To facilitate teachers' sharing, planning and interacting, the school was re-organized so that classes of the same grade level were located close to one another. Time was provided for grade level meetings, and teachers were encouraged to work together on planning and to share ideas and materials. They were also encouraged to combine and regroup their classes to provide opportunities for the children to work together. Arrangements were made for teachers to observe other teachers teaching, on a voluntary basis. Those who participated were very enthusiastic about the experience. While I as principal had offered to cover their classes so they could be free to visit other classrooms, they chose instead to use their preparation periods for this purpose.

Staff meetings were held weekly, and some type of professional development activity was planned for each meeting.

While some of these activities involved acquisition of knowledge and skills most were designed to facilitate group interaction and discussion. Teachers were involved in activities designed to encourage participation, problem solving and consensus forming. Teacher efforts and contributions were recognized, and individuals were encouraged to share their knowledge and expertise both formally (through presentations) and informally in discussions.

Committees were formed to organize special school events such as Winter Carnival, School Themes, Education Week, and Keep Fit Week. One major undertaking which involved the entire staff was an inservice on Process Learning. Everyone was involved in the preparation, with several teachers acting as workshop leaders. The staff were extremely enthusiastic at the conclusion of the day and claimed it was the best inservice ever!

A district initiative during the year was the implementation of a new supervision and evaluation policy. This policy focused on formative evaluation and stressed goal setting and working towards the achievement of these goals. All teachers participated in an exercise designed to help develop the goal setting process. As part of the process, teachers worked in teams to help formulate goals, after which the results were shared with the staff. Successes were celebrated and encouragement was given to those experiencing difficulty. The value of this exercise was evident in the response of the teachers when they reached their set goals. They experienced success and they enjoyed it.

A second inservice day was planned by the staff. This was very different from our first school-based inservice in that it

involved arranging visitations to other classrooms in our district. These arrangements were made after teachers identified a specific goal or goals that they would like to work on. Classrooms were located in the district where work was being done that was in line with the teacher's goals, and matches were made.

Teachers who attended inservices and conferences were encouraged to share their knowledge and skills. Some of these teachers gave presentations to the staff, others shared by extending invitations to visit their classrooms and by providing support and encouragement to teachers who wished to try some of the new ideas.

Teachers deserve recognition and praise. Efforts were made to provide both in a variety of ways. Public recognition was given on occasion, as well as private words of praise and encouragement both verbally and in writing. The "Apple Award" was initiated during the year and proved to be very successful. A large wooden apple was presented to a teacher at our monthly assembly. The award was given for a variety of reasons: extra work, a good attitude, great ideas, good displays, etc. The teacher would display the apple on his/her desk for the month and then would present it to another teacher, at the next monthly assembly.

The second goal for teachers involved the implementation of Invitational Education. It was felt that the adoption of this model would help us in our efforts to create a learning environment which was sensitive to the affective needs of children. While both children and adults would benefit from this approach it would be the responsibility of the teachers to put the "theory" into "practice" and therefore it was designated as a goal for staff.

This "theory of practice" has people as its focal point. Inviting schools see people as able, valuable and responsible and treat them accordingly. These schools demonstrate five characteristics: respect for individual uniqueness, co-operative spirit, a sense of belonging, a pleasing environment and positive expectations.

We began the year with several professional development sessions designed to introduce the staff to the theory of the invitational model. These sessions consisted of presentations and group discussions which enabled the staff to learn more about the model and to explore ways of implementing it in the school.

Emphasis was placed on the "Four Corner Press", which focuses on the personal and professional lives of the teacher. It consists of four components: being personally inviting to one's self and to others, and being professionally inviting with self and others. Each teacher was asked to include one aspect of the "Four Corner Press" in their manager's letters. In these letters teachers set goals for the school year and outlined how they planned to meet them. Some chose activities related to their personal lives, ranging from getting more exercise to volunteering time to senior citizens. Others chose professional activities, such as taking courses, working more closely with other teachers or staff, and reading more professional material.

Committees were also formed to look at specific areas in the school, i.e., the library, the staff room and the front foyer, with the mandate to improve the surroundings, that is, make them more inviting. These groups worked well together and good things happened, with the result that these places became more inviting.

The staff also rewrote the student handbook and started to

work on a teacher's handbook and a noon supervisor's job description using an invitational stance. This was a time consuming but very valuable exercise. The teachers worked together to produce a product they could be proud of.

The Students

The three goals for students were designed to address specific concerns. The first goal was to develop and implement a discipline policy which would help students develop responsibility and self-discipline. This policy was designed to help students become part of the process by actively involving them in finding solutions to their problems.

Teachers and students worked together to establish classroom rules, and these were clearly posted in each room. School rules and policies were examined carefully to insure that they were fair and reasonable. Clear expectations regarding behavior were communicated to students, as follows:

In our school everyone is expected to:

Be on time

Come prepared

Do assignments

Show respect for yourself, others and school property.

We attempted to approach discipline from a positive stance. Good behavior was recognized, and efforts were made to identify potential problems and to take preventative measures where possible. This involved such things as having teachers more visible at specific times, i.e., in the halls at recess and noon hour, at doors as soon as the bell rang, on the playground, at lunch hour, and so on.

Teachers were also encouraged to examine their own classroom behaviors and make changes where necessary to enhance a preventative atmosphere.

Students who were experiencing difficulty became involved in a process which was designed to help them understand their problem and to find solutions. This approach stressed that behavior was an individual's choice and that all choices have some type of consequence. Attempts were made to use logical consequences, and each child was treated as an individual in that they were expected to find solutions to their own problems.

Some children did not respond to this approach, and attempts were made to find workable alternatives. It was necessary, in some cases, to implement behavior modification programs designed to meet the specific needs of the individual involved.

The second goal for students was to create a positive learning environment which was sensitive to a child's need for: a sense of security; a sense of belonging; a sense of identity or self-concept; a sense of purpose and a sense of personal competence.

To help us achieve this goal a number of strategies were put in place. The first involved the adoption of the Invitational Education model. The steps taken to prepare teachers to utilize this model have been explained above; here I wish to indicate the ways it affected students. Efforts were directed at making the physical environment more inviting and on being intentionally inviting to all students so that all students were able to see themselves as able, valuable and responsible. Teachers used a wide variety of methods in their classrooms to promote this awareness with their students.

Celebrations were held to recognize success, important events in the children's daily lives were recognized, and attempts were made to use positive reinforcement and praise on a more consistent basis.

We organized monthly assemblies and continued our efforts to recognize students through recognition certificates, Principal's Awards, Class of the Month Award, class awards for listening, improvement in various areas, and cleanliness. An Attitude Award was presented to one student who consistently demonstrated a good attitude both in the school and on the playground. Children were given the opportunity to perform at these assemblies.

A Birthday Bulletin Board was put in place with each child placing a paper cupcake on the board during their birthday month. Birthday congratulations were announced on the public address system each day along with any other good news. Displays were used to recognize achievements and success. At various times during the year all the children's pictures were displayed, as were pictures taken of special events and newspaper clippings featuring any of our students.

A "Catch of the Week" program was instituted. This is a variation of the "Catch'em Being Good" program and was used by our noon supervisors to recognize and reward desirable behaviors. Cut out fish containing the student's name and action were displayed on a bulletin board in the front hall. All fish were put in a drum at the end of the month and two names were drawn: these children received small prizes as their reward for being caught.

The third goal involving students consisted of the implementation of a developmental guidance program. The program

we chose to use was the Grow With Guidance program (See Chapter II), the grade level manuals for which were made available to the respective teachers.

Teachers used this program as part of their health curriculum, devoting one health period per six-day cycle to it. Normally, the health unit on emotional and social well being would be taught as a distinct unit at a particular point in the year. However, we felt that it would be more effective to organize the health program to insure that the developmental guidance component was included on a regular basis to provide continuity and application to issues as they arose. Some teachers also developed themes which focused and expanded various topics found in the program, such as The Family, Me and Group Cooperation.

It became very obvious early in the year that if every child was to achieve success we needed to do some extensive program modification in the academic domain. Children could not feel able, valuable and responsible, if they were not experiencing academic success in the classroom.

The steps taken to achieve this goal depended on the needs of the individual. For some children it was possible to modify expectations and change evaluation methods to enable them to be successful. Some children's needs were so profound that it was necessary to individualize certain curriculum areas by setting specific goals for these children. This was done on a very informal basis but would become more formalized in the next school year with the introduction of Individualized Educational Programs for these children.

Our most extensive effort was directed at modifications in our Language Arts program. It was obvious that we had significant numbers of children experiencing difficulty in this area. Emphasis was placed on the concept of "providing instruction at their present instructional level". Some of the steps taken to achieve this goal might be considered inappropriate in light of current educational philosophy. However, we felt that it was imperative that all children be able to experience success and that we should take whatever steps were necessary to achieve this goal.

Two major changes were made at levels where it was deemed necessary. (1) Children were grouped by instructional reading level, and (2) some children were put into a more structured reading program. Fortunately, there are two classes at each grade level, enabling us to run two programs at the same time. One group continued in the regular language arts program, under one teacher, while the second group followed a highly structured basal reading program under the other teacher. These groups met for one and a half hours per day. The balance of time allocated to Language Arts was spent in the regular classroom groupings and focused on a variety of language experiences.

Parents

The primary goal for parents was to encourage involvement in the education of their children. Various strategies were developed in response to this goal.

We invited the parents to attend an open house early in the year. The children brought their parents and proudly took them on a

school tour, introduced them to the teachers and explained the classroom displays - math materials, big books, writing centers, etc. For the second part of the evening the parents were invited to hear a presentation in the gym while the children stayed in their classrooms. The presentation comprised an explanation of the Invitational Education model, information on self-concept and the home, and feedback on concerns previously expressed by parents in a questionnaire.

There was an excellent turnout for this event and very positive comments. Parents and teachers both favored this format over the previous one where teachers had presented an overview of the year's work. An overview was still made available but in the form of a handout prepared by the teachers and given to all parents during the evening.

Information sessions were held during the year on selected topics, but these sessions as well as Home & School meetings were very poorly attended.

We felt that the parents needed to see the home and the school as a partnership -- people working together for the good of the child. Therefore efforts were made to keep parents informed regarding their child's progress and to encourage their input. This was accomplished formally through report cards, midterms, and regularly scheduled parent-teacher visitations. Teachers also encouraged two-way communication through phone conversations, notes and meetings with individual parents. We wanted to convey the message to parents that the school did not have all the answers and that they had knowledge and insights about their children that were useful to

the school. Parents were asked for their opinions, through questionnaires and discussions, on issues that affected the total school community. Conscious efforts were made to keep parents informed regarding school events, and explanations were given for school policies and decisions.

An information night was held for parents of children who would be entering primary in the fall. This session was designed to share information regarding expectations and curriculum for the primary year. Suggestions were also given for ways that parents could help at home, i.e., reading to their children, providing opportunities for oral language development. and so on.

Parents of children in the primary to grade two levels were encouraged to become involved in the "Read With Me" program. Children took books home every evening and read to their parents who were asked to sign a record sheet and make comments on their child's progress.

Perhaps the area of home-school relations that we were most sensitive to was fund raising. As a staff, we recognized that many of our families functioned under some economic hardship. However, when we examined our practices it became painfully obvious that our requests for money were too frequent. Some families had difficulties in finding the money, and were likely to feel resentment towards the school as a result. It is painful for parents to have to explain to their children that they don't have the money and it is hard for the children to come to school without it.

Efforts were made to limit requests for money. Two charities were identified as ones we would support, and requests for money

throughout the year were severely limited. All school events were paid for by the school with monies raised through the canteen. Since we had no major fund raisers it was necessary for us to exercise restraint in how we spent our money. While our new policy did at times limit some of our activities it ensured that all children were involved in activities without placing financial burdens on the parents.

Another dimension of our effort to enhance the home-school partnership was the active recruitment of parent volunteers to work in the school in various capacities. They were involved in such activities as typing, reading with children, talk time, hot lunch, playground improvement and baking for birthdays and other celebrations.

Good public relations with the community was actively pursued. Press coverage was expanded, and efforts were made to get the children out into the community through involvement with the senior citizens home, the hospital and a variety of community groups. Special school programs were planned to which groups such as Senior Citizens and the Heritage Society were invited.

We had defined our problem as, "How do we make school a positive learning experience so that all members of the school community feel able, valuable and responsible?" Generally, we were pleased about the progress we felt we had made in implementing the action plan designed to address the problem.

However, while we felt that our perceptions were for the most part accurate, we recognized that a formal evaluation of our progress was required. The evaluation process would involve collection of

data from a variety of sources and an interpretation of these data to help identify areas of concern and future direction.

CHAPTER VI

EVALUATION

While we believed that we had made progress in our attempts to provide a positive learning environment which enabled everyone to feel able, valuable and responsible, this belief was based solely on our informal observations and our knowledge of our students. It was therefore necessary to assemble data systematically in order to verify our personal beliefs. A variety of sources and methods were used to compile the data in this evaluation phase of our project.

It should be noted that some potentially valuable sources of information were not used because of the lack of baseline data which could be used for comparison purposes. That is not to say that we did not use this information, only that it is not included in this thesis. The two most significant instances involved school climate and discipline referrals. We had not completed any type of assessment regarding school climate prior to the implementation of the project and thus we could not prove that the climate had improved. It was not possible to compare discipline referrals for two reasons: the lack of an organized record of referrals and the fact that in the year of the project noon supervisors were totally responsible for children on the playground and in the classrooms for the lunch period. This was the first time that teachers were not actively involved in noon supervision, and thus, quite independently of the project, new factors had been introduced whose influence on the outcome could not be determined.

Our efforts to evaluate the success of our project involved the collection of data from students, teachers and parents, as documented in the pages that follow.

School Goals Rating Scale

Purpose. The aim of this measure was to determine how the teachers rated our success in achieving the six goals which had been established for the project (See Appendix E)

Procedure. All sixteen teachers were given a form which contained verbatim the six goals, and a space next to each for entering a rating from 1 to 5, 5 being high. The returns were not identified by name, and in compiling the results I simply assigned a number to each form for recording purposes. In Table 3 the letters refer to the goals, which may be briefly designated as follows:

- A. Collaborative staff model
- B. Invitational education
- C. Parent involvement
- D. Responsibility-based discipline
- E. Child needs - sensitive learning environment
- F. Structured program addressing affective needs

Findings. Table 3 shows the individual ratings by each teacher as well as the aggregate ratings for each goal. The aggregate is converted to a percentage of the potential maximum rating, i.e., $16 \times 5 = 80$. The resulting percentages indicate that the teaching staff felt that we had been most successful with respect to goals B and E, i.e.,

implementing the Invitational Education model and creating a learning environment sensitive to the child's need for a sense of security, identity, belonging, purpose and personal competence. The ratings for goals A, D, and F suggest that we had made significant progress in developing a collaborative model of teaching, a discipline policy geared towards developing responsibility, and a structured developmental guidance program. However, our efforts to increase parental involvement (Goal C) were not as successful.

Table 3
School Goals - Staff Assessment

Teacher Number	A	B	C	D	E	F
1	2	3	2	3	3	4
2	3	3	3	4	4	2
3	4	4	4	4	4.5	4.3
4	5	5	4	5	4	4
5	4	4	4	4	3	3
6	4	5	5	5	5	4
7	3	5	4	3	4	4
8	5	5	3	5	5	5
9	4	4	3	3	3	2
10	4	4	2	4	5	4
11	4	4	3	3	4	4
12	4	4	3	3	4	4
13	4	5	2.5	4	4	4
14	3	3	2	4	3	4
15	3	3	3	3	4	3
16	3	3	3	3	4	4
Total	59	63.5	50.5	60	63.5	58.5
%	74	79	63	75	79	73

Assessment of Staff Self-Esteem

Purpose. "School climate can be assessed by examining the behaviors and attitudes exhibited by those within the school" (Reasoner, 1986 (b), p. 11). This instrument was designed to assess the way the school functions by examining the behaviors exhibited by individuals in each of the five aspects of self-esteem: security, identity, belonging, purpose, and competence. The results were used to determine the relative strength of the five components at the end of the project year and to identify areas which required more attention.

Procedure. Each teacher was asked to respond to twenty-five statements using the following scale: 1 = True for less than 30% of the staff; 2 = True for 30%-60%; 3 = True for 60%-90%; 4 = True for 90%-100%. Individual scores were then totalled and then averaged. The scores for each aspect of self-esteem were also totalled and converted to a percentage mark.

Findings. According to Reasoner (1982 (b)) the average score for elementary schools is seventy-five. As Table 4 indicates, we scored well above the median with an average of eighty-seven. The scores were consistently high in the areas of security, belonging, purpose and identity; however a mark of 78 in the area of personal competence indicated that this was an area that required further work.

Table 4
Assessment of Staff Self-Esteem Results

Teacher	Sense of Security	Sense of Identity	Sense of Belonging	Sense of Purpose	Sense of Personal Competence	Total
1	18	18	20	20	19	95
2	19	15	14	16	15	79
3	13	17	20	18	16	84
4	20	20	20	20	16	96
5	20	19	19	20	18	96
6	16	18	17	18	17	86
7	16	17	20	20	14	87
8	17	15	17	16	13	78
9	19	17	17	17	17	87
10	20	19	17	18	16	90
11	12	12	13	12	11	60
12	17	17	16	20	15	85
13	20	20	20	20	18	98
14	18	19	20	16	14	87
15	17	18	20	19	14	88
16	19	18	20	16	17	90
Totals	281	279	290	286	250	1386
%	88	87	91	89	78	87

Children's Affect Needs Assessment

Purpose. This assessment had been administered to all students in grades 2 through 6, in October, 1989 (See Chapter 3, p. 37). While we did have some reservations about readministering the test after only seven months we felt that the results might be useful for comparison purposes.

Procedure. Two teachers volunteered to administer the test to their students as a post-test. The individual totals for the post-tests were averaged and then compared with the individual averages for the pre-test.

Findings. The results recorded in Table 5 indicated that 34% of the students involved had experienced no change. The majority, 55%, had increases in scores, while 4% had lower scores than on the pre-test. In the pre-test there were 11 children whose averages signified cause for concern. The post-test results indicated that this number had been reduced to 4.

We concluded that our efforts to address the areas of: awareness of others, self-awareness, self-control, decision-making and group cooperation through our developmental guidance program were having a positive impact on our students.

Table 5
Comparison of Scores on Children's Affect Needs Assessment
for two Classes

Class A

Student	Pre-Test	Post-Test	Difference
1	2.9	3.0	+.1
2	3.0	3.0	no change
3	3.0	3.0	no change
4	2.9	3.0	+.1
5	2.6	2.7	+.1
6	2.9	3.0	+.1
7	2.7	3.0	+.3
8	3.0	3.0	no change
9	2.4	2.8	+.4
10	3.0	3.0	no change
11	3.0	2.9	-.1
12	3.0	3.0	no change
13	2.9	3.0	+.1
14	3.0	3.0	no change
15	2.7	3.0	+.3
16	2.9	3.0	+.1
17	3.0	3.0	no change
18	2.9	3.0	+.1

19	2.9	2.9	no change
20	3.0	3.0	no change
21	3.0	3.0	no change

Class B

Student	Pre-Test	Post-Test	Difference
1	2.5	2.8	+.3
2	2.9	2.9	no change
3	2.3	3.0	+.7
4	2.3	2.7	+.4
5	2.9	2.6	-.3
6	2.3	2.9	+.6
7	2.7	2.6	-.1
8	2.2	2.5	+.3
9	2.2	2.8	+.6
10	2.7	2.9	+.2
11	3.0	2.9	-.1
12	2.2	2.7	+.5
13	2.1	2.3	+.2
14	2.6	2.7	+.1
15	2.8	2.9	+.1
16	3.0	3.0	no change
17	3.0	3.0	no change

The Florida Key

Purpose. In October, 1989, teachers had been asked to complete the Florida Key for 3 students in their classrooms (See Chapter 3, p. 38). This instrument is used to determine the student's self-concept as learner. We were interested in determining whether our efforts were having the desired effect of improving self-concept as learners.

Procedure. Teachers were asked, in May, to complete the key for the same students who were assessed in October. After they completed the reassessment they were given the pretests and asked to compare the results.

Findings. Pre and post test results shown in Table 6 indicated that only five of the children showed a decline; all others showed improvement in self-concept as learner. It is interesting to note that the child showing the most significant decline had been promoted at the insistence of the parents and was experiencing great difficulty at that grade level.

Table 6
Florida Key Pre and Post Scores

Student	Pre-Test	Post-Test	Difference
1	53	88	+35
2	28	75	+47
3	111	113	+2
4	103	108	+5
5	71	85	+14
6	98	108	+10
7	98	111	+13
8	46	83	+37
9	51	84	+33
10	102	101	-1
11	58	75	+17
12	105	102	-3
13	46	89	+43
14	38	50	+12
15	55	83	+22
16	51	66	+15
17	50	55	+5
18	37	51	+14
19	68	98	+30
20	51	69	+18
21	104	105	+1
22	69	52	-17
23	112	111	-1
24	114	115	+1
25	54	79	+25
26	61	70	+9
27	82	87	+5

Florida Key Pre and Post Scores (continued)

<u>Student</u>	<u>Pre-Test</u>	<u>Post-Test</u>	<u>Difference</u>
28	70	97	+27
29	113	109	-4
30	114	moved	N.A.
31	37	61	+24
32	33	39	+6
33	47	64	+17
34	46	69	+23
35	35	70	+35
36	77	98	+21

Grow With Guidance Program Questionnaire

Purpose. One of the goals of the project was to implement a developmental guidance program. While the staff indicated on the School Goals Rating Scale that we had been moderately successful at achieving this goal, it was felt that an assessment of the specific program used, Grow With Guidance, would be worthwhile. These results would help identify strengths and weaknesses of the program and would, as well, provide information regarding the specific inservice needs of the teachers.

Procedure. The 12 teachers who used the program were asked to complete the questionnaire (See Appendix F). As project leader I reviewed their responses and attempted to draw conclusions based on the available data. This was somewhat difficult due to the format, i.e., written responses as opposed to rating scales.

Findings. All teachers felt that the program was beneficial to students. The specific benefits noted, with their frequencies were:

Greater awareness of others	6
Opportunities to discuss feelings	6
Development of self-esteem	6
Development of sense of responsibility	4
Acquisition of problem solving and decision-making skills	4

Teachers also identified their inservice needs as follows:

Personal study of program	2
Sample lessons	5
Terminology	2
Classroom behavior management	2

All teachers indicated that they liked the yearly plan which detailed the lesson plans for each week of the school year. As well, they indicated that they liked many of the suggested activities but that it would be necessary to be selective in choosing activities as it would be impossible to use all of the suggested activities in the time allocated to the program.

Eight teachers reported that they did not like the format of the binder. This was due to the fact that, while the binder was organized to include sections on self, other awareness, decision-making, self-control and group cooperation, the weekly plans did not correspond with this organization. Therefore, it was necessary to go through the entire binder and pull out the applicable material for each lesson and the teachers found this confusing and time consuming.

Despite these concerns, all teachers felt that the program was useful and that the delivery of the program would be more effective in the following year.

Parent Questionnaire

Purpose. One of our goals was to increase parental involvement in the education process of their children. We felt that we needed some input from parents to help identify areas that required further attention and to determine if parents felt that the school was providing a positive learning environment for their children.

Procedure. The questionnaire was given to the oldest child in each family. A total of 173 questionnaires were distributed and 82 were returned. The results were then tabulated and an additional column was added to include the number of non-responses to questions.

Findings. The results (See Appendix G) were encouraging. We were pleased to see that 97% of the respondents indicated that they felt welcome in the school and that parents appeared to be generally satisfied with our efforts. While some concern was expressed about air quality and use of space, we determined that we should focus on three specific concerns. Only fifty-four percent of the parents felt that teachers expected high academic performance from students and the same percentage felt that school programs involved out of school experiences. It was evident that efforts needed to be made to address these two concerns. It was also disturbing that only 77% of the parents disagreed with the statement that "teachers show insensitivity to the feelings of students". These results would be used to help us in determining goals for the next school year.

We had defined our problem as "How do we make school a

positive learning experience so that all members of the school community feel able, valuable and responsible?" Focusing on the affective needs of children, we formulated six goals and devised an action plan to help us achieve them.

The information from our evaluation of data indicated that we were making progress in our efforts. The School Goals Rating Scale indicated that the teachers perceived substantial success in reaching all but one of the six goals of the project. The Assessment of Staff Self-esteem indicated the school climate was such that teachers were functioning well. The results from the post-tests of the Florida Key and the Children's Affect Needs Assessment indicated that the students were benefitting from our efforts. These results were especially significant as these particular instruments were designed specifically to measure the affective needs of children, i.e., self-concept as learner, awareness of self and others, self-control, decision-making and group cooperation skills. The project had focused on the affective needs of children and therefore it was gratifying to see noticeable improvements in these areas.

The results of the Grow With Guidance questionnaire were encouraging as the teachers indicated a commitment to the program as well as a desire to improve their effectiveness regarding delivery of the program to their students.

The response of the parents was encouraging and indicated that they were largely supportive of and appreciative of our efforts. Their concerns also provided us with indications of areas requiring future work.

When we combined these results with our own observations regarding the reality of everyday life in the school, we were encouraged with our progress. However, we were fully aware of the fact that we had only just begun and that continuing efforts would be required if we hoped to meet the affective needs of our present and future students.

CHAPTER VII

REFLECTIONS

At a recent conference, Madeline Hunter stated that it has been estimated that a teacher makes, on average, over five thousand decisions per day in the classroom. These decisions are based on a combination of factors: previous knowledge, training, expertise, common sense and intuition. Schön, in his book Educating the Reflective Practitioner, uses the terms "knowing-in-action" and "reflecting-in-action" to describe how the skilled practitioner makes decisions.

Knowing-in-action refers to the sorts of know-how we reveal in our intelligent action. In reflection-in-action, the rethinking of some part of our knowing-in-action leads to on the spot experiment and further thinking that affects what we do in the situation at hand and perhaps also in others we shall see as similar to it (Schön, 1987).

There is no doubt that much of what took place during the project would fit into one of the above categories, but this is difficult to document, for, as Schön states,

like knowing-in-action, reflection-in-action is a process we can deliver without being able to say what we are doing. Skillful improvisers often become tongue-tied or give obviously inadequate accounts when asked to say what they do. Clearly, it is one thing to be able to reflect-in-action and quite another to be able to reflect *on* our reflection-in-action so as to produce a good verbal description of it; and it is still another thing to be able to reflect on the resulting description (Schön, 1987, p. 31).

But, "our reflection on our past reflection-in-action may indirectly shape our future action" (Schön, 1987, p. 31). Therefore

this third process, "reflection-on-action" as Schön calls it, can be a valuable learning experience.

It is the intent of this final chapter to provide the reader with an example of an attempt to reflect-on-action and to articulate the results. Reflection is in many cases a luxury for the practicing educator. The nature of the job with its conflicting demands and time constraints does not often allow time or energy for in depth reflection and much less the recording of these reflections. Therefore, illustrating the possibility of retrospective reflection on the part of a practitioner may serve a useful purpose.

Hindsight is in many ways a wonderful thing. The passage of time allows us to gain a clearer perspective and develop a better understanding of both product and process. However, the passage of time also creates some difficulties. These difficulties result from the fact that nothing remains static in a school. A variety of factors are always at work and these factors can have negative or positive consequences but always have an impact. It is also important to remember that our reflections are based on our perceptions and that these perceptions are our reality.

In an attempt to provide structure, my reflection process began with the formulation of several questions. Focusing on these questions helped clarify my own thinking and facilitated an examination of the project and the process that the project involved.

The most obvious question pertained to the need for such a project. Was there, in actual fact, a need to address the affective needs of students in an organized and structured manner? While I was totally convinced that such a need existed I must admit that

there were times during the year when I had doubts. Such an undertaking requires patience, persistence and hard work. Unfortunately, the existence of such a project does not mean that everything else in the school can be put on hold while time and energy are devoted to it. At times, I felt like a juggler trying to organize and coordinate the project while at the same time attending to all those other details that keep a school functioning. This, combined with the fact that I was trying to document our efforts for the purpose of this thesis, caused frustration at times.

However, three events took place recently which served to affirm my belief in the importance of the need for sustained efforts to meet the affective needs of children within the school setting. The first event was a classroom episode related to me by the grade two teacher. For Show and Tell one of the students chose to bring a Principal's Recognition Award that she had received in Primary. We were surprised that she still had the certificate but it was the response from the other students that caught the teacher's attention. Several indicated that they too had saved their certificates and valued them highly. The teacher's comment to me was that if I ever had any doubt about the value of these certificates, I could rest assured that they were well worth the time and effort involved.

The second event took place during a public performance. Three students performed solo parts, displaying much talent but with such self-confidence and enthusiasm that I could hardly believe it. What a transformation - they had changed from three quiet, insecure little girls to the stars of the show.

The third event involved a chance meeting in the hall one day with one of our grade 6 students. This boy has a rather severe learning problem and has tended to be very quiet and withdrawn. He would always speak when spoken to but was not comfortable enough to maintain a conversation. On this particular day when I met him he initiated a conversation. This was so unusual that I mentioned it to his teacher. She was delighted, as she had been making a real effort to find ways to make him feel able, valuable and responsible and her efforts were clearly having an effect.

Though these are not "scientific" data my knowledge of the children and my experience enable me to draw the conclusion that, yes, children have important affective needs which schools should endeavor to meet.

I am convinced that the need existed but were the outcomes what I had expected? It would be nice to be able to say that everything turned out exactly the way I had planned. However, such is rarely the case when one is dealing with people. We managed to achieve partially all of the goals that we had set, and while we were more successful in some areas than in others, that was to be expected. Therefore we have continued to work on these goals and have identified the specific areas that we feel still need work.

We also have had significant results with some children. However, as was to be expected we still have our problems. Fewer children are being referred to the office and we are seeing improved behavior, particularly on the playground; however, I still have referrals for what I call "my regulars". While we continue to find alternative methods of dealing with these children, with some

encouraging results, their problems are simply so severe and deep rooted that we cannot solve them. We do our best, but I have come to accept the fact that there are certain factors over which the school has very little control and that the best we can do is what I refer to as "damage control". Every school has these children and must deal with them as best it can. On the other hand, we can also identify several children who had exhibited signs of potential problems and who have responded very well to the project.

While I feel that school climate is continuing to improve, this is difficult to prove. Data regarding school climate were not obtained prior to the beginning of the project and therefore my judgement is based solely on observations and feedback from others. Visitors often comment on the "good feeling" in the school and they use adjectives such as calm, relaxed, and warm to describe the feeling in the building. As well, teachers often comment on the improved atmosphere. Efforts are also being made to change the school culture. This is a slow process as we examine and revise existing school policies and procedures. As well, many new programs and events are taking place and everyone is open to and supportive of these changes.

The improvements in school climate and the changes in the culture would not have been possible without the support and cooperation of the staff. One of the goals of the project was to encourage development of the collaborative model with staff. The attainment of this goal had benefits beyond itself. Not only did all the other project goals become more attainable, but our efforts to work collaboratively, combined with the adoption of the Invitational

Education model, have, to a large degree, contributed to meeting the affective needs of staff. The research indicates that it is vital that these needs be met if teachers are to successfully meet the affective needs of children.

The many demands placed on the classroom teacher make the job overwhelming at times. The problems that teachers face each day require an extensive knowledge base and a wide repertoire of skills. Collaborative planning and problem solving encourages teachers because it provides support and utilizes the strengths of individuals within the group. Furthermore, it results in consistency within the school community. It is important that children receive consistent messages and that they have a clear understanding of the expectations held for them in the school community. This can only be achieved if the staff work together to achieve a sense of community with common beliefs, goals and expectations.

The implementation of a developmental guidance program was another goal of the project. The success of this initiative is difficult to assess. While the teachers and students indicated that they felt we were successful at achieving this goal and that the program was beneficial, I do feel that some teachers are not convinced of the need for such a program. This is to be expected as there are several components and techniques suggested in the program that are not familiar to all teachers. It is impossible to evaluate whether or not the program is having a lasting and significant effect on the students. There are positive signs that would lead me to believe that the program is having an impact. However, two factors prevent any scientific conclusions. The first factor involves the nature of such a

program and the fact that any significant impact will require a sustained effort over an extended period of time. The second factor involves the absence of a "control group". This absence prevents the comparison of students who have been involved in the program with those who have not. While I understand that "control groups" are necessary for rigorous research, as an educator I have some difficulty with the concept. My belief in the importance of a developmental guidance program for elementary students and in the potential benefits that such a program would have prevented me from providing the program to selected groups within the school. Therefore, it will be necessary to find alternative methods of assessing the usefulness of the program. The formulation of some type of assessment instrument will be a new initiative that will be undertaken as we become more familiar with the program.

Our efforts to increase parental involvement were not as successful as I had hoped they would be. However certain indicators would lead me to believe that we are making significant progress. The rate of response to parents' questionnaires has improved. The responses to these questionnaires indicate that parents are generally satisfied with and are supportive of our efforts. Increasing numbers of parents are attending school events and larger numbers are volunteering to help with school activities. Even more encouraging is the commitment of staff to finding creative ways to encourage parental involvement. Numerous activities are in the planning stages which will provide opportunities for greater involvement. These plans include activities for families, improved methods of communication, workshops for parents on curriculum and programs

and more frequent contacts with parents regarding individual students. I believe that over a period of time these efforts will help us achieve greater parental involvement.

The final question which requires consideration is whether changes would be made if I had the opportunity to start at the beginning again. This is perhaps the most complex of all to answer, because we learned many valuable lessons during the process and this information will be of great benefit in our continuing efforts to meet the affective needs of children.

I learned several lessons that would help me if I were to initiate a similar project in the future. The first is the need to distinguish between compliance and commitment. Resistance can take many forms, and, while I could recognize and deal with active resistance, I was not experienced or astute enough to recognize that compliance without commitment is the most damaging form of resistance. The second lesson is related to the first: the danger of making assumptions.

Assumptions can cause many problems that are not readily apparent and are therefore difficult to solve. I was totally committed to this project and assumed that everyone shared this same degree of commitment. This, I realize now, was rather naïve and unrealistic. Secondly, I assumed that everyone was operating with the same knowledge base and understanding of the affective needs of children. I also assumed that everyone possessed the necessary skills to implement successfully many components of the project.

We also made some assumptions regarding the needs of our children. For example, our observations led us to believe that many of our children suffered from low self-esteem. I am not convinced that this was a mistake as many children benefited from our efforts; however, we did not use the data we collected on the children's affective needs as well as we should have. Those data pointed to, relatively speaking, more widespread deficiencies than low self-esteem.

The major change that I would make involves the time frame and the planning process. I would plan for a two year project with very specific objectives for years one and two. Action teams would be formed and it would be their responsibility to set objectives, determine staff needs, meet these needs, and monitor and evaluate progress. This approach would encourage a greater sense of ownership, would utilize staff potential and skills and would allow time for acquisition of a more complete knowledge base as well as opportunities to acquire and practice new skills. It would also provide time for more complete data collection as well as the opportunities to analyse and interpret the data collected. Likewise, other programs and resources could be explored and individual teachers could be encouraged to avail themselves of training opportunities which would add to our in-school resources.

While we were generally satisfied with the programs we used, we might have taken time to explore some of the numerous other resources that are available. Such an effort would have required the "piloting" of different programs in various classrooms for a year and then finding a way to reach consensus regarding which program

should be adopted for school use. This approach would have been time consuming and expensive, and therefore we limited ourselves to the resources that were available to us. Over time, we will supplement these with additional materials.

These reflections on the choice of programs are applicable to the commercially prepared assessments we used during the project. As we became familiar with these instruments we realized that they had some limitations; however, this was only discovered through use, and, as we became more familiar with data collection and interpretation of the results, we were able to make allowances for these concerns. There are certainly numerous other instruments available but their usefulness to us could only be determined through actual use. Current budget restraints make it impossible for us to obtain these materials and, therefore, we will continue to use what we have, hopefully more effectively as a result of our previous experiences.

The extended time frame would have also provided opportunities for greater involvement from the non-teaching staff and the students. While the students had some limited input, particularly in data collection, the non-teaching staff were only provided with reading material related to the Invitational model. They had no input in goal setting or in the evaluation process except in their role as parents. The need for their involvement was recognized and they have been much more actively involved in the present school year.

In conclusion, I would say that we have all benefited from our efforts to undertake a project which focused on the affective needs of

children. While the documentation of this project for the purpose of this thesis is complete, the project itself continues. Through our involvement in this project we have developed a greater and a more complete understanding regarding the importance of a focused effort to meet the affective needs of children within the school community.

APPENDIX A

Revised 1988
Tommie Radd

**CHILDREN'S AFFECT NEEDS ASSESSMENT
QUESTIONS**

DIRECTIONS: Read each of the questions to the students. Ask each student to decide how **YOU** feel about each question and mark your response. Think carefully and be very honest. See administering suggestions. The parenthesis statements are for use with the Primary students.

1. Do your teachers like you the way you are?
(Do you feel as if your teachers like you?)
2. Do you know how fast to work so that you can get your work done? (Do you finish your papers and get your work done?)
3. Do you keep quiet so that you don't bother other children when they are working?
4. When you get to pick what to do, do you try to think of all the things you could do before you decide?
(Do you do the first thing you think of when you get to pick what to do? Answer No. Do you think about many choices? Answer Yes.)
5. Can you tell how other people feel?
6. Do children in your class have many different ideas?
7. Do you know when you need help to do something?
(Can you tell when something is too hard and you need help?)
8. Do you like to help other children learn?
9. Do you know when you feel left out of things at school?
10. Do you like yourself the way you are?

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Appendix A (continued)

11. Do you know the way you need things to be so that you can do work? (Environment). (Do you need things to be quiet when you work? Noisy? Hot? Cold? Or can you know if you need it to be quiet when you work? If you never thought about it, answer No.)
12. Can you tell when your friend feels sad?
13. Do you know when you are not doing well in school? Do you know when your grades and papers will be poor?
(Answer Yes. Do you think your papers and grades are good, but you get surprised because they are really poor? Answer No.)
14. Do you like to pick what to do when you work or play without your teacher or parent telling you what to do when you work or play? (Answer No.)
15. Can you think of and say good things about yourself? (Can you tell me good things about yourself?)
16. Can you tell someone what is bothering you or what makes you happy?
17. Do you know something you can do well? (Do you know something you are good at?)
18. Are you just as important in school as any other child?
19. Do you like it when the class can decide together what to do?
20. When you get mad, do you stop yourself from losing your temper so that you don't get into trouble?
21. Do you feel that you are an important part of what is going on in school? (Do you feel that you are needed in your class and school?)
22. Do you know if you are doing a good job of learning in school?

Appendix A (continued)

23. Do you like to have several things to pick from before you decide? (Before you do something, do you like to have many things to pick from? Answer Yes. Do you usually pick the first or second thing you think of? Answer No.)
24. Do you know when your friend feels left out?
25. Can you think of things to do to make yourself happy?
(When you're feeling sad, do you know what to do to feel better?)
26. Do people ever feel different from you about things?
(Do people feel the same way you do all the time? Answer No?)
27. Do you like to learn by working together with other children even when they work faster or slower than you?
(If someone works faster or slower than you, do you still like to work with him? Example: When you are in reading group and other children read more slowly or faster than you, does this bother you? Answer No.)
28. When you work in groups, do you feel that you can get things done? (Do you get a lot done when you work in groups with kids?)
29. Do children in your class like different games?
30. Do you still like playing games with other children even when they have different rules or ways to play than you?
(When someone's rules or way of playing is different from yours, do you still like to play?)
31. When your friends talk about their ideas, do you try to listen even if you aren't interested?
32. When you have hard work to do, do you know how to help yourself so that you are not upset?
(When you have hard work to do, do you get upset and have a hard time doing the paper? Answer No.)

Appendix A (continued)

33. Can you work in small groups with other children when the teacher isn't there?
(When the teacher leaves the room do you keep working with children you're with? Answer Yes. Do you start to play and talk: Answer No.)
34. Would you talk to someone even if your friends teased or made fun of you because you talked to that person?
35. Do you listen when your friends talk about their ideas?
(Do you stop listening to your friends when they talk about something you don't like? Answer No.)
36. Do you think ahead about how things will turn out before you make a decision?
(Do you think about what will happen to you before you do something. Answer Yes.)
37. Can you tell when someone is angry, even when he doesn't say anything?
38. When you work in a small group, can you let others give their ideas?
(Do you argue when other children in a group don't agree with you? Answer No.)
39. Can you wait for your friend when you're in a hurry without getting mad?
40. When you see someone's face, can you tell how he feels?
41. When the teacher leaves the room, do you stay in your seat and keep working?
42. Do you listen to other children's ideas when you are working in a group?
(Do you pay attention to what other children say in a group? Answer Yes.)

APPENDIX B

Table 1

The Florida Key Elementary Form Grades 1-6

This scale is to assist you, the teacher, in assessing how the student perceives his or her "learner" self. Please select one of the following answers and record the number in the blank space provided.

NEVER: 0, VERY SELDOM: 1, ONCE IN A WHILE: 2, OCCASIONALLY: 3, FAIRLY OFTEN: 4, VERY OFTEN: 5

Name of Student _____ Teacher _____ Date: _____

Compared with other students of the same age, does this student:

- | | | | |
|---|-----|---|-------|
| R | 1. | Get along with other students? | _____ |
| R | 2. | Get along with other teachers? | _____ |
| R | 3. | Keep calm when things go wrong? | _____ |
| R | 4. | Say good things about his/her school? | _____ |
| R | 5. | Tell the truth about his/her work? | _____ |
| A | 6. | Speak up for his/her own ideas? | _____ |
| A | 7. | Offer to speak in front of the class? | _____ |
| A | 8. | Offer to answer questions in class? | _____ |
| A | 9. | Ask meaningful questions in class? | _____ |
| C | 10. | Exhibit confidence in his/her school work? | _____ |
| C | 11. | Persist in his/her school endeavors? | _____ |
| C | 12. | Talk to others about his/her school work? | _____ |
| C | 13. | Join in school activities? | _____ |
| I | 14. | Seek out new things to do in school on his/her own? | _____ |
| I | 15. | Offer to do extracurricular work in the classroom? | _____ |
| I | 16. | Spend time helping others? | _____ |
| I | 17. | Show an interest in others' work? | _____ |
| I | 18. | Show interest in being a leader? | _____ |
| I | 19. | Initiate school projects? | _____ |
| C | 20. | Finish his/her school work? | _____ |
| C | 21. | Pay attention to class activities? | _____ |
| C | 22. | Do his/her school work carefully? | _____ |
| C | 23. | Talk to teachers about personal concerns? | _____ |

TOTAL _____

APPENDIX C

Invitational Teaching Survey - Elementary Level Primary (Grades 1-2-3)

Tommie Radd, Ph.D.

Revisions After the Validating Panel of Experts, August 10, 1987

INSTRUCTIONS: Answer the questions honestly, tell the truth, pick the answer that tells me the way your teacher treats you and your class. Mark one answer. You must pick either YES or NO.

- | | YES or NO |
|--|-----------|
| 1. Does your teacher look happy and say nice things about your school work or the way you act? | _____ |
| 2. Does your teacher treat some children like they are bad or dumb? | _____ |
| 3. Can you read the stories and papers the teacher gives you to read? | _____ |
| 4. Does your teacher know your name and some of the things you like? | _____ |
| 5. Is your teacher ready for your lessons in school? | _____ |
| 6. Does your teacher act happy when teaching your class? | _____ |
| 7. Does your teacher tell you what the grades and marks on your papers mean? | _____ |
| 8. Does your teacher tell you things she did outside of school? | _____ |
| 9. Does your teacher come to class late? | _____ |
| 10. Will your teacher keep trying different things to help you understand the lesson? | _____ |

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Appendix C (continued)

Primary
Page 2

YES or NO

- | | | |
|--|-------|-------|
| 11. Will your teacher answer your questions so you understand? | _____ | _____ |
| 12. Does your teacher grade and return your papers as fast as you would like? | _____ | _____ |
| 13. Does your teacher help you and your class talk about your lessons? | _____ | _____ |
| 14. Does your teacher use tests to see if you are learning? | _____ | _____ |
| 15. Will your teacher let you pick different things to learn and play? | _____ | _____ |
| 16. Does your teacher know a lot of extra things about the things you are learning? | _____ | _____ |
| 17. Does your teacher treat you kindly and does (s) he use good manners? | _____ | _____ |
| 18. Does the teacher trust you? Does the teacher treat you as if (s)he believes you will behave? | _____ | _____ |
| 19. Does your teacher let you talk with him/her whenever you need to? | _____ | _____ |
| 20. Does your teacher always tell you the most important things to learn? | _____ | _____ |
| 21. Does your teacher act like you will do the things you say you will do? | _____ | _____ |
| 22. Is your teacher happy having you in class? | _____ | _____ |

Appendix C (continued)**Primary
Page 3****YES or NO**

- | | | |
|---|-------|-------|
| 23. Does your teacher ever treat you mean or unfriendly? | _____ | _____ |
| 24. Does your teacher end the class on time? | _____ | _____ |
| 25. Does your teacher talk about what you will be learning before you start the lesson? | _____ | _____ |
| 26. Is your teacher a happy person? | _____ | _____ |
| 27. Is your teacher kind to you when you have a problem? | _____ | _____ |
| 28. Does your teacher make you feel good about doing your classwork? | _____ | _____ |
| 29. Does your teacher tell you why you are studying a lesson? | _____ | _____ |
| 30. Does your teacher look at you when talking to you? | _____ | _____ |
| 31. Does your teacher care about how you feel? | _____ | _____ |
| 32. Does your teacher ever ask what you do after school or on the weekend? | _____ | _____ |
| 33. Does your teacher laugh and joke with you sometimes? | _____ | _____ |
| 34. Will your teacher give you time to think before you answer a question? | _____ | _____ |
| 35. Does your teacher talk so you can understand what is said? | _____ | _____ |

Appendix C (continued)**Primary
Page 4**

- | | YES or NO |
|---|-----------|
| 36. Does your teacher give you lessons and papers that get you mixed up? | _____ |
| 37. Will your teacher ask questions that keep you thinking? | _____ |
| 38. Does your teacher help students having special problems? | _____ |
| 39. Does your teacher act like you are a good student? | _____ |
| 40. Does your teacher tell you when (s)he does not know the answer to a question? | _____ |
| 41. Does your teacher go from one lesson to another without getting you mixed up? | _____ |
| 42. Does your teacher help you get a lot done every day? | _____ |
| 43. Does your teacher give you a fair grade? | _____ |

Appendix C (continued)

Invitational Teaching Survey - Elementary Level Intermediate (Grades 4-5-6)

Tommie Radd, Ph.D.

Revisions after validating panel of experts, August 10, 1987

INSTRUCTIONS: Rate your teacher by selecting the response for each item which best describes your **INDIVIDUAL** experiences with the teacher. Mark only one response per item.

A	B	C
Very Seldom or Never	Sometimes	Very Often or Always

THE TEACHER:

- | | |
|--|-------|
| 1. Tells the class when they are doing a good job. | _____ |
| 2. Treats some children like they are not important. | _____ |
| 3. Chooses stories or poems that you can read. | _____ |
| 4. Knows your name and some things you like. | _____ |
| 5. Seems to follow a plan for each class. | _____ |
| 6. Seems happy to teach you. | _____ |
| 7. Tells you how you are graded on tests and classwork. | _____ |
| 8. Tells you about things that happen outside of school? | _____ |
| 9. Comes to your class late? | _____ |
| 10. Tries many ways to help students understand the classwork. | _____ |
| 11. Answers your questions until you feel comfortable about your classwork. | _____ |
| 12. Grades and returns your papers quickly. | _____ |
| 13. Makes you and your class feel good about talking over the lesson you are studying. | _____ |

Appendix C (continued)**Intermediate
Page 2**

A	B	C
Very Seldom or Never	Sometimes	Very Often or Always

14. Uses tests to see if you are learning what you need to learn.

15. Asks you to help decide what the class should do or study.

16. Knows the newest information about the subject you are studying.

17. Treats the children kindly and uses good manners.

18. Treats you and the class as if you can be trusted.

19. Is hard to talk with.

20. Always tells you at the end of class the most important ideas in your lesson.

21. Treats you and other students as if you are responsible.

22. Tells you how happy (s)he is having you in class.

23. Treats you and other students in a friendly way.

24. Ends the class on time.

25. Explains what you will be learning before you start.

26. Seems to be a happy person.

27. Is kind to you if you have a problem.

28. Makes you feel good about doing your classwork.

30. Looks at you when talking to you.

31. Cares how you and other students feel.

Appendix C (continued)**Intermediate
Page 3**

	A	B	C
	Very Seldom or Never	Sometimes	Very Often or Always
32. Talks with you about what you do when you're not in school.			
33. Laughs and jokes with you.			
34. Gives you time to think before you answer a question.			
35. Talks so that you can understand what is said.			
36. Gives you lessons and papers that get you mixed up.			
37. Asks questions that keep you thinking.			
38. Will help students having special problems.			
39. Expects good work from you.			
40. Will tell you if (s)he does/does not know the answer to a question.			
41. Moves from one subject to another without getting you mixed up.			
42. Uses class time so that you get a lot done every day.			
43. Gives you a fair grade.			

APPENDIX D**Parent & Teacher Survey****September 1988**

1. **Our top priority long-range issue/concern is:**

Actions we need to take in the next 2 to 5 years

2. **Our second priority long-range issue/concern is:**

Actions we need to take in the next 2 to 5 years

3. **Our third priority long-range issue/concern is:**

Actions we need to take in the next five years

APPENDIX E**School Goals 1989-90**

The following goals were established for this school year. Please indicate how successful you think we have been at achieving these goals. Use marks from 1-5, 1 being low and 5 being high.

Staff:

1. To encourage development of collaborative model with staff _____
2. To adopt and practice the invitational model _____

Parents:

1. To involve parents in the education of their children _____

Students:

1. To develop a discipline policy which helps children accept responsibility for their own behavior and learn to make responsible choices. _____
2. To create a learning environment which is sensitive to the child's needs for: a sense of security; a sense of belonging; a sense of identity of self concept; a sense of purpose and a sense of personal competence _____
3. To include an organized structured program of instruction which deals with the affective needs of children. (Grow With Guidance Program)_____

APPENDIX F**Grow With Guidance Program**

How successful have you been at implementing this program?

What are the strengths and weaknesses of the program?

What parts of the program would you like to have further inservice work on?

What benefits do you see for students?

When do you use the program?

Day #_____ Time _____

Signature: _____

APPENDIX G

Results of Parent Questionnaire May 1990

		Agree	Disagree	No Comment
1.	Rules in this school are fairly administered.	75	0	7
2.	Teachers are unwilling to help students who have special problems.	11	64	7
3.	School policy provides for assistance for those students who need it.	73	0	9
4.	Students work cooperatively with one another.	70	6	6
5.	Teachers express appreciation for students' presence in their classes.	74	2	4
6.	Custodians take pride in keeping the school as clean as possible.	79	3	10
7.	The principal involves everyone in the decision-making process.	60	8	14
8.	Everyone in this school takes responsibility for keeping it clean.	72	3	7
9.	The air smells fresh in this school.	56	21	5
10.	Teachers in this school show a lack of respect for students.	8	72	2
11.	Teachers are difficult to talk with.	8	70	4
12.	School policy permits and encourages freedom of expression of students, faculty, parents and administrators.	71	4	7
13.	People in this school laugh a lot.	69	8	5
14.	Observations indicate that space is cluttered and otherwise misused.	12	63	7
15.	The school grounds are clean and well maintained.	71	10	1
16.	People in this school find ways to serve the surrounding community.	72	3	7
17.	Teachers take little or no time to talk with students about their out-of-class activities.	60	8	14
18.	Teachers and principal work cooperatively in this school.	75	1	6
19.	The restrooms in this school are clean and properly maintained.	71	6	5

APPENDIX G (continued)

Parent Questionnaire

Page 2

		Agree	Disagree	No Comment
20.	Teachers exhibit sense of humor.	67	2	13
21.	Grades are assigned by means of fair and comprehensive assessment of work and effort.	69	3	10
22.	People in this school are impolite to one another.	8	66	8
23.	Teachers work to encourage students' self-confidence.	69	3	10
24.	Teachers expect high academic performance from students.	45	21	16
25.	School programs involve out of school experience.	44	16	22
26.	Bulletin boards are attractive and up-to-date.	77	1	4
27.	Provisions are made for students of varying needs.	73	2	7
28.	All telephone calls to this school are answered promptly and politely.	77	2	3
29.	Everyone arrives on time for school.	59	6	17
30.	Creative thinking is encouraged in this school.	75	3	4
31.	Student discipline is approached from a positive standpoint.	72	1	9
32.	The messages and notes sent home are positive.	78	1	3
33.	Teachers show insensitivity to the feelings of students.	13	63	6
34.	Teachers maintain clear and reasonable work standards.	72	3	7
35.	People often feel unwelcome when they enter the school facility.	3	75	4
36.	Communicating directly with this school is a difficult and time-consuming task.	3	75	4
37.	Much of this school's correspondence is negative in tone.	4	73	5
38.	Corporal punishment is used to punish students.	6	69	7
39.	Parents feel they are not welcome in this school.	1	80	1
40.	People in this school try to stop vandalism when they see it happening.	68	1	13
41.	Clocks and water fountains are in good repair.	71	5	6
42.	Good health practices are encouraged in this school.	75	3	4
43.	Teachers appear to enjoy life.	70	8	4
44.	The school administrators show a strong interest in making this school inviting.	76	1	5
45.	Teachers use a variety of methods to help students learn.	79	0	3
46.	Teachers demonstrate a lack of enthusiasm about their work.	6	69	6
47.	The principal of this school knows the names of many students.	76	2	3
48.	School pride is evident among students.	72	3	7
49.	People are ignored when they enter offices in this school.	4	76	2
50.	The grading practices in this school are unfair.	4	69	8

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February 10, 1991

Linda Faulkner, Principal
Tatamagouche Elementary School
Tatamagouche, Nova Scotia
Canada BOK 1VO

Dear Ms. Faulkner,

I am writing in reply to your request to include the information about The Grow With Guidance System in your thesis. I would be most happy to allow you to include the information which you requested: The I. T. S. Survey and the C.A.N.A. Please reference the surveys so that professionals who may want to conduct future research can contact me.

I would appreciate a copy of your findings so that I can include your work, when appropriate, in my future research. Please do not hesitate to contact me if I can be of assistance. I will look forward to your reply.

Best wishes for a successful completion to your graduate work!

Sincerely,

Tommie R. Radd
Tommie R. Radd, Ph.D.

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February 5, 1991

Linda Faulkner
Principal
Tatamagouche Elementary School
Tatamagouche, Nova Scotia
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Dear Linda,

Good morning, and thanks for your gracious letter of January 29, 1991. Thanks, too, for your request to include information on The Florida Key and the Inviting School Survey in the appendix of your thesis.

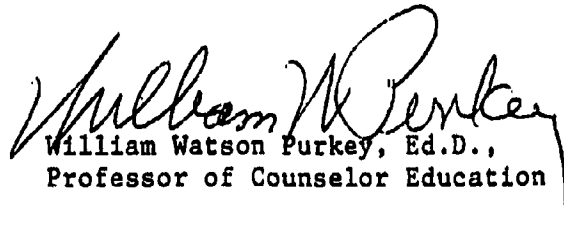
Please consider this letter as my permission to reprint the two instruments.

I do ask that you send me either a copy of your thesis or an expanded abstract or article based on the thesis. We try to keep up with ongoing research in this important area.

Immediate business aside, I am sending information on the Alliance and its activities. Perhaps you will join us.

Good luck with the thesis.

Warm regards,


William Watson Purkey, Ed.D.,
Professor of Counselor Education

Encls.