THE EFFECTS OF SMALL GUIDANCE GROUPS

ON CHILDRENS' SELF-CONCEPTS

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in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
December, 1979

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ACKNOWLEDGMENTS

It is with a great deal of joy that I express my appreciation and gratitude to Dr. Judith Dobson, my committee chairman, for her guidance during this study. Her patience with me as a unique human being was invaluable. To the other committee members, Dr. William B. Elsom, Dr. Julia McHale, Dr. James Seals and Dr. Price Ewens, I wish to express my appreciation for their suggestions and assistance.

To my children, Cynthia, Deborah, Melissa and Earnest, I express my gratitude for their sacrifices, support and understanding.

This study is dedicated to my beloved friend and husband, Dr. Earnest Wotring, Jr., whose insight ane encouragement gave me great strength.

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CHAPTER I

INTRODUCTION

Feelings of success and failure are beliefs that indi-
viduals have about themselves (Eldridge, Barcikowski and
Witmer, 1973). Purkey (1971) points out that people behave
according to their beliefs about themselves. If they see
themselves as liked, wanted, acceptable, able, dignified
and worthy they behave accordingly (Combs, 1971). Those
people who view themselves in a positive way are not the
ones found in jails and mental hospitals. Combs (1971)
continues that the most outstanding differences between
well-adjusted and poorly adjusted individuals are likely
to be found in the person's feelings about self. These
feelings of self are learned from significant others and
also from experiences (White and Howard, 1973).

Because the self determines what a child sees and
hears (Lewis, 1968), there is no way to keep the self out
of the classroom. The child's self is part of the learning
process. If educators separate the self from the learning
process, Combs (1971) contends, they run the risk of teach-
ing children that school is about things that do not matter.
". . . we must regard the individual's self as a recognized
part of the curriculum" (p. 400).

Educators (Lewis, 1968; Purkey, 1971; Williams and Cole, 1968; Meeks, 1968) now know that many school deficiencies are the result of beliefs by students that they cannot do reading, writing or math. Dinkmeyer and Caldwell (1970) echo this belief when they state children's responses to the classroom situation are affected by their self-concepts.

Williams (1976) suggests that curriculum changes are necessary to provide successful experiences for students and Combs (1971) urges educators to question what schools must do in order to provide each student with these experiences of success. Coopersmith (1967) agrees that experiences teach children who and what they are. According to Wylie (1961) a positive view of self is the result of learning to succeed.

Snygg (1971) indicates that much of a child's sense of personal adequacy comes from feedback from group members and Dinkmeyer and Caldwell (1970) add that basically learning is a social process with children learning from each other. According to Nelson (1972) people have gathered together in groups for centuries and children are expected to function as group members almost continually. Munson (1970) lists these groups as the family, neighborhood play group, carpool or bus group, classroom group and sometimes a sports team. Gazda (1971) points out that the natural inclination of children in the age groups of five to nine are play and action oriented. He suggests utilizing these characteristics

in group guidance activities which fit so naturally into the mode of behaving for this age grouping.

Gazda (1971) indicates that group guidance emphasizes understanding self and others in order to prevent the development of problems. This preventative approach "anticipates the needs of the individual and makes provisions for meeting needs" (Kirby, 1971, p. 594). Through a sequential program, formalized group guidance deals with adjustment, orientation and development of individual students (Mathewson, 1962).

Significance of the Study

According to Williams (1976), it is in the fourth grade when many students become discouraged with academic life. At this grade level children may begin to see school as a chore rather than a delight and some begin marking time in the classroom (Gazda, 1971). Bedrosian, Sara and Pearlman (1970) state fourth graders are expected to have acquired basic skills of reading, writing, math and language and be able to use them in developing more independent work habits. These more intense academic requirements at the fourth grade level cause numerous educational and emotional problems. Thus, guidance needs are increased in the fourth grade. Bedrosian et al. (1970) summarize that the increase in guidance needs by fourth grade students are the result of (1) increase in academic requirements; (2) the importance of peer relations and group pressures

requiring adjustments; and (3) parents' attitudes changing
to expectations for actions to be more responsible and
mature.

Williams (1976) agrees that fourth graders are expec-
ted to be well regimented into academic molds with imposed
teacher, peer and parent pressure for school success.
Torrance (1967) demonstrated that fourth graders have a
slump in creative thinking and Williams (1976) found a
slump in school motivation and school self-concept.

Gazda (1971) suggests a deterrent to crushing the
child's interest in school at this stage by utilizing
guidance groups. He points out that peer relations become
increasingly important at this time and a systematic pro-
gram focusing on new learnings and friendships with teach-
ers and peers would give teachers and students a special
time to concentrate on understanding each other and place
these learnings in the mainstream of the school curriculum.

This experimental study consists of the development
and implementation of guidance programs designed to enhance
the self reported self feelings in 72 fourth grade students
in an elementary school located in an upper middle class
suburb with an open area environment. Two experimental
treatments, an original approach using play media and group
interaction and a modification of the Human Development
Program (Bessell and Palomares, 1973) using group interac-
tion only, were implemented along with a comparison group.

The effects of these programs on self feelings of fourth grade students were measured by a self report self-concept scale.

The results of this study could be useful to the counselor, teachers and other school instructional personnel who work with four grade students in the school where the study was conducted. This research could suggest possibilities for developmental guidance groups geared toward the enhancement of self feelings of other fourth grade students.

Limitations

This study is limited to a specific population of fourth grade children enrolled in an open area elementary school located in an upper middle class suburb during the winter of 1979. Therefore, the results are not generalizable to other populations.

The activities suggested in this study, the methods of presentation and evaluation have been considered in view of classroom limitations and restrictions in regard to parents' desire for privacy in home and family matters. Other activities or media may be more or less facilitative.

The counselor for the implementation of the program was a Certified School Counselor on a leave of absence for the 1978-79 school year. She served as the counselor for Experimental Group I, Experimental Group II and the Comparison Group. Since the children did not have prior

experiences with her, the initial rapport developed between the elementary counselor and students possibly was lacking.

Statement of the Problem

Studies (Torrance, 1967 and Williams, 1976) have indicated fourth graders show a slump in some areas. The Torrance (1967) study indicated a slump in creative thinking and the Williams (1976) study indicated that fourth graders show a slump in how they feel in a school setting. The present study focused on developmental guidance groups designed to enhance self feelings of fourth grade students. A developmental guidance group program was designed to effect feelings about self through awareness of self and others by using small group interaction and play media. A second developmental guidance group consisted of a modified Human Development Program. This study is designed to answer the following question: Will participation in small developmental guidance groups effect self reported self feelings in fourth grade students?

Development of the Program

The small developmental guidance group program was developed during the 1977-78 school year for fourth grade students. Observations of student behavior indicated that many students felt a need to talk and a need for someone to listen. In the large classroom groupings of the open

area school this became very difficult since students did not seem to have listening skills for paying attention and listening to each other. The students also seemed to need to do some physical movement with their hands. Most of the school day for fourth grade students was spent sitting at desks in quiet individual work.

A review of the literature on student needs at the fourth grade level indicated that children in the fourth grade have a slump in creative thinking (Torrance, 1967) and also a slump in school self-concept (Williams, 1976). Developmental tasks were also reviewed (Erikson, 1950; Havinghurst, 1953) indicating students needed to develop wholesome attitudes toward self, to become independent, to get along with peers, to value self and be valued, to develop skills in play and to learn to gain recognition through producing things and task mastery.

After observation of the students and a review of the literature, a small developmental guidance group program using play media and group interaction was developed and piloted during the second semester of the 1977-78 school year. The students seemed to listen to each other in small groups when each student could have an opportunity to contribute and be listened to by others. Tasks were designed using play media and group interaction. Students worked with the leader seated in a circle on the floor, allowing a less rigid arrangement than desks and chairs. This

arrangement also removed physical barriers to communication by allowing the students to face each other.

Students seemed to enjoy using the various play media, even to spontaneously singing a song about cooperation. From the pilot groups using play media conducted during the 1977-78 school year, nine small guidance group meetings were structured and were implemented for this study as Experimental Group I.

A second developmental guidance program was adapted from the Human Development Program (Bessell and Palomares, 1973). Nine small guidance group meetings were also struc-tured and implemented as Experimental Group II in this study.

Definition of Terms

Developmental Guidance Group

A positive, preventative approach which is designed to enhance the functioning and development of self-concept in children. For the purposes of this study a develop-mental guidance group is geared to meeting the develop-mental needs of social interaction and understanding of self and others of fourth grade students in order to en-hance self feelings.

Play Media

The play media used in this study is limited to

play dough, puzzles, crayolas and puppets. These materials are generally available in all elementary schools.

Self-Concept

Self-concept is the way an individual reports feelings about self using a self-concept scale containing trait-descriptive adjectives (Lipsitt, 1958). These adjectives are: friendly, happy, kind, brave, honest, likable, trusted, good, proud, lazy, loyal, cooperative, cheerful, thoughtful, popular, courteous, jealous, obedient, polite, bashful, clean and helpful.

Hypotheses

The .05 level of confidence was specified as necessary in rejecting the following hypotheses:

1. There is no difference in scores on the <u>Self-Concept Scale for Children</u> (<u>SCSC</u>) for students participating in the play media developmental guidance groups, the Human Development Program groups and the comparison groups.

2. There is no difference in scores on the <u>SCSC</u> for boys and girls participating in this study.

3. Subject's sex and treatment condition will not interact to produce significant differential scores on the <u>SCSC</u>.

Organization of the Study

This chapter introduced the topic under investigation. Also included in this chapter was the significance of the study, limitations, the statement of the problem, development of the program, definition of terms and the hypotheses. Chapter II contains a review of related literature and research. Chapter II, Design and Methodology, includes a discussion of the subjects, the data gathering procedure, developmental guidance groups using play media, Human Development Program groups, the instrument, methodology and statistical analysis of the data. The findings and results of the study are contained in Chapter IV. Chapter V presents the summary, conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature related to this study is
divided into four categories. The first section contains
a discussion concerning the concepts of self. The second
section contains literature relative to developmental guid-
ance; the purpose, objectives, composition, length and
number of sessions. The third area in this review of the
literature focuses on play media, while the fourth section
discusses the Human Development Program.

Self-Concept

Purkey (1968) states that ". . . the search for Self
is not an easy task. . . . You should enter it with re-
spect and sensitivity for it is an amazing universe"
(p. 28). Moustakas (1959) regards children who are having
difficulties as having lost the essence of their being and
their unique patterns that make them distinguishable from
others. This stunted growth of the self was brought about
because of rejection in personal relationships. Children
need to be able to regard their self as worthwhile and
value their contribution to others so that the self may

grow. Moustakas (1959) further contends that a relation-
ship with another person gives the child the feeling of a
sense of value of the self.

Rogers (1951) recognizes the need for positive regard
from others as well as self. He believes that there is a
tendency in every human for self-actualization and growth
if the environment permits. Keats (1974) states that the
development of a positive self-concept and realistic ex-
pectations for oneself are generally accepted as the most
important tasks for a person's life. The elementary school
counselor through the developmental approach to guidance
has possibilities for improving the self-concepts of stu-
dents in both a direct and indirect way (Lewis, 1968).

Definition and Measurement of
Self-Concept

Purkey (1968) defines Self from a composite of defini-
tions given by Lecky (1945), Rogers (1951), Jersild (1952)
and Combs and Snygg (1959) as ". . . a complex system of
conscious beliefs which an individual holds true about him-
self, each belief with a corresponding value" (p. 6).

According to Dinkmeyer and Caldwell (1970) children
already have sets of opinions about self when they come
to school. These sets include opinions about the world
and their place in it. They state that the children take
a second look at themselves when they arrive at school,

for they receive feedback about their behavior and accept-
ability. In the early school years the child's attitude
toward self is affected by the attitude of teachers and
peers and therefore, the classroom group and the school
setting contribute significantly to the child's opinion of
self.

Purkey (1968) agrees and adds that the child's pic-
ture of self-value as a human being is an "invisible price
tag." If the "invisible price tag" is negative it can be
even more harmful to the person than a physical handicap:
a physical handicap can be seen and worked with whereas
a negative self-concept often is not so obvious.

Coopersmith (1967) uses the term "self-esteem" to

> . . . refer to the evaluation which the indi-
> vidual customarily maintains with regard to
> himself: it expresses an attitude of approval
> or disapproval, and indicates the extent to
> which the individual believes himself to be
> capable, significant, successful and worthy
> (pp. 4-5).

Coopersmith (1967) considers personal characteristics
related to self-esteem to be in five categories: (1) phys-
ical attributes, (2) general capacities, (3) ability and
performance, (4) affective states and (5) problems and
pathology.

Researchers have debated the measurement of self-
concepts but they have generally used three techniques:
self-report, inference based on observed behavior and
inference based on projective techniques (Gordon, 1966).

Researchers using self report as a self-concept measure include Coopersmith (1967), Bledsoe (1967), Davidson and Greenberg (1967), Gordon (1968), Piers and Harris (1969), Cummins (1963), Fitts (1964), Gough (1956) and Lipsitt (1958).

Self-Concepts Research

Lipsitt (1958) used a 22 trait-descriptive adjective instrument for self report of how "I am" and how "I would like to be." He used scores from both of these measures to compare reliabilities of the relationships of these two measures with the Children's Form of the Manifest Anxiety Scale (CMAS) (Castenada, McCandless and Palermo, 1956). Lipsitt (1958) contends that if an individual verbalizes inadequacy he is said to have a low self-concept. These verbal representations of self can be compared with "ideal self" concept. The assumption is that in the individual who is anxious there is a large discrepancy between ideal and verbalized feelings about self.

Subjects for the study were 300 fourth, fifth and sixth grade students who were first asked to rate themselves on a five point scale for each adjective as "I am" which gave a self-concept score. They were then asked to rate themselves on the same five point scale as how "I would like to be." The difference between the two scores gave a discrepancy measure between the two measures. These scores were correlated with the CMAS which was also

administered to all subjects on the same day and then two weeks later. Findings showed that the self-concept score is a more reliable measure than the discrepancy score and that it is also more highly related to the CMAS score. Correlations were significant between the CMAS and self-concept score, indicating that high anxious children scored low on self-concept ratings.

The purpose of a study conducted by Harris (1976) was to develop and evaluate a program in Rational-Emotive Education and compare its effectiveness with the Human Development Program (HDP). Two other groups were included: a placebo group using activity and discussion and a no-treatment control group. Sixty-five fifth and sixth grade students were randomly assigned to one of the groups and received fifteen 25 minute sessions twice weekly. The control group received no treatment. One week after completion of the groups the following tests were administered: Inventory of Rational Thinking, developed by the author; Lipsitt's (1958) Self-Concept and Ideal Self-Discrepancy Scale as a measure of self-acceptance; Bialer-Cromwell Children's Locus of Control Scale to measure internal locus of control; and the Developmental Profile from the Human Development Program. Additional follow-up testing was conducted four weeks later.

A one-way ANOVA yielded an F ratio significant at the .01 level. A Scheffé post-hoc test indicated that the Rational Emotive group scored significantly higher in

rational thinking than the no-treatment group. There were no significant differences among groups on the self-acceptance, locus of control or developmental profile measures. On a test of Rational Emotive Education (REE) content a one-way ANOVA yielded significant differences ($p < .001$). REE subjects scored significantly higher than the other three groups when a Scheffé post-hoc test was used. Data thus indicated that fifth and sixth grade students can learn the principles of Rational-Emotive Education and can change in the direction of rationality. No significant differences among groups were attributable to the Human Development Program.

Kaiser and Sillin (1977) used selected classroom guidance activities to study the effect on students' self-image and awareness. Objectives were to develop a positive self-concept, a sense of respect for the feelings of self and others, development of a spirit of mutuality and an understanding of the role of authority. Subjects for this study were 184 students in the sixth grade. The experimental groups met in classroom sized groups with approximately 23 students in each group for 21 sessions during a period of four months. Groups consisted of a pupil activity followed by a counselor led activity. The Piers-Harris (Piers, 1969) was administered to both groups as a pretest and a posttest. The findings were in favor of planned guidance activities as a factor in raising awareness and self-concept of sixth grade students.

Horowitz (1962) investigated the relationship between anxiety and self-concept and sociometric status with 40 fourth graders, 51 fifth graders and 20 sixth grade students. Each student was given the Children's Manifest Anxiety Scale (CMAS) (Castenada, McCandless and Palermo, 1956), a sociometric instrument and the Self-Concept Scale for Children (SCSC) (Lipsitt, 1958).

Anxiety and self-concept showed consistently negative correlation which replicated Lipsitt's (1958) findings. Also, consistently negative correlations were found between anxiety and sociometric status showing a tendency between high anxiety and low sociometric status. This replicated the results of the Castaneda et al. (1956) study. Finally, a positive correlation between sociometric status and self-concept were consistent, indicating high self-concept to be associated with high sociometric status.

Reese (1969) studied 507 children in fourth, sixth and eighth grades to investigate the relationship between self-acceptance and sociometric measures. The tests used were Lipsitt's (1958) Self-Concept Scale for Children and Ideal Self Scale, a "rate" sociometric scale similar to one described by Castaneda et al. (1956) and a "check-list" sociometric scale.

Findings indicate that acceptance of others, and acceptance by best friends were curvilinearly related to self-concept scores. Highest acceptance was found in a

group with moderate self-concept scores, while lowest ac-
ceptance was found in a group with low self-concept scores.

Developmental Guidance

Definition

Dinkmeyer and Caldwell (1970) propose that the goals
of developmental guidance are: (1) developing self-
understanding, (2) bringing potentialities into awareness
and (3) offering methods of using one's capacity. Develop-
mental guidance focuses on helping children know, under-
stand and accept themselves. Guidance activities can pro-
vide all children access to a resource which helps them
in coping with normal growth and developmental problems.

Hudgins and Shoudt (1977) also stress a developmental-
preventative model instead of a diagnostic-remedial ap-
proach. They state that instead of using professional
time to remediate problems, a preventative model can de-
crease the number of problems for the child. Kirby (1971)
also finds the positive and preventative view of guidance
in accord with that of Mathewson's (1962) suggestion that
guidance is a process relating to the adjustment, orienta-
tion and development of pupils.

Myrick (1969) sees possibilities for the developmental
guidance approach to utilize both cognitive and affective
aspects of the student in such a way that the loneliness
and self-alienation that manifest itself in the society of

today will be utilized so that increased capacity and potential for living will be a natural part of child and adult relations.

Kirby (1971) approaches guidance as a preventative process acknowledging the developmental tasks of the child. The guidance group may involve a few individuals or the total classroom population. Goals are determined by the needs of the groups and are limited to group concerns.

Morrell, Oetting and Hurst (1974) term this approach a prevention intervention, activities designed to provide individuals with skills or information so that environmental demands can be met adequately through learning new skills. These new skills are helpful to the individual so that potential problems can be prevented.

In order to understand behavior or characteristics in the development of the human organism, common dimensions have evolved in the theory of child development termed developmental tasks or stages. These theories attempt to describe behaviors or characteristics as typical or average expectancies and explain development in phases or stages to give a pattern or sequence to human growth and development (Munson, 1970).

Development Tasks

Havinghurst (1953) defines a developmental task as

> . . . a task which arises at or about a certain
> period in the life of the individual, successful

achievement of which leads to his happiness
and to success with later tasks, while fail-
ure leads to unhappiness in the individual,
disapproval by society, and difficulty with
later tasks (p. 2).

Havinghurst (1953) identified nine developmental tasks for middle childhood years: (1) physical skills; (2) wholesome attitudes toward self; (3) getting along with peers; (4) learning social sexual role; (5) learning basic skills of reading, writing and arithmetic; (6) learning basics for everyday life; (7) development of conscience, values and morality; (8) becoming independent and (9) development of social group attitudes.

Erickson (1950 and 1963) uses the terms industry vs. inferiority as the psycho-social developmental task for the preadolescent stage (ages 9-13). The basic strength and competence for this stage is method or modus operandi. In this latency period children learn to produce things and to gain recognition and recognize that they must go outside the family for their future. Children begin to develop skills not only in productive work but also in play: tools and skills become important.

Gazda (1971) states that there is a danger that the child in this stage will develop a feeling of inferiority and inadequacy regarding his potential for mastery of tools. While learning that work is not the only means to worth, children need to learn that industry is related to doing things well.

Blocher (1966) lists developmental tasks for the life stage called later childhood, ages six to twelve. The social roles at this stage include student, helper and big brother or sister roles. Developmental tasks include initiative vs. industry; learning to read and calculate; value self and be valued; delay gratification; control emotional reactions; deal with abstract concepts; give self to others and formulate values. Blocher (1966) continues with coping behaviors for this stage to include environmental mastery behaviors, receiving behaviors and accepting behaviors.

Developmental Guidance Groups

Howard and Zimpfer (1972), in an attempt to describe research findings on group approaches at the elementary level, find that research in developmental group guidance is scarce. They referred to the study by Bedrosian, Sara and Pearlman (1970), a study by Anandam, Davis and Poppen (1971) utilizing feelings classes and a study by Kobliner (1959) on orientation programs. A limitation seen by Howard and Zimpfer's (1972) review of the literature is that more research on remedial activities has been conducted as opposed to the limited research at the developmental or preventative level. They also conclude that there is a need for more research at the elementary level to equalize research done in other levels of education.

Dinkmeyer and Caldwell (1970) contend that group methods have great possibilities in attaining developmental guidance goals. Group guidance activities are less personal and private than group counseling activities but can still involve students so that they may gain more understanding of their personal interactions. Nelson (1972) challenges that these activities are only limited by the counselor's imagination and availability of materials. He does caution, however, about remaining within ethical bounds, restricting highly personal matters to individual counseling.

Gazda (1971) reports that attitude change is frequently an outcome of improved self-understanding and understanding of others. The counselor uses instructional media and group dynamics concepts in providing interaction.

Some authorities (Ohlsen, 1968; Dinkmeyer and Caldwell, 1970; Keats, 1974; Yunker, 1970) recommend that the groups be composed of children of the same sex. Other authorities (Bessell and Palmores, 1973; Komechak, 1971; Blakeman, 1967; Day, 1967, Hillam, Penczar and Barr, 1975; Hillman and Bowlus, 1975) recommend classroom groupings with both sexes in a single group.

Gazda (1971) recommends group sizes of five to seven students in the 9 to 13 age group while Patterson (1973) suggests group counseling size to be between four to eight. Other suggestions offered in the literature on group size

include Cox and Herrs' (1968) recommendation of five to ten; Dinkmeyer and Muro (1971) and Mayer and Baker (1967), five to six; Hansen and Stevic (1969), four to six; Peters, Shertzer and Van Hoose (1965), four to eight; Faust (1968), three to six; Keats (1974), three to six. Bessell and Palomares (1973) find that groups of eight to thirteen can be recommended.

Activity Group Guidance (Hillam, Penczar and Barr, 1975) is designed to be used as a developmental approach with students who do not exhibit serious problems but who have guidance needs such as learning decision making, acting responsibly and getting along with others. This approach is based on the successful play therapy techniques of Axline (1947), Ginott (1961) and Moustakas (1959). The Activity Group Guidance (AGG) concept has been used by several investigators (Blakeman, 1967; Blakeman and Day, 1969; Alexander, 1964; Day, 1967; Komechak, 1971). However, these investigators used this approach as a remedial rather than preventative method in counseling groups.

According to Hillam, Penczar and Barr (1975), AGG is also suitable for use as a developmental group process with students in the classroom. The purpose for the AGG is for the leader and the group members to work together to complete a task-oriented activity and use group process and experiences to learn guidance principles. Common activities used for AGG have included projects in arts and

crafts, creative writing and drama, home economics, physical education and science. Three stages have been designated in implementing AGG sessions: a warm-up discussion, an activity and a follow-up discussion.

General objectives for AGG conducted by Hillman and Bowlus (1971) were the creation of a relaxed atmosphere in order to develop interpersonal relationships between peers and adults. Students in grades two through six from three schools comprised the population for this study. The groups met weekly during the school year in groups of seven to eight students of both sexes. Weekly meetings were 45 to 60 minutes long.

Evaluation of the AGG consisted of: (1) ratings by the group leaders on six dimensions of social behavior, (2) completion of an open-ended questionnaire by student participants on their reaction to the groups and (3) a parent check list. Results showed students made substantial gains in the quality of their behavior. Students were enthusiastic about the groups; all wished to continue for another year. Parents indicated that their children had fewer adjustment problems in the spring than in the fall. The authors concluded that more sophisticated evaluation procedures are needed in order to assess the effectiveness of the AGG even though all involved in the program felt it was successful.

Bedrosian, Sara and Pearlman (1970) used developmental guidance classes to deal with the guidance needs

of fourth grade students relative to school adjustment,
self-understanding, peer relationships and family rela-
tionships. Thirty guidance stories were read and dis-
cussed with students in two experimental groups; a
counselor-led classroom sized group and a teacher-led
classroom sized group. Both experimental groups indicated
less guidance needs on a questionnaire at the end of the
study than did the control group. While the teacher-led
groups showed a significant decrease in guidance needs,
the counselor-led groups did not show a significant in-
crease in guidance needs.

Anandam, Davis and Poppen (1971) studied methods for
helping third grade students identify feelings. A class-
room treatment group attended 12 feelings classes during a
period of six weeks. Groups began with free-drawing ex-
ercises encouraging the students to draw how they felt.
Other activities included role playing, listing feelings
and discussions. A second classroom treatment group was
teacher oriented. Each morning the teacher announced that
it was okay for children to let her know how they felt and
the teacher gave children an opportunity to express a feel-
ing. Students also were encouraged to keep a feelings
diary.

At the end of the six week treatment period a differ-
ence in classroom atmospheres seemed to exist between the
two groups. The atmosphere in the feelings classes group

seemed to have more pupil involvement and the students seemed to be freer to interact with peers and teachers. The authors concluded that third graders: (1) are capable of talking about feelings and expressing them in socially approved manners and (2) found it difficult to listen to others in a classroom discussion so small group discussions and dyads were used. The authors also concluded that teachers can encourage students to verbalize feelings through reinforcement.

Crow (1971) used structured group counseling with two different medias. Groups using a structured visual approach utilizing situational pictures and groups using audiotapes utilizing problem solving situations were compared with an unstructured group counseling approach. The population for this study were 36 sixth grade students. Six groups of six students each were used, a girl and a boy group for each counseling approach. When comparing the unstructured approach with the two structured approaches, no statistically significant differences were found. Observations from the group leader indicate that the two structured approaches were less threatening as the structure seemed to facilitate sharing feelings.

Kranzler, Mayer, Dyer and Munger (1966) compared counseling groups to teacher guidance groups with students of low sociometric status. A total of 24 fourth grade students who had received the five lowest choices from

each of four classes on a sociometric instrument were as-
signed to one of three groups: (1) counseling, (2) teacher
guidance and (3) control. In the counseling group, the
eight students met in groups 16 times and individually with
the counselor four times. A client centered approach to
counseling was used.

The students in the teacher guidance group were
identified to the teachers as having low sociometric
status. Teachers were given a list of books and proce-
dures to use with these students including praise of the
student's work, allowing them to perform important tasks
and working with students they liked. When the counseling
group was compared with teacher and control groups, no
statistically significant differences were found immedi-
ately after treatment. However, when the second posttest
was administered significant differences in a positive
direction were found for the counseled group compared to
the control and teacher groups.

Warner, Niland and Maynard (1971) conducted a study
designed to assist elementary students in setting more
realistic goals. Students were selected on the basis of
setting goals for academic achievement above the level of
their current functioning. Six students were assigned to
each group which met for 30 minutes once a week for six
weeks. One group used a behavioral approach (model-
reinforcement and verbal reinforcement) and the other a

counselor-led discussion group. The results indicate that the model-reinforcement counseling groups were effective in helping students set more realistic goals for themselves.

Play Media

Ginott (1961) writes that ". . . the child's play is his talk and toys are his words" (p. 51). Traditionally, play therapy has been used for therapeutic purposes. However, Nelson (1972) suggests that counseling with play media is useful in facilitating communication with the child and allowing spontaneous expression by the child. Children express their relationship to the world through play and use play to experiment in human relationships. In addition, by relating to the child at play the counselor can readily enter the child's world. Bosdell (1973) adds that play is the natural medium of expression and the conversation of the child. Play and words coexist for a totality that could not be achieved with either alone.

Nelson (1966) also expresses the position that the child should be comfortable in the counseling setting. Since the child tends to learn and express himself through play, the use of play media in counseling is advantageous in working with the elementary school child. Although most of the literature on play in counseling (Axline, 1947; Moustakas, 1959) is related to play therapy it

contains models useful to the elementary school counselor
in guidance work with all children.

Types of Play Media

Keats (1974) categorizes play media according to five
functions. Play media for the function of establishing
contact with the child includes puppets, dolls and doll
families, pencil drawing, crayon work and painting. Play
media used to replicate real life experiences include an-
imals, cars, trucks, play money and a variety of housekeep-
ing equipment and school room toys. Play media used for
development of self-concept include Lincoln logs, erector
sets, puzzles, cutting and pasting. These provide oppor-
tunities for the child to master tasks. Sand, water, clay,
paints, cooking utensils and paper and pencils for writing
allow for the sublimation of aggression. Games which allow
development of gross motor coordination and increase self-
concept include jumping, hopping, Hokey Pokey, Simon Says,
Follow the Leader and ball games.

Play dough is suggested by Bosdell (1973) as useful
in communication as an expressive media. Ginott (1961)
comments that play dough is a medium that makes possible
safe exploration of both the child's inner and outer world.
He continues that it can be used for building and burying
so that fearful children can either reveal or conceal
themselves as they wish. In addition, he sees that play

dough can be punched and pounded by aggressive children, while fearful children can pat and mold it to gain a sense of accomplishment. Finally, Ginott (1961) also suggests that children with low self-concept can see that they too have worthwhile abilities when their objects are valued by the group.

Bosdell (1973) and Ginott (1961) suggest puppets as a play media for enhancing communication. Puppets allow children to express ideas and feelings freely for the child does not have to assume responsibility for what the puppet says. Ginott (1961) also suggests family puppets, alligator and wolf puppets for aggression and a fairy puppet for wish fulfillment. Kirby (1971) also extends the use of puppet shows as a guidance technique especially useful with elementary children. Munson (1970) comments that puppets allow children to identify with people and their environment and to play-act meaningful situations for them. They allow a child to gain a sense of accomplishment because children must manipulate, think through and solve problems for themselves (Nelson, 1967). Thus, puzzles aid in enhancement of self-concept by providing for task mastery (Keats, 1974).

Crayons are facilitative for establishing contact with the child (Keats, 1974) and allow freedom of expression (Munson, 1970). For children with short attention spans crayons can be used for a focal point of attention (Ginott, 1961).

Play Media Studies

Komechak (1971) used activity interaction groups for short term (eight to twelve weeks) group counseling for children experiencing problems. The activities were designed to provide a medium for communication between counselor and children and between children. Results from activity interaction groups indicate that children learned to reorient approaches not only to other children in the group but also with the counselor. Through an environment that conveyed that human feelings are natural and productive, children improved their ability to relate to the group and others more directly and efficiently. By being shown how they are seen by others, the children were able to enjoy being themselves and to gain acceptance by others.

Several studies (Thombs and Muro, 1973; Marx, Redding and Smith, 1967; Moulin, 1970; Komechak, 1971) have reported using play media in group counseling. All of the subjects selected for these studies were chosen because of lack of some trait, attitude or skill. Therefore, these studies could be considered remedial in nature since they are dealing with students in need of interventions to change behavior. They are reported here because they do use techniques of play media with groups.

Thombs and Muro (1973) investigated verbal counseling groups and play media groups. Thirty-six low sociometric status students were assigned to either verbal counseling

groups or play media groups. Each experimental group com-
posed of six students met for one-half hour each day for
15 consecutive days. The sociometric scale was adminis-
tered three weeks after the end of treatment. The students
in play media counseling groups showed greater change in
social position than students in verbal counseling groups
and control group. When the types of treatment were con-
sidered in relation to the control group, a significant
difference was also noted in favor of the two groups re-
ceiving counseling.

Marx, Redding and Smith (1967) hypothesized that a
group counseling program using a permissive play atmosphere
would modify students' perceptions of school, improve peer
relationships and enable them to build a relationship with
an accepting adult. Forty-two students were referred for
behavior problems, shyness, withdrawal, underachievement,
nervousness and tension. Eight groups of four to six
students met for 50 minutes once a week for 13 meetings.
An atmosphere of acceptance was established by a teacher
or counselor with loosely structured groups utilizing play
media consisting of table games, arts and crafts with
spontaneous discussion and large muscle play. Positive or
moderate improvement was noted in a number of children as
measured by a teacher rating sheet. The authors concluded
that the short duration of the study did not permit the
possibility of major changes in students.

Moulin (1970) used play media with underachieving children. Two experimental groups of six students met for 12 weeks for one hour each week. Play media was available to the students and the counselors utilized verbal and non-verbal interactions with students which included praise, acceptance and encouragement. The counselor also attempted to reflect, clarify, explore and interpret the feelings of group members expressed verbally or through play. The control group members were pre- and posttested but received no treatment.

Moulin (1970) concluded that underachieving primary school children using play media in client-centered group counseling increased their nonlanguage functioning and also significantly increased various aspects of their meaningful language usage. He also concluded that since counseling is based on communication between a counselor and client, play media should be considered as a useful tool in working with young children with limited vocabularies and short attention spans.

Human Development Program

The Human Development Program (Bessell and Palomares, 1973) is a curriculum designed to improve communications between the teacher and children. The curriculum is organized around the themes of awareness, mastery and social interaction. Awareness themes deal with knowing one's

thoughts, feelings and actions. Mastery themes investigate knowing one's abilities and how to use them. The social interaction themes are concerned with knowing and relating to other people. The authors suggest a group of eight to thirteen boys and girls seated in a circle on the floor. A teacher or counselor uses cue topics based on the aware- ness, mastery and social interaction themes.

Kyle (1976) studied the effects of the Human Develop- ment Program on the affective and cognitive development of fourth grade children. The subjects from ten public schools were divided into two experimental and two control groups. Experimental groups received the Human Development Program three times weekly for 18 weeks. Solomon's 4 Group design was used and all the traditional comparisons appro- priate were made with the SPSS statistical package (sub- program T-test) with both independent and dependent T-tests being performed. Scores for personal adjustment, social adjustment, self-esteem and reading were computed. Results indicated that treatment was significant at the .01 level in increasing self-esteem for posttested only subjects and that treatment was also significant at the .05 level for posttested only groups on social adjustment.

Jackson (1973) conducted an investigation to determine the relationship between reading and the Human Development Program and between self-concept and the Human Development Program. Fourth grade subjects were randomly placed in treatment and control groups on the basis of sex and

feelings of responsibility for academic behaviors. The treatment group of 32 students received nineteen 25 minute sessions of the Human Development Program in a ten week period. The control group received no treatment.

Reading achievement was measured by the Informal Reading Inventory; self-concept was measured by the Self-Concept and Motivation Inventory and internality was measured with the Intellectual-Academic Responsibility Questionnaire. A two-way analysis of covariance using pretest as the covariate was computed. A significant relationship was found at the .05 level for experimental subjects in the Human Development Program and reading achievement. No other significant differences were found.

McNulty (1975) investigated the effects of the Human Development Program on the self-esteem, self-esteem behavior, social acceptance and academic achievement of third grade students. A total of 60 students residing in a suburban area were randomly assigned to one of three groups; the HDP, placebo or control. Each subject in the HDP group received 49 twenty minute sessions during an 18 week period. The placebo group worked with a counselor on academic concerns using the same schedule as the HDP group. The control group remained in the normal school schedule. The Coopersmith Self-Esteem Inventory, the Coopersmith Behavior Rating Form, the Long-Jones Sociometric Test and the Comprehensive Tests of Basic

<u>Skills</u> for academic scores were administered. The results indicate no significantly greater gains from pretest-posttest for the HDP group.

Summary

The review of the literature in this chapter focused on self-concept, developmental guidance, developmental tasks, play media and the Human Development Program. Self-concept was seen as opinions and evaluations about self and was shown to be multidimensional with a positive self-concept seen as necessary to fully utilize potential. Research focusing on self-concept was reviewed.

The theory of developmental tasks and the advantages of using developmental tasks as guidelines in designing programs for students was discussed. Developmental guidance was shown to be preventative in nature and of importance in helping students understand self and cope with normal growth and development. Developmental group guidance was seen as a process for encouraging positive self-concepts in students. A review of the literature indicated that more research is needed at the elementary level in investigating developmental group guidance.

Play media is a natural means for students to communicate with others and is a tool for learning skills of social interaction. Play media was also seen as helpful in developing self-understanding and increasing self-concept. Types of play media and their purposes were

discussed as a basis for designing the sessions for Experimental Group I in this study.

The Human Development Program was also discussed as a curriculum designed for increasing self-awareness, mastery of abilities and positive social interactions. Research using the Human Development Program was reviewed in order to design the sessions for Experimental Group II.

CHAPTER III

METHODOLOGY AND INSTRUMENTATION

The purpose of this study was to investigate the effects of small structured developmental guidance groups on the self reported self-concepts of fourth grade students. This chapter presents a description of the methodology, instrumentation and statistical treatment of the procedures used in this study.

Methodology

Research Design

The research design for this study utilizes the post-test only control group design as proposed by Campbell and Stanley (1963). Three groups were used with two groups receiving treatment and one group serving as the comparison group. All three groups were posttested.

Subjects

The subjects for this study were 72 fourth grade students attending an open area environment elementary school in an upper middle class suburban area during the 1978-79 school year. Permission to use these subjects was

obtained from the Superintendent of Schools, the Assistant Superintendent of Schools and the Principal of the elementary school.

A total of 24 students (12 boys and 12 girls) were randomly assigned to Experimental Group I, a developmental guidance group using play media and group interaction. An additional 24 students (12 boys and 12 girls) were randomly assigned to Experimental Group II, a group following the curriculum of the Human Development Program using group interaction only. A third group of 24 students (12 boys and 12 girls) were randomly assigned to the comparison group. Random assignment in one of the two groups of six boys and six girls for each treatment, Experimental Group I, Experimental Group II and the comparison group, consisted of drawing name cards from a pool with all possible girls' names for the females in each group and drawing name cards from a pool with all possible boys' names for the males in each group.

The two experimental groups participated in nine 30 minute developmental guidance groups over a nine week period. The comparison group also participated in nine 30 minute periods to control for the Hawthorne effect. During the nine week period there was the possibility of 216 absences in each group. Of this possible 216 absences the total absences for Experimental Group I was seven, while in Experimental Group II there were 17 absences. There were 18 absences for the comparison group.

At the end of the nine week period all three groups
were given the Self-Concept Scale for Children (SCSC)
(Lipsitt, 1958) as a measure of self reported self-concept.
This scale was group administered to all children during
the week after completion of all three groups.

Experimental Group I

Table I presents the focus for the week, the play
media, developmental tasks and the purpose of the media
for each of the nine weeks of the developmental guidance
groups using play media with interaction.

Experimental Group II

Experimental Group II received nine weeks of Level
Four of the Human Development Program (Bessell and Palo-
mares, 1972). The topics for each week were selected from
the first semester topics of this level. Table II shows
the relationship between purpose, focus and developmental
tasks for each of the nine weeks.

Comparison Group

The same counselor facilitating Group I and Group II
read to the Comparison Group for 25 minutes from the book,
The Viking Symbol Mystery from the Hardy Boys series. This
was followed by a five minute discussion period focused on
the question, "What happened in the story today?"

TABLE I

RELATIONSHIP BETWEEN FOCUS, PLAY MEDIA,
DEVELOPMENTAL TASKS AND PURPOSE
OF MEDIA

Week	Focus	Play Media	Developmental Tasks	Purpose of Media
1	Self	Crayolas	Wholesome attitudes toward self; becoming independent.	Establishment of communication; freedom of expression.
2	Others	Crayolas	Getting along with peers.	Attention focus; same as above.
3	Self	Play Dough	Value self and be valued; becoming independent.	An expressive media for communication;
4	Self	Play Dough	Produce things; gain recognition (Industry vs. Inferiority).	safe exploration of inner and outer world; gain a sense of accomplishment; understanding of worthwhile abilities when objects are valued by the group.
5	Others	Puzzles	Develop skills in play.	Master tasks; gain a sense of accomplishment.
6	Group	Puzzles	Development of social group attitudes; doing things well (Industry vs. Inferiority).	Master tasks; gain a sense of accomplishment.
7	Self/Others	Puppets	Work not only means to worth (Industry vs. Inferiority).	Communication; allows for expression of feelings and ideas; identify with people and their environment; play act meaningful situations.

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TABLE I (Continued)

Week	Focus	Play Media	Developmental Tasks	Purpose of Media
8	Self/Others	Puppets	Tools and skills become important (Industry vs. Inferiority).	Play act meaningful situations.
9	Evaluation	Crayolas Play Dough Puzzles Puppets	Value self and be valued; becoming independent; development of social group attitudies; doing things well (Industry).	Same as above.

TABLE II

HUMAN DEVELOPMENT PROGRAM, LEVEL IV

Week	Purpose	Focus	Developmental Tasks
1	Awareness	Having Good Feelings.	Wholesome attitudes toward self; value self.
2	Awareness	Having Nice Thoughts	Same as above.
3	Awareness	Doing Something Nice (Positive Behavior).	Same as above.
4	Mastery	Energy is the Ability to work.	Produce things; gain recognition (Industry vs. Inferiority).
5	Mastery	I Was Able to Get What I Needed; My Favorite Way to Get Praise.	Independence; development of social group attitudes; doing things well (Industry vs. Inferiority).
6	Mastery	I Was Proud that I Could Do it by Myself.	Doing things well; becoming independent; value self.
7	Social Interaction	I Did Something that Somebody Liked; Somebody Did Something I Liked.	Be valued; getting along with peers; development of social group attitudes.

TABLE II (Continued)

Week	Purpose	Focus	Developmental Tasks
8	Social Interaction	We Did Something for Each Other.	Be valued.
9	Social Interaction	How I Got Somebody to Pay Attention to Me; I Gave Somebody Attention Because He/She Needed it.	Work not only means to worth.

Instrumentation

A Self-Concept Scale for Children

When self-concept instruments were reviewed, the decision to use the Self-Concept Scale for Children (SCSC) (Lipsitt, 1958) was based on it being a rapid, reliable and valid means of obtaining an estimate of the student's self report of feelings about self. The instrument contains items that are appropriate for a public school setting so that parents would not feel that the privacy of the home and family were invaded.

The SCSC is a self report, group administered scale which contains 22 trait-descriptive adjectives. Responses are made on a Likert-type scale with a five point scale of agreement-disagreement. This set of trait-descriptive adjectives are all considered of approximately equal value. The subject responds to the various degrees of likeness to self (Kerlingerk, 1973). A score on the self report self-concept scale was obtained for each child by summing the ratings ascribed to self on each item. The lower scores were presumed to reflect degree of self-disparagement (Lipsitt, 1958). A summary of the trait-descriptive adjectives included in SCSC, the week in which these traits were emphasized in the two developmental guidance group programs and the developmental tasks associated with each is found in Appendix A.

Reliability. Lipsitt (1958) reports test-retest reliability correlations for self-concept scale after two weeks. Table III gives these correlations.

TABLE III

TEST-RETEST CORRELATIONS FOR
SELF-CONCEPT SCALE

	Fourth Grade		Fifth Grade		Sixth Grade	
	N	r	N	r	N	r
Boys	44	.73*	46	.80*	40	.84*
Girls	56	.78*	49	.91*	35	.80*

*Significant at .001 level.

Lipsitt (1958) concludes that the self-concept measure provides reliable estimates of an individual difference variable.

Validity. Lipsitt (1958) reports both construct and concurrent validity for the SCSC. The kinds of verbalizations people make to themselves become verbal behavior (Lipsitt, 1958). Self-talk is important in personal appraisal and according to Lipsitt (1958) this type of self-evaluation can be an operational definition of self-concept.

An individual who verbalizes inadequacy is said to have a "low self-concept" (Lipsitt, 1958).

A 22 trait-descriptive adjective self report was adapted by Lipsitt (1958) from Bills' Index of Adjustment and Values (Bills, 1951) (Bledsoe, 1964). Bills' adjectives were taken from Allport's list of words often used in client-centered interviews and considered definitions of self-concept. Subjects were asked to indicate how much of the time they were like the trait, how they felt about being like this and how they liked to be rated on this trait. After analysis of the results, 49 traits remained.

Lipsitt's 22 item instrument contains 19 items considered positive and three items considered to be negative adjectives (Lipsitt, 1958). This instrument was used in a study with the Children's Form of the Manifest Anxiety Scale (CMAS) (Castenada, McCandless and Palermo, 1956). The study was based on the assumption that there is a discrepancy between ideal self and feelings about self. Researchers have used scores from two test measures on trait-descriptive adjectives. On the first measure the subject rates self as "How they think they really are" and on the second the person rates self as "How they would like to be." When the two scores are subtracted the discrepancy is considered to reflect degree of dissatisfaction with self. Lipsitt (1958) found the CMAS correlated negatively with the SCSC. Table IV shows negative correlations

between CMAS and SCSC indicating high anxious subjects pro-
duce low self-concept ratings.

TABLE IV

CORRELATIONS BETWEEN ANXIETY SCALE AND
SELF-CONCEPT SCALE

	Fourth Grade		Fifth Grade		Sixth Grade	
	N	r	N	r	N	r
Boys	47	--.53*	50	--.40*	41	--.34*
Girls	62	--.63*	61	--.40*	37	--.58*

*Significant at .01 level.

Mayer (1965) reports concurrent validity for the SCSC.
In comparing scores on the Piers-Harris Children's Self-
Concept Scale (1969) with Lipsitt's SCSC (1958) Mayer (1965)
obtained a correlation of .68 for 98 special education stu-
dents, ages 12 to 16. This is significant at the .01 level
of confidence.

Statistical Analysis

Analysis of variance (Runyon and Haber, 1971) was
used in order to determine statistical significance between

the three groups. Scores for individual children were computed and group means for each group were calculated. Analysis of variance with a two factoral design was used to determine whether there was a statistically significant difference between Experimental Group I, Experimental Group II and the Comparison Group.

Summary

Chapter III has presented a description of two programs for developmental guidance groups, the rationale for each program and a complete description of the methods of implementation. This chapter also presented the procedure for evaluating the effectiveness of these programs. A total of 72 fourth graders were the population for this study. Treatments were administered to each group and the SCSC was given to students to determine if significant differences in feelings toward self were evident between groups. Analysis of variance was used to determine statistical significance between the three groups.

CHAPTER IV

RESULTS

This chapter presents the data collected for this study. The data is analyzed as outlined in the procedures presented in Chapter III. A summary of the results concludes the chapter.

Small developmental guidance groups were utilized in this study in order to examine the hypothesis that students participating in developmental guidance groups would score no differently on a self reported self-concept instrument than comparison group students. An original approach using play media and group interaction was used in Experimental Group I and a modification of the Human Development Program using group interaction only was used in Experimental Group II. A book from the Hardy Boys series was read to the Comparison Group, Group III. A total of 72 students in the fourth grade were subjects for this nine week study. All students were assigned at random to one of the three groups for 30 minute sessions once a week for nine weeks. At the end of this period the Self-Concept Scale for Children (SCSC) (Lipsitt, 1958) was administered to all subjects.

The SCSC (Lipsitt, 1958) was scored for each student
and then group scores were computed. An analysis of vari-
ance was computed to determine statistical differences in
group means.

A summary of the means and standard deviations for
all groups is found in Table V. Means ranged from 86.08
to 82.41. Standard deviations ranged from 8.20 to 13.07.
Table VI presents a summary of Lipsitt's (1958) means and
standard deviations. As can be seen from the table, means
which were obtained in this study varied very little from
Lipsitt's (1958) means.

Hypothesis I: There is no difference in scores on
the Self-Concept Scale for Children (SCSC) for students
participating in the play media developmental guidance
groups, the Human Development Program groups and the com-
parison groups.

A two-factor analysis of variance was used to explore
whether a significant difference existed between the means
of the scores on the SCSC in Group I, Group II and Group
III. These data are summarized in Table VII. The value
of F computed from the scores on the SCSC for the three
groups was 0.48. Statistical significance at the .05 level
with 2 and 66 degrees of freedom requires an F value of
3.14; thus, Hypothesis I was not rejected. There was no
statistically significant difference between scores of
small groups participating in the play media developmental

TABLE V

SUMMARY OF MEANS AND STANDARD DEVIATIONS
FOR SCORES ON SELF-CONCEPT SCALE
FOR CHILDREN

Group	All Subjects N = 72		Females N = 36		Males N = 36	
	$\underline{M}$	$\underline{SD}$	$\underline{M}$	$\underline{SD}$	$\underline{M}$	$\underline{SD}$
Group I	83.54	11.13	82.75	8.70	84.33	13.07
Group II	84.70	9.61	86.08	10.59	83.33	8.20
Comparison Group	82.62	8.64	82.83	9.81	82.41	8.72

TABLE VI

SELF-CONCEPT SCALE MEANS AND STANDARD
DEVIATIONS BY GRADE AND SEX
N = 300

	Fourth Grade			Fifth Grade			Sixth Grade		
	N	M	SD	N	M	SD	N	M	SD
Boys	42	85.81	9.75	50	86.24	8.25	41	87.17	6.85
Girls	62	87.39	10.07	61	86.74	8.27	37	87.11	8.76

Source: Lipsitt (1958).

guidance groups, the Human Development Program groups and the comparison groups. The experimental treatments did not make a difference in self reported self-concept.

TABLE VII

F TABLE

Source	SS	df	ms	F	p
Total	7260.88	71	–	–	–
Groups	52.33	2	26.16	.48	n.s.
Sex	5.01	1	5.01	.04	n.s.
Groups x Sex	113.78	2	56.89	.52	n.s.
Error	7089.76	66	107.42	–	–

F value 2/66 degrees of freedom = 3.14.

F value 1/66 degrees of freedom = 3.99.

The subjects for this study attend an open area school; consequently, most of these students spend the day in a very large environment with many individuals surrounding them. The opportunity to work in small groups with peers and an adult leader in an enclosed area is an unusual grouping for these students. All of the groups were held in an enclosed room giving all the groups the experience

of separateness and individuality from the normal environment usually experienced. This might suggest that all students felt special, not only because of some additional attention, but also because of a different environment. The results of this study might indicate that working with an adult in smaller groups than are normally experienced in an open environment and doing something different from the routine was perhaps beneficial to all groups. Several students from each group voiced enjoyment in spending time in a small group.

Hypothesis II: There is no significant difference in scores on the SCSC of boys and girls participating in this study.

The two-factor analysis of variance was used to explore whether a significant difference existed between the means of the scores on the SCSC of boys and girls in this study. These data are summarized in Table VII. The value of F computed from the scores on the SCSC for boys and girls in this study was 0.04. Statistical significance at the .05 level with 1 and 66 degrees of freedom requires an F value of 3.99; thus, Hypothesis II was not rejected. There was no statistically significant difference at the .05 level of confidence between scores of boys and girls in this study. The experimental treatments did not make a difference in self reported self-concept.

The researcher hypothesized that there would be no differences in regard to sex on scores on the SCSC. The

findings of this study in which no significant differences were found with regard to sex were in agreement with those of the Kaiser and Sillin (1977) study in which no significant sex effects were found.

Hypothesis III: Subject's sex and treatment condition will not interact to produce significant differential scores on the SCSC.

A two-factor analysis of variance was used to explore whether subject's sex and treatment condition interacted to produce a significant difference between mean scores on the SCSC (Table VII). The value of F computed from the scores on the SCSC for interaction between groups and sex was .52. Statistical significance at the .05 level of confidence with 2 and 66 degrees of freedom requires an F value of 3.14; thus, Hypothesis III was not rejected. There was no statistically significant interaction at the .05 level of confidence between subject's sex and treatment groups. The experimental treatments did not interact with subject's sex to make a difference in self reported self-concept.

It was the researcher's position that students participating in the two developmental guidance groups and the comparison group would score no differently on the SCSC. The F value of 3.14 needed to obtain statistically significant difference in groups was not found. This finding is contrary to the findings of Kaiser and Sillin (1977), and Kyle (1976). This might be due to a limited

number of students and a limited number of group meetings in the present study.

The findings of this study are similar to results of Crow (1971), Jackson (1973) and McNulty (1975). The Crow (1971) study in which two structured group counseling approaches were compared with an unstructured group approach resulted in no significant differences. Jackson (1973) found no significant differences between Human Development Program groups and counseling groups on a self-concept measure. McNulty (1975) found no significant effects from pretest to posttest on a self-concept instrument.

Summary

This chapter has presented the results of this study which includes the statistical analysis and interpretations of the data collected. A two-factor analysis of variance was used for statistical analysis of the data. The analysis of variance resulted in failure to reject the three null hypotheses. This suggests that the experimental treatments failed to make a difference in self reported self-concept of the subjects used in this study.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine whether
the use of small structured guidance groups would influ-
ence self reported self-concepts of fourth grade students.
This study focused on two varying types of developmental
guidance groups. One group, Experimental Group I, neces-
sitated the conceptualization and implementation of an
original developmental guidance group approach using play
media and group interaction based upon children's devel-
opmental stages or tasks. Another group, Experimental
Group II, consisted of a modified Human Development Pro-
gram, a group interaction only process, while a third
group was the Comparison Group. The Comparison Group
listened to the reading of a book from the Hardy Boys
series.

The subjects for this study were 72 fourth grade
students who attended an open area environment elementary
school. The subjects were randomly assigned to one of
three experimental conditions. Subjects in each experi-
mental condition were divided into 2 groups of 12

students each, six boys and six girls. Each group met nine weeks for a 30 minute period once a week. Limitations of this study were: (1) restrictions of topics in regard to parents' concern for privacy in home and family matters and (2) these groups were not run by the regular school counselor.

The three hypotheses generated for this study were as follows:

Hypothesis 1: There is no difference in scores on the Self-Concept Scale for Children (SCSC) for students participating in the play media developmental guidance groups, the Human Development Program groups and the comparison groups.

Hypothesis 2: There is no difference in scores on the SCSC for boys and girls participating in this study.

Hypothesis 3: Subject's sex and treatment condition will not interact to produce significant differential scores on the SCSC.

Subjects were administered the Self-Concept Scale for Children (SCSC) (Lipsitt, 1958) as a group during the week following the last of the nine sessions. Analysis of variance was used for the statistical analysis of the data.

No statistically significant differences were found between students participating in small developmental guidance groups using play media and group interaction, students who participated in small developmental guidance groups using group interaction only and the comparison group. No statistically significant differences were found between boys and girls participating in this study. No statistically significant interaction was found between subject's sex and treatment condition.

Conclusions

Based on the findings of this study the following
conclusions are made:

1. The results of the Self-Concept Scale for Chil-
   dren (Lipsitt, 1958) did not indicate signifi-
   cantly different scores for the two experimental
   groups and the comparison group. This indicates
   that there was not a significant relationship
   between participation in small developmental
   guidance groups and self reported self-concept.
   This supports the research of Combs (1971) and
   Purkey (1971), who suggest that self-concept is
   extremely stable. Concepts of self develop dur-
   ing the lifetime of the individual. The nine
   weeks involved in this study is a short time for
   gross differences in self-concept. Perhaps treat-
   ment over a longer period of time would be sig-
   nificant.

2. Difference in scores on the SCSC according to
   sex was not significant. This suggests that
   sex is not a factor in self-concept. This might
   also indicate that sex is not a useful blocking
   variable when studying self-concept and guidance
   treatment groups.

3. No significant interaction between subject's sex
   and treatment groups might suggest that it does

not matter which treatment is used with which
sex. Each treatment seems to be equally ef-
fective with boys and girls.

Recommendations

Significantly different scores on the self reported
self-concept instrument were not found for the two ex-
perimental treatments and the comparison groups, nor for
the boys and girls in the study. No significant interac-
tion between subject's sex and treatment groups was found.
Based on the findings of this study that there was no
significant relationship between self reported self-
concept and participation in developmental guidance groups,
that sex was not a factor in self-concept and each treat-
ment seemed to be equally effective with boys and girls,
the following recommendations for future research are
made:

1. This study should be replicated using a larger
    number of subjects.

2. Additional research may be conducted using
    other self-concepts measures to determine the
    effects of small developmental guidance groups.

3. The use of criteria, other than self-concept,
    to determine the effects of small developmental
    guidance groups, may include sociometric instru-
    ments to measure social standing of students,
    school motivation inventories and attendance.

4. The regular school counselor or teachers should be used as leaders instead of using a group leader unknown to the children.

5. Future research should also be conducted with groups meeting longer than nine weeks, a longer time for each group meeting and different numbers of students in groups.

6. The use of other types of play media or focusing on only one type of media are also suggested possibilities for future research studies.

7. Using other populations for studies is necessary for additional investigation on the effects of small developmental guidance groups. The use of population in both open area and self-contained classrooms is suggested.

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APPENDIXES

APPENDIX A

DATA GATHERING INSTRUMENT AND

TABLE OF SUMMARY (SCSC)

1. I am FRIENDLY	not at all	not very often	some of the time	most of the time	all of the time
2. I am HAPPY	not at all	not very often	some of the time	most of the time	all of the time
3. I am KIND	not at all	not very often	some of the time	most of the time	all of the time
4. I am BRAVE	not at all	not very often	some of the time	most of the time	all of the time
5. I am HONEST	not at all	not very often	some of the time	most of the time	all of the time
6. I am LIKABLE	not at all	not very often	some of the time	most of the time	all of the time
7. I am TRUSTED	not at all	not very often	some of the time	most of the time	all of the time
8. I am GOOD	not at all	not very often	some of the time	most of the time	all of the time
9. I am PROUD	not at all	not very often	some of the time	most of the time	all of the time
10. I am LAZY	not at all	not very often	some of the time	most of the time	all of the time

		not at all	not very often	some of the time	most of the time	all of the time
11.	I am LOYAL					
12.	I am COOPERATIVE					
13.	I am CHEERFUL					
14.	I am THOUGHTFUL					
15.	I am POPULAR					
16.	I am COURTEOUS					
17.	I am JEALOUS					
18.	I am OBEDIENT					
19.	I am POLITE					
20.	I am BASHFUL					

		not at all	not very often	some of the time	most of the time	all of the time
21.	I am CLEAN	not at all	not very often	some of the time	most of the time	all of the time
22.	I am HELPFUL	not at all	not very often	some of the time	most of the time	all of the time

I am a GIRL.   I am a BOY.

TABLE VIII

SUMMARY OF SCSC WITH DEVELOPMENTAL TASKS
FOR EXPERIMENTAL GROUPS

		Weeks		Developmental Tasks
SCSC		Play Media	HDP	
1. I am friendly 2. I am happy 3. I am kind		1, 2, 3, 5, 6	1, 7, 8	Wholesome attitudes toward self; value self and be valued; getting along with peers; development of social group attitudes.
4. I am brave		7, 8	4, 6	Play act meaningful situations.
5. I am honest		1, 2, 6, 7	1, 2, 5, 7	Wholesome attitudes toward self; getting along with peers; development of social group attitudes; work not only means to worth.
6. I am likable 7. I am trusted		3, 6, 2	3, 5, 9	Value self and be valued; getting along with peers; development of social group attitudes.

TABLE VIII (Continued)

	SCSC	Weeks		Developmental Tasks
		Play Media	HDP	
8.	I am good	3, 7, 8	1, 3, 7, 8	Value self and be valued;
9.	I am proud	4, 6, 7, 8	2, 6, 9	work not only means to worth; tools and skills become important.
10.	I am lazy	4, 6	4, 5, 6	Produce things; gain recognition; (Industry vs. Inferiority).
11.	I am loyal	2, 5, 6	7, 8, 9	Getting along with peers;
12.	I am cooperative			develop skills in play; development of social group attitudes.
13.	I am cheerful	1, 3, 6	7, 8, 9	Getting along with peers;
14.	I am thoughtful			development of skills in
15.	I am popular			play;
16.	I am courteous			develop social group attitudes.
17.	I am jealous			
18.	I am obedient	5, 7	3, 8	Develop skills in play; work not only means to worth.

TABLE VIII (Continued)

SCSC	Weeks		Developmental Tasks
	Play Media	HDP	
19. I am polite	2, 5, 6	3, 7, 8	Getting along with peers; develop skills in play; develop social group attitudes.
20. I am bashful	1, 5, 6, 7, 8	1, 3, 6	Wholesome attitudes toward self; develop skills in play; develop social group attitudes.
21. I am clean	1	1	Wholesome attitudes toward self.
22. I am helpful	2, 5, 6	5, 7, 9	Getting along with peers; develop skills in play; develop social group attitudes.

Note: Week Nine for play media is students' choice.

Developmental tasks and SCSC traits for Week Nine depend upon students' choice.

APPENDIX B

PLAY MEDIA GROUP

WEEK ONE

CRAYOLAS--Guidance Learning--UNDERSTANDING SELF

Counselor: "We will be working together as a group once a week for the next nine weeks. Each week we will use some type of play media. I will want you to come in and sit in a circle on the floor so we can begin immediately. We will spend 30 minutes together each week. I will give brief instructions to you each week before we start working together on the activity. We will talk with each other as we work together. I would like for you to be considerate of each other's feelings. This is a public school so we will need to remember only conversation that is acceptable in public is appropriate. I hope our time together will be a good experience for you.

Today we will use crayolas and paper. Remember that each person has a right to use his paper space in the way he or she decides. Here is the paper and crayolas."

Activity: Fifteen minutes.

Counselor
Behavior: The counselor participates in the drawing activity, uses encouragement, reflection, clarifying and responding to feelings during the group activity time.

Counselor: "You have five minutes left to finish your work.

Discussion: Ten minutes.

Counselor: "It is time to stop your drawing, put away the crayolas and listen to each other. If you would like to show your paper and tell us about it you may. You do not have to share your picture if you do not want to."

Counselor
Behavior: The counselor responds with reflection, clarifying and responding to feelings.

Counselor: "How did you feel while you were drawing? Thank you for working so well in the group today and being considerate of others' feelings."

WEEK TWO

CRAYOLAS--Guidance Learning--UNDERSTANDING OTHERS

Counselor: "Today I will assign you to a group. Each group is to decide on a theme or topic for a group drawing and make a group picture. I will stop you ten minutes before our time is up so you may share your drawing with the group."

Activity: Fifteen minutes.

Students divided into three groups of four students each.

Counselor
  Behavior: Uses encouragement and responds to feel-

              ings.

  Counselor: "You have five minutes left to finish

              your drawing. It is time to stop and

              bring your drawing to the circle."

Discussion: Ten minutes.

Counselor
  Behavior: The counselor responds with reflection,

              clarifying and responding to feelings.

  Counselor: "How did your group decide on your theme?"

              "What kind of feelings did you have while

              you were trying to decide about your

              theme?"

              "How do you feel about your drawing?"

              "How is working with a group on a drawing

              project different from working by yourself

              on your own drawing?"

WEEK THREE

PLAY DOUGH--Guidance Learning--UNDERSTANDING SELF

  Counselor: "Today we will use play dough. The play

              dough is to stay on the paper. I will

              remind you five minutes before it is time

              to stop."

  Activity: Fifteen minutes.

Counselor
Behavior: The counselor reflects, clarifies and

             responds to feelings, and sees that lim-

             its set are enforced.

Counselor: "You have five minutes left to work with

             your play dough before it is time to put

             it up."

Discussion: Ten minutes.

Counselor
Behavior: The counselor responds with reflection,

             clarifying and responding to feelings.

Counselor: "Tell us what you did with your play dough

             and how you felt."

WEEK FOUR

PLAY DOUGH--Guidance Learning--UNDERSTANDING SELF

             Same as Week Three.

WEEK FIVE

PUZZLES--Guidance Learning--UNDERSTANDING OTHERS

Counselor: "Today we will use puzzles. I will assign

             you to a group. The group may decide

             which puzzle you would like to work with.

             I want you to sort the inside pieces and

             the outside pieces into two piles first.

             Then work the outside. Use the picture

             on the box to help you put the pieces in

             the right place."

Activity: Twenty minutes.

Counselor
Behavior: The counselor encourages, reflects feel-
ings, accepts with warmth. The counselor
works with a group only if a group needs
some additional encouragement and modeling.
Each group is recognized as the outer edge
is finished and then when the whole puzzle
is completed.

Counselor: "You have five more minutes to work."
"It is time to put your puzzle pieces
away and come to the circle."

Discussion: Ten minutes.

Counselor
Behavior: The counselor responds with reflection,
clarifying and responding to feelings.

Counselor: "How did you feel about finishing or not
finishing your puzzle?"
"What kind of behavior was helpful to your
group in finishing the puzzle?"
"Could you do it easier next time?"

WEEK SIX

PUZZLES--Guidance Learning--WORKING WITH A GROUP

Same as Week Five with the addition of:

Counselor: "Was it easier this time to work your
puzzles than last time? Why?"

WEEK SEVEN

PUPPETS--Guidance Learning--UNDERSTANDING SELF/OTHERS

Counselor: "Today we are going to work with puppets. You may decide to work by yourself or with a partner. If you work by yourself you may use two puppets. If you work with a partner you may use one puppet. Remember this is a public school and we will have to use language and subjects acceptable for public use. You may choose any of the puppets here. Please wait until your turn to take a puppet."

Activity: Twenty-five minutes.

Counselor
Behavior: After about three minutes or a natural stopping place counselor cuts action, and responds with a short summary and reflects feelings used in the playlet. If time permits, students may have another turn with a puppet.

WEEK EIGHT

PUPPETS--Guidance Learning--UNDERSTANDING SELF/OTHERS

Same as Week Eight with the addition of:

Counselor: "Actors, what were your puppets saying to us?"

"Audience, what was the theme of this show?"

"Did you feel differently working with the puppets this time than you did last week?"

"Why?"

WEEK NINE

EVALUATION

Counselor: "This week you may choose any of the four media we have worked with previously to use for fifteen minutes. You may work alone, with a partner or in a group."

Activity: Fifteen minutes.

Counselor
Behavior: Counselor recognizes each member's activity and responds with warmth, acceptance and reflection of feelings.

Counselor: "You have five minutes to work."

"It is time to put your work away and come to the circle."

Discussion: Fifteen minutes.

Counselor: "Which of the four media did you like best?"

"Which of the four media did you like least?"

"What did you learn about yourself?"

"What did you learn about others?"

"How do you feel about working with a group?"

Counselor
  Behavior: The counselor gives each person an indi-

vidual parting word of appreciation,

warmth, acceptance or recognition.

APPENDIX C

HUMAN DEVELOPMENT PROGRAM

WEEK ONE

AWARENESS--HAVING GOOD FEELINGS (Bessell, 1972, pp. 5-6)

> Counselor: "Today we are going to tell about good
> feelings that we have, about something
> that gave us a good feeling."

WEEK TWO

AWARENESS--HAVING PLEASANT THOUGHTS (Bessell, 1972, p. 11)

> Counselor: "Pretend that I have a box with something
> inside that I consider to be nice or
> pleasant. Everyone gets a chance to tell
> what thought they have about something
> pleasant that might be inside the box.
> What kind of a feeling does your thought
> give you?"

WEEK THREE

AWARENESS--POSITIVE BEHAVIOR (Bessell, 1972, p. 17)

> Counselor: "Tell us something that you do that you
> consider to be a good thing and your
> reason for thinking it was good. Tell
> us how it makes you feel."

WEEK FOUR

MASTERY--MY POWERS TO BE AND DO (Bessell, 1972, p. 25)

> Counselor: "Tell us one or two things you can do that
> you feel especially sure or confident
> about. Describe your feelings about your
> ability."

WEEK FIVE

MASTERY--HOW IT GOT WHAT I NEEDED (Bessell, 1972, pp. 31, 75)

Counselor: "Tell us a time when you needed something and you got what you needed."

"Tell us your favorite way to get praise."

"How do you feel when you are receiving it?"

WEEK SIX

MASTERY--ASSERTION AND RISK (Bessell, 1972, p. 76)

Counselor: "Tell us a time that you were proud that you could do something by yourself."

"Describe your feelings."

WEEK SEVEN

SOCIAL INTERACTION--GETTING AND GIVING APPROVAL (Bessell, 1972, pp. 45-46)

Counselor: "Tell us a story about something you did that somebody liked."

"Tell us a story in which somebody did something that you liked. Were you able to show appreciation to the person?"

"Will someone summarize what we said as a group about getting and giving approval?"

WEEK EIGHT

SOCIAL INTERACTION--GETTING AND GIVING APPROVAL (Bessell, 1972, p. 49)

Counselor: "Tell us a time when you did something that pleased someone and that person did something that pleased you."

"Was there appreciation from one or both people?"

"How many different kinds of things do people do for each other?"

"It is nice when people know what they do is appreciated."

WEEK NINE

SOCIAL INTERACTION--GETTING ATTENTION (Bessell, 1972, p. 57)

Counselor: "Tell us how you got somebody to pay attention to you sometime."

"Tell us about a time you noticed someone needed attention and you were able to give it to them."

"How did it make you feel to do this?"

"What ways did people in our group use to get somebody to pay attention to them?"

"What kinds of things did people do in the group to recognize needs for attention and give it?"

EVALUATION OF NINE WEEKS

Counselor: "This is our last week to work together."

"What topics would you like to discuss again?"

"Which topic did you like most?"

"Which topic did you like least?"

"Will you sum up this nine weeks in a sentence?"

Permission to reprint the following pages from the
Methods in Human Development Activity Guide, Level IV was
granted by the Director of Publishing of the Human Devel-
Opment Training Institute.

Unit 1

Week 1
Pleasant Feelings and Unpleasant Feelings

Monday
Having Good Feelings

Discuss with the children how everyone has good feelings
and bad feelings. These are two of the feelings we have.
Today we are going to tell about good feelings that we
have, about something that gives us a good feeling.

To get the ball rolling, you may wish to go first.

Tell the children something that makes you feel good and
tell what it is about the thing that makes you feel good;
e.g., that is useful, it looks or feels nice, or is fun
to do something with.

The main emphasis today is upon having the children observe
how a circle session works. They also have a chance to
practice their listening abilities while one child at a
time expresses in words how something gives him a good
feeling.

While in the early sessions emphasis is on learning the
procedure and giving attention, gradually the emphasis
should be shifted more to the emotional experience, itself.

Ask open-ended questions. Try to have each child tell as
much as he cares to about something that makes him feel
good, without allowing any child to monopolize the time
and without forcing any child to speak up if he is not
ready. Reticent ones will probably all talk extensively
in due time. Do not become impatient if silences occur.
The children need time to think and to gather courage.

Show acceptance for what he says when it is his turn. Be
sure to model good listening behavior and show appreciation
for good listening. Ask children to repeat what others
have said. Do this yourself.

At the end of the session, ask the children what they
learned. Through discussion, help them to see how the
circle has many benefits for them, such as learning more

about their own feelings, the feelings of others, about talking, and about learning to listen and pay attention to the feelings of others.

Evaluate together the manner in which the session proceeded.

Unit 1

Week 1
Pleasant Feelings and Unpleasant Feelings

Tuesday
Having Good Feelings (Continued)

The activity is the same as yesterday. Today the children
are more experienced with the general procedure and rules.
More of the emphasis can now be placed upon their descrip-
tions and explanations about how they feel good.

After each child describes his good feeling, let him and
the group know that you understood him by commenting in an
accepting manner about what he said. Invite other chil-
dren to do the same. Show your appreciation to the child
for "telling us and letting us get to know you better."

Try to get every child to express himself, but be patient
with those who are reticent to speak or who have difficulty
in expressing themselves in words.

After all who are going to express themselves do, discuss
with the children how some of them are made to feel good
about the same thing, but some other children are made to
feel good by different things. Through discussion, help
them to see that people are all alike in some ways, yet
different in some ways, too.

To summarize further, ask the children, "Why do you think
it is helpful to us to talk about our feelings?" Help
them to understand cognitively the reasons for having a
circle session.

As a group, evaluate the way the session proceeded with
respect to conduct and attentive listening. Ask the chil-
dren to suggest ways they might improve.

Unit 1

Week 2
Pleasant Thoughts and Unpleasant Thoughts

Monday
Having Nice Thoughts

Discuss with the children that we all have two main kinds
of thoughts, pleasant thoughts and unpleasant thoughts.

It is not always easy to tell the difference between a feel-
ing and a thought. A feeling has to do with a sensation,
like tasting something that feels good. You feel it with
your tongue. It might be ice cream, and tastes good or
feels good. But if you have an idea about ice cream, you
can't feel or taste that; you can only think about it, and
that is called a thought. It is a nice thought, but it
is not a feeling.

Show the children a box that you have with something inside
that you consider to be nice or pleasant in some way to
practically everybody, and tell them that each will have a
chance to tell his thought about a nice thing he thinks
might be inside.

Give every child a turn to speak. Ask each child to tell
what kind of feeling his thought gives him. Show the child
that you understand and accept what his feeling is.

Through discussion help the children to see that people's
thoughts and feelings about nice things are similar in
some ways and different in other ways.

Unit 1

Week 3
Positive Behavior and Negative Behavior

Monday
Positive Behavior

Discuss with the children how there are two kinds of things
that people can do. They can do things someone considers
to be a good thing, and this is called "doing something
that is nice." Or, they can do something that somebody
considers to be a "bad" thing, and this is called "doing
something that is bad."

Guide the discussion toward the idea that something is
either good or bad because that is the way someone thinks
or feels about it. That is their opinion. As an example,
tell them about two boys playing checkers. The first boy
wins, and he considers that the be a "good" thing. But the
second boy loses, so he considers the game to have been a
"bad" thing.

Tell the children something that you did that you consider
to be a "good" thing, and then tell them your reason for
thinking it was good. Tell how it makes you feel.

As soon as the children understand, ask them each to tell
of some event or action that they were involved in which
they considered "good." Ask open-ended questions such as,
"Could you tell us more about that . . .?" to elicit de-
scriptive and unlimited expressions from the child.

As soon as each child tells his event have him give some
reason why he considered it to be a "good action." Ask
him to tell how it makes him feel. Accept what he says.

Be sure to show appreciation for good listening. Reflect
to the children what you heard them say. Ask other chil-
dren to do the same.

At the end of the session, ask the children what they
learned. Through discussion, help them to see that the
circle activities provide a chance to learn more about
other people, and themselves too.

Unit 2

Week 4
"My Powers to Be and Do"

Monday
Energy is the Ability to Work

Introduce the idea to the children that there is something
that we all have and it is called energy. Energy is power
or the ability to work, to do things.

Tell the children that you have power, that you can do
many things. You can walk and talk and get dressed and
read and write and you can do just hundreds of other
things.

Ask each child if he would like to tell us one or two
things that he can do, especially those things that he
feels sure that he can do, those things that he feels most
confident about.

Listen neutrally. Ask for the child to describe his feel-
ings about his ability and how proud he must feel to know
that he has these powers. Use the words "you can" for
what he said he could do.

At the end of the session, review as a group what each
child said. Evaluate the manner in which the session
proceeded.

Unit 2

Week 5
"How I Got What I Needed"

Monday
I Was Able to Get What I Needed

To be able to get your needs met is the same thing as being effective.

Our purpose today is to first allow each child to remind himself and the others that he can get some need met. This tends to foster a positive self-concept. Another major purpose is to allow the children to learn from each other about how to get their needs met, because all of them have about the same basic needs.

Be ready to take your turn first if the children appear to need a demonstration of what is expected of them.

As in all circle sessions, benefit stems from listening to the other children. It is extremely important to check frequently in a number of ways to make sure that all are listening.

Model good listening yourself and periodically ask the children to summarize how some child effectively got some particularly universal need met. In this way the real lesson has emanated from the child rather than from you. By being exposed to constructive solutions to problems, each child should learn some ways to function more ef-fectively.

Guide the group discussion in the summary around what has been shared. Concentrate on the good feelings each child reports about how he experienced himself as effective and also on finding out how other children became effective.

Evaluate as a group the manner in which the session pro-ceeded.

Unit 3

Week 7
Getting and Giving Approval

Monday
I Did Something that Somebody Liked

There are four ways that people affect each other. Tell
the children you can please people or displease them, and
that other people can either please or displease you.

Today we are going to tell some examples of one of these
four possible ways that people can affect each other; it
is the activity, "I Did Something that Somebody Liked."

The basic purpose is to provide an opportunity in which
the children can learn, by stating their own personal
experience and by listening to the personal experiences
of others, how somebody can do something that another
person likes.

It will be easiest to get the children started, if you be-
gin by giving a personal example of how you did something
that somebody liked. In finishing your story, tell how
you produced good feelings in the other person. Say that
when you make another person feel good, that's the same
thing as doing something they like. Tell by what behav-
ioral signs you know that they felt good.

Give every child a turn. They will tend to be more elabor-
ate in their productions if they are asked to tell a
"story" about how they did something that somebody liked.

Show appreciation to each child in your own way for his
contribution, but do not tell him what "good children you
are," because next week we will be talking about doing
things that people did not like. We do not want to give
the children at that time the idea that they are bad.
There are better tools to foster considerate behavior
than old-fashioned moralizing.

Be neutral, summarizing as a group the essential thought at
the end of each child's story. Focus on the feelings of
each child at the time of the incident he reports, and now.

After a review of what each child has said, summarize to
the effect that everyone can do things that another person
will like, with the children doing most of the talking.
Evaluate together the manner in which the group proceeded.

Unit 3

Week 7
Getting and Giving Approval

Tuesday
Somebody Did Something that I Liked

Yesterday we told how we had done something that another
person liked, that made them feel good. We can all do
things that other people will like, and that will make
them approve of us. This is the second interpersonal
equation.

Another thing that happens between people is that they can
do something that we like.

Give the children a personal example, showing how somebody,
possibly a child in the group, did something that pleased
you, how it made you feel good, and that you are grateful
or appreciative. (Do not be concerned if the children do
not understand all of the terms immediately; they will in
time; all we are after, at this time, is the general theme
which they will all understand.)

Give each child a turn to tell his "story" in which some-
body did something that he liked. Asking open-ended ques-
tions, encourage each child to tell his story as fully as
possible. Show appreciation to him when he is finished,
and ask another child to give a very brief review of the
main point, or do so yourself. Stress the point that it
was something that he liked and ask him if he was grateful
or appreciative.

When all of the children have had a turn, summarize as a
group, in relation to the central and general points of
today's activity.

Evaluate together the manner in which the group proceeded.

Unit 3

Week 7
Getting and Giving Approval

Friday
We Did Something for Each Other

The purpose of today's activity is to provide the children
with a beginning notion of the reciprocity aspect of social
relationships. All human relationships must be mutually
beneficial in some way, or else they sooner or later fall
apart.

First, give an example in which you did something that
pleased someone, and that person, in turn, did something
that pleased you. Then listen in the usual neutral fashion
to each child's story.

As each child finishes his story, show your appreciation to
him, and review briefly with him the main points. Ask him
if there was appreciation from one or both people, and if
so, how he knew of the appreciation. It is not vital that
the child be able to answer this question. He will benefit
merely from having been asked. The appreciation issue is
an important one, and it is the main motivator for contin-
ued thoughtful or constructive behavior.

For summary, invite the children to comment on how many
different kinds of things people do for each other, and
how nice it is when they can be sure there is appreciation.

Unit 3

Week 9
Getting Attention

Monday
How I Got Somebody to Pay Attention to Me

The purpose of today's activity is to show the universal-
ity and legitimacy of the need for attention. Secondary
goals are to elucidate the different ways that people get
attention, and to make it clear that there is a difference
between getting attention by having people mad at you as
compared to getting attention without getting anyone mad
at you.

Because the need for attention is so fundamental, there
must be an almost unlimited number of ways to get this
need met, ranging from the most elegant style to the
poorest possible form. For example, you can get attention
by being funny, informative, dramatic, helpful, disruptive,
destructive, ineffective, and so forth. One of the most
common and acceptable ways to get attention is by giving
attention in the form of a greeting.

You might use such an instance as your personal example and
tell how you got attention in return for the attention you
gave.

For many children of this age, attention may seem at first
to be a rather abstract concept, but by Friday it will be
familiar to all. Therefore, do not expect them to under-
stand fully from today's activity alone.

Give as many examples as are necessary to get the children
going on this one. Try to extend their notion of atten-
tion to something broader than just greetings. Be sure to
reinforce good listening.

Ask the children questions that center around the issue of
whether they got attention in such a way that pleased the
person or displeased the person.

After reviewing together what each child told, summarize in
accordance with the general concepts that arise from the
children's examples.

Evaluate as a group the manner in which the session pro-
ceeded.

Unit 5

Week 13
Exposure to Mastery Activities: Assertion and Risk

Monday
My Favorite Way to Get Praise

Discuss with the children how everyone needs to be appre-
ciated. The desire to gain approval is one of the most
basic motivating forces in children and adults. The child
who has constructive and productive ways to get approval
is making a better adjustment than someone who does not
have effective ways to earn praise.

One function of today's activity is to provide the children
with a legitimate outlet for the exhibition of their suc-
cess in getting praise. A second function is the sugges-
tive aspect in which the children learn from each other
new ways to earn approval.

After each child tells about his favorite way to get
praise, ask him how he feels when he is receiving it.
Be sure to take your turn too.

After reviewing what each child said, ask the children to
discuss better ways for getting it.

Unit 5

Week 13
Exposure to Mastery Activities: Assertion and Risk

Tuesday
I Was Proud to Find that I Could do it by Myself

The purpose of this activity is to encourage self-
sufficiency by providing the children with a legitimate
opportunity to "brag" about this aspect of their adap-
tive behavior.

Children are pleasantly surprised to find they can do
something for themselves which previously needed to be
done for them.

By listening, the children learn new things they could
probably do for themselves, because their peers can.
There is also a suggestive element in this which will
encourage them to try for more self-sufficiency in other
areas of their functioning.

Be sure to take your turn too, telling how you felt when
you discovered you could do something new.   Ask the chil-
dren to describe their feelings of pride.

As a review, invite the children to make summary comments.

VITA ^{2}

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