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ABSTRACT

Vicarious influence on emotional response has been demonstrated in several studies, but the identity between the response of the model and that of the observer has received little attention. Seventy-two children from three grade levels were tested for their ability to recognize and form facial expressions of emotion. The subjects then observed a model portray happy or sad facial expressions in two films, while raters observed the subject's facial responses. The children imitated the facial expressions of the model at a significant level. Both ability to recognize and ability to form expressions improved with the child's grade level. Ability to form expressions was significantly related to the subject's level of imitation of the model's expressions. [Not available in hard copy due to marginal legibility of original document.] (Author)

WPA, APRIL, 1972

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The first part of the report deals with the general situation of the country and the position of the various groups. It is followed by a detailed account of the events of the past few years, and a final chapter on the future of the country.

The report is a valuable contribution to the knowledge of the country and its people. It is well written and easy to read, and it provides a clear and concise summary of the situation.

The author has done a thorough job of research, and his account is based on a wide range of sources. He has also taken care to present a balanced view of the situation, and to avoid any bias or prejudice.

The report is a must-read for anyone who is interested in the country and its people. It is a well-written and informative work that provides a clear and concise summary of the situation.

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The first step in the process of identifying a problem is to determine the nature of the problem. This is often done by asking a series of questions, such as: What is the problem? How long has it been there? How often does it occur? How severe is it? How does it affect the individual or organization? The answers to these questions can help to identify the cause of the problem and to develop a plan of action to solve it.

Once the cause of the problem has been identified, the next step is to develop a plan of action. This plan should be based on the following principles: 1. The plan should be realistic and achievable. 2. The plan should be based on the best available information. 3. The plan should be flexible and adaptable to changing circumstances. 4. The plan should be based on the needs and interests of all those affected by the problem.

Gain scores for Period 1 and expression of emotion

| Grade Level       | Reading |      |      | Expression |      |      |
|-------------------|---------|------|------|------------|------|------|
|                   | Pre     | Post | Gain | Pre        | Post | Gain |
| Elementary School | 5.6     | 6.4  | 0.8  | 1.6        | 3.1  | 1.5  |
| Second            | 4.2     | 5.8  | 1.6  | 5.4        | 6.1  | 0.7  |
| Fourth            | 6.4     | 6.4  | 0.0  | 7.2        | 7.2  | 0    |