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ABSTRACT

This paper probes the structure of several different sets of "affective" early childhood materials. "Affective materials" are defined as those that ask children to look into their own personalities, to consider personal reaction to subject matter, or to consider the reactions of others in a set of circumstances. Four sets of commercially available, preschool-grade 3 level social studies-related material are analyzed with respect to (1) structural characteristics, (2) specified learning outcomes, (3) theoretical bases, and (4) degree of consistency. The degree of consistency includes a check of the integration of the foregoing three frames of reference and the results of classroom field-tests to see if the material "works" without the intervention of extensive teacher training. The results of this analysis suggest some caveats to consumers and raise some issues for curriculum theorists: (1) a failure to operationalize objectives consistently within the theoretical bases and broad goals of the programs in pervasive and (2) sensitivity experience, group process training, and a firm theoretical foundation are necessary for teachers to fulfill the roles specified within the materials. Comparative data is included on the Human Development Program from the Human Development Training Institute; Dimensions of Personality from Pflaum/Standard Publishing Company; First Things: Values from Guidance Associates; and Developing Understanding of Self and Others from American Guidance Service. (JH)

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**Selected Early Childhood Affective Social Studies Programs:  
An Analysis of Theories, Structure and Consistency\***

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"Who am I?"

"What should I do?"

"Who is right?"

"How do I feel about this?"

"What and whom do I like and dislike and why?"

"What do I believe?"

A social education program that cannot make a substantial contribution toward resolving some of these vital human questions is sterile and incomplete. Affective growth has been and remains an essential, albeit frequently neglected, objective of social studies teaching, students want and should receive assistance in identifying, analyzing and clarifying self concerns. (Martorella, 1975; in press).

One of the dominant features of curricular developments in the 1970's has been an emphasis on affect. The emphasis emerges under many labels -- humanistic education, sensitivity training; affective education, open education, inter-group education, personalizing education, valuing, value clarification -- but there is a common focus regardless of the labels. There is a persistent and underlying concern for the individual and personal decision making. In one respect, the affective movement represents a turning of the social sciences inward to focus on the self -- how it is shaped and perceives and reacts to the social world it encounters. In some cases, "affective education" emerges as a set of prescriptions that flow from a clearly defined theoretical framework; in others, it is an eclectic amalgam of exercises that were abstracted from successful teaching experiences.

While the general affective education movement has earlier roots, only recently have systematic programs begun to have a growing impact on the established social studies curriculum at the early childhood level. The final result may be a significant alteration of what has traditionally been perceived as "social studies" for preschool - primary children.

An assumption implicit in this article is that any new curricular developments with potentially widespread impact should undergo systematic academic, as well as market - place, analyses before the onset of diffusion. Classroom - testing and teacher approval of programs should be a necessary, but not a sufficient, condition of approval.

Empirical tests of an instructional product's validity and reliability, valuable as they may be in discriminating between aspirations and accomplishments, also have a blind side (and usually little external validity). Essentially, such analyses provide an answer to the question of whether intervention X generated effect Y as predicated.

Another complimentary form of analysis involves an examination of the internal structure of an instructional product with respect to the compatibility of its component parts. In simpler terms, "How does it hang together?" and "Where's its head at?" The basic purpose of this paper is to attempt such a probe into the structure of several different sets of early childhood materials that have been identified as "affective."

#### Materials Selections

Parameters for the selection of materials were set in several ways. Only materials that had been developed for the levels preschool-grade 3

that reflected an implicit or explicit "emphasis on affect" were included. An "emphasis on affect" was defined in either of three ways: consistent use of focus - on - self themes; consistent use of emotion - arousal themes; or consistent use of analyzing - the - process - of - emotion-arousal themes.

A focus - on - self theme meant that the materials consistently asked the child to introspect on some aspects of his or her personality. Emotion - arousal themes were considered to be those that were designed to engender personal reactions concerning the subject matter, whatever its actual content. The last interpretation of affect themes concerned materials that in effect, mirrored the behavior of others who were emotionally aroused by some incident or a set of circumstances; for example, presenting a case of a child who reacts to name-calling.

Materials so identified then were checked against additional criteria.

The materials should have been:

1. produced within the past few years.
2. developed for at least the levels preschool - grade 3 with organized, structured activities and materials.
3. potentially acceptable by schools as a "social studies" program (in whole or in part) whether or not so designated by the publisher.
4. available to all on a non<sup>N</sup>-exclusionary basis (i.e., not in experimental limited editions).
5. contrasting in some respects.

Of the materials that met these various sets of criteria, four were selected for analyses.

Developing Understanding of Self and Others (DUSO-I)

First Things: Values

Human Development Program

Dimensions of Personality

Framework for Analysis

Each of these sets of materials then were examined with respect to their structural characteristics, learning outcomes specified, theoretical bases, and degree of consistency.

Structural Characteristics. Germane to this perspective were these questions. What are the components of the complete set of curricular materials? What is the general design and scope of the curricular materials? What roles are specified for the leader/teacher? What roles are specified for the learner? What dominant instructional pattern exists within the program?

Learning Outcomes Specified. This perspective generated questions relating to the extent and clarity of goal statements. To what extent are learning outcomes specified? What are the goals specified? To what extent are evaluation procedures included?

Theoretical Bases. From this perspective, the following types of questions were raised. How extensive is the theoretical rationale provided for the program? What theories are identified as the bases for the program? To what extent have the theories been empirically validated? What assumptions concerning the learner are made?

Kaplan (1964, p. 302) has argued that theories put known items into a system and help make sense out of otherwise unintelligible empirical findings. In expanding upon the utility of theories, Cherryholmes (1971, p. 2) has suggested that they are essential for social educators to chart their goals. He advocates that among the theories needed are those concerning the intellectual development of children, relationships between emotion and intellectual development, the effectiveness of different instructional strategies with different children and subject-matter, and assorted predictive theories concerning learning.

Another approach to assessing theoretical bases was suggested by the work of Joyce and Weil (1972). Having conducted an extensive review of assorted theories germane to teaching, they identified sixteen discrete models. The models that were identified from the four sets of materials examined are described in Figure 1 and are referred to in the analyses.

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Place Figure 1 on adjoining page

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Degree of Consistency. This final perspective offers a check on the degree to which the data from the preceding frames of reference are consistent with one another. That is, to what extent do the instructional strategies provided accurately reflect the theories stated and the learning outcomes specified? An additional dimension of consistency measures was added by including a small sample of classroom field-tests to assess whether the materials appeared to work as predicated without the intervention of extended teacher training. This procedure helped respond to the question.

"Do the materials when used in classroom instruction accurately reflect the theory and learning outcomes specified?"

Field-test data for all the analyses were obtained in one of three ways: (a) the author conducted selected activities with a group of children, (b) designated teachers conducted selected activities and reported their findings or (c) the author observed teachers using the materials.

Some elements of each program were tested at least twice in different settings. No attempt was made in the classroom field-tests to select "representative" activities. The objective rather was to supply a reality check on the materials and to observe whether activities unfolded in the classroom as presumed. None of the field testers, including the author, had received any formal training in the use of the materials other than what was supplied by the publisher.

Program 1: Developing Understanding of Self and Others (DUSO-I)

The DUSO kit is available from American Guidance Services, Inc., Circle Pines, Minnesota, 55014 in levels I and II. DUSO - I was considered the most germane for our analysis.

Structural Characteristics. The complete program for kindergarten and the primary grades consists of a 94 page manual, two story books, a set of recordings, posters, puppets and related activity cards and props, role play cards, and group discussion cards. Both humorous and talking non-humans are used in the activities. A series of strategies are built around typical children's problem situations in what is labeled a "cycle." The basics of a cycle consist of a story with some moral, a problem situation, a role play situation and a puppet activity. Additional

supplementary activities also are provided. Eight units comprise the program:

1. Understanding and Accepting Self
2. Understanding Feelings
3. Understanding Others
4. Understanding Independence
5. Understanding Goals and Purposeful Behavior
6. Understanding Mastery, Competence and Resourcefulness
7. Understanding Emotional Maturity
8. Understanding Choices and Consequences

Each unit is made up of four cycles, except the first which has five.

An important continuing role for the teacher is to provide positive reinforcement through both verbal and nonverbal cues. "If the teacher truly seeks to help the child develop his abilities, she must structure her communication, both verbal and nonverbal, so that the child comes to see himself in a positive light." (Dinkmeyer, 1970, p. 14). In this context, a teacher is provided with behavioral cues on being a "sympathetic listener:" establish eye contact, be attentive to children's responses, offer "sympathetic" smiles.

Much of the teacher's role is akin to that of a group discussion leader. "The leader does not censure or demand, she does not engage in a struggle for control of the group; she seeks to have the children experience the natural consequences of their behavior." (Dinkmeyer, 1970, p. 15). The teacher is called upon to encourage silent members to participate in group discussions and to exercise the skills of clarifying, restating and summarizing children's reactions.

More generalized roles for the teacher include that of puppeteer and dramatizer. Since puppet activities and dramatizations of stories are an integral part of the program, teachers must acquire some expertise in these areas.

Students cycle through the roles of spectator during the stories and dramatizations to those <sup>of</sup> verbalizing their feelings and role playing. They also are encouraged, but not required, to acquire some skills in puppetry.

#### Learning Outcome Specified

No explicit objectives are stated for each of the cycles. Within the cycle, however, each story, puppet activity and role play activity has a clearly stated objective. While each of the three objectives within a given cycle are generally complementary, they usually are different. Consider Unit 5, Cycle B. The general objective given for the story is to demonstrate that we all learn what we find interesting, and that everyone is interested in something. The role-play activity's purpose is to encourage children to be more helpful to others by doing more than they are asked. While the puppet activity is designed to demonstrate the "error of jumping to conclusions." The common denominator for each cycle of objectives is the theme of the given unit.

#### Theoretical Bases

Approximately nineteen pages are devoted to the program's rationale. A general linkage to the program's theoretical bases is suggested, but is not made explicit. The work of Coombs and his associates and one empirical study correlating self-concept measures and reading scores are cited as supporting the structure of the program.

The emphases upon stories with morals, modeling behavior provided by puppet and role play enactments and the like suggest an implicit kinship with reinforcement theory. Bandura's observation provides a backdrop for this inference.

One can acquire intricate response patterns merely by observing the performances of appropriate models, emotional responses can be conditioned observationally by witnessing the affective reactions of others undergoing painful or pleasurable experiences; fearful and avoidant behavior can be extinguished vicariously through observation of modeled approach behavior toward feared objects without any adverse consequences accruing to the performer; inhibitions can be induced by witnessing the behavior of others punished; and, finally, the expression of well-learned responses can be enhanced and socially regulated through the actions of influential models. (Bandura, 1969, p. 116).

Using the Joyce and Weil schema, the program seemed to fit no one category. Rather, it seemed to incorporate strains of the Awareness Training Model, the Laboratory Demonstration Model and the Operant Conditioning Model (See Figure 1)

A basic underlying assumption of the program might be summed up in the statement "Happy people succeed." The author states, "If a child has positive feelings, he tends to be motivated toward the task, participates with a high degree of involvement, and is more likely to derive permanent gains from his efforts." (Dinkmeyer, 1970, p. 9) It is taken as a given that feelings of personal adequacy and self-acceptance are significant factors in academic success and social growth; in effect, that one must have high self-esteem to learn.

#### Degree of Consistency

The instructional strategies and their objectives generally are consistent, but frequently this is because the latter are stated in very

general terms. In the case of the stories, the instructional materials and their objectives appear to be inconsistent with the general self-awareness theory explicitly advanced for the program. Essentially, the stories tend to be moralistic in the sense that they model norms for what is correct and what is incorrect behavior. Occasionally this pattern also is reflected in the puppet and role playing activities.

In effect, children often are given specific norms for what a desirable self concept should be. The classroom trials tended to support this point. The materials in all cases were well received by pupils and teachers and did lend themselves at points to open discussions of alternative ways of coping with problems. Not infrequently, however, the materials as observed and reported were used to model "desirable" behavioral responses such as sharing and cooperating. In these respects, the program goes beyond its stated open-ended design "to help children better understand social emotional behavior." It even may contribute to promoting homogeneous value patterns.

#### Program 2: First Things: Values

The First Things Values materials are available from Guidance Associates, Pleasantville, New York.

Structural Characteristics. Rather than a conventionally sequenced program, the Guidance Associates materials are a collection of filmstrip/record/manual kits. One kit, A Strategy for Teaching Values, is designed to train teachers in the theory and use of the materials. The remaining five kits are for use with children: The Trouble With Truth, What Do You

Do About Rules?, You Promised!, But It Isn't Yours. . ., and That's No Fair. The training kit consists of three filmstrips, two records/cassettes and a manual. All the other kits contain two filmstrips, one record/cassette and a manual.

Each kit is built around one or two moral dilemmas; that is, situations in which one has two alternatives and must decide which one is right and which one is wrong. Themes for the dilemmas consist of truth, promises, fairness, rules and property rights, and are developed with content drawn from children's worlds. Both real and animated figures are used in the cases.

Children are introduced to a dilemma, asked to discuss what position they would take, and finally to provide their rationale. Some general questioning of the class takes place, then the children break into discussion groups.

The teacher's role revolves around presenting the dilemma, organizing appropriate discussion groups, maintaining the discussion focus on the dilemma, and encouraging role taking. In this context, he/she must create a climate for free discussion, move from group to group raising, as necessary, probe questions and attempting to stimulate arguments for both alternatives of the dilemma. The teacher also is called upon to diagnose the stage of moral reasoning.

As suggested, the student's basic role is to take a moral position and justify it. Since this process occurs within a discussion group, he/she also must consider (listen to) competing positions, be willing to challenge them, and to respond to (or at least, entertain) challenges to his/her own stand.

### Learning Outcomes Specified

The general objectives for the program are stated clearly in the teacher-training manual. Each instructional kit simply translates these objectives into a specific moral context, such as fairness. It should be noted, however, that the clarity of the objectives is contingent partly upon an understanding of the moral development theory itself.

No specific evaluation measures are included, although one may monitor developmental acceleration through states. It is questionable, however, whether any accurate stage diagnoses can be made with only the instruction provided in the kit.

### Theoretical Bases

Approximately 29 pages of rationale are provided in the teacher training kit. In addition, each instructional kit devotes just a few pages highlighting salient points of the theory.

The theoretical source of this program is more explicitly stated than in any of the other three. Lawrence Kohlberg's theory of moral development is the basis of the program, although the lineage of his ideas is traced to Dewey and Piaget. He argues that all children pass through six discriminable stages of moral reasoning. Each stage builds upon the other, and no stage may be skipped. Stage movement occurs in developmental fashion, but it may be accelerated or retarded. An outline of the six stages is given in Figure 2. Each higher stage according to Kohlberg represents an improvement in moral reasoning.

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Stage theory has been validated in cross - cultural studies (Kohlberg, 1969), and with training in the use of coding protocols it is possible to diagnose the dominant stage of a child's moral reasoning. Empirical evidence also has been collected by Kohlberg's associates to support the notion that stage acceleration may be engendered by providing moral reasoning at one stage above that of the child (Turiel, 1973).

Using the Joyce and Weil schema (see Figure 1), the program clearly falls within the Developmental Model category.

A key assumption of the program is that the better a child reasons, the more likely he/she is to act in a moral way. As indicated in the preceding section, Kohlberg also borrows Piaget's developmental assumptions concerning stages and invariant sequences of movement. By dialoging with others at states above your own, Kohlberg assumes, fixation at a lower stage of reasoning will be prevented and upward movement facilitated. Within the six stages themselves, it is assumed that the most moral person is one for whom right is defined by a decision of conscience in accord with self-selected ethical principles.

#### Degree of Consistency

Reflecting direct movement from an explicit theory to the generation of instructional materials, the program has strong internal consistency. Unlike the other three programs, however, this one is not a sequenced series of daily activities. Rather, it is designed as five non-sequential units for promoting moral reasoning.

In the field - tests conducted and reported, the results generally were as predicated, given certain prerequisite conditions. The role specifications

for the teacher and student are crucial ones for successful translation of the program. And while the training materials carefully catalog these roles, not as much training in them as seems required is provided. Specifically, more diagnostic insights and group discussion skills seem to be needed. The media components themselves only serve as stimuli to generate the moral reasoning. If the roles prescribed are not followed, it is fairly easy to frustrate the objectives and the theory. The materials are interesting media displays apart from their intended purpose, and can be easily used by teacher without any general follow-up or post-viewing commentary/discussion.

### Program 3: The Human Development Program

The Human Development Program can be obtained from the Human Development Training Institute, 1081 East Main, El Cajon, California 92021.

Structural Characteristics. In addition to a 102 page theory manual, there is a separate curriculum book for each age level, beginning with age 4. There are no materials supplied with the program, except for daily instructional strategies.

Each curriculum book is built around three themes: awareness, mastery and social interaction. These themes refer to knowing what your thoughts, feelings and actions are; knowing what your abilities are and how to use them; and knowing other people. Six weeks of each semester are to be spent on each theme. Around each theme then is built a daily sequence of prescribed activities. A brief overview of all activities for each week is provided.

The heart of the program is a group communication system that is identified as the "Magic Circle." Activities originate within the Circle. Three of the student roles are codified as rules.

- Rule 1: Everyone should sit reasonably still
- Rule 2: Only one person can talk at a time, and he should raise his hand when he wants to talk.
- Rule 3: Everyone must listen and be able to show that they have been listening (Bessell and Palomares, 1970)

It is suggested that the Circle consist of groups from eight to thirteen. Specifications for the composition of the groups are given. Each child is asked to participate in the group process, provide feedback as appropriate, and possibly, at some point, assume leadership of the group. Essentially, the teacher functions as group leader, group structurer, rule enforcer, discussion stimulator, and clarifier.

Generally, lessons have a statement of objectives, a commentary section, a materials-needed section, teaching prescriptions, and frequently suggestions for an evaluation or summary. Often the same objective is used for several days during a week.

Learning Outcomes Specified. Each daily activity has a stated objective, but often it is borrowed from an earlier lesson during the week. The program, its authors state, "is, in its broadest outline, a curriculum designed to improve communications between the teacher and the child." (Bessell and Palomares, 1970, p. 1). It is designed to help children build interpersonal communication skills, improve their self concepts, and develop self control, as well as competency in a range of tasks usually performed

by young children. The lines between awareness, mastery and social interaction objectives, however, frequently are blurred.

Frequently general evaluative strategies are attached to individual activities, and a Developmental Profile is to be completed for each child at the end of a six-week cycle. The children are rated on awareness of self, sensitivity to others, self-confidence, effectiveness, interpersonal comprehension, and tolerance.

### Theoretical Bases

A "theory manual" of 102 pages is a part of the program, but may be purchased separately. Each curriculum manual directs the teacher to read the theory manual before trying to implement the program.

Several related strains of theory undergird most of the program--what might loosely be described as interpersonal-communications theory, psychotherapy theory, and personality - development theory. The authors acknowledge especially their reliance on Horney's work. While not explicitly identified, traces of operant conditioning also may be inferred from many of the activities; periodically, the teacher is encouraged to reinforce systematically through praise the children's responses. Occasionally, the point of a lesson may be to demonstrate what is considered to be negative behavior and have each child internalize, with reinforcement, this interpretation. Witness the commentary from a kindergarten lesson. "We wish to elicit such negative descriptions as can readily be recognized by all members of the group as not nice in some way for some person." . . . "After each child has given his personal description, discussion should center around why this behavior is 'not nice' . . . ." (Bessell and Palomares, 1969 , p. 225, Level B).

With respect to validation of these theories, as reflected in the program, there apparently are no empirical data but the authors offer "In the last several years, more than 4,000 teachers have been trained in the use of HDP. They have reported highly gratifying results: discipline problems are sharply reduced; there is less absenteeism; children show much greater personal involvement, greater verbal expressiveness, higher motivation, greater self-confidence and much more constructive behavior. . . ." (Bessell and Palomares, 1970, p. iii).

Using the Joyce and Weil schema, this program was identified with the Operant Conditioning and Self-Awareness Models. (See Figure 1)

Several key assumptions about young learners undergird the program. The authors assume that man naturally seeks to achieve competence and gain approval. Related to this is the belief that most children are ready to acquire leadership skills between their sixth and eighth birthdays, and that around the same time they are "ready and eager to participate in the decision - making process."

Degree of Consistency. Both the daily objectives and the related instructional strategies are generally consistent. Neither, however, are consistent always with the general objectives stated for the program, its theory or three themes. The mastery category seems especially vulnerable, in that a variety of activities are lumped in -- e.g., how to apply medication.

Similarly, the frequent emphasis on positive reinforcement of certain desired behaviors runs contrary to much of the self-awareness theorizing. In the classroom field-testing, unfortunately, there was no opportunity

to observe those types of sessions that incorporated reinforcement-theory orientations. The other sessions observed and reported suggested that the teacher/leader requires some well developed group process skills to insure that the other theories undergirding the program are actually translated into practice.

#### Program 4: Dimensions of Personality

The Dimensions of Personality program is available from Pflaum/Standard Publishing Company, 38 West Fifth Street, Dayton, Ohio 45402.

Structural Characteristics. There are no preschool materials in the program. Grades 1-3 have separate student and teachers' manuals, seven group activity sheets (23" x 46"), and a set of ditto masters. The grade 1 materials are labeled. Now I'm Ready; grade 2, I Can Do It; and grade 3, What About Me. Each grade is built around seven units as follows.

#### Grade 1

- Unit 1: Meeting the Others
- 2: Making Friends
- 3: Getting to Like School
- 4: Being More Awake
- 5: Using My Muscles
- 6: Growing and Changing
- 7: Trying New Things

Grade 2

- Unit 1: Coming Back to School
- 2: Controlling My Body
- 3: Thinking About My Feelings
- 4: Solving Problems
- 5: Making Plans
- 6: Making Others Happy or Unhappy
- 7: Choosing for Myself

Grade 3

- Unit 1: I Belong Here
- 2: I'm Somebody Special
- 3: My Feelings Are Me
- 4: Who's Afraid
- 5: I Feel Mean
- 6: I Like Me
- 7: Becoming Me

Within each unit, there is a continuous series of activities. That is, the teacher is free to proceed as far as he/she wishes on any given day. The large activity work sheets and ditto masters provide novelty in the configuration of the materials. In the student books a consistent attempt is made to break up the monotony of linear material through colorful drawings and different type arrangements. Student materials are essentially a series of work activities, preceded by some brief commentary and instructions

concerning the tasks. The students produce some behavior specimens related to the unit theme, and then analyze them in groups.

The basic role of the student is to participate in group discussions and activities. Exercises are built around groups of four. Students must be willing to share personal data about their and others behavior. Correspondingly, one dimension of the teacher's role involves the structuring of groups to insure heterogeneity, yet harmony. He/she is asked to maintain a non-judgmental climate, to protect the children from group pressure and embarrassment, and generally to function as a group-process observer.

The basic instructional cycle is to read a short passage, respond by supplying some personal data aloud or in writing, and sharing the results with your group. Specific prescriptions are provided for how the teacher is to guide the activities, direct the use of behavior specimens and conduct follow-up discussions.

Learning Outcomes Specified, The general objectives offered for the program are to build positive self concepts, competency in working in a non-competitive, supportive groups, and basic social competence skills. Each unit within a grade is preceded by a very general statement of what the unit is trying to do. This means that each grade level has only seven learning outcomes generally described for all activities for the year. No evaluative tools are included.

Theoretical Bases. In effect, there are no explicit claims for theoretical bases. Within each of the teacher manuals there are approximately five pages of introductory comments concerning the program, but these are largely fundamental rationale and role-description statements. Clearly,

however, with the strong emphasis on group - processes, the program may be categorized within the Laboratory Method Model in Joyce and Weil's schema (See Figure 1)

Degree of Consistency. It is difficult to assess consistency within these materials. Since the stated objectives are few in number and not explicitly articulated or even related to individual activities, but rather to clusters of activities, their relationship to instructional strategies is tenuous. The absence of specific theory statements poses similar problems for analysis.

Field tests of the materials indicated that they are well received by teachers, students and parents. They appear to give students accomplishable tasks that are interesting and that lend themselves to group work and analysis. The lack of rigorous theoretical bases and specific objectives, however, made the field-test observations primarily market-place analyses.

#### Comparative Analyses

As affective education is represented in the popular teaching literature, it is a mixed bag theoretically and procedurally. A similar situation, to some degree, appears to prevail in the affective programs examined at the early childhood level. Proponents of affective education often argue from the frame of reference of humanistic psychology, advocating more attention to self growth, individual feelings and relativistic approaches to beliefs, attitudes and values. There are many pieces of the materials analyzed that appear to meet their criteria. Furthermore, the materials appear to have won market place acceptance from teachers who express an interest in promoting affective growth.

For use as programs, however, the foregoing analyses suggest some caveats to consumers and raise some issues for curriculum theorists. To be identified as affective, focusing on self, building positive self concepts or dealing with emotions is not necessarily indicative of a common theoretical framework. Relatively clear inter - and intra - component theoretical differences in programs exist and the related instructional strategies may work at cross purposes. The failure of program authors to explicitly and thoroughly examine the theoretical bases and to consistently operationalize objectives within the context of the program tends to mask this issue.

While all of the programs may be implemented without prior training, some sensitivity experiences with the roles specified within the materials, as well as a critical appraisal of what is happening to young children as they move through the programs seems essential. All of the programs require more group-process insights on the part of the teacher than a cursory first-blush inspection of the materials might suggest. Additionally, a teacher needs to have clearly in mind some affective theory that he/she uses as a guide both to direct instructional processes and to monitor the outcomes effected. Without such tools, the programs might be rendered ineffective or even be harmful to children.

From a consumer's perspective, one important question arising from the analyses might be put simply as "Can I accept a program that alternately asks a teacher to explore alternative behavioral patterns on some occasions and to shape patterns on others?" For those who see this as an important issue, a serious review of the viability of the DUSO-I and Human Development

Programs seems in order. If the existence of explicit theoretical underpinings is as urgent as many social educators have claimed, the Dimensions of Personality set has a fundamental omission. The First Things: Values program has a clear and direct theoretical lineage, and it offers the sharpest theoretical alternative. Its affective focus, however, is limited and its developmental heritage essentially precludes accomplishing any short-term learning objectives. Some of the basic characteristics of the four programs have been summarized in Figure 3. One may contrast there the students' and the teachers' roles, the dominant affective themes, and the dominant teaching models.

The field-test dimensions of the analyses added an important ingredient of consistency -- the degree to which theory and objectives are translated accurately in practice. In effect, they provided some observational data on whether the curriculum shaped by the teacher's interaction with the program and the students accurately reflects the theory and objectives intended.

<u>Model</u>	<u>Major Theorist</u>	<u>Family or Orientation</u>	<u>Goals for which Applicable</u>
1. Laboratory Method Model	National Training Laboratory	Social Interaction	Development of interpersonal and group skills and through this, personal awareness and flexibility.
2. Awareness Training Model	William Schutz Fritz Perls	Person	Increasing personal capacity for self-exploration and self awareness. Much emphasis on development of interpersonal awareness and understanding.
3. Operant Conditioning Model	B.F. Skinner	Behavior Modification	General applicability. A domain free approach though probably most applicable to information-processing function.
4. Developmental Model	Jean Piaget, Irving Sigel, Edmund Sullivan	Information Processing	Designed to increase general intellectual development, especially logical reasoning, but can be applied to social and moral development as well.

Figure 1: Theory Orientations (Joyce and Weil, Models of Teaching, p. 12)

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- Stage 1. Orientation to Punishment and Obedience. The physical consequences of an action determine whether it is good or bad.
- Stage 2. The Instrumental Relativist Orientation. Right action consists of that which instrumentally satisfies one's own needs and occasionally the needs of others.
- Stage 3. Good Boy - Nice Girl Orientation. Seeking approval of others; to gain approval or avoid disapproval. Conforms to stereotype of majority or natural role behavior.
- Stage 4. Law and Order Orientation. Adherence to established rules for their own sake. "Doing one's duty" and evidencing respect for authority constitute right behavior.
- Stage 5. Contractual Legalistic Orientation. Recognition of an arbitrary element in rules for the sake of agreement. Duty is defined in terms of contract, and respecting the rights of others and the will of the majority. Right tends to be determined in terms of what has been agreed upon by the whole society or more general principles such as "the greatest good for the greatest number."
- Stage 6. Conscience or Principle Orientation. Looking to one's own conscience as a directing agent and to the universal principles of mutual respect and trust. Right is defined by the decision of conscience in accord with self-chosen ethical principles that appeal to logic, "At heart, these are universal principles of justice, of the reciprocity and equality of the human rights, and of respect for the dignity of human beings as individual persons."

Figure 2. Kohlberg's Stages of Moral Reasoning

	<u>Developing Understanding of Self and Others (DUSO-I)</u>	<u>First Things: Values</u>	<u>Human Development Program</u>	<u>Dimensions of Personality</u>
<b>Dominant Teaching Model(s)</b>	Awareness Training, Laboratory Demonstration, Operant Conditioning	Developmental	Self Awareness, Operant Conditioning	Laboratory Demonstration
<b>Dominant Affect Themes</b>	Emotion arousal, Focus on self	Emotion arousal	Focus on self	Focus on self
<b>Key Student Roles</b>	Spectators, actors, role players	Taking, justifying and defending moral stands; considering and challenging competing arguments	Group participant	Group participant
<b>Key Teacher Roles</b>	Group discussion leader; clarifier and summarizer; puppeteer and dramatizer; behavior reinforcer	Organizing discussion groups; encouraging role taking; "devil's advocate; diagnosing stages of moral reasoning	Organizing discussion groups; group discussion leader; behavior reinforcer	Organizing discussion groups; group process observer

Figure 3. Summary Comparisons of Early Childhood Affective Programs

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