

A COMPARISON OF BEHAVIORAL CHARACTERISTICS AND
SELF-CONCEPT IN NATIVE AMERICAN AND
ANGLO PRESCHOOLERS

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DEDICATION

This dissertation is dedicated to my father,
Alfred Bruneau,
who sought knowledge
all his life.

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CHAPTER I

INTRODUCTION

Early Identification of Emotional Disturbance and Self-Concept

Early childhood education is now recognized as important and beneficial for all "high risk," handicapped, and disadvantaged children. Elementary schools are screening four year olds for sensory-motor, cognitive and speech-language development. Few schools attempt to screen for emotional disturbance. Furthermore, there are a paucity of speedy, valid, reliable and well-standardized instruments available for screening purposes. Research has shown that emotionally disturbed students progressively fall behind their classmates in achievement (Bower, 1969). Most disturbed children are disturbed before they enter school and maladaptive methods of coping tend to strengthen over time, without intervention (Reinherz, Kelfer, Griffin, & Holloway, 1977). It has been demonstrated that a relationship exists between emotional adjustment and self-concept. Kauffman suggested that moods and attitudes about self should be included in defining emotional disturbance

(Kauffman, 1977). A child with poor self-concept is less able to deal with the environment, less curious, more anxious and tends to have difficulty adjusting to social situations (Boger & Ambron, 1968). An unfavorable self-concept is related to low aspirations and academic failure (Hill & Sarason, 1966). First grade reading success has been found to correlate with positive self-concept (Butler, 1971). Self-concept and behavioral characteristics are both important elements of any emotional assessment.

Statement of the Problem

A study of the dynamic relationship between self-concept and behavioral characteristics would contribute to our knowledge of personality development. Dependable instruments which can be used with preschoolers would aid in early identification and programming. The factor of self-concept seems to lend itself to ethnic implications with most of the research on the subject involving black and white children.

Some research suggests lower self-concept in Native American children because they identify more strongly with the White ingroup (George & Hoppe, 1979; Rosenthal, 1974). Therefore, the proposed problem was to investigate the interrelationship of self-concept and behavioral

characteristics in four to five year old Native American and Anglo preschool boys.

Purpose of the Study

There is a need to develop adequate preschool screening for emotional disturbance. Since self-concept is an integral part of the total personality, it should be assessed as well. Therefore, the purpose of this study was to compare the behavioral and self-concept characteristics of preschoolers in order to improve screening measures and classroom program planning. Further, if a significant number of Native American students had scored poorly, this would have suggested that school districts with a Native American component use caution in screening interpretation and educational planning.

Limitations of the Study

The population from which the sample was selected included several Head Start centers in southeastern Oklahoma. The stipulations placed on the sample were:

- 1) The study was limited to males.
- 2) The study included only males between the ages of four years, no months and five years, eleven months.

3) The males were Native American or Anglo. Other racial groups were excluded for purposes of this study.

4) It was not necessary that the primary language in the home be English; however, the student had to understand basic spoken English.

5) Any students who demonstrated behaviors incompatible with testing during the self-concept inventory were excluded from the results of the study.

6) Only the Head Start teacher responsible for the student completed the screening instrument for emotional disturbance.

CHAPTER II

REVIEW OF THE LITERATURE

Early Education and Identification

Interest in early childhood education has increased greatly since the Head Start programs began in 1965. Although the evidence is inconclusive, participation in intervention seems to stop the progression of educational retardation in lower income children (Butler, 1971). A study on the impact of Head Start found that full-year Head Start students made gains in certain cognitive areas (The Impact of Head Start, 1969). Children who attend preschool programs show greater social maturity, increased responsiveness to people, and fewer school problems than would be expected without the programs (Peters, 1977). Changes are even noted in the parents of children enrolled in early childhood programs. The great majority of parents interviewed expressed a strong positive attitude toward their child's Head Start experience. One-third of the parents felt Head Start had a strong positive effect on their lives (The Impact of Head Start, 1969). Mothers are more likely to emphasize communication and success, show more

sensitivity, use more reasoning and praise, and demonstrate greater control in child rearing practices (Johnson & Peevers, 1979; Peters, 1977).

Early Identification of Emotional Disturbance

The local education agency (LEA) is held accountable for identification of those handicapped children who are underserved or unserved (Gearheart & Wright, 1979). Gearheart and Wright (1979) state, "It should be kept in mind that a well-established screening process beginning at the preschool level and continuing thereafter will also be an excellent source of referrals" (p. 73). School screenings cover general physical health, speech, and hearing, cognitive functioning and motor development. There are few schools which screen for emotional disturbance. Yet, according to Bower (1969), "Emotional conflicts and defects limit perceptual and behavioral alternatives, restrict intake of information, and distort aspects of an individual's knowledge" (p. ix). Children whose educational progress could be limited by emotional problems need early identification to reduce the cumulative effects of the disability. A further hope is that early identification would produce more effective intervention before behaviors have been too firmly set (Bower, 1969).

Early Identification of Inadequate Self-Concept

Self-concept is the evaluation an individual makes and maintains with regard to self (Coopersmith, 1967). The self-concept is acquired. It develops as a person meets up with life experiences and is strongly influenced by social experiences (Jersild, 1952). Self-concept develops early. The feelings children develop about themselves are formed primarily during the important preschool years (Felker, 1974). Coopersmith (1967) stated, "This would suggest that at some time preceding middle childhood the individual arrives at a general appraisal of his worth, which remains relatively stable and enduring over a period of several years" (p. 5). The child who is developing an adequate personality has positive perceptions of self. These positive perceptions give the child courage to function (Dinkmeyer, 1965). Each learner perceives, interprets, accepts, resists or rejects what is met at school in light of the individual self-system (Jersild, 1952). Self-concept is related to school success (Bailey, 1971; Bruck & Bodwin, 1962; Primavera, Simon, & Primavera, 1974; Rogers, Smith, & Coleman, 1978; Williams & Cole, 1968). Wattenberg and Clifford (1964) found that measures of self-concept taken in kindergarten were predictive of reading achievement 2½ years later. Ozehosky (1967) remarked that self-concept has

functional utility at the kindergarten level after finding it predictive of kindergarten achievement. Since self-concept develops early and affects achievement, it should be examined early so intervention can be provided.

Ethnicity

Behavioral Characteristics and Ethnicity

Studies generally indicate that children of ethnic background other than the dominant white middle-class demonstrate more behavioral problems. Martin (1978) states, "Historically, American Indian children have been found to be more rejected, depressed, and withdrawn than white children" (p. 23). Berry (1969) concluded that the Indian is plagued with feelings of alienation and anxiety. Martin (1978) measured locus of control. External locus of control was associated with negative personality traits and internal locus of control was related to positive behavioral traits. His study demonstrated a significant difference in external locus of control for Indian boys in grades four and eight, but no difference between Indian and white boys in grade 12. Martin's conclusions were that Indian children are more externally controlled than white. Conners (1970) looked at childrens' psychiatric symptoms and found a significant difference between black and white children. Bryde (1969)

demonstrated greater personality disruption in Indian boys and girls using the MMPI. The results were significant at the .05 to .01 level. Indian boys scored significantly higher than white boys on social alienation, social isolation, anxiety and depression. Krush, Bjork, Sindell and Nelle (1966) used the MMPI, California Psychological Inventory, and the Quay-Peterson Three Factor Scale to compare Indian students at a boarding school with a normative population and found the scores of the Indian population to be higher on all measures. However, the shapes of the scores were similar to that of the norm group.

A few studies have found little or no ethnic difference on measures of behavior. Kohn and Rosman (1972) used the Problem Checklist and found that whites, blacks, and Puerto Rican children did not differ among each other on the measures of social-emotional functioning for the age group sampled (36 to 70 months). The Abbreviated Connors Teacher Rating Scale, a measure of hyperactive behaviors, was given to black, white and Mexican-American children revealing no significant difference between white and Mexican-American children on any items, but a significant difference in total scores for blacks when compared to Mexican-American and white children (Waechter, Anderson, Juarez, Langsdorf, & Madrigal, 1979). Jensen (1973) used the Junior Eysenck

Personality Inventory on approximately two thousand white, black, and Mexican-American students aged 9 to 13. The results suggested no significant difference between Mexican-American and white children on the scale of Neuroticism, but significant differences between blacks, whites, and Mexican-Americans on the scales of Extraversion and Lie.

Self-Concept and Ethnicity

Skin color, sex, nationality and ethnicity have important consequences related to the child's developing self-concept (Gardner, 1979). Researchers disagree on the effects of ethnicity and self-concept. Using the Purdue Self-Concept Scale for Preschool Children and the Coopersmith Behavior Rating Form, Samuels and Griffore (1979) found no significant difference in self-concept between black, white, and Mexican-American preschoolers. Tucker (1977) cited no significant difference in self-concepts of low socioeconomic black and white children in grades K-3. Noland (1972) reported similar results on black and white kindergarten and Head Start children. Carter (1968) referred to cases where Mexican-American students rated themselves in a very positive manner. Research done by Muller and Leonetti (1974b) suggested no overall or consistent difference exists between Anglo and Chicano children on self-concept measures. Martig and DeBlassie (1973)

used the Primary Self-Concept Scale on first and fourth grade Indian and Anglo children and found no significant difference between them except in Adult Acceptance and Rejection. In a study done on institutionalized adolescents, Onwuzulike (1979) found a significantly lower self-concept in blacks than in whites. Mexican-American male and female junior high students viewed themselves less positively than whites in a study by Evans (1970). Muller and Leonetti (1974b) made the general statement that the self-perception of the minority group child tends to be somewhat depressed and that factors such as skin color, language, socio-economic status and culture are at least partly responsible. Indian children value anonymity and submissiveness, two characteristics that do not reflect positive self-concept on most measures. Rosenthal (1974) found that Chippewa children evaluate themselves depreciatively. In a study where self-concept was measured by looking in the mirror, speaking into a tape recorder, and verbalizing with peers, Indian children scored low, but improved after a summer program (Galloway, Mickelson, & Burchfield, 1968). George and Hoppe (1979) conducted a study which found that Native American children favor white models more often. Martin (1978) used the Coopersmith Self-Esteem Inventory and found no difference in subjective evaluation of self for Indian

and white elementary students, but junior and senior high Indian students had lower self-esteem. These inconclusive results suggest that a study which compares the self-concept of Native American and Anglo children would provide pertinent information.

Measuring Instruments

Measures of Behavior

Measures of behavioral characteristics generally select two or three clusters of behaviors. These two or three clusters show remarkable similarity and generality. Lewin (1935) maintained that individuals often display the same or similar modes of behavior. Bernreuter (1933) referred to the correlation between extreme scores on personality rating scales and other personality tests. Several researchers have identified and labeled two large groups of personality problems as Personality Problems and Conduct Problems (Ackerson, 1931; Eysenck & Rachman, 1971; Peterson, 1961). Conduct Problems refer to antisocial or aggressive behavior while Personality Problems refer to emotional or neurotic disorders (Kohn & Rosman, 1973). Kohn and Rosman (1972) identified the factors as Interest-Participation vs Apathy-Withdrawal and Cooperation-Compliance vs Anger-Defiance. They found these factor dimensions to have

moderate stability over time and across settings. Second order factors named by Koch (1942) were Restraint-Expansiveness and Socialization. Williams (1935) used factor analysis on Berne's social behavior patterns and identified Self-Confidence (Factor I) and Sociability (Factor II). Digman (1965) agreed with Peterson's two second-order factors of Conduct and Personality Problems. Rutter (1967) derived Neurotic and Antisocial factors from his 26 item scale. Other behavior researchers have selected a three factor analysis. Based on 500 cases at the Michigan Child Guidance Institute, Hewitt and Jenkins (1946) identified three traits: Unsocialized Aggressive, Socialized Delinquent and Overinhibited Child. Richards and Simons (1941) called their three factors Desirability of Maturity of Behavior, Antagonism or Aggression, and Introversion-Extroversion. Behar (1977) used a root plot analysis and identified three stable factors: Hostile-Aggressive, Anxious-Fearful, and Hyperactive-Distractable. Factors which are almost identical to those of Behar are listed by Conners (1970). The first two dimensions identified by Behar resemble those of Peterson, the third resembles Stott's (1962) dimension of Self-Reliance vs Lack of Staying Power. The findings of most behavior researchers suggest the stability of two or three main clusters of traits.

These traits are identified as Aggressive, Withdrawn and Hyperactive. Those researchers who do not isolate Hyperactive place those behaviors in the Aggressive cluster. The agreement among researchers supports the use of a behavioral inventory which identifies two or three constant factors.

Measures of Self-Concept

Assessment of self-concept has generally been by one of five processes: direct observation, behavioral traces, self-report, projective techniques, and combinations (Coller, 1971). Coopersmith (1967) mentioned two types of self-concept measures, subjective and behavioral. The self-report is the individual's assessment of self. Coopersmith (1967) states, ". . . self-esteem is a 'personal' judgement of worthiness that is expressed in the attitudes the individual holds toward himself. It is a subjective experience by which the individual conveys to others by verbal reports and other overt expressive behavior" (p. 5). Jersild (1952), preparing to evaluate young people's self-concept, stated, "The language of self-evaluation helps to reveal the terms by which young people conceptualize themselves and the standards according to which they measure themselves" (p. 23-24). Clough (1979) recommended that the most appropriate method for preschool children is to reveal

attitudes toward self in a controlled situation where a number of alternative individuals represent certain stereotypes and the child identifies with the one most like self. Coopersmith's (1967) measure of self-esteem covered the areas of social, self and parental characteristics. It employed the four major components of success, ideals, aspirations and defenses. Piers and Harris (1964) listed six factors: General and Academic Status, Behavior, Anxiety, Popularity, Happiness and Satisfaction, Physical Appearance and Attributes. Muller and Leonetti (1974a), in the Primary Self-Concept Inventory, also selected six factors which are similar to those of Piers and Harris. Further, Muller and Leonetti group their six factors into Social-Self, Personal-Self, and Intellectual-Self (Muller & Leonetti, 1974a). It appears that, of the self-concept measures, the self-report is more commonly used and most reflective of self-evaluation. There also seems to be general agreement among self-concept researchers that social, personal, and intellectual evaluations are appropriate.

Relationship Between Self-Concept and Behavior

The self-concept is a significant aspect of the individual. It is not only important for learner effectiveness, but also for mental health. Inner harmony and

self-concept are allied (Dinkmeyer, 1965). The psychological self includes the child's view of the world and his place within it. The child evaluates himself in the family, school and community. In this sense, the self acts as the intermediary between the child's environment and behavior (Grossman, 1971). Using the Tennessee Self-Concept Scale and the California Test of Personality, Williams and Cole (1968) confirmed the relationship of self-concept to emotional adjustment. Lipsitt (1958) found a correlation between manifest anxiety and self-concept. Lipsitt stated, "The tendency toward self-disparagement becomes, then, an antecedent condition for general emotional responsiveness (anxiety) or drive" (p. 470). Comparing the MMPI and rankings of self and others, Calvin and Holtzman (1953) found the more poorly adjusted their subjects were the more deprecatorily they evaluated themselves. Bledsoe (1964) reported a significant negative relationship between high anxiety and low self-esteem. Bledsoe commented that self-esteem is made up in part from freedom from anxiety (Bledsoe, 1964). Comparing self-concept in emotionally disturbed, educably mentally retarded and normal students, Clarke (1975) found significantly more positive self-concepts in the normal students. In a study by Brownfain (1952), subjects with stable self-concepts were better adjusted

than those with unstable self-concepts. Those subjects who had higher self-concepts showed freedom from inferiority feelings, nervousness, were better liked, and showed less defensive behavior (Brownfain, 1952). Campbell, Endman and Bernfeld (1977) reported that the most disruptive and hyperactive children had lower self-esteem. The literature mentions many examples of the interrelation of self-concept and emotional disturbance. The nature of this relationship should be studied in order to ascertain which behaviors are most likely to correlate with inadequate self-concept.

CHAPTER III

METHOD

Two major Head Start programs in southeastern Oklahoma were contacted and gave written permission for their seven centers to participate in the study. Individual parent permission forms were sent home with all four to five year old boys enrolled in these programs. The parent permission form named the tests to be administered and the purpose of the study.

The subjects were selected from the seven Head Start centers in southeastern Oklahoma participating in the study. Chronologically, subjects ranged in age from four years, no months to five years, eleven months. All were Native American or Anglo boys. Identification as a Native American was decided by the presence of C.D.I.B. (Certificate Degree of Indian Blood) on file with the Head Start center. Those eligible boys who returned parent permission forms were included in the study. The final sample total was 58: 32 Native Americans and 26 Anglos.

Teachers in the participating Head Start centers were consulted individually. Items and scoring for the Preschool Behavior Questionnaire were explained. The teachers were

given two to four weeks to complete the PBQ before the Primary Self-Concept Inventory was administered.

The Primary Self-Concept Inventory was given by the researcher or the research aide. The PSCI was administered to small groups ranging in size from one to five. Administration was done in a quiet area away from other students. Group size was determined by teacher recommendation of the student's interaction skills. The students were seated, given the test booklet and a number two pencil. Directions in the test manual were read aloud for each item. When booklets were completed, they were collected along with the PBQ which the teachers had previously completed.

All information collected was coded using a three-digit number. Native American students were coded 101 to 132 and Anglo students were coded 201 to 226. No identification other than code numbers appear on final data records. The recorded raw data appears in Table 1 and Table 2.

Instrumentation

Each subject received scores on the Preschool Behavior Questionnaire (PBQ) and the Primary Self-Concept Inventory (PSCI). The PBQ is a 36 item checklist which was completed

Table 1
Native American Boys

Subjects	PBQ				PCSI		
	Total X1	Hostile X2	Anxious X3	Hyperactive X4	Personal- Self X5	Social- Self X6	Intellectual- Self X7
101	1	0	0	1	5	4	5
102	8	2	4	3	6	3	5
103	0	0	0	0	4	4	4
104	12	2	2	6	4	2	3
105	15	4	3	6	6	4	5
106	8	1	3	3	5	2	4
107	11	4	2	3	5	2	6
108	7	3	0	4	6	2	6
109	15	9	1	3	5	2	5
110	3	1	0	1	2	3	5
111	24	11	5	4	5	2	4
112	14	1	8	2	4	4	4
113	5	3	1	1	5	0	4
114	5	1	0	4	6	1	6
115	1	1	0	0	5	2	5
116	30	14	2	6	6	4	6
117	6	1	3	1	5	2	2
118	15	10	2	2	5	1	6
119	39	11	14	8	3	4	3
120	24	13	5	4	5	2	4
121	17	10	2	4	5	4	5
122	10	6	0	4	6	4	6
123	13	9	1	2	6	3	6
124	0	0	0	0	5	2	4
125	3	1	2	0	4	3	6
126	3	1	2	0	5	3	5
127	13	6	1	4	5	3	6
128	6	0	2	1	4	4	4
129	0	0	0	0	4	3	6
130	12	9	1	2	4	4	5
131	5	2	0	3	3	2	6
132	21	10	6	3	5	1	5

Table 2
Anglo Boys

Subjects	PBQ				PSCI		
	Total X1	Hostile X2	Anxious X3	Hyperactive X4	Personal- Self X5	Social- Self X6	Intellectual- Self X7
201	8	5	2	0	4	2	6
202	11	7	1	1	6	3	6
203	9	3	1	3	5	3	3
204	5	0	2	1	4	3	5
205	12	0	2	3	4	6	5
206	31	15	4	8	5	3	4
207	11	5	1	3	6	3	3
208	9	3	2	1	5	5	6
209	10	7	0	1	3	6	6
210	10	4	3	2	5	1	6
211	39	17	10	8	4	2	5
212	54	21	17	18	4	2	4
213	12	7	3	2	4	4	5
214	15	6	5	0	5	4	4
215	15	7	2	4	5	3	6
216	4	3	1	0	5	1	4
217	7	2	1	2	2	4	3
218	12	5	2	4	5	4	4
219	11	5	1	5	3	3	4
220	21	10	5	3	5	3	5
221	12	7	2	3	4	1	6
222	7	3	2	0	3	3	6
223	37	9	13	8	2	4	0
224	11	10	0	1	5	4	6
225	3	2	0	1	5	4	6
226	0	0	0	0	2	1	5

by the teacher. The PSCI is a 20 item group-administered booklet which was given by the researcher or research aide.

The Preschool Behavior Questionnaire (Behar & Stringfield, 1974) was developed as a screening instrument as the first step in identifying preschoolers who show symptoms which suggest emotional disturbance. The PBQ is designed to be brief so it can be used conveniently by professionals. The PBQ is a modification of the Children's Behaviour Questionnaire (Rutter, 1967), a checklist for elementary age boys standardized by Rutter in 1967. Both standardization and validity are adequate. The normative sample included 496 children from five preschools in North Carolina and Oregon. The children represented socioeconomic groups ranging from lower- to upper middle-class. Black/white and male/female totals were comparable with the general population. In order to demonstrate criterion validity the authors selected normal and deviant populations. The deviant population was defined as those children with a diagnosis of emotional disturbance and who were enrolled in a treatment program for emotionally disturbed preschool children. This sample of 102 was drawn from 15 preschools throughout the country. The total N for the PBQ was 598. The resulting mean score on the PBQ for the normal sample was 9.12 with a standard deviation of 7.67.

The resulting mean score on the PBQ for the emotionally disturbed sample was 23.35 with a standard deviation of 7.30. The overall scale differentiated beyond the .0001 level of significance. Factor analysis was performed on the PBQ, and yielded a three-factor solution. The items included in each factor were those with the highest loadings. Factor I appears to measure Hostile-Aggressive behavior. The items loading highest were lack of consideration for others, irritability and fighting. Factor II includes reactions like "fearful," "unhappy," "stares into space," and "cries easily." It seems to be a dimension measuring Anxious behavior. The third significant factor, Factor III includes items related to poor attention span and restlessness. It appears to measure Hyperactive-Distractable behaviors. After the standardization, six items were deleted from the original 36. Inclusion on the shortened form required an item to differentiate significantly on the Chi-Square test and rank in the highest 25 on the stepwise multiple regression or have a factor loading higher than .55 on the three factors mentioned. Correlations between the long form and short form were .990, so validity was not affected. A replication study yielded stability of results (Behar & Stringfield, 1974).

The Primary Self-Concept Inventory (Muller & Leonetti, 1974a) is an economical procedure to measure self-concept as it relates to school success. The PSCI was designed to evaluate the effectiveness of programs seeking to enhance low self-concepts of students and to identify those students who are likely to have undesirably low self-concepts. When used to assess the self-concept of an individual child, the PSCI should be employed only as a screening device for those children who seem to have an undesirably low self-concept. The test was not designed to measure the presence of a positive self-concept. Rather it was designed to measure the students at the low end of self-concept. For that reason, the test will typically yield negatively skewed results. The PSCI is composed of 20 items, two of which are warm-up items and are not scored. The items depict children in positive and negative roles. The examinee is told a simple story related to each item and is told to circle the child most like him/her. Both a girls' and a boys' form are available. The test was standardized on 703 children of primarily Mexican/Spanish-American descent in grades kindergarten through fourth grade in Las Cruces, New Mexico. Later it was field tested on Anglo-American, Indian and black children. The test was subjected to factor

analysis with a varimax rotation and the results yielded eight subdivisions. After corrections were made to eliminate item discrepancies, six factors remained. These six factors and their concomitant items yielded the Primary Self-Concept Scale-Revised. The Primary Self-Concept Inventory evolved from the PSCS-R. The PSCI contains 15 PSCS-R items, three new items, and two warm-up items. The PSCI was administered to 2,084 students in grades kindergarten through sixth in Las Cruces, New Mexico, Grand Junction, Colorado, and Strasburg, Colorado. Factor analysis revealed a high degree of confirmation to the hypothesized factor structure. The six factors of the PSCI can be grouped into three domains: Personal-Self, Social-Self, and Intellectual-Self. The domain of Personal-Self measures perception of physical size and emotional state. The domain of Social-Self measures perception of peer acceptance and helpfulness. Intellectual-Self domain measures perception of task success and classroom success. Reliability studies were done on the PSCS-R and the coefficients were $\underline{r} = .91$ for Sample I and $\underline{r} = .57$ for Sample II. Construct validity was shown by using 11 judges with advanced degrees in counseling and educational psychology to sort the items. Location of the items into

the six factors indicated high construct validity. Content validity was measured by the agreement of four specialists in testing and test construction. The test was designed to measure the absolute performance of each child, although percentile norms are available so test users have some indication of how groups of scores distribute themselves (Muller & Leonetti, 1974a).

Model

The Primary Self-Concept Inventory provided three scores. The Preschool Behavior Questionnaire provided four scores. Each individual received seven scores, constituting a multivariate response. Therefore, multivariate analysis of the variance was used to test some of the hypotheses. The use of multivariate analysis makes overall inference statements possible, which were limited with the univariate t-test (Afifi & Azen, 1979). The multivariate responses were made on the one variable of race at two levels, Anglo males and Native American males. The MANOVA (multivariate analysis of the variance) tested equal response vectors between the two levels of race. In terms of the multivariate general linear model, the ij th response was a vector of length seven. The model was:

$$(b_{1ij}b_{2ij}b_{3ij}b_{4ij}s_{1ij}s_{2ij}s_{3ij}) = \underline{\mu}' + \underline{\tau}' + \underline{\epsilon}'$$

where $j = 1, 2$ (Anglo-male, Native American-male)

$$i = 1 \dots 58$$

$\underline{\mu}' = (\mu_1, \mu_2 \dots \mu_7)$ vector of constant responses

$\underline{\tau}' = (\tau_1, \tau_2 \dots \tau_7)$ vector of factor effects

$\underline{\epsilon}' = (\epsilon_{1ij}, \epsilon_{2ij} \dots \epsilon_{7ij})$ random error

b_{ijk} = the k th behavioral score, $k = 1 \dots 4$.

The Total score on the PBQ is not the sum of the other three scores; therefore, it is really the fourth score and yields separate information.

and,

s_{ijk} = the k th self-concept score, $k = 1 \dots 3$,
the three scores of the PSCI.

The MANOVA design was used for the overall hypothesis and sub-hypotheses HO_1 and HO_2 . These hypotheses were tested using Hotelling's statistic which is the multivariate extension of the t -statistic. It is a function of the usual F . Pairwise comparisons using the Pearson coefficient were used to test hypotheses HO_3 - HO_{15} .

Canonical Correlations

HO₁₆, which examined the relationship between the two sets of scores, behavior and self-concept, was investigated using canonical correlations. In this analysis, the linear combinations of the two sets of scores were formed:

$$u = a_1b_1 + a_2b_2 + a_3b_3 + a_4b_4$$

$$v = c_1s_1 + c_2s_2 + c_3s_3$$

such that u and v had the maximum pairwise correlation. A test for significant correlation at the .005 level was made. Because of the significance, further inferences were made regarding the weight of the relationship by examining the standardized coefficients of the canonical variables.

Null Hypotheses

The following null hypotheses were tested at the .05 level of significance:

HO: There will be no significant difference between the mean scores of the Preschool Behavior Questionnaire (PBQ) and the Primary Self-Concept Inventory (PSCI) for the variable of race.

HO₁: There will be no significant difference between the mean behavior scores of the Native American males and the Anglo males on the PBQ.

HO₂: There will be no significant difference between the mean self-concept scores of the Native American males and the Anglo males on the PSCI.

The following null hypotheses were tested using pairwise correlations at the .005 level of significance:

HO₃: There will be no significant correlation between the mean Total score on the PBQ and the mean Total score on the PSCI.

HO₄: There will be no significant correlation between the mean Total score on the PBQ and the mean Personal-Self score on the PSCI.

HO₅: There will be no significant correlation between the mean Total score on the PBQ and the mean Social-Self score on the PSCI.

HO₆: There will be no significant correlation between the mean Total score on the PBQ and the mean Intellectual-Self score on the PSCI.

HO₇: There will be no significant correlation between the mean Hostile-Aggressive score on the PBQ and the mean Personal-Self score on the PSCI.

HO₈: There will be no significant correlation between the mean Hostile-Aggressive score on the PBQ and the mean Social-Self score on the PSCI.

- HO₉: There will be no significant correlation between the mean Hostile-Aggressive score on the PBQ and the mean Intellectual-Self score on the PSCI.
- HO₁₀: There will be no significant correlation between the mean Anxious score on the PBQ and the mean Personal-Self score on the PSCI.
- HO₁₁: There will be no significant correlation between the mean Anxious score on the PBQ and the mean Social-Self score on the PSCI.
- HO₁₂: There will be no significant correlation between the mean Anxious score on the PBQ and the mean Intellectual-Self score on the PSCI.
- HO₁₃: There will be no significant correlation between the mean Hyperactive score on the PBQ and the mean Personal-Self score on the PSCI.
- HO₁₄: There will be no significant correlation between the mean Hyperactive score on the PBQ and the mean Social-Self score on the PSCI.
- HO₁₅: There will be no significant correlation between the mean Hyperactive score on the PBQ and the mean Intellectual-Self score on the PSCI.

The following null hypothesis was tested at the .005 level of significance using canonical correlations:

HO₁₆: There will be no significant correlation between the two canonical variables u and v,

$$u = a_2b_2 + a_3b_3 + a_4b_4$$

$$v = c_1s_1 + c_2s_2 + c_3s_3$$

where the canonical coefficients are such that u and v have the maximum correlation possible.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to compare the behavioral and self-concept characteristics of Native American and Anglo preschoolers. It was hoped that information could be gained about how behaviors indicative of emotional disturbance relate to elements of self-concept. The goal was to improve methods of preschool screening and perhaps provide information pertinent to school districts with a Native American component.

The cell means and standard deviations for the seven variables on the two levels of race are given in Table 3. The Box's M , a multivariate test for homogeneity of variance-covariance was $p = .09$ which is greater than .05 and therefore non-significant. This was fundamental to the assumption that the variance of each group estimated the same population variance σ .

The overall hypothesis stated:

HO: There will be no significant difference between the mean scores on the Preschool Behavior Questionnaire (PBQ) and the Primary Self-Concept Inventory (PSCI) for the variable of race.

Table 3
Cell Means and Standard Deviations

Variables	Native American		Anglo	
	Mean	S.D.	Mean	S.D.
X ₁ PBQ Total	10.81	9.22	14.46	12.42
X ₂ PBQ Hostile	4.56	4.49	6.27	5.12
X ₃ PBQ Anxious	2.25	2.92	3.31	4.14
X ₄ PBQ Hyperactive	2.66	2.07	3.15	3.88
X ₅ PSCI Personal-Self	4.78	.97	4.23	1.14
X ₆ PSCI Social-Self	2.69	1.12	3.08	1.38
X ₇ PSCI Intellectual-Self	4.88	1.07	4.73	1.43

This hypothesis was tested using Hotelling's T^2 statistic. The F value was .35 which is greater than .05 and not significant. The sum of the squares, mean squares, and F values are given in Table 4. The overall hypothesis was not rejected. However, it should be noted that the variable of Personal-Self has an F of .053 for race. This value reaches significance and is worthy of note. Since this is a linear model, it follows that the two sub-hypotheses would also not be rejected. The sub-hypothesis HO_1 stated:

HO_1 : There will be no significant difference between the mean behavior scores of the Native American males and the Anglo males on the PBQ.

The sum of the squares, mean squares, and F values are given in Table 5. The F value obtained was .63 which was greater than .05 and not significant. The hypothesis was not rejected.

The second sub-hypothesis stated:

HO_2 : There will be no significant difference between the mean self-concept scores of the Native American males and the Anglo males on the PSCI.

The sum of the squares, mean squares, and F values are given in Table 6. The F value obtained was .21 which did not reach significance and hypothesis HO_2 was not rejected.

Table 4
Sum of the Squares, Mean Squares and F Values for Race

Variable	Hypothesis SS	Error SS	Hypothesis MS	Error MS	F	Significance of F
X ₁ PBQ Total	191.00829	6487.33654	191.00829	115.84530	1.64882	.20441
X ₂ PBQ Hostile	41.78548	1280.99038	41.78548	22.87483	1.82670	.18195
X ₃ PBQ Anxious	16.04775	691.53846	16.04775	12.34890	1.29953	.25915
X ₄ PBQ Hyperactive	3.55181	510.60337	3.55181	9.11792	.38954	.53507
X ₅ PSCI Personal-Self	4.34690	662.08413	4.34690	1.10865	3.92091	.05261
X ₆ PSCI Social-Self	2.17540	86.72115	2.17540	1.54859	1.40476	.24093
X ₇ PSCI Intellectual-Self	.29841	86.61538	.29841	1.54670	.19293	.66218

Table 5
Sum of the Squares, Mean Squares, and F Values
For Race on the PBQ

Variable	Hypothesis SS	Error SS	Hypothesis MS	Error MS	F	Significance of F
X ₁ Total	191.00829	6487.33654	191.00829	115.84530	1.64882	.20441
X ₂ Hostile	41.78548	1280.99038	41.78548	22.87483	1.82670	.18195
X ₃ Anxious	16.04775	691.53846	16.04775	12.34890	1.29953	.25915
X ₄ Hyperactive	3.55181	510.60337	3.55181	9.11792	.38954	.53507

Table 6
Sum of the Squares, Mean Squares, and F Values
For Race on the PSCI

Variable	Hypothesis SS	Error SS	Hypothesis MS	Error MS	F	Significance of F
X ₅ Personal-Self	4.34690	62.08413	4.34690	1.10865	3.92091	.05261
X ₆ Social-Self	2.17540	86.72115	2.17540	1.54859	1.40476	.24093
X ₇ Intellectual-Self	.29841	86.61538	.29841	1.54670	.19293	.66218

The hypotheses HO_3 - HO_{15} were tested using the coefficient of product-moment correlation, sometimes called the Pearson coefficient of correlation. The results are listed in Table 7. Thirteen different pairwise correlations were possible. This meant that the value necessary to reach significance had to be higher. In order to be significant, the correlation had to have a $p < .005$. Hypothesis HO_3 stated: "There will be no significant correlation between the mean Total score on the PBQ and the mean Total score on the PSCI." The computed $p = .114$ which was greater than .005 and was not a significant value. Hypothesis HO_3 was not rejected.

Hypothesis HO_4 stated: "There will be no significant correlation between the mean Total score on the PBQ and the mean Personal-Self score on the PSCI." The computed p was greater than .005 and was not considered significant. Hypothesis HO_4 was not rejected.

Hypothesis HO_5 stated: "There will be no significant correlation between the mean Total score on the PBQ and the mean Social-Self score on the PSCI." The computed p did not reach significance and the hypothesis failed to be rejected.

Hypothesis HO_6 stated: "There will be no significant correlation between the mean Total score on the PBQ and the

Table 7
Pairwise Correlation Coefficients

	PSCI			
	X_5	X_6	X_7	X
	Personal-Self	Social-Self	Intellectual-Self	Total
<u>PBQ</u>				
X_1 Total	p = .384	p = .350	p = .013	p = .114
X_2 Hostile	p = .204	p = .306	p = .427	
X_3 Anxious	p = .049	p = .288	p = .001	
X_4 Hyperactive	p = .436	p = .366	p = .009	

mean Intellectual-Self score on the PSCI." The computed $p = .013$ which failed to reach significance and the hypothesis was not rejected.

Hypothesis HO_7 stated: "There will be no significant correlation between the mean Hostile-Aggressive score on the PBQ and the mean Personal-Self score on the PSCI." This hypothesis was not rejected, since the computed value did not reach significance.

Hypothesis HO_8 stated: "There will be no significant correlation between the mean Hostile-Aggressive score on the PBQ and the mean Social-Self score on the PSCI." The computed $p = .306$ which was greater than .005 and not a significant value. Hypothesis HO_8 failed to be rejected.

Hypothesis HO_9 stated: "There will be no significant correlation between the mean Hostile-Aggressive score on the PBQ and the mean Intellectual-Self score on the PSCI." As can be seen on Table 7, the $p = .427$, which was not significant and HO_9 was not rejected.

Hypothesis HO_{10} stated: "There will be no significant correlation between the mean Anxious score on the PBQ and the mean Personal-Self score on the PSCI." The computed p did not reach significance and HO_{10} was not rejected.

Hypothesis NO_{11} stated: "There will be no significant correlation between the mean Anxious score on the PBQ and the mean social-Self score on the PSCI." The computed p value was greater than the established level of significance and HO_{11} was not rejected.

Hypothesis HO_{12} stated: "There will be no significant correlation between the mean Anxious score on the PBQ and the mean Intellectual-Self score on the PSCI." The computed p was less than .005 and, therefore a significant value. Hypothesis HO_{12} failed to be rejected.

Hypothesis HO_{13} stated: "There will be no significant correlation between the mean Hyperactive score on the PBQ and the mean Personal-Self score on the PSCI." The computed p was .436 which is greater than .005 and not considered significant. Hypothesis HO_{13} failed to be rejected.

Hypothesis HO_{14} stated: "There will be no significant correlation between the mean Hyperactive score on the PBQ and the mean Social-Self score on the PSCI." The computed alpha value did not reach significance and the hypothesis was retained.

Hypothesis HO_{15} stated: "There will be no significant correlation between the mean Hyperactive score on the PBQ and the mean Intellectual-Self score on the PSCI." The

computed $p = .009$ which approached, but did not reach significance. This hypothesis was not rejected.

Hypothesis HO_{16} stated: "There will be no significant correlation between the two canonical variables u and v ,

$$u = a_2b_2 + a_3b_3 + a_4b_4$$

$$v = c_1s_1 + c_2s_2 + c_3s_3$$

where the canonical coefficients are such that u and v have the maximum correlation possible." The correlation coefficients for all scores appear in Table 8. Table 8 shows a high correlation between X_1 (Total) and X_2 (Hostile-Aggressive), X_3 (Anxious), and X_4 (Hyperactive). In order to clarify specific correlations, X_1 was removed and canonical correlations computed again. The canonical variables for the first and second set are listed in Tables 9 and 10. The significance of these canonical correlations reached .002 which was less than the established level of significance at .005. The hypothesis HO_{16} was rejected.

Tables 9 and 10 contain the canonical correlations for the set of PBQ and the set of PSCI scores. The most significant weight, -1.028, was given to X_3 , Anxious. The variable X_2 , Hostile-Aggressive, was also heavily weighted at .85949. The second set gives the weight of the PSCI scores.

Table 8
Correlation Coefficients

<u>PBQ</u>	Total X_1	Hostile X_2	Anxious X_3	Hyperactive X_4	<u>PSCI</u>	Personal X_5	Social X_6	Intellectual X_7
<u>PBQ</u>								
X_1 Total	1.00000	.88140	.85129	.82458		-.03971	.05159	-.29140
X_2 Hostile	.88140	1.00000	.56668	.65207		.11080	-.06818	-.02476
X_3 Anxious	.85129	.56668	1.00000	.62625		-.21885	.07493	-.45177
X_4 Hyperactive	.82463	.65207	.62625	1.00000		.02151	.04611	-.31206
<u>PSCI</u>								
X_5 Personal-Self	-.03971	.11080	-.21885	.02151		1.00000	-.15256	.28794
X_6 Social-Self	.05159	-.06818	.07493	.04611		-.15256	1.00000	-.06277
X_7 Intellectual-Self	-.29140	-.02476	-.45177	-.31206		.28794	-.06277	1.00000

Table 9
Canonical Variables for the First Set

PBQ	CV ₁
X ₂ Hostile	.85949
X ₃ Anxious	-1.02783
X ₄ Hyperactive	- .37828

Table 10
Canonical Variables for the Second Set

PSCI	CV ₁
X ₅ Personal-Self	.25341
X ₆ Social-Self	-.16607
X ₇ Intellectual-Self	.86651

Variable X_7 , Intellectual-Self, received the heaviest weight at .86651. This indicates that the strongest relationship exists between the two variables of Anxious and/or Hostile-Aggressive with the Intellectual-Self. The weight and direction of a score on one or both variables of Hostile or Anxious would predict the weight and direction of a score on the variable of Intellectual-Self.

Summary of Findings

1. There were no significant differences between the Native American or Anglo males on either the Preschool Behavior Questionnaire (PBQ) or the Primary Self-Concept Inventory (PSCI).

2. A significant correlation was found between the Anxious score on the PBQ and the Intellectual-Self score on the PSCI.

3. Canonical correlates suggest a strong relationship between the variables of Anxious and/or Hostile-Aggressive on the PBQ and Intellectual-Self on the PSCI.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study compared a preschool screening test for emotional disturbance and a self-concept inventory to discover any significant relationship. Furthermore, the study examined any racial differences between Anglo and Native American children on these two measures. It was hoped that the study would provide some information useful to the schools concerning preschool screening tests for emotional disturbance and self-concept inventories.

The literature was examined concerning the relationship between behavior and self-concept. The findings of Bledsoe (1964) and Lipsitt (1958) indicated a relationship between self-concept and anxiety. In this study, the results of canonical correlations showed the strongest relationship between Anxious (-1.03) and Intellectual-Self (.87). Further support was found using pairwise comparisons where the relationship between Anxious and Intellectual-Self reached the .005 level of significance. The results indicated a second strong relationship using canonical correlations between Hostile-Aggressive (.86) and Intellectual-Self (.87). Pairwise comparisons revealed a strong, although not

significant, relationship between Hyperactive and Intellectual-Self (.009). These results are supported by Campbell, Endman and Bernfeld (1977) who reported that the most disruptive and hyperactive children had lower self-esteem.

The canonical correlations suggest that the more disturbed the student the more predictive this is of a low self-concept. Calvin and Holtzman (1953) had reported that the more poorly adjusted their subjects were the more deprecatorily they evaluated themselves.

The results of the multivariate analysis for racial differences supported the hypothesis that there were no significant differences for either measures of self-concept or behavior. This is in agreement with the findings of Kohn and Rosman (1972) who found no difference for race using the Problem Checklist and Muller and Leonetti (1974b) who found no overall or consistent difference between races on self-concept measures. One factor that may have had more bearing on the lack of difference between races was the fact that the students were all in Head Start and came from very similar socioeconomic backgrounds.

Implications

The results of this study have indicated a significant relationship between indicators of emotional disturbance and intellectual self-concept. These findings have implications for the schools. Scheirer and Kraut (1979) proposed the idea that self-concept change is more likely to be an outcome of increased achievement and the accompanying social approval. They found that neither symbolic intervention nor identification with the student's own ethnic group model changed academic success. It seems appropriate that the schools follow a behavioral approach which would require provision of individualized, success-oriented learning experiences in order to improve both achievement and self-concept. Shepherd, Oppenheim and Mitchell (1966) have stated that the ability of the child to learn academic tasks constitutes a major criterion for adjustment. Hewett, Taylor and Artuso (1969) demonstrated academic gains in emotionally disturbed students following a program emphasizing individualized instruction and academic success experiences.

Recommendations

1. The lack of significant difference between Native American and Anglo preschoolers on measures of emotional

disturbance and self-concept may have been due to the small sample size of 58. It is recommended that a similar study be conducted using a larger sample to establish whether these results would be substantiated.

2. A second factor contributing to lack of difference in scores between races may have been the fact that all students were rural and had very similar socioeconomic backgrounds. A study replication using also urban, middle- to upper-income and urban low-income students might uncover some differences.

3. The value of self-concept tests as part of a pre-school battery seems questionable. It appeared as if the test instrument did not always elicit the students' true feelings, but rather the students were influenced by the appearance of children in the pictures, the toys in the pictures, or how much fun the children appeared to be having. Accuracy of self-report measures was questioned by Powell (1943). The instability of the self-concept in early years is referred to by Rubin (1978). Also, Collier (1971) mentioned demographic factors such as number of siblings and father's education greatly influence self-concept. Finally, Cress (1974) has expressed the concern that self-esteem inventories measure white, middle-class values of competition, achievement and material prosperity

which are in opposition to the Native American values of bravery, generosity, and individual autonomy.

4. The preschool screening test for emotional disturbance was found to be quick and easy to score. Furthermore, individual teachers remarked that it seemed to identify the children about whom they had concerns. The use of the Preschool Behavior Questionnaire or similar instrument is recommended as an aid in identifying children who might benefit from special services.

5. It is recommended that any preschool screening instrument being put into use in a school district be preceded by an in-service for those who would be the administrators. There are several items which need clarification and expansion. One example is, "Has other speech difficulty." Test administrators need to be made aware that the item refers to gross language problems rather than articulation difficulty. Further, there seemed to be a tendency for individual teachers to mark the questionnaire in terms of their own perception of having a "good" or "bad" class. The researcher received clusters of questionnaires from individual teachers which were scored very high, very low or very similarly. This tendency probably cannot be avoided, but an in-service would at least make the teachers

aware. Since the questionnaire is only a screening instrument, further testing would probably filter out real problems from teacher bias.

Conclusions

The public schools have the responsibility of preschool screening in order to locate those children who are educationally "at risk". The inclusion of a screening instrument seems expedient. The results of this study have shown that students who score high in indicators of emotional disturbance tend to have low intellectual self-concept. It follows that identification of these students and careful educational planning for academic success is likely to increase self-concept and may even reduce problem behaviors.

APPENDIX A

THE PRESCHOOL BEHAVIOR QUESTIONNAIRE (PBQ)

THE PRESCHOOL BEHAVIOR QUESTIONNAIRE

Lenore Behar, Ph.D.
Samuel Stringfield

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Child's Name _____	School Attending _____
Parents' Name _____	Sex (circle) M F
Address _____	Month Day Year
(Street)	Present Date _____
(City, State, Zip Code)	Child's Birthday _____
Rated by _____	Age of Child _____
Title of Rater _____	
Length of Time Rater Has Worked with Child (months or weeks) _____	

Following is a series of descriptions of behavior often shown by preschoolers. After each statement are three columns, "Doesn't Apply," "Applies Sometimes," and "Certainly Applies." If the child shows the behavior described by the statement frequently or to a great degree, place an "X" in the space under "Certainly Applies." If the child shows behavior described by the statement to a lesser degree or less often, place an "X" in the space under "Applies Sometimes." If, as far as you are aware, the child does not show the behavior, place an "X" in the space under "Doesn't Apply."

Please put ONE "X" for EACH statement.

	Doesn't Apply	Applies Sometimes	Certainly Applies	For Scorer's Use Only
1. Restless. Runs about or jumps up and down. Doesn't keep still	_____	_____	_____	_____
2. Squirmy, fidgety child	_____	_____	_____	_____
3. Destroys own or others' belongings	_____	_____	_____	_____
4. Fights with other children	_____	_____	_____	_____
5. Not much liked by other children	_____	_____	_____	_____
6. Is worried. Worries about many things	_____	_____	_____	_____
7. Tends to do things on his own, rather solitary	_____	_____	_____	_____
8. Irritable, quick to "fly off the handle"	_____	_____	_____	_____
9. Appears miserable, unhappy, tearful, or distressed	_____	_____	_____	_____

	Doesn't Apply	Spplies Sometimes	Certainly Applies	For Scorer's Use Only			
10. Has twitches, mannerisms, or tics of the face and body	—	—	—	—	—	—	
11. Bites nails or fingers	—	—	—	—	—	—	
12. Is disobedient	—	—	—	—	—	—	
13. Has poor concentration or short attention span	—	—	—	—	—	—	
14. Tends to be fearful or afraid of new things or new situations	—	—	—	—	—	—	
15. Fussy or over-particular child	—	—	—	—	—	—	
16. Tells lies	—	—	—	—	—	—	
17. Has wet or soiled self this year	—	—	—	—	—	—	
18. Has stutter or stammer	—	—	—	—	—	—	
19. Has other speech difficulty	—	—	—	—	—	—	
20. Bullies other children	—	—	—	—	—	—	
21. Inattentive	—	—	—	—	—	—	
22. Doesn't share toys	—	—	—	—	—	—	
23. Cries easily	—	—	—	—	—	—	
24. Blames others	—	—	—	—	—	—	
25. Gives up easily	—	—	—	—	—	—	
26. Inconsiderate of others	—	—	—	—	—	—	
27. Unusual sexual behaviors	—	—	—	—	—	—	
28. Kicks, bites, or hits other children	—	—	—	—	—	—	
29. Stares into space	—	—	—	—	—	—	
30. Do you consider this child to have behavior problems?	—	—	—	—	—	—	
TOTALS				total	1	2	3

APPENDIX B

LETTERS OF APPROVAL FROM HEAD START CENTERS

Choctaw Nation of Oklahoma

Headstart



Drawer 1210
Durant, Okla. 74701
405/924-8280

December 4, 1981

Special Education
Texas Women University
P.O. Box 22909
Denton, TX 76204

ATTN: Dr. Watkins

Dear Dr. Watkins,

The Choctaw Nation of Oklahoma Head Start Program has approved Odete Bruneau to use the students in our program, with parental permission for her dissertation.

Sincerely,

A handwritten signature in cursive script that reads "Kathy Cole".

Kathy Cole, Director
Choctaw Nation Head Start

KC/tre



INCA COMMUNITY SERVICES, INC.

(Formerly Indian Nations Community Action, Inc.)
201 South Capitol PHONE 405/371-2352
TISHOMINGO, OKLA. 73440

ODA RICHARDSON
Chairman

Sue Ward
Executive Director

December 14, 1981

E. Watkins
Texas Woman's University
Department of Special Education
Denton, Texas 76204

Dear Mr. Watkins,

Odette Bruneau has INCA Community Services approval to proceed with research for her dissertation on screening tests for emotional disturbance and self-concept inventory of the young pre-school child involving INCA's Head Start children.

Sincerely,

Pat Baughman
Head Start Director

APPENDIX C

SAMPLE PARENT PERMISSION FORM

TO THE PARENT OR GUARDIAN:

I hereby grant permission for my son, _____,
(date of birth) _____, to be given the Preschool
Behavior Questionnaire and the Primary Self-Concept Inven-
tory by Odette Bruneau and the Child's classroom teacher.
These measures indicate the child's adjustment and self-
concept.

I understand that the statistical data obtained from
these measures will be used in a research dissertation and
that all identifying information will remain confidential.

Please complete this form and return it to the class-
room teacher as soon as possible.

Signature

Relationship

Date

Witness

No medical service or compensation is provided by Texas
Woman's University as a result of injury from participation
in research.

APPENDIX D

TWU APPROVAL FOR RESEARCH



P.O. Box 22479, Denton, Texas 76204 (817) 383-2302, Metro 434-1757, Tex-An 834-2133

THE GRADUATE SCHOOL

February 9, 1982

Ms. Odette Jeanne Bruneau
2314 Jacqueline Street
Denton, TX 76201

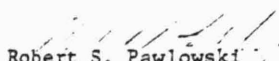
Dear Ms. Bruneau:

Thank you very much for sending written authorization of clearance.

I have placed the clearance with the prospectus of your study and have noted that final approval has now been given the prospectus.

I look forward to seeing the results of your study.

Sincerely yours,


Robert S. Pawlowski
Provost

ap

cc Dr. Edward J. Wylie
Dr. Ernest O. Watkins

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