THE IMPORTANCE OF AFFECTIVE CURRICULUM IN EDUCATING CHILDREN TO LIVE RESPONSIBLE, CREATIVE AND FULFILLING LIVES

by

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A Research Paper

Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
With a Major in

Guidance and Counseling

Approved: 2 Semester Credits

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Investigation Advisor

The Graduate College
University of Wisconsin-Stout
May 2000

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Abstract

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The Importance of Affective Curriculum in Educating Children to Live

Responsible, Creative & Fulfilling Lives

Master of Science in Guidance & Counseling   Amy Schlieve   5/2000

Publication Manual of the American Psychological Association

In today's fast paced world we are bombarded with media stories on how

families, school systems and communities are failing children. A sufficient,

preventative, systemic affective education is an essential element in a child's

development. For the first time in history, the Wisconsin Department of

Corrections will spend more state subsidy money on prisons than universities in

the year 2000. (Jandecek, 1999) The number of multiple victim homicides at

schools increased from one in 1994-95 to five in 1997-98. (Malico, 1999) This

study will concentrate on the importance of affective curriculum provided to all

students on a daily basis by school districts in a systematic manner.

The purpose of this study is to determine the percentage of Wisconsin

school districts that have a systemic affective education curriculum in place. This

study will also identify the negative consequences of an insufficient preventative and systemic affective curriculum that are apparent through America's struggle with school violence and behavioral problems.

Acknowledgments

Thanks to Gary S. Johnson who first inspired me to consider the topic of resiliency, through a seminar that he and a partner presented. Mr. Johnson offered to meet with me to discuss the topic further, pointed me in the direction of the best research he knew of in the area and volunteered to make a copy of his full thesis on the topic which I have used as a foundation to lay the ground work for my own.

There were numerous other persons who were helpful and kind along the way. Dr. Don Stephenson was patient, direct and encouraging throughout the beginning of my thesis. He was able to help me pinpoint what was important.

Thanks to the soon-to-be Dr. Amy Carole Schlieve who had enough faith in me to agree to be my thesis advisor even though we had never met. Although she was finishing her doctorate degree and working numerous hours, she willingly took on my topic, helped to reshape it into a workable piece and has demonstrated a great amount of patience, intelligence and talent each time we have met.

Thanks to my family and friends who have been incredibly supportive and helpful along the lengthy journey to this final graduation.

Finally, thank you to my dedicated and committed husband who has volunteered to be a reader, offered perceptive suggestions, and support while he is writing his own thesis.

TABLE 0F CONTENTS

CHAPTER 1

Introduction

Learning right from wrong is not an exact science. In fact, developmental psychologists and other researchers conclude that children reach consciousness of right and wrong at differing ages and in dissimilar levels depending on the child's development and environment. (Begley & Kalb, 2000) This study will concentrate on the importance of a specified affective curriculum provided to all students on a daily basis by school districts. Affective curriculum delivery includes, but is not limited to, the concepts of morals, character, resiliency, empathy and social competence. America's continuing struggle with school violence and behavioral problems draw attention to the lack of adequate affective education in school systems.

A shared perception by citizens, teachers and administrators is that middle and upper class citizens do not need an affective education. In their mind, spending class time on character building, citizenship and social skills is time wasted for the majority of students. However, to hone these affective skills properly, students need direct instruction, practice, and development of problem-solving and critical thinking skills. Growth, a nurturing environment and suitable role modeling is needed throughout the child's life to build strong cognitive and emotional foundations to function as the responsible, contributing community

members that schools intend to instill within their students. (Begley & Kalb, 2000) Exploration of affective education and its rightful place in the school system will be looked at through the history of curriculum in schools, school's mission statements, the Federal Government's Goals 2000, and the current social and school issues that may affect the students ability to master an academic curriculum. The methods for teaching in schools and communities today provide sporadic prevention and interventions that are insufficient in aiding today's youth to lead fulfilling, functional lives. The issue of affective education and the way it can be more suitably shaped for young people today is not an easy issue to understand, develop or measure. In pursuing the most appropriate affective development for young people, failures will be documented to recognize the most viable solution.

   The need to educate America's youth initiated the American school system. From the Colonial days to the mid 1840s, schools functioned as "…literacy training and socialization centers where teachers were expected to impart to students the values of their community, church, and country, while also teaching enough of the three "R's" to satisfy the needs of an agrarian society." (Schwartz, 1996, p. 3) The notion of preserving democracy was a driving force for the community to support the schools. (Schwartz, 1996) Curriculum theories describe the way schools have been challenged and changed dramatically over time. Schools have evolved through the decades to accept a duty or responsibility

to educate all of America's youth. The needs of students have changed from requiring the ability to read the Bible, to serving those who wanted to attend college for a life education. As the needs of the society changed, so did the needs of the schools. (Schwartz, 1996) Schools were obligated to accommodate these changes. The endless controversy seems to be over the question of how to divide the time between academic and life skills curriculum. In part, the dilemma is not only the way to divide the class time, but whether or not to commit curriculum time to specific life skills that are commonly viewed as a non-necessity in schools. Theorists and administration attempted to meet the needs of the students depending on the life they saw fit for the students. The difficulty lies in prescribing a career destination for each child even before she/he determines it. Schools continue to debate if the key purpose of school is to train students to become easily managed workers or to educate students to better govern themselves. (Guptill, 1997) There is no single formula for a successful life that a teacher can present to each student.

School violence and maladaptive behavior demonstrated by the increase of criminal behaviors in the 1980s through the 1990s has brought consideration to the competence of teachers in social, physical, emotional and cognitive content, and enactment strategies in the classroom. (Schwartz, 1996) The following is an example of a Wisconsin school's mission statement, "The mission of the …District is to educate our children in partnership with the family and the

community to live responsible, creative, and fulfilling lives in a rapidly changing world.", indicates the intentions of administrators to fulfill these competency areas. The vehicles constructed to facilitate this particular mission statement are: critical thinking, assessment, integrated curriculum, literacy and differentiated curriculum; five curriculum methods that are matched to the student's learning style. The mission statement should represent the direction the school is taking in reference to its goals.

In the year 2000 the National Educational Goals Panel of the Federal Government plans to implement a set of goals and criterion to access schools and students alike. (National Education Goals Report, 1995) Tests and school reporting are instruments that will be used evaluate achievement of the goals. The eight goals sited are as follows:

Goal 1: Ready to Learn

Goal 2: School Completion

Goal 3: Student Achievement and Citizenship

Goal 4: Teacher Education and Professional Development

Goal 5: Mathematics and Science

Goal 6: Adult Literacy and Lifelong Learning

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Goal 8: Parental Participation. (National Education Goals Report, 1995)

The intent of Goals 2000 is promoting equal and the best possible education for all students, some of the Goals 2000 and mission statements of various schools are aiming for similar results. Various school mission statements and the Goals 2000 enactment seek responsible, contributing community members. Not all Wisconsin schools are equipped to achieve these goals with the current systems that are in place, such as the lack of affective curriculum in a systematic manner to teach the students Goal number 7, to be safe. Goals 2000 proves to be the closest that America's schools have come to a unified goal in directing curriculum. (National Education Goals Report, 1995) Commitment to these prescribed goals will be measured by testing the students throughout their schooling. The obstacle lies in assessing the attainment of the goals.

Part of the intricacy in the formation of school goals is the evolution of curriculum development. In the past, several groups developed curriculum; parents, administrators, teachers, students and the community. Each present differing perceptions of what education for students should include. (Guptill, 1997) These differing opinions combined with the demand for accountability by parents and the community has prompted the federal government to define basic goals for American schools.

Academic curriculum is the predominant focus of schools today. (Guptill, 1997) Academics are essential in ensuring students a potential career in the job field of their choice. Today's students need the best education possible to step up

to the challenges that the future holds and to be successful in the ever-changing job market. However, academics alone will not instill a well-rounded, moral citizen or employee that school mission statements aspire to. Academics provide a base for the student to build concrete knowledge upon. Affective education is as important and influential as any academic knowledge that they may grasp.

Communities rely on schools to educate youth with life skills in the hopes that those students will become productive individuals who will positively contribute to the community. As future adults, students are expected to become an integral part of America's economic, political and social realms. The interpersonal and life skills that are essential to students becoming fully functioning adults are not inherent in children and need to be taught to them. (Mills, 1995) These essential skills must be taught and modeled to nurture these capacities in each student. Assessment of these essential skills distinguish which level of affective consciousness the students are functioning to build upon with curriculum and remedial curriculum when necessary.

Psychologist, William Damon of Stanford University reports that, "all children are born with a running start on the path to moral development". (Begley & Kalb, 2000, pg. 30) Obstacles along the path of moral development are in each child's future. Abraham Maslow's Hierarchy of Needs documents safety as a basic need for human beings. Fulfillment of this need precedes the ability to capitalize on their potential in academic learning. According to Maslow, a

student needs to satisfy her/his basic safety and physical needs before moving on to achieve academic knowledge. (Gnagey, 1981) Attorney General Janet Reno has reported "…overall crime has gone down in schools across the country and that students continue to be safer in school than out of school." However, an Annual Report on School Safety prepared by the U.S. Departments of Education and Justice concludes that in 1997-98, only 40 percent of United States 15 year olds felt safe in school. Even though overall crime in schools has decreased, less than half of the student population feels safe in school. (Malico, 1999) Students must feel safe in school, in order to comprehend the academic information taught to them.

By using an affective curriculum as the cornerstone for teaching resiliency skills and how to manage her/his own behaviors, students can be assured safety within schools in the future. Safety and respect must be taught in schools on a regular basis to create the safe environment in schools that is not only expected, but is needed for the students' comfortable mind set. Educational success can be achieved when students feel safe.

Other obstacles to a student maintaining a healthy lifestyle are the naturally occurring transitional phases in a person's life. (Allan, 1996) A transition is a change in a person's life, where she/he will need to adjust to something, to adapt, to be capable of making needed or desired changes, to cope. (Webster, 1996) Transitions in a person's life open the door to uncertainty,

weaken the bonds of support and create opportunity for changes in the way one structures or copes with her/his life situations. The ability to adjust to different situations will determine the path that the student will take in life.   When a student struggles and takes a less positive path in coping with a situation she/he has the potential to create maladaptive coping mechanisms. (Allan, 1996) School violence, maladaptive behavior and misbehavior are externalized warning signs that a student is choosing a path that will limit her/his in the future. Often these maladaptive coping mechanisms follow that student through adulthood. (Olweus, 1984; Allan, 1996)

Prevention circumvents the whole process of the child learning maladaptive behaviors. By teaching children positive, beneficial ways to cope they will be better able to adapt to transitions that may prove to be stress points in their lives. Examples of such transitions are: moving, first day of school, making new friends, divorce of parents, death, etc. (Allan, 1996) When a child learns better ways to cope, she/he forgoes the process and cost of intervention.

Intervention is a buzzword that is considered as a key to facilitate change with individuals who are recognized by their externalized behavior. Therefore, the effectiveness of intervention is limited to externalization of behaviors that are interpreted as warning signs and followed up with successful intervention programs. Intervention works on the basis that the exhibited behaviors are learned and can be retrained.

Statement of the Problem

The purpose of this study is to determine the percentage of Wisconsin school districts' that currently utilize a systemic affective education curriculum. A comparison will be made between the mission statement of the school district and their curriculum goals and delivery model to identify discrepancies between the mission statement and the systemic consistency of affective education within the school district.

This study will focus on the following objectives:

1. To determine the percentage of Wisconsin school districts that have a systemic affective education curriculum in place.

2. To identify negative consequences of an insufficient preventative and systemic affective curriculum.

Definition of Terms

The following definitions are offered to provide the reader a better understanding of this research. For the purpose of this study:

Adjustment: to adapt oneself, to make necessary or desirable changes to oneself.

Systemic: affecting the entire bodily system of the school from the mission statement to the actual curriculum delivery method in the classroom and taught in a methodical and planned manner throughout the students' school years.

Affective education: to make an impression on, to move (in an emotional sense), to have an effect on the emotions and emotional decision of another. Affective

curriculum delivery includes, but is not limited to, the concepts of morals, character, resiliency, empathy and social competence.

Limitations

Perceived limitations for this study may include:

1. The person filling out the inventory is not the person in the actual classroom and will not personally know the actual classroom delivery of the affective curriculum. The inventory will take this into account by requesting examples of affective delivery in the classroom by teachers.

2. The small quantity of the survey sample and the homogeneous groupings within the schools themselves in racial and cultural consistency.

These two limitations will be discussed and used as a recommendation for further research to initiate.

Assumptions

An assumption of this study is that prevention is more effective than intervention. Research points out that it is more costly and time consuming to de-emphasize prevention in order to focus on intervention. In some cases, intervention is not effective and/or the damage is already done. An easier task is to teach adaptive behaviors in a positive way from the beginning. It is more practical to set students up for success initially than to try to change maladaptive

behavior after it has taken form. Intervention is still needed, especially early intervention.

However, focusing on prevention and watching for early signs of adaptive behavior and maladaptive behavior is influential. Reinforcement for both adaptive and maladaptive behavior should be incorporated into the concept of prevention. When a child develops maladaptive behaviors, the behavior should not be reinforced, but the child should be. Each child has equal value and worth as a person regardless of her/his behaviors. Consideration and acknowledgment of the child's maladaptive behavior and the situation that the child is in should be given to the child. A student is more likely to feel hopeful and important when the persons in the educational settings project an unconditional acceptance of that student as an individual. The decision that child makes may not be the healthiest for the child or others, consequences for those actions should be known up front and combined with early intervention procedures. Positive feedback to students when they demonstrate healthy adjustments to a transition is beneficial for the student to understand what types of behavior are appropriate and inappropriate. Positive feedback also helps to construct the students' self-assurance and confidence for being able to make a good decision.

CHAPTER 2

Review of Literature

The review of literature will introduce the impact of a lack of sufficient preventative, systematic affective curriculum in school systems. The related issues of school violence, mental health versus maladaptation and misbehavior will be discussed in relation to the deficiency of a consistent and effective prevention program in schools for all children. The second part of this literature review will probe current curriculum in schools and why the emphasis of intervention programs should be shifted to prevention. America is prone to a reactive rather than proactive approach. This study will consider the burdens a reactive perspective places on schools. The last portion of this review will explore solutions of an affective curriculum more suitable for Wisconsin schools and communities.

School's Objectives

The history of curriculum indicates that schools originally taught concepts like morals, character, laws, right and wrong, values and even social skills. The following Wisconsin school's mission statement represents the affective goals that are characteristic in Wisconsin school districts, "The mission of the … District is to educate our children in partnership with the family and the community to live responsible, creative, and fulfilling lives in a rapidly changing

world." School systems mission statements infer use of morals and character for students. This study will assess whether basic self-regulating skills for students are taught within schools on a regular basis. Schools are reluctant to teach such a curriculum for many reasons such as; differences of opinions, and certain legalities. There is also the premise that parents are teaching these skills, plus the time constraints already placed on schools. School is the only place that we can ensure that every child is being taught a systematic affective education.

Due to the lack of an adequate affective education, behavioral problems are visible through issues such as truancy, crime, and abuse that could lead to court or high school intervention. Maladaptive behavior is likely to follow a person through her/his lifetime unless meaningful intervention is able to circumvent those thought and behavior processes that lead to at-risk behavior. Childhood aggression can be linked in many instances to future violent behavior. (Olweus, 1984; Allan, 1996) "Children who are aggressive tend to grow up to be violent adolescents and violent adults." (Allan, 1996) Prisons are one place where offenders may possibly be rehabilitated while shielding the public from likely future crimes.

The prison system in Wisconsin is overcrowded to the point that prison populations are at double their maximum capacity. (Jandecek, 1999) Imprisonment is one example of intervention that is costing an incredible amount of money through loss of wages, extra human service positions necessary to

accommodate the legal system, and court expenses. In the year 2000, the

Wisconsin Department of Corrections will spend more subsidy money on the

housing of inmates than the universities will receive from the state of Wisconsin.

(Jandecek, 1999) These inmates are the adults who did not acquire the necessary

skills as children to live a responsible, creative, and fulfilling life as the example

school mission statement aspires.

School Violence, Misbehavior and Maladaptation

Fear has left its imprint in the memory of students and adults across

America. Schools are still living in fear of the next multiple homicide like the one

at Columbine High School in 1999. The fact is other schools have had potential

for a similar occurance when a student stepped onto school property carrying a

weapon. The Columbine High shooting left 13 dead and 20 injured (Columbine,

1999). The numbers reported in deaths and injuries are misleading. Due to media

coverage, that horrifying incident struck home nationwide. Intervention programs

and strategies were called for and put into place immediately afterward. Children

and adults are taught to learn from their mistakes. This concept may explain why

schools and government tend to be reactive and react to violence with intervention

strategies rather than taking a proactive approach to teach healthy behaviors from

the beginning.

In a 1999 school violence report Attorney General Janet Reno speaks of,

there is nothing more important than a safe learning environment in schools.

(Malico, 1999) The same report concluded that in the 1997-98 school year, less than 40 percent of United States 15 year-old students felt safe in school. More than half of the students are concerned about the lack of safety in schools for good reason. The number of multiple victim homicides at schools has increased from one in 1994-95 to five in 1997-98. (Malico, 1999) In 1980, Gnagey concluded, "…disruptive high school students had significantly stronger security needs than those who were cooperative in the classroom." (Gnagey, 1981) The level of safety students are experiencing is compromised by the school violence occurring and the graphic manner that it is reported by the media. In 1997, Dean Hintz states that misbehavior occurs usually when a student perceives something is out of their control.   Frequently children are unable to control the factors that would promote fulfillment of their security needs. This perceived lack of control is a contributing factor in students' misbehavior.

Security is a concern in school systems, which impedes the emotional and intellectual growth of students. The fact is, when students are concerned for their own welfare, their energies are expended on that concern and not on learning the curriculum for the day. Abraham Maslow in 1954 defined four classes of maintenance needs (modified by Root in 1970). (Gnagey, 1981) Survival, security, belonging, and self-esteem are the four maintenance needs that Maslow identified as a human being needs to satiate before being able to move on to the growth needs that motivate human behavior in positive, self-actualizing ways.

These growth needs that allow a student to continue toward self-actualization are knowledge, understanding and aesthetic or appreciation of order and beauty. Schools focus their curriculum on knowledge or academics, although Maslow proposed that students would not be able to focus on knowledge or understanding until their basic maintenance needs are met. (Gnagey, 1981).

Roger Mills bases his health realization paradigm on the premise that "…everyone has inborn, innate capacity to use common sense, to enjoy and respect others, and to mature in a socially responsible way, regardless of their past or their circumstances." (1995) He also proposes the idea that people loose touch with their birthright of mental health. Maladaptive behavior is evident through externalized behaviors such as school violence and misbehavior. A 1993 National Research Council report stated that the school environment itself contributes to aggression in four ways. First, many people occupy a small amount of space reducing the ability to avoid confrontation. Next, resentment and rejection may result from the imposition of behavioral routines and third, conformity issues that leave little room for the student to express her/his individualism. Lastly, design features of the school building itself lack personal space, or opportunities to relax. Research also suggests that the potential for violence can be socially learned and transmitted. (Eron & Slaby, 1994; Allan, 1996) If we are to believe this research is accurate, the close proximity in school systems is a breeding ground for violence to be learned by students from the other students.

Aggressive behavior is a result of a combination of interpersonal acts and the students' present environment. (Lockman; Keith, 1984) Past experiences consist of a portion of the students' interpersonal and intrapersonal collection of memories and learned behaviors. Students tend to demonstrate negative or positive behaviors consistently. (Hintz, 1997) In 1996 Allan states that social and cultural factors in early childhood have an influence on a person's lifelong attitudes, beliefs and behaviors toward violence because behavior patterns learned early in life form the basis for violent behavior later on in life. Therefore, intervention is working against the prior knowledge or experiences of students and several factors are present in their environment, such as low socioeconomic status, limited access to learning at home, and / or a dysfunctional family life. Prevention would allow these students the opportunity to deal with a transitional phase by adjusting in a positive manner or at the minimum, distinguishing between the solutions available to the best of their abilities.

Life transition points are stressed as a time period where students are more susceptible to maladaptive behavior than any other time. (Allan, 1996) Allan (in 1992) also sites a longitudinal study, which identified individual characteristics and sources of support that act as protective factors that insulate against violence. These insulators include: having a temperament which elicits positive social responses from others, problem-solving skills, high self-esteem, internal locus of control, competent care givers and caring adults besides parents, household rules

and structure during adolescence and "second chance" opportunities at life transition points.

Curriculums in schools focus on academics as the stepping-stone that offers students the knowledge and skills to navigate as adults in a rapidly changing world. Research shows that a psychologically well-balanced child is a better student academically. In 1993, The American Psychological Association Commission on Violence and Youth presented evidence that; "Young children who are aggressive and disruptive in the classroom are at risk for academic failure, poor peer relations and later antisocial behavior." (Allan, 1996) Students who are not aggressive, yet lack a well-balanced psychological stance are still considered at risk for failing academically as well.

A students' self control is reflected in the limitations of their past experiences. (Gnagey, 1981) Gnagey (1981) pinpoints four reasons why students misbehave. The first, ignorance of the rules, demonstrated through either not knowing or caring. Next, conflicting rules of a social context between home and school are confusing. Third, displacement of feelings, perhaps anger that cannot be expressed openly, causing the student to take out their anger on someone else. Last, anxiety over test taking or performance may cause anxious reactions. Each of these underlying factors can easily result in externalized misbehavior. By uncovering the underlying problem, the student is better able to understand where her/his feeling (anger) is coming from and redirect it in a positive way.

In 1997, Hintz studied patterned misbehavior and found the effect of hopelessness on these afflicted students to be connected. Hintz documented three dimensions of hopelessness. Feelings regarding the future, loss of motivation and future expectations were key factors that hopelessness was based on. Hintz suggests addressing these core problems to help the student. (1997)

Prevention as a more competent solution than intervention

In 1994, Dryfoos assessed the functioning of children and their families concluding, "A substantial percentage of young people will fail to grow into healthy productive adults unless there are major changes in the way they are nurtured and educated." The prevention curriculum that is offered in schools is sporadic. The focus is placed on intervention. However, prevention curriculums are proven to be successful and reduce the costs of interventions and failed attempts at intervention.

Initiatives in truancy prevention have been shown to keep more children in school and dramatically reduce daytime crime. (Department of Education, 1999). This prevention success motivated the Department of Education to issue a manual to every school district nationwide outlining the central characteristics of a comprehensive truancy prevention policy.

Research demonstrates prevention of violence through building on children's strengths and promoting healthy development yields better results and is more cost-effective than employing strictly punitive measures. (Malico &

Corbett, 1999) Programs that are named as having a solid base for healthy development among students are: life skills development, mentoring, conflict resolution, support for families, professional development for staff, truancy prevention, after-school activities, teen courts and alternative education. (Malico & Corbett, 1999) Multidimensional prevention programs are finding the most success focusing on social perspective-taking, alternative solution generation, self-esteem enhancement, peer negotiation skills, problem-solving skills training and anger management as reported by the American Psychological Association Commission on Violence and Youth in 1993. (Allan, 1996) Particular classroom strategies also promote cooperative actions of students instead of competitive actions by fostering reflective strategies for thinking about and discussing social interactions; and enable children to get to know and trust each other and work towards truly interdependent activity. (Jewett, 1992) Classroom teachers and other adults in the students life can help by acknowledging children's efforts to initiate social interactions in appropriate ways, employ positive discipline strategies, affirm helping behaviors, support each child as she/he struggle to resolve interpersonal conflicts and communicate positive regard and high expectations for all children alike. (Jewett, 1992)

The theoretical base of cognitive development is to stimulate students to grow from limited and egocentric manners of thinking in regard to moral issues to autonomous, principled ways. (Sullivan, 1978) John Dewey maintained, "…The

20

aim of education is development of individuals to the utmost of their

potentialities." (Sullivan, 1978) Development is a combination of nature and

nurture through interactions that take place between an organism and its

environment. (Sullivan, 1978)

The preventative affective curriculum most suited for Wisconsin school systems

The need for affective curriculum is demonstrated now more than ever.

The Carnegie Council on Adolescent Development reported in 1995 that,

"Today's young people face greater risks to their current and future health and

social development than ever before." These risks are due to considerable

changes of the nature of families, schools, neighborhoods and the media in the

past few decades. (Weissberg, 1997) The U.S. Department of Health and Human

Services in 1996 discussed major environmental changes in a social aspect.

These changes include "…dramatic alterations in family composition and

stability, the breakdown of traditional neighborhoods and extended families,

reduced amounts of meaningful and supportive personal contact between young

people and positive adult role models, the proliferation of media messages that

positively portray health-damaging behavior, and changing demographics

resulting in numbers of economically and educationally disadvantaged young

people entering school."   These changes are extreme in a child's life, especially

when the child controls very few of them. Additionally, these changes are

parallel to the transitional points described earlier in Chapter 2. Schools need to respond to these changes and step up to the challenge of proactive skills training.

The fact is, schools are under more pressure today than at any other time in recent history. Communities doubt their own school systems and alienate them by placing many responsibilities on them. (Sullivan, 1978) Communities are also alienating the school systems by not supporting them financially and emotionally. They do not intercede with the school district's plans or attempt to be an effective change unit for the systems in place. (Sullivan, 1978) The question truly lies in what is the school's role in values and moral education.

Moral education has been identified as a separate and distinct course, which should be required for all children. (Sullivan, 1978) Examples of the components that are a part of moral education are morals, character, resiliency, empathy and social competence. The advantage to moral education as a separate course is that it allows the teacher and the students to concentrate exclusively on affective components, constructing a real and useful curriculum for the students. (Sullivan, 1978) It has been found that affective curriculum itself is loosing its power when discussed in primarily hypothetical situations. However, significant educational gains occur when learning experiences incorporate the student's life and when the practicality of the experience is apparent to the students. By empowering students to participate in making important decisions in the classroom and / or at home, also increases developmental gains. (Enright, 1978)

Research shows that students at the ages of 10 – 13 are at the most receptive age for moral education. (Sullivan, 1978) Teaching moral education at this age allows for affective education to take effect before many behaviors are ingrained into the child's psyche and therefore have the most impact on her/his behavior.

While no single existing theory seems to provide a thorough approach, an important curriculum variable is perspective taking. Joining it with other decision-making experiences and empathetic processing is critical to the student making the connection of this concept to themselves and utility in their lives. By stimulating more complex thinking skills, the student will learn to use the essential components of making a good decision. (Sullivan, 1978) School-based prevention programs show the most evidence of benefit when schools incorporate cognition skills along with personal and social skills training with efforts to impact student knowledge, attitudes and behavioral competence. (Allan, 1996) When designing a program, the specific children involved should be taken into account. A factor in a programs' success includes the use of language that is consistent with the values, traditions and beliefs of ethnic and cultural groups, gender, age, and developmental characteristics of the targeted children. (Allan, 1996) Any program should be evaluated and improved upon continuously, taking into account any changes or new information about the students involved or materials presented. Feedback from all of those involved is essential to the success of the prevention curriculum as well. In the past, a few teachers within a

school system have been involved and properly trained in moral education.

Studies show that all of the teachers in the school system must be trained properly

and systematically involved with the curriculum for differences in the student

body to be noticed. (Allan, 1996) For this to happen, support is needed from the

community and overall school district to create a transforming curriculum.

CHAPTER 3

Methodology

Subjects

Subjects will be identified according to WIAA (Wisconsin Interscholastic Athletic Association) 1999-2000 year school enrollment and job title. A representative sample of the Wisconsin school districts will be selected based on enrollment size. The highest school enrollment is 2,785 students and the lowest is 26 students. WIAA recognizes four divisions of schools based on enrollment size. The enrollment size for division 1 ranges from 1003 to 2785 students, division 2 ranges from 496 to 997, division 3 ranges from 251 to 493 and division 4 ranges from 26 to 250 students. Three schools from the largest division and six from the three other divisions will be chosen. The person receiving the survey will be identified by job title. Curriculum directors will be chosen first. If the school does not have a specified curriculum director, the principal will receive the survey. All subjects will be asked to fill out the survey voluntarily and without compensation.

Instrumentation

The developed survey will ask for information such as the mission statement for the school and the planned curriculum together with the actual delivery of the curriculum. Recipients of the survey will be asked to rate the

school's level of awareness of the need for a more comprehensive affective curriculum plus the future outlook for affective curriculum in regard to the future Goals 2000 being implemented in the next year. The rating scale will be in order of importance, 1 = very important, 2 = important, 3 = somewhat important, and 4 = not important at all. A paragraph will introduce the research and explain the instrument. The researcher's name and telephone number will be included as well as the chairperson's name and telephone number for contact if the subjects have questions about the survey.

Procedure

The survey will be sent to each school with a self-addressed stamped envelope to return the survey. The survey will identify which division the school is in to maintain the representative sample.

Data Analysis

This is a descriptive study that will identify discrepancies between the mission statement and affective curriculum delivery. The importance of the affective curriculum as rated by subjects will be compiled with a mean score to identify overall perception of importance.

AFFECTIVE CURRICULUM SURVEY
JENNIFER A. MERCER ~ UNIVERSITY OF WISCONSIN –

STOUT

Please complete the survey in writing, if you wish to attach the school's brochure or other information, indicate the question that it refers to.

Purpose: The purpose of this study is to identify the percentage of school districts throughout Wisconsin that provide a systemic affective curriculum grades K-12. Systemic curriculum is one that affects the entire school system from the mission statement to the actual curriculum delivery in the classroom. The reference to affective education takes into account the ability to make an impression on students and have an effect on the emotions and emotional decisions such as morals and character.   Affective curriculum delivery includes, but is not limited to the concepts of morals, character, resiliency, empathy and social competence. Your participation in answering questions in this survey will help identify information important to finding the accurate amount of affective education occurring in Wisconsin schools in a systematic manner. Furthermore, to identify the future outlook of affective curriculum in respect to Goals 2000 going into affect in the 2000-2001 school year as available in public brochures.

The responses will be kept confidential and used solely for the purposes of this study. School size categorized by the WIAA Divisions plays a role in creating a representative sample of the Wisconsin school district population. Please return the survey by April 12, 2000. Thank you in advance for completing the survey.

Consent: I understand that by returning the/this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that there are no identifiable potential risks. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

Note: If there are any questions regarding this survey please contact the researcher first.
The researcher's name and telephone and e-mail address are:

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701 N. Broadway #5
Menomonie, WI 54751
(715) 235-4817 or Mercerj@post.uwstout.edu

And second to:
Dr. Ted Knous, Chair
UW – Stout Institutional Review Board for the Protection of Human Subjects in Research
11HH, UW – Stout
Menomonie, WI 54751
(715) 232-1126

Systemic – Affective Curriculum Survey

1. Name the school district that you are employed by:

   _____

2. Identify your job title:

   _____

3. What is the primary racial consistency of your school?

   _____

4. Identify your school district's current mission statement in it's entirety:

   _____

   _____

   _____

   _____

   _____

5. Identify the goals and objectives that are in writing to meet the mission statement:

   _____

   _____

   _____

   _____

   _____

   _____

   _____

6. Identify actual delivery of affective curriculum, through specific courses or curriculum in health classes or any other class and please specify which year this is taught for the student (kindergarten through senior year) & full or partial year.

Examples of affective curriculum might include:

Affective Curriculum	Class	Grade Taught	Length of Time Spent
Diversity	*Social Studies*	*11th*	*1 quarter*
Parenting	*Health*	*9th*	*2 weeks*

Affective Curriculum	Class	Grade Taught	Length of Time Spent
Budgeting			
Caring for pets			
Caring for self			
Character building			
Choices and consequences			
Citizenship			
Communication			
Decision-making			
Diversity			
Drug and other alcohol prevention			
Empathy			
Empowerment			
Expression of Feelings			
Family planning			
Goal-setting			
Intelligent behaviors			
Interaction			
Life skills			
Morals			
Negotiation			
Nuturance of self and others			
Parenting			
Personal Attributes/Traits			
Problem-solving			
Refusal skills			
Resiliency			
Resolving conflict			
Responsibility			

Self acceptance			
Self esteem			
Social skills			
Thinking positively			

7. Rate the level of the school's perception for the need of affective curriculum. Please circle one:

 1 = very important   2 = important   3 = somewhat important   4 = not important at all

8. The eight goals measuring Wisconsin progress toward the National Education Goals Report are:
   Goal 1: Ready to Learn
   Goal 2: School Completion
   Goal 3: Student Achievement and Citizenship
   Goal 4: Teacher Education and Professional Development
   Goal 5: Mathematics and Science
   Goal 6: Adult Literacy and Lifelong Learning
   Goal 7: Safe, Disciplined, and Alcohol-and Drug-free Schools
   Goal 8: Parental Participation

   How do you see Goals 2000 (implemented in the next school year, 2000-2001) impacting the affective curriculum that your school district already has in place?

   _____

   _____

   _____

   _____

   _____

   _____

   _____

CHAPTER 4

Results

Study Population

  The study sample included six schools within each of the WIAA's four divisions based on the 1999-2000 school year enrollment. Twenty-four schools total were chosen at random within the divisions and mailed a survey with a cover sheet. School's responses were monitored through a number on the return address label corresponding with the school to identify properly the school's division. Two surveys were returned, one partially filled out and the other completely blank except for a note attached discussing appreciation for the intent of the survey and research, but indicated inability to accurately fill out the survey because of its structure.

  Although the lack of response was expected because of the lack of specific affective curriculum in place in the school systems on a systemic foundation, follow up to these surveys to increase the response rate was made. The surveys were to be returned by April 12 and reminders via phone calls and e-mails were placed on April 14, 2000. In division one, one survey was returned, however not filled out (with the note attached as stated above). One was e-mailed a reminder regarding the survey, three were left messages, and one replied with comments over the phone, the school who replied with the note made comments during a

phone interview which will be discussed later as will any other comments made by phone. Of the four who were sent or left messages, no reply was made.

There were no responses from division 2 schools. Three schools were left phone messages, one was sent an e-mail reminder, two after a phone reminder asked to have the survey e-mailed to them as they did not have it any more. No responses were received from any division two schools after these contacts.

The division three schools found three of the six schools surveyed had no curriculum director at all. One had a curriculum committee that met sporadically, one had no one at all designated for curriculum, and another had a director that was only in one day a week and was not available. The fourth school contacted in division three was left a message and not heard from, another sent in a partially filled out survey which will be documented later and the last school replied over the phone.

Out of division four, three were left a phone message, two were e-mailed the survey, and one did not have a curriculum director or any one named with those responsibilities. No replies were made from division four school districts.

Written survey response

The one survey that was partially filled out was by a district three school. The first survey question, "Name the school district that you are employed by" was used to ensure the proper school division for the survey results. This

question was filled out, however it will not be used to protect the school district's anonymity.

The second question, "Identify your job title", the answer was 'Director of Instruction'. The third question asks, "What is the primary racial consistency of your school?" the answer is 'white'. The fourth and fifth questions: "Identify your school district's current mission statement in it's entirety" and "Identify the goals and objectives that are in writing to meet the mission statement", were left blank.

Question number six reads as follows, the type in violet color reflect the school's answers.

"Identify actual delivery of affective curriculum, through specific courses or curriculum in health classes or any other class and please specify which year this is taught for the student (kindergarten through senior year) & full or partial year."

Examples of affective curriculum might include:

Affective Curriculum	*Class*	*Grade Taught*	*Length of Time Spent*
Diversity	*Social Studies*	*11th*	*1 quarter*
Parenting	*Health*	*9th*	*2 weeks*

Affective Curriculum	Class	Grade Taught	Length of Time Spent
Budgeting	Consumer Math	11 or 12	
Caring for pets	Vet Science	9-12	1 semester
Caring for self	Health	7	
Character building	Developmental Guidance	K-5	
Choices and consequences	Health	7	
Citizenship	Social Studies	8	
Communication	English	9-12	
Decision-making	Health	7	

Diversity	Social Problems	12	
Drug and other alcohol prevention	DARE	5	
Empathy	Developmental Guidance		
Empowerment	Developmental Guidance		
Expression of Feelings	Developmental Guidance		
Family planning			
Goal-setting	Health	7	
Intelligent behaviors	Health	7	
Interaction			
Life skills			
Morals	Health	7	
Negotiation			
Nuturance of self and others			
Parenting			
Personal Attributes/Traits	Health	7	
Problem-solving	Health	7	
Refusal skills	Health	7	
Resiliency			
Resolving conflict			
Responsibility			
Self acceptance			
Self esteem			
Social skills			
Thinking positively			

Question number seven was, "Rate the level of the school's perception for the need of affective curriculum. Please circle one:

1= very important   2 = important   3 = somewhat important   4 = not important

at all", '1=very important' was circled and the following comment was written in.

"*If the focus is on character development rather than self esteem." This

comment was followed up by a verbal comment that even gang members had a

high self esteem, so character development and citizenship is deemed more

important by this school due to that research.

The final question, number eight is as follows and the answer is typed in violet color.

"The eight goals measuring Wisconsin progress toward the National Education Goals Report are:
  Goal 1: Ready to Learn
  Goal 2: School Completion
  Goal 3: Student Achievement and Citizenship
  Goal 4: Teacher Education and Professional Development
  Goal 5: Mathematics and Science
  Goal 6: Adult Literacy and Lifelong Learning
  Goal 7: Safe, Disciplined, and Alcohol-and Drug-free Schools
  Goal 8: Parental Participation

  How do you see Goals 2000 (implemented in the next school year, 2000-2001) impacting the affective curriculum that your school district already has in place?"

 "Probably not that much right away. Our program, especially in the elementary

school has been in place for several years."

Telephone survey response

The blank survey received with an attached note was from a school in

division number one. The respondent was called and at which time made the

following comments. The survey was viewed as too difficult and too time

consuming to be filled out accurately. The feedback from this respondent was

that this type of study would be better in qualitative format, interviewing each

school and asking the curriculum directors what the key components of their

affective curriculum in their school like: character education, citizenship, CHAMPS, DARE, etc. Then it was suggested that the researcher would ask specifically about the components in two of those to understand the affective curriculum in their school system better.

Also in division one, another school district was willing to speak about the survey over the phone. This respondent commented that in general there are too many studies that their school system is asked to be a part of and this takes away from their productivity with the students. The concern with filling out the survey was that the quality of the response would not be up to their standards because of the time commitment to route the survey through the school to get the feedback of the teachers who teach the affective lessons mostly on her/his own and not as a set lesson. It was stated that affective education is integrated with other course work all day, every day. They did respond to question number eight stating that their school feels that they have profited from the government funds that have been provided for them to implement the Federal Government Goals 2000 and that has helped develop standards and learner goals.

The other curriculum director to respond to a phone interview was from the division number three. This respondent stated that this survey was too difficult to collect the proper information accurately because the lessons are split up between the areas (or classrooms) and that their school district had no affective curriculum in writing. Just briefly the respondent went through question number

six on the survey stating that health was taught in eighth grade, family and consumer education taught some of those skills to the students as well as the guidance counselor and other affective concepts are integrated into several subjects. Question number seven, the respondent commented that the school rated the level of the school's perception for the need of affective curriculum as 1=very important. Each interviewee was asked the same question over the phone, "If this same survey used an academic field of study like math instead of affective education, would it have been more feasible to fill out this survey?" Each respondent replied that any academic education curriculum would have been quite simple to track and respond to with accuracy and efficiency.

CHAPTER 5

Survey findings

The findings of this study indicate the lack of a systemic affective

education in place in Wisconsin school systems. Although the lack of survey

response limits the conclusions that can be drawn, the response that was received

indicated that each school rated question number seven (the level of the school's

perception for the need of affective curriculum), as very important. None

identified their school's mission statement, or the objectives to achieve the

mission statement. Only two commented on question number six identifying

where specific affective curriculum concepts were taught and the length of time it

was taught and those were partially answered. Two commented on question

number eight referring to the impact of the implementation of Goals 2000 on their

school system and curriculum.

Recommendations: Strengths & Limitations of the Study

1. One respondent stated her/his feelings that a qualitative study with

    interviewee participants may have been more beneficial. That may

    hold true if an assessment of some of the actual affective curriculum

    components some schools run is desired. This study focused more on

    a systemic approach of curriculum and interviews of curriculum

    directors would not provide better results because the specific affective

    curriculum is not in writing or usually known by the curriculum

directors, as academic curriculum is. This is apparent when curriculum directors answered verbally that if the same survey style was used and curriculum was based on an academic subject such as math, that she/he does have that type of curriculum in writing and she/he could fill it out completely.

2. Several respondents indicated a more accurate response may possibly be gained by routing the survey to each teacher to document their affective teaching to the students. Nonetheless, curriculum directors / coordinators should be aware of the curriculum followed.

3. A limitation of the study was the timing of it. The survey came out at the end of the year, which is a very busy time for schools. A recommendation would be to carry out such a survey earlier in the school year, survey more of the population to have a better response rate and thus the potential for more accuracy.

4. The homogeneousness of the schools in race and culture affects the applicability of this study for a less homogeneous group of schools. A recommendation would be to have a less homogeneous population and thus sample and to offer some type of incentive to finish the survey and return it and possible create the survey to be more user-friendly for the staff person filling it out. It's not that the survey was particularly

difficult itself; it was difficult because the respondents did not have the

information asked for which was the point of the research.

5. Due to the lack of responses from each division, no conclusions can be

drawn as to whether or not the size of the school influenced a

difference in the affective education taught.

6. Also, because no responses identified the mission statement of the

school or any objectives to achieve it, no discrepancies can be

identified there either.

The culmination of research remains that the schools are not accepting the

responsibility of creating a curriculum that will provide their students with the

emotional and cognitive foundations they need to function in the community, as

the school mission statements elude to.

Conclusions

Conclusions can be drawn from the information that was gathered.

1. This survey was problematic to fill out because of the lack of written

and systematic affective curriculum in place in the school systems.

Although three out of the four schools that responded indicated the

level of the school's perception for the need of affective curriculum as

very important, it is not in writing or specified curriculum for the

teachers throughout the grades much like academic subjects are.

2. School mission statements seem to be built more on idealism than realistic goals to be achieved through a determined set of objectives. This is evident in the lack of response to questions number four and five regarding the mission statement and the objectives in place to obtain it. It is also apparent through the lack of affective education curriculum.

Schools are obligated to accommodate the changing needs of the community. As stated clearly in Goals 2000, the needs of society must be taken into account by the schools, through systemic affective curriculum.

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