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Educating Low Income and Minority Children

by

Anita Michele Bazile

A Thesis Prospectus Submitted in Fulfillment of the Requirements for Honors Course 499A

Department of Psychology/ Undergraduate School Southern Illinois University at Carbondale May 1992

EDUCATING 2

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Abstract

This research analyzes the impact of selected social policies on the self-concept of Black families and their children in comparison to their European counterparts. Economics and education have been selected because they are critical variables in the dynamic interaction responsible for the foundation of adequate family functioning and child development. This precise analysis should suggest guidelines for working with Black families and children and for enhancing their self-concept and mental health through impacting existing social policy, analysis, and practice.

INTRODUCTION

In spite of recent reforms, minorities especially those who are poor and uneducated remain marginalized. Correlations between schooling, social class, and minority goals show that while equal opportunities exist in public schooling this is not sufficient to permit social mobility for all. The purpose of this study is to investigate whether or not levels of self-concept differ between Black American students and their European American counterparts. This study will examine the differences across three different school settings.

Measurements from predominantly Black, racially mixed, and predominantly White school systems will be collected. Furthermore, this study focuses on variables that contribute to the various levels of self-concept that exist between these diverse groups of subjects. Educational background, attitude toward school, school participation, parental involvement, and self-perceptions are also examined.

This study takes into account the historical contributions that may offer further insight into the endangered status of our Black youth and the structural conditions that have lead to the disproportionate underachievement of Blacks in the United States. James Comer found that parent involvement in their children's educational experience enhances minority children achievement and self-esteem (Comer 45). Low Socioeconomic (SES) Black families often lack the basic human and material resources that are needed for positive academic success. Society as a whole must be drastically and immediately reformed economically, racially, and structurally if we want to eradicate these inequalities.

For many minority children, social adjustment problems surface when they are forced to interact with peers in a school environment. Early on, many minority children encounter these problems which could lead to that students dissatisfaction in the educational system, thus, the lack of proper social skills often serve to perpetuate the present conditions.

School maladjustment is an increasingly common problem that affects almost one third of this country's school children and ten percent of these cases are severe enough to warrant immediate professional help (U.S. Dept. Health, Education, and Welfare, 1975). A disproportionate number of low income families, more often Black and Hispanic, have been found to have difficulty benefitting from school because of adjustment problems (Deutsch, 1967).

Other studies have suggested that early school difficulties are predictive of later school failure and mental health problems (Cowen, E.L. et al, 1975). "This link is especially problematic for ethnic minority groups who are at a greater risk for both school adjustment problems (Deutsch, 1967) and school failure (U.S. Dept. of Health, Ed. and Welfare, 1975)."

Since so much time in the early or formative years are spent in school, preventive programs aimed at the primary grades are excellent opportunities for building self-concept and competency in school age children. It is especially crucial to incorporate preventive efforts into schools serving children of low income. Unless our educational systems work early and systematically to create a social context which

can identify behavioral and emotional problems, these poor, minority children often will begin a downhill course to self destruction.

In this country, the social policies of government have established economic opportunities and the priorities for allocating resources such as education, health care, and others needed to establish conditions for adequate family functioning and child development. Also, social policy is not only action taken on the basis of specific government, business and other institutional laws and practices, but it is also the absence of action in the face of a particular social need. When the resources needed to ensure a minimum foundation for development are not available, a child is placed at risk for impairments in mental health. The poor and less socially powerful groups are therefore particularly affected by inequitable social policies, and Black American children are disproportionately represented among both groups (Hathaway, Rhodes, 1979).

One out of every two Black American children lives in poverty as compared to one of every seven White children (Children's Defense Fund (CDF), 1983, 1984). In recent years, there have been major reductions of federal spending, in support of the poor, further reducing access to social programs and other resources. Such reductions, coupled with the fact that every economic recession generally hurts Black families more than others in society (National Urban League, 1984), work to further threaten the psychological well-being of Black children in this country.

In developing social policies which enhance the mental health of Black children, we must examine the extent to which our policies recognize existing socio-cultural factors, capitalize on existing

resources, and adapt mechanisms within the Black community and family structure.

Social policies which enhance Black mental health and self-concept should be guided by a knowledge of the Black experience, history, culture, values, and needs. For the most part, social policy analysis and development in America has considered the problems of Blacks synonymous with the problems of the poor, an approach reflected in the "culture of poverty" theories that existed in the 1960's. In sharp contrast, J. W. Chapman, a respected Black psychologist, set forth the hypothesis that the problems that exist today in Black culture were rooted historically in West Africa whose culture was shaped by slavery, exclusion and abuse from the larger society (Chapman 341-7).

Because the mental health and self-concept of Black children are intricately tied to historical and current socio-political economic policies, efforts to address the mental health needs of Black children necessitate direct confrontation with the past and present social policies which are responsible for the existing deteriorating social conditions of our society.

A Closer Look at the Variables of Success From a Historical Perspectives

Economic:

From a historical perspective, the opportunity to obtain a living wage in order to purchase essential goods and services was controlled first and largely by those who acquired primary and secondary wealth. Primary wealth was initially established from the acquisition of land, land speculation and the production of the procurement of minerals from the land. Primary wealth financed additional agricultural and industrial development and promoted farm, factory and other business ownership opportunities in America which is commonly termed secondary wealth.

Both primary and secondary wealth were facilitated by access to political institutions at every level. In turn we see, economic power influencing the operation of political institutions across this country. Those with, economic and political power, the "Have's" of society, determined who would work and at what level -- the "Have-nots" of society. Surprising enough, at this vital time in our country's economic birth, Blacks were still enslaved!

Reluctantly, Congress made an effort to provide former slaves with an economic base through the establishment of the 1865 Bureau of Refugees, Freedman and Abandoned Land Act. However, without primary and secondary wealth and in the face of high levels of racial prejudice, Blacks could not acquire political or economic power which carried vast opportunities for success. Blacks were forced to work at occupations at the lower end of the job market. They afforded job such as agricultural

and industrial laborers and domestics (Comer and Hope 175-81).

Interesting enough, job opportunities for uneducated Blacks haven't changed much today. Some Blacks hold these same jobs today, but in a more padded or glorified version. Many employers "beef up" job titles making them sound far more important than reality, presenting a false sense of self-importance to Black Americans. Therefore, uneducated and poor Blacks continuously find themselves at the bottom of the economic hierarchy once again.

With this exclusion from the economic and political mainstream and the ever rising tide of affluency, many Black heads of households cannot feel a sense of belonging and self-worth. Programs such as Aid for Families of Dependent Children (AFDC), Food Stamps, Subsidized Housing, Medicaid, and a variety of other income substitute programs maintain only the status quo or more realistically - promote more Black family deterioration. At best this minimal support that the government boasts about cannot provide an adequate, or even minimum quality of life. In addition, eligibility requirements often promote out of wedlock pregnancies. For unmarried couples, these services force men out of the household, leaving single women and their dependent children under stress from the inadequate income, social embarrassment, and lack of psychological support vitally needed.

These conditions make it difficult to promote the level of social and psychological development that children need in order to be successful in school and more importantly -- life. And furthermore, these conditions serve to limit effective family functioning and structure by creating other conditions which make it more difficult for

minority children, especially Blacks, to develop a sense of self respect and ultimately serve only to limit movement out of the world of poverty.

The KEY---EDUCATION:

For the most part, financial support for public primary, secondary, and post-secondary education was and still is provided by State and local resources. Private education is available largely to the affluent. Historically, the eight Southern States in which most Blacks (80%) lived until the 1940's were not only the most antagonistic toward Blacks, but were the least wealthy and least able to support public education. The "seperate but equal" philosophy was grossly inadequate for the education of Blacks in the 1940's. Thus, Black educational achievement has been limited since that time in our nation's history (Stephan, 16).

Education wasn't racially segregated throughout the South and some portions of the North until the mid 1950's. Most social policy makers focused on racial integration as, the exclusive solution to our nation's educational problem. These theories ignored the consequences of past and present educational, political, and economic denial of opportunity for many Blacks and their children. These theories also ignored the vital need to change the understanding, attitudes, and behaviors of Whites who were in control of the education of Blacks during that time. Consequently, massive resistance to school integration was characterized by the desertion of the public school system by many affluent Whites and the establishment of private, and mostly segregated schools. School segregation is a prime example which symbolized our nations position

that Black American's were inferior and therefore not entitled to all the rights, privileges, and opportunities of other U.S. citizens especially those who were White.

A number of hypotheses have been advanced to explain why Black students lag behind Whites in school achievement. In the 1950's and 1960's, an environmental hypothesis emerged which attributed the achievement gap to environment. Environmentalists at this point were divided between those who felt the family determined achievement and those who felt the school was responsible. Like the environmental theories, the segregation hypothesis held that racial differences in academic success could be addressed by creating environments in which students from diverse groups were free to interact and learn together.

Another environmental theory, based on a notion of cultural deprivation, argued that the family was the most important factor in determining school success. Compensatory education programs were based on this notion, which withstood attacks by the insupportable, discredited genetic theories of such theorists as Jensen and Shockley. The Coleman Report of 1966 strengthened the deprivation hypothesis, and led to the widespread introduction of school busing, This report was criticized by Christopher Jencks, et al., who argued that most of these compensatory efforts are ineffective.

In the late sixties, the cultural-difference theory was introduced. It said that the culture of the school (school climate) must be reformed to make it more congruent with the diverse cultures of minority students. This development resulted in the concept of multi-ethnic education, which had its heydays in the 1970's. Today, however,

multi-cultural education is challenged by economic cutbacks and ideological shifts.

iteria for identifying effective schools have been advanced somewhat and have served as a basis for various school improvement programs.

Large numbers of Black children are currently being under-educated in public schools. This inadequate educational opportunity in primary and secondary schools makes it difficult for Blacks to take advantage of increased post-secondary education opportunities. Decreased financial support for low income students in post-secondary educational programs present yet another obstacle which adversely affects the disproportionately low amount of Blacks who went on to further their education in colleges across America.

However, there are a few Black schools at varying levels that promote cultural cohesion. These schools are often the only source of positive information about the community and they are the major places in which important traditions can be observed. In America, Black students receive an education which provides distorted or stereotypical information about the Black experience. The undesirable social consequences of past conditions—with little understanding of how they came about contribute to lower individual and group self-awareness. If we as a people are ignorant to our history and its importance, then we shall be blind to our future. In the past, Blacks and other minorities were not included in the educational plans for the future. In order to survive, oppressed people must educate their children to find ways to combat oppression. Minority children must be taught to cope and to make positive choices about their lives.

SAMPLE

The subjects for this study will include seventy-five high school seniors from three different representative school setting. Of the seventy-five students, twenty-five Black students will be randomly selected from a predominantly inner-city high school, twenty-five White students will be randomly selected from a predominantly White high school, and the remaining twenty-five students will be selected from a racially mixed high school setting. The schools that these students attend will vary from low to middle SES status.

INSTRUMENTS

Subjects will be asked to fill out the Piers-Harris Self-Concept
Scale which is widely used in measuring self-concept levels of school
age children and adolescents. This scale is divided into six
dimensions: (1) behavior, (2) intellectual and school status, (3)
physical appearance and attributes, (4) anxiety, (5) popularity and
(6) happiness and satisfaction.

The Piers-Harris Self-Concept Scale has been widely used and has reported a retest reliability coefficient of .65. Correlation between the Piers-Harris and other self-concept measures range between .32 and .68 (Piers 1984).

Subjects will also fill out a Background Questionnaire form to access more specific demographic information (see Appendix A). The purpose of this Background Questionnaire will be to gather information on variables such as family composition, grade point average, size of

high school, high school racial composition, parents socio-economic status, and both school and extra curricular activities of the student.

DATA ANALYSIS

Data analysis should consist of (ANOVA'S) in order to test individual and group differences on the various dimensions assessing student self-concept.

HYPOTHESIS

It is predicted that of the three groups represented, Black students who attend predominantly Black schools and who or from low SES families will show lower levels of self-concept characterized by the reporting of low grades, school dissatisfaction, little or no school participation in extra curricular activities, and low self-esteem.

Related Research

In a very similar study which was presented at the Annual Convention of the American Educational Research Association held in Los Angeles, Forrest Parkay (1981) described certain personality factors and disposition characteristics of two types of inner city, Black high school students: those who achieve and those who fail to achieve. Interviews with eight Black students from a ghetto high school in Chicago were analyzed. This analysis revealed six dichotomies which seemed to stand out in the behavior of inner city Black students. The successful students demonstrated the latter characteristic in each of the following pairs: (1) "presentness" vs. realistic future orientation, (2) impulsivity and effective action vs. thoughtful reflection, (3) peer group conformity vs. independence, (4) nonconforming vs. conforming response to school demands, (5) negative vs. positive perceptions of authority, and (6) self contradiction and ambivalence vs. self confidence and autonomy.

In a research study entitled "The effects of academic achievement and socio-economic status upon the self-concept of children in their middle years of school: a case study," researchers found three significant differences between the children of low academic ability and low socio-economic status (in School C) and the children of higher ability/higher socio-economic (in School A and B) on the factors 'Happiness and Satisfaction' and 'Behavior' on the Piers-Harris Self - concept Scale. School A comprised 53 pupils from three unstreamed classes in an urban area middle school. School B comprised 57 pupils

from an unstreamed rural area comprehensive school. School C comprised 57 pupils from three unstreamed classes in an inner city, middle school. Group D comprised 23 third and forth year pupils withdrawn from their normal classes in School C three times a week for remedial help in math and English. Group E comprised 23 third and fourth year pupils withdrawn from their normal classes in School C three times a week for 'Extension' work in math and English. The children in both groups were aware of the reasons behind the 'setting' procedure to the extent that Group D had been told they "needed extra help" and Group E that they needed "stretching" academically.

Analysis of variance revealed no significant differences between the three schools on total self-concept. On two factors, however, significant differences were found with the children from School C reporting themselves less well behaved and less happy on the Piers Harris Childrens Self-Concept Scale. Their first hypothesis, then was partially supported and confirmed their teachers perceptions of them as children with a number of social and behavioral problems. However, it was interesting that the negative self-evaluations of the children did not extend, as might have been expected, to their academic self-concept. Although much less academically able than the children from School A, they did not see themselves as inferior, nor did generally negative self-evaluations apply to all the children in School C. The small sample of children who were in the top 'set' for Math and English, and who were therefore academically akin to the pupils in School A in terms of reading ability, had both a higher total self-concept score (59.97-Group E, 55.5-School A) and a higher general and academic status (4.70Group E, 3.55-School A) than the pupils in the higher-ability school. They also had a much more positive self-concept than their own school peers group. It is tentatively suggested therefore that it is the child's level of academic achievement which influences the self-concept, not their socio-economic status.

This suggestion was strongly supported by the results of the test of their third hypothesis. These results also had the clearest implications for the teachers in the study, causing them to question their attitude toward low-ability children and to re-examine their teaching methods. Analysis of variance identified a highly significant difference on a is tentatively suggested therefore that it is the child's level of academic achievement which influences the self-concept, not their socio-economic status.

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mixed-ability peers. They had been told that they needed 'stretching' academically and so would be withdrawn from their classes three times a week, whereas the Remedial children had been told they needed "extra help". Both groups were taught with equal sensitivity and encouragement. Both groups of children were from the same social classes.

It would seen therefore that the more positive self-evaluations of the Extension group were influenced by a number of factors. First, their superior ability level, then the information given to them about the reasons for their withdrawal and, lastly, perhaps the process of withdrawal itself. In relation to the remedial group of children, this is a result which supports Eshel and Klein's (1981) finding that partially segregated ESN children have a lower self-concept than those who are fully segregated. Clearly, more research needs to be conducted on this vital area.

The implications for teachers are clear, Children's academic and behavioral problems can not be wholly attributed to the low self-esteem which is assumed to result from their social class, but which is not confirmed by this study at a total self-concept level. Teachers attitudes and teaching methods with less able children, in particular, have a significant influence upon the way they feel about themselves. Recognition is long overdue in education that self-concept is an important educational variable which may have a great influence upon motivation, behavior and achievement.

To paint a more optimistic picture of minority achievement, Lee and Wilson found that increased classroom discipline, exposure to enriched curriculum which consisted of frequent classes in Science, Art, and Music, and a rigorous program of remediation in Reading fostered higher achievement levels among Black students (1989).

Interestingly enough, Simmon and Grady analyzed the problem of Black males in Prince Georgia's County, Maryland, and have made these

recommendations for the improvement of the schools and the community. They state that the inadequate funding, lack of a multi-cultural curriculum, and a shortage of African American role models are identified as the major school factors that place young Black males (as well as young Black females) at risk. Recommendations for school changes are as follows: (1) increase the level of school funding, (2) replace the Eurocentric curriculum with a multi-cultural curriculum. (3) increase the number of minority group school staff, (4) ensure that a majority of all minority groups have access to and succeed in advanced levels of the curriculum, (5) study the impact of special education policies and practices, (6) increase support to disadvantaged families, (7) strengthen mentoring and internships programs, and (8) extend the school year from 10 to 11 months. In addition, they site the following recommendations for community associations: (1) elect public officials whose records support public education, (2) provide increased opportunities for African American youth to learn about themselves in their homes and community associations, (3) increase support for student achievement by establishing learning centers in local churches and youth activity centers, and lastly, by defining, communicating and modeling the values and behaviors essential to realizing success(1990).

The School Development Model

James Comer (1980) has developed an effective program aimed at educating minority children. He is a Professor of Psychiatry at Yale University Child Study Center. The Comer School Development Model is a clinical "No Fault" process which helps parents, administrators and teachers at targeted schools blend agendas and work cooperatively. It is a unique method of improving academic achievement for inner city students. The school development program uses a mental health approach to prepare students, parents and schools for the academic and social demands of school. All people who function within the school, and affiliated community members are brought together in this process. They provide the content necessary to reach desirable solutions to identified problems. Thus, the model establishes a base of personal and group ownership and responsibility for program outcomes— a condition which improves sense of community.

The model is called a "No Fault" model because no blame is placed for identified problems. At any point in time, because of forces at work in the environment, individuals and groups have specific psychological needs that must be fulfilled. Nurturing and fulfillment of such needs will lead to improved performance academically and socially. Knowledge of the Behavioral and Social Sciences is applied to every aspect of the School Program, focusing on student, parent, teacher, and administrator strengths rather than weaknesses or deficits.

Students from non-mainstream families are frequently under stress and cannot provide the necessary support for their children. Therefore, many students come to school under-developed academically and socially. They may lack social interaction skills, psycho-emotional health development, and academic readiness skills. This lack of development may manifest itself in the inability to sit still, to complete tasks, and to exhibit fast academic growth. Frustrated teachers may label such students as difficult or slow. The frustrated students pull away from school personnel and eventually from the system by causing discipline problems and/or dropping out. Disenfranchisement with the school system begins as early as age eight when: (1) abstract learning is accelerated and the student is unprepared, (2) the child can see the difference between him/herself and the larger mainstream community, (3)the thrust for independence increases, along with peer pressure and lastly, (4) adult influence decreases.

The challenge for the school in developing each student to his/her potential is to pull parents and staff together to support the attitudes, values, and ways of the school, the family, and the community. Emphasis is placed on changing the ecology and/or climate of the school to one that is more desirable—one that facilitates the growth and development of all persons involved.

To be effectively implemented, adults who bear the responsibility for developing students growth must be highly committed. All must be open to change, and assertive in establishing and maintaining and educational environment that can bring about more positive outcomes for students

The three components that define the School Development Model are the Management and Governance Team, the Mental Health Team, and the Parent Involvement Program. The Governance and Management Team is representative of all adults involved in the school. Their mission is to establish a comprehensive school plan and to monitor the implementation of the plan based on School District goals. The major focus of the group is to create a desirable school climate. This is accomplished by meaningfully involving people from the outset on various decisions. Focus is not on what is wrong with the school but rather the outcomes that staff and parents wish to see. Also, the Governance and Management Team is responsible for implementing a staff development program which supports the goals and objectives of the comprehensive site plan. They are also responsible for providing a program review and modification process that convenes at least twice each school year.

The Mental Health Team coordinates and integrates its clinical perspectives with the programs and activities of the Governance and Management Team, other staff and the parents. The major focus of this group is to work with teachers and parents to identify children who need special services. These group members set up individualized programs for children with special needs by using internal and external resources. They also provide consultation and training to staff and parents on child development, human relations and other mental health needs.

The Parent Participation Program provides a three level parent participation aimed at assuring parents of active involvement in the

education of their children. The three levels are: Level A-representation on the Governance and Management Team, Level B-meaningful involvement in the education of their children(i.e.,
classroom helper, tutors, home teachers, etc.,) and Level C--involvement
in various special school programs.

Some of the expected outcomes of this program are increased student social skills and academic performance, improved communication and mutual respect among staff and parents, improved sense of community, and improved early identification of student and school problems, and more effective follow through on program outcomes. The program is aimed at decreasing inter-school student and staff transfers, decreasing school suspensions, and decreasing school dropout rate.

Students who develop well intellectually, psychologically, and socially in school can, in turn, function better in their families, their social networks and their communities of interest. The School Development Program is designed to coordinate and integrate all of the activities and personnel involved in the educational process. This program once implemented should improve communication, provide a sense of direction, common cause and ownership, and responsibility for the outcome of the programs at the school. It should promote mutual respect among parents, teachers and opportunities within the school and thoughtful, focused solutions to problems that may arise. A sense of community is also created among the adults in this system. This is experienced by the students and, in turn, improves their social and academic performance.

This is not a "faultless" process. The coordinated efforts will surface organization, management, personnel and other problems. But it does permit orderly and cooperative attention to these problems. It permits both educational and/or behavioral problems to be solved rather than to 'fester', and lead to acting up and acting out problems among students, parents and staff.

Discussion

The school is unique in its potential to be a source of institutional support for children under stress. In order to realize this potential, schools must be adequately empowered. This requisite is especially true given the various needs and expectations of the children who collectively constitute this mosaic of diversity. The failure of school to respond to the psychological and developmental needs of children, and in particular non-mainstream minority children, may be contributing to the unacceptably high levels of school dropout and school failure among this group. For these children, daily stresses prove to be emotionally and mentally debilitating.

American economic policy-past and present-whether deliberately and/or inadvertently has denied a disproportionate number of Black families the opportunity to obtain education and other resources needed to establish the necessary conditions for adequate family functioning. The same errors, omissions and commissions in economic and educational policy are present in housing, health care, and other important human need areas. When a disproportionate number of families within a group are traumatized by social policy shortcomings, a disproportionate number of children will present learning, antisocial, social, and/or behavioral problems.

A lack of understanding of the dynamics of social and behavioral problems among a disproportionate number of Blacks by Social Policy Makers and Therapists has led to missed or incomplete identification of the source of the problems, and inadequate or incomplete social policies

in corrective efforts have led to the inappropriate treatment of these individuals in our society. Because there is growing evidence that a number of developmental and school problems that exist among Black children can be prevented; however, programs to do so are not of the necessary magnitude. Thus, one can and must conclude that there is a lack of societal will.

I add that the achievement of low-income and minority children is tremendously important. A lot of people seem to think it's going to be possible to close low-income people out to the mainstream, as we did in the past, that they'll have low-level jobs and so on. It's just not going to happen. There was a time when you could have stability in society even though many people weren't well educated, because they could go take low level jobs in the steel mills or a variety of other blue collar jobs and still support their families. Today, in order to get even the low-level job, you need good social skills. You need to be able to interact with people on a variety of settings.

You also need social skills to be able to achieve in school, so school administrators are going to have to modify the way their systems work in order to make it possible for low-income children to be successful in school. If not, the rest of us are going to be victimized by people who are frustrated, disappointed, and angry. These people (minorities) having seen time after time, privileged others on television who are actually no brighter than they are, but who have had the benefit of past and present economic, educational, and social inequalites and

better life experiences. Eventually, they're simply not going to tolerate it---which was quite evident in the 1992 Los Angeles Riots.

Convincingly enough, we should see that there is no more important mission in life or our society than educating low-income and minority children.

Appendix A

Background Questionnaire

Subject No	
Background	Questionnaire
Age Race (check one)	Hispanic Black Native American Caucasian Other
Sex: Female or Male	
Racial Composition of your high sch A. Predominantly White B. Predominantly Black C. Racially Mixed (Half Black	
How would you rank yourself as a st A. An "A" student B. A "B" student C. A "C" student	udent? D. An "Average" student E. A Below Avg. student
The number of people who live at yo	ur home: (include yourself)
Parents Yearly Income (circle one) A. Under \$10,000 B. \$10,001 \$20,000 C. \$20,001 \$30,000	D. \$30,001 \$40,000 E. Over \$ 40,000
Family Composition: Does your mother live with yo Does your father live with yo Do you have any brothers? Do you have any sisters? Do any of your grandparents l	u? Yes or No Yes or No Yes or No
Do you have any Aunts or Uncles tha	t live with you? Yes or No
Are there any Non-family members th	at live with you? Yes or No

Current Grade Point Average: (Use the 4.00 Grading Scale)

A. 0 -- 2.00

D. 3.01 -- 3.50

B. 2.01 -- 2.50 C. 2.51 -- 3.00

E. 3.51 -- 4.00

C. 2.51 -- 3.00

Briefly List

A. Any school activities that you are involved in.

B. Any extra-curricular activities that you are involved in that are not school sponsored.

C. After graduation what are some of your future plans?

Appendix B

Informed Consent for Subjects

Informed Consent Form

Name of Study: The Effects of Social Policy on Self-concept

Description: The purpose of this study is to examine the various levels of self-concept that exist among high school seniors. You will be asked to complete a Background Questionnaire along with the Piers-Harris Self-concept

Scale. Your participation is entirely voluntary

and you may withdraw at any point with no negative consequences. All information

that you provide will be strictly confidential.

Consent: "I am fully aware of the nature and extent of this experiment as stated above. I hereby agree to participate in this project and acknowledge that I fully understand the instructions given to me"

Signature of Subject	Date
Printed Name of Subject	Name of High School
For more information contact:	Anita Bazile 1195 E. Walnut X8 Carbondale, IL. 62901 (618)549-3511

Thank you for your participation and cooperation.

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