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## Making Academic Remediation Programs More a Positive, Image Building Experience for the Adult Learner

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**MAKING ACADEMIC REMEDIATION PROGRAMS  
A MORE POSITIVE, IMAGE BUILDING  
EXPERIENCE FOR THE ADULT LEARNER**

**by**

**SUE BRAGG**

**A Practicum Report**

**submitted to the Faculty of the Center for the Advancement of Education for Nova  
University in partial fulfillment of the requirements for the degree of Master of Science.**

**The abstract of this report may be placed in the School Practices Information Files  
for reference.**

**November 1986**

**Running Head: MAKING REMEDIAL PROGRAMS POSITIVE EXPERIENCES**

## Abstract

Making Academic Remediation Programs a More Positive, Image Building Experience for the Adult Learner.

Bragg, Merita S., 1986: Practicum Report, Nova University, Center for the Advancement of Education

Descriptors: Disadvantaged Groups/Educationally Disadvantaged/Disadvantaged Youth/Economically Disadvantaged/Self-concept/Self concept tests/Self-esteem/Remedial Instruction/Remedial Programs/Learning Laboratories/

The writer built into a vocational school's remedial program techniques and strategies to develop in disadvantaged adult learners' positive attitudes and a success oriented mind set in order to improve confidence, self-image, and attitude about their personal potential for success in school, on the job, and in life. On entry into the remedial program, students were given an attitude survey to determine how they felt about their past academic success and about themselves in a school setting. They were also given the Barbe modality test at that time to enable the writer to better prescribe appropriate materials to meet their academic needs. Following these tests the writer worked with the students individually and in bi-weekly group sessions for a ten week period. A post test at the conclusion of the program or upon the student's completion of the remediation showed evidence of improved self-image and revealed a more optimistic attitude in the group's members. Those students who had not completed their academic remediation at the end of the implementation period indicated that it was their intent to do so. It was concluded that the inclusion of motivational, image building instruction in the remedial program was beneficial for the adult learners and by more effectively meeting the needs of the students served, enhanced the remedial program.

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## Chapter I

### Purpose

This practicum study was conducted in a central Florida Area Vocational-Technical Center. The school opened in 1968. It has gone through five expansion phases to date. It is designated a post-secondary institution providing programs for adults and out-of-school youth in job related occupations. A small number of shared-time high school students are also served. This Center is the only post-secondary vocational institution within the county. It draws students from the seven high schools in the county and from the adult population who want to acquire new job skills or update present skills. A portion of the student body of approximately 797 students come from surrounding counties. Population characteristics of the service area are as follows: White Race, eighty-six percent (86%); Minorities, fourteen percent (14%); Male, forty-seven point seven percent (47.7%); Female, fifty-two point three percent (52.3%). A large segment of the population is comprised of retired people. The Center offers a number of short classes each year that are of interest to people who want to fill their leisure time with hobby type pursuits. These courses are supplemental to the day and evening job preparatory programs. The distribution of population is predominately toward the rural areas but this is changing rapidly due to recent industrial growth in the area. The winter freezes of the past three years have changed the economy of the county which was largely citrus related.

The faculty of the institution is comprised of a cross section of individuals with industrial, business, and educational backgrounds. There are 45 full-time instructors. Sixteen hold Master's degrees and fourteen hold Bachelor's degrees. Vocational instructors are not required to hold a degree to be certified.

The Center offers twenty three full-time day occupational programs and several support programs. Two of the support services are Work Evaluation which assists students who want guidance in evaluating their aptitudes, interests, and career options, and the Individualized Manpower Training System (IMTS). The IMTS is a vocational program designed to improve the probability of success for the job preparatory student whose lack of academic skills, knowledge, or positive attitude may prevent success in his/her program of job preparation. It provides individualized instruction focused on each student's vocational goal. The IMTS is a result of research carried out by the Rehabilitation Research Foundation. The study was funded by the Manpower Administration of the Department of Labor. Its research determined that a pattern of job training different from ordinary public education should be developed for many persons. Salient characteristics of the program include diagnostic testing to identify the gaps in a person's educational preparation followed by individual prescriptions of self-instructional activities to close the gaps relevant to the person's vocational goal. Technical education centers have refined the program to better meet its objectives. The program has been officially adopted by the state of Florida for academic remediation for vocational students in vocational technical centers and more recently in community colleges that offer vocational training programs.

The practicum writer is an instructor in the Individualized Manpower Training System lab in the vocational technical center practicum site.

A provision of Chapter 84-336 Section 240.149 of the Omnibus Education Bill passed by the Florida Legislature in 1984 and implemented July 1, 1985 requires that students, to be eligible to receive a certificate of successful completion from any vocational program in the state of Florida, must demonstrate minimum standards of competence

in reading, math, and language. These state-set levels supposedly reflect the minimum reading, math, and language skills necessary for successful training and employment in each of the occupational areas. The law further reads that all students will be tested within the first six weeks of the date of entry to the training institution with one of the following standardized testing instruments:

1. Test of Adult Basic Education (TABE)
2. Career Planning and Placement (CPP)
3. Wide Range Achievement Test (WRAT)
4. Comprehensive Test of Basic Skills (CTBS)

Legislation specifies that students whose scores fall below the established minimum levels of competence in any of the areas will be provided remediation. There is a need to make academic remediation programs non-threatening, less stressful, and an image building experience for students. In an arena where students may have formerly experienced failure, educators need to provide as many opportunities for success as possible.

Dr. Barbara A. Hutson observed in her article published in the Delta Kappa Gamma Bulletin:

"A few generations ago there were plenty of jobs for anyone with a strong back and the ability to sign an X." (p.26)

The United States has gone through three distinct economic changes. Originally, Americans were basically hunters of food for survival. The country gradually evolved into a predominately agrarian society with families living and working on farms of varying size. This period was followed by an industrial revolution and a shift of the

population to urban areas to work in industries of all types. Heavy industry has gradually shifted to the European countries and America is evolving into a rapidly developing information society. Advancing technology in this area has resulted in the development of more complex machines, equipment, and tools demanding a more highly trained labor force to produce, maintain, and operate them.

Charles E. Smith (1984) sees the high tech revolution as being a world-wide phenomenon. He reports that the future of millions of workers is dependent on the capacity of the nations' educational systems to train and retrain them for the rapidly changing job market. It is his belief that the United States' educational system does not have the ability to meet this responsibility to its citizens at this time. Mr. Smith, Chancellor of the University of Tennessee, presents eight disturbing facts.

1. The United States now ranks fourth—behind the Soviet Union, West Germany and Japan in overall scientific literacy.
2. A group of American fourteen-year-olds ranked 15th among the same groups from 19 countries in a test of overall scientific knowledge.
3. Japan is now graduating each year more engineers than the U.S. despite the latter's two-to-one population advantage.
4. The Soviet Union with college enrollments less than half those of the United States, is graduating six times more engineers each year.
5. Less than half of all United States high school students take science courses. Only half this country's high school students study math after the 10th grade and only 15 percent take chemistry. Only 10 percent enroll in high school physics.
6. Japanese youngsters spend 30 percent more time in classrooms than their American counterparts.
7. In England and other industrialized countries, it is not unusual for high school students to spend eight hours a day at school, 220 days per year.
8. Between 1968 and 1978 Japanese industry increased its work force of scientists and engineers by 62 percent. American industry witnessed a decline by 13 percent.



Mr. Smith asks how this country can hope to meet the challenges of a high-technology future when one out of every two high school graduates who seek college admission require remedial math and more and more young people opt to skip and skimp on basic skills? He asks how the United States can compete favorably with the Japanese when they are maintaining a society that is 99 percent literate while one out of ten adult Americans is illiterate and nearly 30 percent lack a high school diploma?

The Chancellor says Americans must face up and be responsive to the demands for changes in our educational system now. He believes leadership must be provided by educators who direct their energies toward implementing longer school days, demanding more stringent curriculums for students, taught by well paid, qualified teachers.

A report by Senator Lawton Chiles (1985) substantiates Mr. Smith's position. He states that in 1984, 39,335 students dropped out of school in the state of Florida. Senator Chiles says that it is estimated that 60 to 90 percent of our migrant students and almost half the Hispanic youth do not finish high school and that the drop out rate for blacks is almost one out of three. The Senator points out the astronomical cost of these unskilled citizens to society and the economy. He said that unemployment among out-of-school black youths has risen to the point where only six of every twelve black teenagers not in school are employed fulltime. Prospects for school dropouts do not improve with time or age; individuals 25 and older who did not graduate from high school earn one-third less than their peers with diplomas. Only about twenty percent of dropouts will enter any type of training program; only fourteen percent of males and nine percent of females will ever enter a General Equivalency Diploma (GED) program. Senator Chiles challenges educators to aggressively work toward addressing this problem.

Research indicates American educators are not standing idly by, but are taking steps

to address this alarming problem. Areas of need are being identified and positive actions are being taken to strengthen the country's educational system. Post-secondary vocational schools are sensitive to the continually changing needs of the students and the industries they serve. Vocational educators are finding each time new training programs are developed or current programs are updated to meet new demands of industry that the revised curriculums require that the students entering these programs have higher and higher levels of competence in academic skills. No longer will a strong back alone insure a job future. Vocational schools are providing a second opportunity for students to receive instruction in the basic skills to prepare them to successfully complete a vocational training program which will provide them with a marketable skill making them employable in business or industry. The Special Needs Section under the Department of Vocational Education is cognizant of the needs of the students mentioned in Senator Chiles' report.

The broad category of disadvantaged can be broken up into four basic classifications. The **ACADEMICALLY DISADVANTAGED** usually have deficiencies in one or more of the basic skills of reading, math, or English. The **ECONOMICALLY DISADVANTAGED** generally come from large families who have held unskilled or semi-skilled jobs and live at, or below poverty level. The **SOCIALLY DISADVANTAGED** generally come from large families or single parent families whose social environment has been "the streets", and those who have **EMOTIONAL AND PSYCHOLOGICAL** problems which undermine their self confidence. A majority of the students Senator Chiles referred to in his report qualify as disadvantaged in one or more of the described categories. A concerted effort in their behalf has been launched by vocational educators.

Three basic facts relevant to the issue follow:

1. It is critical to the free enterprise system that vocational schools provide a skilled and competent work force.
2. Non-skilled people eventually will enter society and will become tomorrow's economic and social burdens.
3. The rapidly changing technological advances being experienced by business and industry will make many of today's job options obsolete in the future. Unless the labor force can readily adapt to job changes, they will not be able to compete in the labor market of the future.

Repeated school failures, their dislike for academic subjects, being out of school for a number of years, personal problems, and countless "less than ideal" family situations are some of the excuses disadvantaged students have for not participating in vocational or technical training programs or the academic remedial programs that are available to them. Thirty percent (30%) of the students at the practicum site needing academic upgrading do not enter or do not complete the required remediation program to allow them to be eligible to receive a certificate from a vocational program. Fear of failure or inability to reach long-range academic goals was the reason that could directly be determined as the cause why fifteen percent (15%) of the students did not enter or complete remediation. The practicum author with the cooperation of the Student Services department personnel has documented this problem over a period of time. One hundred percent (100%) of the students needing remediation should complete the remedial program. The discrepancy of thirty percent (30%) indicates the need to develop and implement a positive, confidence building, success oriented academic program to increase remediation completion and provide necessary skills

for academic and vocational program success in the future.

The author wanted to determine if efforts to make the remedial program non-threatening and a more positive experience for students would specifically result in improving the attitude of the remedial students about themselves and about their ability to succeed in school, in work, and in life. Outcome objectives were:

1. After building into the remediation delivery system techniques and strategies to build positive attitudes and a success oriented mind set over a ten-week implementation period, ninety percent (90%) of the students needing remediation were expected to complete the IMTS program. School records verifying completion of IMTS programs would determine if criteria were met.

2. Ninety percent (90%) of the students needing remediation and enrolling in the IMTS lab would show a more favorable attitude about themselves and the probability of their future school and job success.

3. The inclusion of the additional and continual positive reinforcements coupled with students' successful experiences during the remediation process would permit ninety percent (90%) of the students to indicate a desire to make learning and skills upgrading an ongoing process. The findings of a pre-attitudinal survey (appendix C) administered at the beginning of the practicum study would be compared with the results of a post attitudinal survey (appendix E) as the summative evaluation of objectives two and three.

## Chapter II

### Research and Solution Strategy

Gregorc and Butler (1984) did a study several years ago on the behavior, values, and attitudes of high-achieving students, average students, and students who were having difficulty in school. The results of their observations and interviews revealed that, though individuals all have the basic ability to learn, they are not all able to learn most effectively in precisely the same way. Each person has a particular approach or channel to learning that s/he is most comfortable with. This may explain why some highly motivated students fail to perform and why they sometimes become disadvantaged students in remedial programs. Educators will only help them repeat their failure if they do not present the instructional material in a format appropriate for them. The authors concluded that individuals appear to learn best when teaching styles and technologies fit their learning styles. When they don't fit, students can experience feelings of great insecurity, frustration, anger, anxiety, alienation, overcompensation, and futility. The results are burnout, trips to counselors, or in the case of adults, drop outs. Individual differences are a reality. Gregorc and Butler state they are the result of natural qualities of the individual's mind, manifested in four basic learning channels. Though we have and use all four channels, only one or two usually predominate, drastically affecting the way we learn. Each of the channels can be recognized by the distinctive behavior, characteristics, and mannerisms that attend it. They give clues to which channels a person uses for thinking.

These authors have delineated four learning/teaching channels in their research; concrete sequential, abstract sequential, abstract random and concrete random. According to their findings, **CONCRETE SEQUENTIAL** is the channel that most vocational

or technical fields require. It is needed to learn the basics in most shops. Appropriate teaching methods are hands-on, learning with guided practice, structured assignments, computers, machinery, and equipment that demands precision in operation. For the **ABSTRACT SEQUENTIAL** learner, lectures, audio tapes, textbooks, guided individual study and slide tape instruction works well. For those **ABSTRACT RANDOM** learners, group discussion, assignments with reflection time, short lectures with questions and answer time works effectively. **CONCRETE RANDOM** learners will benefit from independent study, simulations, open-ended problem solving, and exploration will produce the best results. We must be aware and sensitive to the differences in learning styles of the students we work with and be flexible in our approach to teaching them in order for them to benefit from our instruction.

Of course, not all disadvantaged students who enroll in vocational remedial programs are adults. Many are young people who have dropped out of regular high school programs. Generally, they have similar characteristics. They were often discipline problems in school. Ultimately, they dropped out when they turned sixteen. Vocational programs have been developed to teach job skills to students who have experienced failure in traditional programs. To copy the structure of traditional programs would be pointless. Students would surely repeat their failure patterns. New, innovative, supportive vocational offerings are required to reverse their school performance patterns.

Royce Bland, (1980) principal of Peninsula Vocational Education Center in Hampton, Virginia stated that disadvantaged students should be treated with respect. Kindness and firmness are also important. When teachers are kind and polite, they show respect for the student and when they are firm and straightforward, they are expressing respect for themselves.

In addressing motivation he implies that the teacher/student relationship determines whether the student will be motivated to behave positively or negatively in the learning situation. He further states that encouragement is important. Encouragement is more than just praise. The art of encouragement shows a sincere faith in the student as he is—not in his potential or what he could be. Teachers should keep in mind that students need encouragement as a plant needs water. Unfortunately, only those who *really don't need it get much of it in school today according to Bland.*

In discussing self esteem the literature clearly supports evidence that individuals develop feelings of self worth, the backbone of self esteem, from the significant adults present in the early years of their lives. In many cases, youngsters labeled disadvantaged are surrounded by adults who themselves have little feeling of self worth, conveying over and over in many ways to the youngster—"you will be nobody, because I am nobody". *When the youngster goes to school and little is expected of him, the results are the same. (Bogan,1980)*

Fritz Redl (1980) relates that professionals focus on the shortcomings of the student labeled disadvantaged which often blocks their view to the advantages and virtues these people do possess. In many instances these virtues could provide a basis for bridging the gap to those skills that they lack. Self worth would be improved, which would enhance self esteem and allow for the expansion of skill development.

Many young people have never been told they (1) can succeed, (2) have ability, (3) can set achievable goals, or (4) are accepted. Instructors should establish a rapport with students by paying sincere compliments when the occasion presents itself and commit themselves to helping each individual set an achievable goal to guarantee success. There may be initial resistance because years of defenses have been in operation

too long for immediate positive response. Constancy and consistency will increase the likelihood of positive results.

Working with the disadvantaged necessitates special qualities in the helping professional. A person has to really want to work with this population as opposed to being placed in that setting because of lack of tenure or being in disfavor with the school administration. Other qualities needed are sincerity, the ability to love easily, self-knowledge/understanding/acceptance, and the ability to work with varieties of people and backgrounds. Finally, teachers must have the desire to experiment until they find a method that works.

The effective teacher must become a support person to provide alternatives to present situations in which the disadvantaged find themselves. Peace and Land (1984) describe a program they developed and implemented in Texas that was designed to provide success in a school endeavor and a job skills program for students who had failed in traditional school programs. The commonality these students had was that they were all disadvantaged economically, educationally, and socially.

The program in Office Duplication Practices was initiated under the umbrella of occupational training for the disadvantaged. It was intended to provide academic remedial education, occupational training, and skill development necessary for students to obtain gainful employment. In order to develop a viable program, the Vocational Office of Education (VOE) studied the population they were serving. They learned that unsuitable classroom behavior was one way disadvantaged youth many times tried to cope with frustration and troubling emotions.

Teachers for the program were given intensive inservice training to enable them to understand and to deal with their students. They were taught that unsuitable classroom



behavior —apathy, hostility, physical aggression, verbal abusiveness— is one way disadvantaged youth try to cope with life as they know it. Many of these young people come from homes supported only by welfare where money, food, housing, clothing, and personal attention are all inadequate. Many are from broken homes and are not accepted by members of their own family or community. Some come from homes where physical and verbal abuse are a daily occurrence, and incest or child molestation are not uncommon. In addition to their problems in the home environment, these youth experience further humiliations in school. Their low grade levels are due to a combination of poor reading skills, lack of verbal fluency, lack of facility with abstract thought, and unacceptable social behavior. Feelings of insecurity, helplessness, and a lack of acceptance by their teachers and peers result in poor personal motivation and under-achievement. Failure is just a way of life for most of them.

The training centers were developed and designed by the local school district staff, state staff members of Office Education, and the local advisory committee. Equipment was purchased that best served the needs of the community. A typical lab included electric typewriters, electronic printing calculators, table-top offset presses, electric paper cutters, binding machines, heavy duty perforators, T squares, and cameras. Students were rotated through the instructional areas, learning both the basic and creative office skills, in addition to the operation of the duplicating machines. To be employable, they often needed typewriting and calculator skills. They also received special training in filing, record-keeping, and mailing procedures. The final brick of the edifice, according to the authors, was one of the most important. Believing that a youth group could add to the cohesiveness of the programs statewide, VOE formed a separate leadership organization aimed at getting the students involved. Through

this organization, these students realized perhaps for the first time in their lives, that they could be leaders. They learned how to conduct business meetings, become team members, work together on joint projects, and take pride in a finished project. They also learned the social graces and how to groom themselves. Land and Peace feel their program makes a difference in the lives of disadvantaged youth.

Research shows significant correlation between a disadvantaged student's positive identification with a program encompassing special services and that student's ability to persist and achieve, and between student success and firmly established career goals. Studies conducted by the Special Services Project and national studies confirm that regardless of curriculum choice, disadvantaged students who receive no supportive academic services tend to drop out at a high rate during the first few weeks of the program. The Texas program would confirm the findings of most of this research.

Another program for the disadvantaged that tends to substantiate this research was implemented in Alvin, Texas. This program called the "Bridge Program" is a non-credit program offered at no charge to eligible freshmen at Alvin Community College. For two weeks, just prior to the fall semester, students learn to set personal development goals, to use physical and mental techniques for relaxation and the reduction of stress, to interact in group discussions, and to use time management techniques. They visit each of the college's vocational programs where they participate in short, representative hands-on activities. Lunch time is a learning time also when guest speakers discuss such topics as math anxiety, occupational outlooks, and institutional resources for students. The disadvantaged students who have completed the Bridge Program have been successful in a high percentage. The program had institutional support and personnel from virtually every area of the college contributed

expertise to the venture. This also kept cost down. Building the students' self-confidence, teaching coping skills, and providing flexible support services are important when working with the disadvantaged, research proves.

What other components can be added to programs to improve the success rate of disadvantaged students? Do teachers unconsciously contribute to their failure?

A teacher asks a question in the classroom. Who does the teacher call on? Probably the one who can answer easily and help keep the flow of the lesson going. Classroom research studies show that, for the most part, teachers behave differently toward perceived low achievers than toward students they view as high achievers. They ask the low achievers fewer questions, criticize them more frequently for incorrect answers, praise them less often, give them less detailed feedback, demand less effort and less work and show them less courtesy and respect. (Martin, 1985).

So much goes on in a classroom and at such a rapid pace that most teachers are unaware of this differential treatment. It is obviously unintentional. A seven month workshop was conducted in California with 200 home economics teachers to help them treat high and low achievers equitably in specific ways. The training is based on teacher effectiveness and student achievement research.

The teachers selected a class in which to practice the specific behaviors; they then selected five students they perceived as low achievers and five they perceived as high achievers to be their target students. At each monthly workshop the inservice trainers introduced three new types of behavior. The teachers practiced these behaviors for the next four weeks in their selected class while a fellow workshop member observed and coded them on the number of times they directed the behavior at the target "highs" and "lows".

They began by giving the low-achieving students an opportunity to respond publicly in class. If the student didn't respond, that was okay - no negative feedback was given. This was to get the students used to being called upon as frequently as other students. Teachers then began practicing giving low achievers as much feedback on their answers as they did the high achievers. All this was done in a positive manner. The next addition was to practice "latency" or giving the student more time to respond to a question. Teachers waited at least five seconds to allow the students time to think over an answer before prompting or moving to another student. This behavior alerted the student that "this teacher expects me to say something". Praise was also provided and the reasons for the praise. In subsequent months new behaviors were added to encourage the low students to perform by making them feel their contributions were expected and appreciated.

Teachers reported a marked improvement in the attitudes of their "low" target students as the inservice project progressed. Joan Martin indicates that it is preferable to work on these behaviors in a formal workshop but that teachers can monitor the behaviors themselves. The checklist developed by Martin is included as an appendix in this practicum. (appendix A). The negative statements can then be turned into positive behaviors to be evaluated by a partner. Teachers should select a target class to coincide with the planning period of a partner who will observe them. The author concedes the behaviors are no panacea and certainly no substitute for continued remedial support for low achievers, but there should be an overall improvement in the class in general and disadvantaged student performance.

It has been suggested by some psychologists that two-thirds of our communication is non-verbal. Patrick Miller (1980) refers to a study done by Mehrabian and described

in Psychology Today. Mehrabian contends that only seven percent of a message is verbal. Teachers are usually conscious of non-verbal behaviors exhibited by others, but often interpret these cues differently. To support his theory of lack of consensus about non-verbal awareness, Miller conducted a quasiexperimental study in 1979. Twenty-five slides of people exhibiting different facial expressions were administered to large classes of graduate students in education. For each slide students were asked to express their opinion as to whether the slide (facial expression) represented a person as trustworthy, friendly, indifferent, snobbish, or deceitful. Analysis of the data revealed only a minority of consensus on a few slides. Little agreement existed. This leads one to believe that in general, everyone at times transmits non-verbal misinformation. Being cognizant of our own non-verbal behavior takes practice and patience to perfect, but is worth efforts to improve so our students receive optimal positive non-verbal cues from us.

C. M. Galloway of Ohio State University, a noted expert in the field of non-verbal communication cites four non-verbal qualities that promote effective teacher/student interaction:

- \* Attention            really listening to students' verbal messages
- \* Reception            visually attending to students' responses by maintaining eye contact
- \* Reinforcement    approval through gestures or actions to confirm students' behavior
- \* Facilitation        physical movement toward students to assist or support their needs

Teachers must learn to "tune in" to more than words. Knowledge of the existence of non-verbal behaviors in the classroom is a must. Fostering positive characteristics,

mannerisms, actions, and habits as well as overcoming negative ones that depress an atmosphere for learning should be the goal as teachers strive to make programs more positive.

Another somewhat less subtle addition to plug into a remedial program to improve students' motivation and self image is praise. Students, like everyone else, need to know that they are worth something. Every time a teacher praises a student, he improves his or her self-concept. Students who have a good self-concept are also said to have self-discipline, self-control, self-esteem, self-respect, and self-confidence. Generally, all these things are found lacking in disadvantaged students but are essential to their success and well-being. Richard Buchholz (1982) says if you want those around you to be happier, do better, and be more productive, use the power of praise. What should you praise? Any quality or deed that you would like to see repeated. Seek out opportunities to praise students and do it simply, immediately, and often. Another point to remember, according to Buchholz, is that when you reward good behavior with praise, your example will be followed by those around you. Act the way you want your students to act and they will follow your lead. Set some goals to be more caring, more supporting, more kind, more friendly, more tender, more forgiving, and more humane. Be more ready to praise. Buchholz concludes that students will copy those behaviors.

### Chapter III

#### Method

After a review of the literature the author noted that the current teaching used for remediation in the Individualized Manpower Training System lab was based on sound adult learning principles. However the research also focused on the adult learner's need for confidence building tasks. The author found the current IMTS lab remediation program to be lacking in this area. Therefore, the solution strategy for this practicum was to develop and implement additional success oriented and counseling activities into the current system. The design of the success oriented program was to incorporate motivational ideas and confidence building strategies presented in the literature review into the system with the flexibility that research indicates is necessary for the adult learner for maximum effectiveness.

In order to fulfill the objectives, guidelines were developed and carried out in a set of steps that would insure credibility to the project. The program included bi-weekly or sometimes tri-weekly group sessions and individual counseling to meet specific needs of group members. The time frame for implementing the project covered an eleven week period. A ten week period of student participation was monitored by the author.

#### **Preliminary Activities**

The writer used the week preceeding the implementation period to explain the project to the IMTS department chairman and personnel. Cooperation, support, and encouragement were offered by the staff of the IMTS. Other activities of that week follow.

- (1) The project author created a positive environment by making positive and encouraging signs and displaying them in the lab.

- (2) Copies of pre and post tests, Barbe's modality test, and project record sheets were made.
- (3) The author spent time reviewing the motivational materials to be used in the group sessions.
- (4) Hand-outs to be used in the group sessions were duplicated and organized.
- (5) A bibliography of books available in the school's Media Center pertaining to self-improvement, getting to know and like yourself, goal setting, and positive thinking was compiled and posted in the IMTS lab.

#### **First Week**

- (1) The author conferenced with each student participating in the study to establish a rapport and build a working relationship.
- (2) The pre-assessment survey (appendix C) was administered.
- (3) Barbe's modality test (appendix B) was given to the students.
- (4) Results of the attitudinal survey and the modality test were recorded on the record form. (appendix G).

#### **Second Week**

Students met as a group for the first time to discuss the purposes and goals of the group and establish a schedule for regular meetings. Motivation Plus developed by Elizabeth Clay McPhail was introduced. This program was the basis of the group's bi-weekly sessions.

#### **Third - Tenth Week**

The practicum participants with the assistance of the writer worked through prescribed remediation materials for academic improvement with the inclusion of the additional positive reinforcements in the bi-weekly group sessions and individual support counseling as the author became aware of a need.



**Eleventh Week or upon completion of remediation**

- (1) The post attitudinal survey (appendix E) was administered as a summative evaluation.
- (2) Analysis of the pre and post surveys was completed to determine to what extent the students' attitudes had changed.

In previous years the majority of the IMTS students did not enroll in a job preparatory program until their academic remediation was completed. It was felt that students' probability of success in the job training program was enhanced with improved academic levels when they were achieved prior to program entry. This meant that most of the remedial students spent from three to six hours daily upgrading their reading, math, and language skills. This is not the situation in the current school year. Students must be enrolled in a job preparatory program to be eligible to receive the remedial services of the IMTS. A majority of the students enrolled in the IMTS presently spend only one to two hours daily in the lab. Their scheduled time in IMTS is determined by their job preparatory instructor who schedules the remediation around his instructional program. This delayed the project implementation until program instructors scheduled their students and also reduced the number of students available to participate in the practicum study because of their varied scheduled times. The writer had determined that participants would be individuals who were scheduled into the remedial program during the first hour of the school day for three or more hours daily. The author's rationale was that these students' extended schedule in the lab indicated they probably had a need for the motivational and image building strategies presented and that the group interaction and activities would compliment the individualized academic instruction and provide some socialization among the participants that is lacking with individualization.

During the first week of the project the author met with the participants individually. They completed the modality test and the pre-attitudinal survey. They were asked to be totally candid in their responses to the survey questions. It was explained that the modality test would enable their learning manager to prescribe the most appropriate materials in the lab to accommodate their learning styles. The results of these tests were recorded on the record form. (appendix G). These results were to be compared with the results of the post attitudinal survey administered at the end of the practicum study to determine improvement in attitude. The students worked through their academic prescriptions with assistance, encouragement, and counseling as needed for the remainder of the first week.

The second week the students met as a group for the first time. The writer explained the purposes and goals of the group activities and established a schedule for regular meetings. As an introductory activity the participants were encouraged to get acquainted by introducing themselves and telling a little about themselves and their career objectives. The group was made up of both male and female students and ranged in age from 16 to 52 years. They were enrolled in a variety of job preparatory programs.

Motivation Plus developed by Elizabeth Clay McPhail was the basis of the group's bi-weekly meetings. This motivational program consists of eighteen lessons categorized under four sections:

**Section I Developing a Positive Mental Attitude (Six lessons)**

**Section II Goal Setting (Two lessons)**

**Section III Self-Improvement (Ten lessons)**

**Section IV Summary/Evaluation**

Each presentation required about twenty minutes. The writer had planned for forty to forty-five minute sessions but participation and interest extended most sessions to

one hour.

The group met on Monday and Wednesday mornings. One lecturette was presented at each group meeting for nine weeks. The tenth week both sessions were spent in evaluating and summarizing the program. The students were encouraged to participate and contribute thoughts and ideas in each of the sessions. They were very verbal and they readily shared personal experiences and situations they had encountered. They also readily offered suggestions, solutions, and encouragement to each other.

The lecturettes during the first three weeks provided students the opportunity to determine if they had a positive or negative attitude. These lessons emphasized the importance of a positive perspective. Suggestions for developing a more positive attitude were presented and explained.

After the students completed the units dealing with developing a positive mental attitude, one week was spent on goal setting. The focus was toward enabling the students to set realistic short and long range goals. The following five weeks sessions dealt with self-improvement. During this interum it was discovered that the students were checking out the Media Center's books on positive thinking, goal setting, and self-improvement indicating to the writer the material was having a positive effect.

At each group meeting students were given hand-outs and written assignments to be completed either during or following the sessions. The writer determined that folders would be helpful to the students so the materials they accumulated in the sessions could be stored neatly and be easily accessible for future reference. The students seemed to enjoy organizing the materials from previous lessons and reviewing things they had previously written.

Lastly, the post attitudinal survey was administered to measure the effects of the

positive strategies in improving the self image and attitude of the remedial students. The comparison of the pre and post attitudinal surveys determined to what extent practicum criteria were met.

## Chapter IV

### Results

The practicum study was conducted to determine if improved self esteem and a more positive attitude could be instilled in economically, socially, and or educationally disadvantaged students as a part of the remedial process.

#### **Practicum Objective I:**

After building into the remediation delivery system techniques and strategies to build positive attitudes and a success oriented mind set, over a ten-week implementation period ninety percent of the students needing remediation were expected to complete the IMTS program.

This objective was not met. None of the participating students had completed the remedial program by the end of the eleven week practicum study. Neither the students nor practicum strategies had any bearing on the outcome. Implementation of revised state guidelines made this objective unrealistic for the students taking part in the study.

In August the Department of Education revised interpretation of the law mandating remediation for vocational students who do not meet state specified minimum academic levels. Just prior to the opening of the school year directives were sent out statewide to be implemented immediately. Guidelines stipulate that students must be enrolled in a job preparatory program to be eligible to participate in the training institution's remedial program regardless of the extent of remediation needed. Practicum objectives were formulated based on guidelines followed in previous school years whereby students could complete remediation prior to program entry. If extensive remediation was needed students usually elected to participate full-time in the remedial program. It is possible for a student attending full-time to complete a remedial reading, math,

and language remediation program within a ten week period.

The author determined that the students needing extensive remediation would benefit most from the practicum strategies. Under the new guidelines these students spend half day or three hours daily in the remedial program. Time was not adequate for students to complete IMTS prescriptive materials in three subject areas within the time allotted. Some had completed remediation in one subject area. It is the writer's hope that all the participants will persist until they reach their objectives. Verbally they have all indicated that it is their intention to do so.

#### **Practicum Objective II:**

Ninety percent of the students needing remediation and enrolling in the IMTS lab would show a more favorable attitude about themselves and the probability of their future school and job success.

At the conclusion of the implementation period the results of the post test were compared to those of the pre-test to see if, in fact, the participating students made progress as stated in the objective outcomes. Analysis of test results determined that one hundred percent of the participants showed improvement in attitude and self confidence. (appendix G).

Numerous very positive effects were observed by the writer as a result of the group discussions and working through the motivational material. Research indicates, and it seemed to be substantiated in this study, that adults bring a great range of first-hand experience into the classroom. Pryor (1984) says that students may have more extensive knowledge in certain fields than their teachers and may possess skills their teachers do not possess. They learn better in a class where they can use their experience. From the beginning of the project the researcher tried to make the students feel that the

ideas they shared were appreciated, valued, and worthwhile. Initially students would preface many of their comments with comments like, "Maybe this isn't right, but..." or "I'm probably wrong, but...". As the sessions continued the writer observed that their confidence grew and the use of these statements was greatly reduced.

A comradeship developed among the participants that carried over outside the group sessions. Students smiled more and they seemed generally more relaxed and happy in the remedial program. It was obvious that they enjoyed the interaction in the group's meetings.

Students were observed reviewing their motivational materials from time to time. Some related that they conscientiously tried to apply the techniques suggested and that they tried to remember to repeat the slogans such as, "I am somebody and I will succeed!", "Smile!", and "I am a winner!", because they seemed "to work" for them.

The participating students in the study were those who were scheduled in the IMTS lab for three hours daily. Even though the major emphasis continued to be on their academic remediation, students were encouraged to schedule with the researcher some time periodically to listen to tapes produced by the Success Motivation Institute, Inc. Students could select from these titles:

- (1) The Million Dollar Personal Success Plan
- (2) Who Motivates the Motivator
- (3) I'm OK—You're OK
- (4) Everybody Wins
- (5) How to Use Tact and Skill
- (6) The Key to Motivation
- (7) The Richest Man in Babylon

The writer also made available four sets of Earl Nightingale tapes from the school's

Job Placement office so that the students could include them as additional supplementary motivational and self improvement resources. This series consists of thirty lectures on a variety of topics in four sets:

- (1) Great Ideas Series
- (2) Success Series
- (3) Creative Thinking
- (4) Lead the Field

The students used these very positive, encouraging, and informative materials frequently. They were encouraged to check these out after completing a long academic study session. From experience, this writer has found that a shift in tasks and a change of pace is a good way to relieve mental fatigue and tiredness while at the same time keeping productivity ongoing.

The writer and the students were able to reinforce many of the strategies suggested in the motivational material with articles from current newspapers and contemporary periodicals. Participants shared clippings and articles which pertained to benefits derived when positive attitudes or actions were applied by others in various contexts. This, the researcher determined, was an indication that there was positive carry-over from the group sessions. This also was an indication that a third objective had been met.

#### **Practicum Objective III:**

The inclusion of additional and continual positive reinforcements coupled with students' successful experiences during the remediation process would permit ninety percent of the students to indicate a desire to make learning and skills upgrading an ongoing process.



Results of the post attitudinal survey indicated a marked improvement in the attitude and confidence of 100% of the students about their ability to achieve academic success. A final conference with the participants individually at the end of the project revealed that the students generally regarded the remedial program positively. Seventy-five percent indicated they enjoyed the experience. Twenty-five percent indicated they didn't mind attending the program and felt it was beneficial to them. All those interviewed indicated that they might attend a training program of some type at some time in the future.

## Chapter V

### Recommendations

The writer believes that a better understanding of each person being served enables the teacher to develop a more effective program for the individual. Most of the academically disadvantaged in post secondary vocational technical centers are adults. In many cases, it has been many years since these adults have been in a classroom. To teach them effectively requires both tact and consideration. Pryor (1984) reports on recent research that should be considered when teaching adults. Findings were:

1. Intelligence does not decline after age 30 or 35 but continues into old age.
2. Adults slow down in reaction time as they age.
3. Chronic physical problems slow down the learning process.
4. Adults may have problems unlearning some things and restructuring some of their values.
5. If new material is based on their past experience, adults learn faster than adolescents do.
6. Adults do not like competitive class situations and they do not like to be compared with others. They work best in cooperative, non-competitive, non-evaluative settings.
7. Adults do not respond well to disciplinary measures.
8. Many adults come to their classes with insecurity and anxiety about their ability to succeed.
9. Anxiety must be reduced for learning to be optimal.

Excellence in teaching adults is a matter of adapting the standard practices of good teaching to the special circumstances of adults. Those who provide instructional programs for adults who sincerely want to offer quality programs that will best meet their needs should study the research concerning adult instruction, attend workshops

and inservice, and read professional periodicals pertinent to sound adult teaching.

Additionally this writer also recommends that opportunities be provided for group activities for adults in individualized remedial programs. These adult students have a wealth of experience and knowledge to share with each other. The practicum project has confirmed for the author that adult students, though they learn well from individualized instruction, enjoy and benefit from group interaction.

The media center at the practicum site has an outstanding collection of books addressing self concept, positive attitudes, goal setting, problem solving, and values clarification. The writer believes this is important. These resources enhanced the practicum study by providing students an excellent source of information for self improvement. Media Specialists should be encouraged to include books of this type in their book selections for adult training institutions.

This author believes that the presentation of motivational material, employability skills instruction, and goal setting strategies offered in a group setting would complement the competency based, individualized job preparatory instructional programs in most vocational technical centers. A summary of the results of the practicum study will be shared with the school's administration with a recommendation for a feasibility study on implementing such a program at the practicum site.

The writer has been asked by the department chairman to share details of the practicum project with IMTS advisory committee members at the next regular meeting in late November. The results of the study will be shared with other IMTS instructors throughout Florida at the annual Special Needs workshop that is held every October. Copies of the review of literature section, the materials used, the format for the implementation of the strategies, and/or the results of the study will be made available to instructors upon request.

Individual students have indicated their enthusiasm for the motivational material and the group sessions. One of the male participants reported to the writer during the fourth week of implementation that he was sharing the handouts and information from the group's discussions with his sister and niece. Another male group member indicated he was saving his folder of materials to share with his two sons when they visit him next summer. Another student who found it necessary to be out of school for nine days asked that the materials to be covered in his absence be prepared for him in advance so that he "wouldn't miss anything" while he was away. A sixteen year old expressed to the writer he had learned a lot from the program. There were other positive comments from students and indications of positive effects at various times throughout the implementation period of the practicum project.

It is said that inspirational talks and encouragement generate enthusiasm but seldom maintain the kind of performance equated with motivation. Practically defined, motivation is "being on task," rather than a state of mind. Behavioral scientists have developed several principles to increase educational motivation. One of these principles is reinforcement or the arrangement of positive consequences. Motivation is produced by reinforcement. Generally, the more frequently a student receives positive reinforcement, the more motivated he will be to continue the desired behavior. Academic reinforcement along with personalized verbal encouragement, counseling, assistance with individual personal or school related problems when linked with goal setting skills and guides for self improvement are all positive components that have been found desirable and effective in an academic remedial program that serves the students at this practicum site.

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## POST STUDENT ATTITUDE SURVEY

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Please read the statements below and circle the letter or letters which best express your feelings or opinions.

<u>S A</u> Strongly Agree	<u>A</u> Agree	<u>D</u> Disagree	<u>S D</u> Strongly Disagree
			2    1    -1    -2 SA    A    D    SD
1.			
2.			SA    A    D    SD
3.			SA    A    D    SD
4.			SA    A    D    SD
5.			SA    A    D    SD
6.			SA    A    D    SD
7.			SA    A    D    SD
8.			SA    A    D    SD
9.			SA    A    D    SD
10.			SA    A    D    SD
11.			SA    A    D    SD
12.			SA    A    D    SD
13.			SA    A    D    SD
14.			SA    A    D    SD
15.			SA    A    D    SD
16.			SA    A    D    SD
17.			SA    A    D    SD
18.			SA    A    D    SD



19. The IMTS has made me more confident about myself.	SA	A	D	SD
20. I have-found I can do some things I never thought I could.	SA	A	D	SD
21. I like the individual instruction I get in the IMTS.	SA	A	D	SD
22. I think learning more about goal setting and positive attitude is helpful.	SA	A	D	SD
23. Generally I feel IMTS was a very good experience.	SA	A	D	SD
Column Totals. ....	---	---	---	---

# FIND YOUR MODALITY STRENGTHS

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Listed here are ten incomplete sentences and three ways of completing each sentence. Check the statement that is most typical of you. Then count the number of checks in each column. This will give you and your learning manager a rough idea of the relative strength of each of your modalities. This information will enable your manager to prescribe materials most appropriate for you.

- |  |  |  |  |
|--|--|--|--|
| 1. My emotions can often be interpreted                        | <input type="checkbox"/> Facial expressions  | <input type="checkbox"/> Voice quality   | <input type="checkbox"/> Body Tone   |
| 2. I keep up with current events by                            | <input type="checkbox"/> Reading the newspaper thoroughly when I have time   | <input type="checkbox"/> Listening to radio or watching TV news                                  | <input type="checkbox"/> <b>Quickly reading the paper or watching a few minutes of TV news</b> |
| 3. If I have business to conduct with another person, I prefer | <input type="checkbox"/> Face to face meetings or writing letters  | <input type="checkbox"/> The telephone, since it saves time                                      | <input type="checkbox"/> Conversing while jogging, doing something physical                    |
| 4. When I'm angry, I usually                                   | <input type="checkbox"/> Clam up and give others the silent treatment  | <input type="checkbox"/> Am quick to let others know why I'm angry                               | <input type="checkbox"/> Clench my fist, grasp something tightly, or storm off                 |
| 5. When driving I  | <input type="checkbox"/> Frequently check the rear view mirror and watch the road carefully                          | <input type="checkbox"/> Turn on the radio as soon as I enter the car                            | <input type="checkbox"/> Can't get comfortable in the seat and continually shift position      |
| 6. I consider myself   | <input type="checkbox"/> a neat dresser  | <input type="checkbox"/> a sensible dresser  | <input type="checkbox"/> a comfortable dresser   |
| 7. At a meeting I  | <input type="checkbox"/> come prepared with notes and displays   | <input type="checkbox"/> enjoy discussing issues and hearing other points of view                | <input type="checkbox"/> would rather be somewhere else so spend my time doodling              |
| 8. In my spare time I would rather                             | <input type="checkbox"/> watch television, go to a movie, attend the theatre, or read                                | <input type="checkbox"/> listen to the radio or records, attend a concert, or play an instrument | <input type="checkbox"/> engage in a physical activity of some kind                            |
| 9. The best approach to discipline is to                       | <input type="checkbox"/> isolate the child by separating him or her from the group                                   | <input type="checkbox"/> reason with child and discuss the situation                             | <input type="checkbox"/> use acceptable corporal punishment                                    |
| 10. The most effective way of rewarding students is through    | <input type="checkbox"/> positive comments written on their papers, stickers, or posting good work for others to see | <input type="checkbox"/> oral praise to the student and to the rest of the class                 | <input type="checkbox"/> a pat on the back, hug, or some other appropriate physical action     |

Total number of boxes checked \_\_\_\_\_

visual

auditory

kinesthetic

## PRE-ASSESSMENT SURVEY FORM QUESTIONNAIRE

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: This is not a test. Please circle Y (yes) or N (no) in response to the following questions.

- |   |   |   |
|---|---|---|
| 1. Reading is a favorite pastime for me.  | Y | N |
| 2. I felt I was very successful in high school.                                       | Y | N |
| 3. Teachers made me feel I was a good student in school.                              | Y | N |
| 4. I was involved in clubs or student council activities in school.                   | Y | N |
| 5. When I was in school, I thought my performance was average or above.               | Y | N |
| 6. I feel that most people respect me for my accomplishments.                         | Y | N |
| 7. I felt what I learned in school prepared me to go to work.                         | Y | N |
| 8. I was generally proud of my report cards.  | Y | N |
| 9. I like to do crossword puzzles for fun.  | Y | N |
| 10. Math was always easy for me in school.  | Y | N |
| 11. I completed high school.  | Y | N |
| 12. I participated in many school sponsored activities.                               | Y | N |
| 13. I have always thought of myself as a successful person.                           | Y | N |
| 14. I generally enjoyed going to school.  | Y | N |
| 15. When I give my opinion about things, I believe my ideas are considered important. | Y | N |
| 16. It is true that I never had discipline problems in school.                        | Y | N |
| 17. I was considered popular in school.   | Y | N |
| 18. In school I felt I performed as well or better than anyone else.                  | Y | N |
| 19. I smile a lot.  | Y | N |
| 20. I earned good grades through my school years.                                     | Y | N |
| 21. Generally I felt teachers were interested in me as a person.                      | Y | N |
| 22. I like to try new things just to see if I can do them.                            | Y | N |
| 23. I always felt I could win in school contests.                                     | Y | N |

- |   |   |   |
|---|---|---|
| 24. I think I am an enthusiastic person.  | Y | N |
| 25. I usually feel comfortable talking to people when I meet them for the first time. | Y | N |

Column Totals. .... \_\_\_\_\_

PRE-ASSESSMENT ATTITUDE SURVEY

SCORING AND INTERPRETATION OF RESULTS

SCORING: TOTAL THE NUMBER OF RESPONSES IN EACH COLUMN.

INTERPRETATION: THE INTERPRETATION OF INFORMATION WILL BE BASED ON THE STUDENT'S AFFIRMATIVE RESPONSES TO THE QUESTIONS ASKED.

NUMBER OF AFFIRMATIVE	INDICATES STUDENT IS
RESPONSES	
20 - 25	HIGHLY CONFIDENT / GOOD SELF-IMAGE
16 - 19	FAIRLY CONFIDENT / FAIR SELF-IMAGE
6 - 15	POOR SELF IMAGE / POOR CONFIDENCE
1 - 5	LOW SELF IMAGE / LOW CONFIDENCE

## POST STUDENT ATTITUDE SURVEY

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Please read the statements below and circle the letter or letters which best express your feelings or opinions.

<u>S A</u> Strongly Agree	<u>A</u> Agree	<u>D</u> Disagree	<u>S D</u> Strongly Disagree
			2    1    -1    -2 SA    A    D    SD
1.	I am pleased with my overall progress in IMTS.		
2.	I am more confident about my ability to learn academic subjects than I used to be.		SA    A    D    SD
3.	I can see myself making progress while working in IMTS.		SA    A    D    SD
4.	I now have a more positive viewpoint about myself and school success.		SA    A    D    SD
5.	I believe the IMTS helped me build self confidence.		SA    A    D    SD
6.	I felt my instructor gave me encouragement when I needed it.		SA    A    D    SD
7.	My instructor had confidence in me.		SA    A    D    SD
8.	I am proud of my accomplishments in IMTS.		SA    A    D    SD
9.	I feel more like I can reach my goals than I used to.		SA    A    D    SD
10.	I would recommend the IMTS to others.		SA    A    D    SD
11.	I think I will reach my vocational goal.		SA    A    D    SD
12.	I believe most obstacles that stand between me and my goal can be worked out.		SA    A    D    SD
13.	My family is proud of my accomplishments in school.		SA    A    D    SD
14.	I enjoy using the computers and audio-visual materials in the lab.		SA    A    D    SD
15.	I feel better about myself than I used to.		SA    A    D    SD
16.	I feel I can reach most of my goals.		SA    A    D    SD
17.	My attitude about school has improved.		SA    A    D    SD
18.	I think I have knowledge in more areas than I used to have.		SA    A    D    SD

19. The IMTS has made me more confident about myself.	SA	A	D	SD
20. I have found I can do some things I never thought I could.	SA	A	D	SD
21. I like the individual instruction I get in the IMTS.	SA	A	D	SD
22. I think learning more about goal setting and positive attitude is helpful.	SA	A	D	SD
23. Generally I feel IMTS was a very good experience.	SA	A	D	SD
Column Totals. . . . .	_____	_____	_____	_____

**POST-ASSESSMENT ATTITUDE SURVEY**  
**SCORING PROCEDURES**

**Scoring Rules:**

1. Add the numbers in each column.
2. Multiply the column total times the number at the top of each column. This will give you the actual column total.
3. Add the totals of columns a, b, c, and d.
4. A positive or negative total will indicate the student's positive or negative attitude.

**Total scores equal to + or -**

**36 - 46    Indicates Extremely positive/negative attitude**

**24 - 35    Indicates Very positive/negative attitude**

**23         Indicates Positive or Negative attitude**





INSTRUCTOR'S COMMENT SHEET

STUDENT NUMBER \_\_\_\_\_

PROJECT WEEK \_\_\_\_\_

Date \_\_\_\_\_

---

STUDENT NUMBER \_\_\_\_\_

PROJECT WEEK \_\_\_\_\_

Date \_\_\_\_\_

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153.1	Young, Morris N.	How to Develop an Exceptional Memory
153.12	Lorayne, Harry	Good Memory, Good Student
155.2	Newton, Roy	How to Improve Your Personality
155.5	Shedd, Charlie	You Are Somebody Special
156.342	Ott, Ernst	You Can Think Better Than You Think You Can
158	Dawley, Harold H.	Friendship: How to Make and Keep Friends
158	Dyer, Wayne W.	Pulling Your Own Strings
158	Linneman, Robert	Turn Yourself On
158	Wicks, Robert J.	Helping Others: Ways of Listening, Sharing and Counseling
158.1	Briggs, Dorothy	Celebrate Yourself: Making Life Work For You
158.1		Glad To Be Me
158.1	Halsey, George	How to Achieve Success and Happiness in Business
158.1	Kiev, Ari	A Strategy For Success
158.1	Lazarus, Arnold	I Can If I Want To
158.1	Linkletter, Art	Yes, You Can!
158.1	Newman, Mildred	How to Take Charge of Your Life
158.1	Shahan, Lynn	Living Alone and Liking It!
158.2	Johnson, David W.	Reaching Out
158.2	Osborne, Cecil	The Art of Getting Along with People
158.2	Reilly, William	Successful Human Relations

301.43	Geller, Arthur	Living Longer and Loving It
331.7	Mitchell, Joyce S.	Choices and Changes: A Career Book for Men
331.7	Mitchell, Joyce S.	I Can Be Anything: A Career Book for Women
370.15	Canfield, Jack	100 Ways to Enhance Self-Concept in the Classroom
613.04	Heidi, Gloria	Winning the Age Game
646	Dietch, Joan	The Success Look for Women Only
646.34	Hemingway, Patricia D.	The Well-Dressed Woman
646.34	Molloy, John T.	The Woman's Dress for Success Book
646.7	Jackson, Carole	Color Me Beautiful
646.7	Lord, Shirley	The Easy Way to Good Looks
646.7	Shen, Peter	Peter Shen's Make-up for Success
650.1	Nash, Katherine	Get the Best of Yourself
650.1	Stanat, Kirby W.	Job Hunting Secrets and Tactics
650.14	Donaho, Melvin W.	How to Get the Job You Want
650.14	Eisen, Jeffrey	Get the Right Job Now!
650.14	Krannich, Caryl Rae	Interview for Success
650.14	Stansfield, Richard H.	The Best Ever How-To-Get-A-Job Book
808.06	Adler, Kenneth R.	Pathway to Your Future: The Job Resume and Letter of Application
808.06	Corwen, Leonard	Your Resume: Key to a Better Job
808.06	Resume Service	Resumes That Get Jobs
808.5	Smith, Rosalie H.	How to Talk Your Way to a Better Job
808.51	Vasile, Albert J.	Speak with Confidence
817	Peter, Laurence	The Peter Principle

Marita Sue Bragg

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Signed: Marita Sue Bragg  
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