

**EVALUATING THE EFFECTIVENESS OF AN UBUBELE-PERSONA DOLL
EMOTIONAL LITERACY PROGRAMME FOR PRESCHOOLERS FROM
ALEXANDRA TOWNSHIP**

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A research report submitted to the Faculty of Humanities, University of the Witwatersrand, in partial fulfillment of the requirements for the degree of Master of Education (Educational Psychology).

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DECLARATION

I hereby declare that this research report is my own unaided work. It is being submitted for the degree of Master of Education (Educational Psychology) at the University of the Witwatersrand, Johannesburg. It has not been submitted for any degree or examination at any other university.

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Date

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ABSTRACT

This study investigated the effectiveness of an emotional intervention programme designed to improve the level of emotional literacy in a sample of preschool children. Thirty-five participants from two different preschools in Alexandra Township participated in the study, where one school operated as the experimental group and one as the control group. All participants completed the pretesting of the DANVA2 that measured salient components of emotional literacy. Two teachers from the experimental group attended a six-week Ububele-Persona Doll training programme at Ububele Psychotherapy Resource Centre and Educational Trust (Ububele). After using the Ububele-Persona Dolls in the classroom once a week for twelve weeks, all the participants completed the post-testing of the DANVA2. The programme was shown to significantly affect the level of emotional literacy of those children exposed to the intervention. At the conclusion of the research project, teachers from the control group were provided with free Ububele-Persona Doll training.

DESCRIPTORS: *emotional literacy, preschool children, emotional programme intervention, DANVA2*

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CHAPTER ONE

INTRODUCTION

This study is concerned with investigating the effects of a programme that aims to improve the emotional literacy and emotional awareness of preschoolers who are living in an area that experiences socio-economic hardship. The Ububele-Persona Doll programme trains preschool teachers to use the Ububele-Persona Dolls in the classroom to develop the emotional literacy skills of children under seven years of age so that they are better able to accommodate stressful life experiences which could impact negatively on their emotional development. The Ububele-Persona Doll programme was developed around Steiner's (2002) definition of emotional intelligence. The training workshop consists of six sessions in which teachers are taught the meaning of emotional literacy and basic counseling skills, and are shown how to run sessions using the Ububele-Persona Dolls. Once trained, the teachers use the Dolls in the classroom to assist children in identifying their own and others' emotions, and to express and manage their own feelings. The Dolls are also used in a therapeutic way where children can transfer their own experiences onto the Dolls and so talk about difficult experiences in a non-threatening manner (Ububele-Persona Doll pamphlet).

The primary aim of this research project is to evaluate the effectiveness of the Ububele-Persona Doll programme, and to ascertain whether this intervention resulted in an improvement of preschoolers' emotional literacy skills. The research questions were explored from both a quantitative and qualitative methodological perspective using an experimental and control group with a pre- and post-test design. The Center for Program Evaluation outlines some advantages for organizations and programmes that participate in evaluations (www.ojp.usdoj.gov/BJA/evaluation). Evaluations can provide objective evidence that a programme is effective, demonstrating positive outcomes to funding sources and the community. It can help improve programme effectiveness and can create opportunities for programmes to share information with other related programmes and agencies regarding interventions that work. A well-executed evaluation will point out areas in which the programmes can improve their operations. Potter (1999) explains that there is no one 'correct' way to conduct a programme evaluation. Furthermore, he explains that programme evaluation research

is about establishing whether social programmes are needed and effective. In the absence of evaluation research, it is not possible to make informed decisions about social programmes, based on evidence that they have been effective.

Chapter Two reviews the context and theory from which the present study emerges. The theory of emotional literacy is explained from its roots in emotional intelligence to its current application as emotional literacy.

Chapter Three describes the present study, its aims, hypotheses and measures. The Ububele-Persona Doll intervention programme is also explained.

The results are presented in Chapter Four and discussed in more detail in Chapter Five. The discussion focuses on two areas: the effectiveness of the intervention programme, and the qualitative observations of the teachers involved in the study.

Chapter Six summarises the findings of this study, and notes the limitations and implications of this research for the study of emotional literacy in South Africa.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides a rationale for the present study. It gives an overview of the social context in which the study was conducted and examines the theory on which the study was based. In addition, it reviews the benefits of being emotionally literate that have been outlined by previous research. The chapter concludes with a summary of the findings of previous research as it relates to the present study.

2.2 CONTEXT OF AND MOTIVATION FOR THE UBUBELE-PERSONA DOLL PROGRAMME

Ububele Psychotherapy Resource Centre and Educational Trust (Ububele) is situated on the border of Alexandra Township and provides training, resources and clinical services for the surrounding community. Ububele's primary goal is to provide mental health services and training to the under-resourced area of Alexandra Township. In addition, Ububele aims to design intervention programmes to meet the needs of the Alexandra community. The Alexandra Benchmark Survey (ABS, 2005) provides comprehensive information that is useful in understanding the socio-cultural context of Alexandra Township and the setting in which Ububele operates.

According to the ABS (2005) the Alexandra Township is located in the northern suburbs of Johannesburg on the banks of the Jukskei River. The area includes Old Alexandra Proper, the East Bank, Marlboro, Wynberg, Kew and Marlboro Gardens. Alexandra township reportedly has an estimated total population of 337 678. The area is seriously overcrowded with extremely high densities. In Old Alexandra Proper, where 80% of the population of Alexandra live, approximately 70% of households comprise of more than 10 people. The area has high levels of unemployment, poverty, crime and homelessness. 32.6% of the population is unemployed and 20% of households in Alexandra exist on less than R1000 per month. Furthermore, according

to the ABS (2005), 8.8% of the population, or 29 584 children, in Alexandra are between the ages of two and six years. Of these children, 90.5% are currently in some form of nursery school or day care. Some of the major problems reported by the Alexandra community are substance abuse, HIV/Aids, and violence and abuse of women and children.

Against this backdrop, one of the projects that Ububele has introduced is the Ububele-Persona Doll emotional literacy training for preschool teachers. Buchanan (2007) explains that the Persona Dolls were introduced to Ububele through Babette Brown, a political activist and nursery school teacher who left South Africa during apartheid. Whilst in the United Kingdom, Brown was introduced to the concept of Persona Dolls and was able to witness the effectiveness of the Dolls in facilitating learning and addressing issues such as prejudice and discrimination amongst young children. Ububele adapted the use of the Dolls and developed their own programme to add to the prophylactic work they do in Alexandra Township. The Ububele-Persona Doll programme is a psychoeducational intervention which attempts to improve preschoolers' emotional literacy skills which will assist the child's total functioning and buffer them against many of the challenges they are likely to face when growing up. The Ububele-Persona Dolls have their own individual personalities, life histories, likes and dislikes. They visit, usually at circle or group time, and the children quickly accept them as friends, and consequently share their stories with the Dolls. According to the Persona Dolls website, the Dolls and their stories provide powerful tools for exploring, uncovering and confronting emotional difficulties children may be developing (www.persona-doll-training.org). In the relaxed, informal and supportive atmosphere of the story-telling sessions, children are given opportunities to say what they think and feel about issues and situations. The stories build upon each other and encourage children to unlearn unhelpful attitudes and behaviours while empowering them to develop emotional awareness and self-confidence. The Dolls provide an ideal way to facilitate the personal, social and emotional development of the child.

Carnwell and Baker (2007) state that there is considerable evidence that school-based programmes directed towards enhancing social competence and emotional literacy have numerous clear benefits. Some of these benefits include self-development and community building (Matthews, 2006); improvement in relationships and the ability to work co-operatively (Steiner & Perry, 1997); greater engagement with learning

(Greenhalgh, 1994); improvements in academic test scores (Malecki & Elliott, 2002; Wentzel, 1991a, 1991b, 1993; Zsolnai, 2002; De Klerk & Le Roux, 2003), improvement in behaviour (Osterman, 2000; Weare & Gray, 2003; Antidote, 2005); and reduced rates of drug and tobacco use, delinquency and violence (Battistich, Schaps, Watson, Solomon & Lewis, 2000; Trinidad & Johnson, 2002). Much of the research into emotional intelligence has focused specifically on a person's ability to recognise another's emotion and intensity of that emotion correctly (Elfenbein, Marsh & Ambady, 2002; Elfenbein, 2006; Bar-On, 1997; Mayer & Salovey, 1997; Steiner & Perry, 1997). Being able to read social information accurately is advantageous. Research suggests that some of the benefits of this include better social adjustment, psychological adjustment and mental health (Carton, Kessler & Pape, 1999; Kiesler, 1996; Ambady & Gray, 2002); and a better capacity to form mutually satisfying relationships with others (Feldman, Philpott & Custrini, 1991).

In a review of a number of studies cited in Bar-On, Maree and Elias (2006), it appears that it is both important and possible to educate people to be emotionally intelligent. Children learn to become emotionally aware by interacting with others, especially those with whom they have the most frequent face-to-face contact (Bar-on et al, 2006). Moreover, research indicates that strategies to improve emotional literacy and social and emotional competence can be addressed in schools (Elias, Gara, Schuyler, Brandon-Muller & Sayette, 1991; Zins, Bloodworth, Weissberg & Walberg, 2004). In light of the need for and benefits of these types of interventions, the Ububele-Persona Doll programme aims to train teachers to utilize Dolls in the preschool classroom to develop the emotional awareness in the child that will facilitate the actualization of the child's potential on various levels.

2.3 THE UBUBELE-PERSONA DOLLS EMOTIONAL LITERACY TRAINING PROGRAMME

Ububele has been involved in Ububele-Persona Doll training since 2005. Ububele has trained people from various organisations, such as Khanya Family Centre in Katlehong and Wits University Community Counselling Masters students, who have in turn trained teachers. In their training courses to date, Ububele has trained 68

preschool teachers, 6 lay counsellors, 8 Psychology Masters, Honours and intern students, 2 social workers, 3 volunteers, and several headmasters from areas such as Alexandra Township, Katlehong, Kempton Park, and Lombardy West.

Lee-Anne Buchanan, who currently heads the Ububele-Persona Doll programme, explains that the training is run experientially. Every workshop is different as most of the material comes from the participants. Although the training does follow the basic outline of a manual that is provided for trainees, the material mostly comes from the group. A facilitator is appointed who probes participants for relevant information. Much of the focus in the training is on participants' own emotional awareness and their perceptions of children and their emotions. The training assists teachers in learning to reframe ideas about "naughty" children, providing insight into the motivations that lie behind children's behaviour.

2.4 THE USE OF NON-PROFESSIONALS AS THERAPEUTIC AGENTS

From the above it is apparent that the aim of the Ububele-Persona Doll training is to equip others, who are not necessarily professionals, in being competent to use the Dolls in different settings. The use of non-professionals in therapeutic service delivery was pioneered by advances in community psychology (Rappaport, 1977). The need to utilize such paraprofessionals in mental health services is of critical importance in South Africa. Burkhalter (1995) explains that the 'luxury' status of professionals, reflected in the time and resources necessary to train them, results in the situation where there are too few such individuals available to meet the growing needs of mental health services. This has consequently led to the realization that non-professionals can be incorporated into delivery systems in order to reach a larger population. This is of crucial importance in South Africa where "the vast majority of psychologists in South Africa speak no indigenous languages apart from Afrikaans" (Swartz & Gibson, 2001, p. 47). In the new paradigm of community psychology, the psychologist's role is described as a consultant where "psychologists undertake in making their skills and knowledge available to front-line workers in their direct work with clients and communities (Swartz & Gibson, 2001, p. 46). In order to address the criticism that lay people provide a less effective service, professionals need to ensure

that the training provided to the non-professional is done so with responsibility and professionalism (Thom, 1985). The Ububele-Persona Doll programme attempts to do this by having the training programme structured hierarchically, involving preschool teachers who are trained by an intern psychologist, who is in turn supervised by a qualified psychologist from Ububele.

The efficacy of relatively untrained people in the ‘helping professions’ has not been conclusively established. Atkins and Christensen (2001, p. 127) note that methodological and conceptual difficulties have hampered previous research in this area and prohibit definitive conclusions, but suggest that the existing evidence supports the efficacy of paraprofessional counselors. Finney (2006, p. 22) notes that since “schools have a number of unique advantages as both preventative and curative agents in the mental health discourse” it seems self-evident to suggest that they should play a part in the identification and the response to school-age pupils with mental health problems. However, Finney (2006) cautions that “there is a considerable gap between the rhetoric of joint-agency cooperation and the reality of applying mental health strategies in an educational setting” (2006, p. 22), and that that despite many laudable initiatives, many schools remain ill-equipped to recognize and respond to mental health problems in school-age children.

A further aim of the Ububele-Persona Doll programme is to provide skills to the teachers that will enable them to function and interact with children more effectively. Teachers trained in this programme hopefully emerge with enhanced emotional awareness, improved empathic skills and as people who have more insight into both their own emotional functioning and the child’s level of functioning, strengths and weaknesses, and the impact of the child’s home and social environment on his or her emotional well-being. The Ububele-Persona Doll programme demands responsibility and commitment from the teachers. Adequate and on-going supervision is crucial to the success of such programmes. Bar-on et al (2006) highlight the importance of supervision for the success of such programmes stating that once formal training is completed, follow-up visits to schools every month for the duration of at least eight months where teachers’ interactions are observed and noted *in situ* is crucial to the success of emotional literacy programmes.

2.5 REVIEW OF THE LITERATURE ON EMOTIONAL LITERACY

The following section outlines the theory of emotional literacy and explores the various intervention programmes that aim to maximise emotional awareness, thereby assisting children in achieving their full potential.

2.5.1 THE CONSTRUCT OF “EMOTIONAL LITERACY”

Emotional literacy and emotional intelligence (EI) are relatively new yet growing fields in psychology. The concepts of emotional literacy and emotional intelligence grew from Gardner’s theory of Multiple Intelligences. Gardner (1983) identified the following intelligences: linguistic, logical-mathematical, musical, bodily-kinaesthetic and personal intelligence. Personal intelligence included the ability to experience, admit and control feelings, together with the capacity to motivate oneself and establish and maintain social relationships. Therefore, Gardner’s concept of personal intelligence included emotional intelligence and paved the way for further theories of EI. Goleman (1998) was responsible for bringing the concept of EI into the mainstream. He outlined five essential dimensions of EI, each consisting of three or more emotional competencies, namely self-awareness, self-regulation, motivation, empathy and social skills.

Within the literature, emotional literacy, a term coined by Steiner (2002), is closely related to the concept of emotional intelligence (Goleman, 1996; Park, 1999; Claxton, 2005). Another closely related term, according to Weare and Gray (2003), is social and emotional competence. Various researchers have studied emotional intelligence (Bar-On, 1997; Mayer & Salovey, 1997; Steiner & Perry, 1997; Goleman, 1996). Bar-On (1997, p.1) defines emotional intelligence as “understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands”. Mayer and Salovey (1997, p.10) define emotional intelligence as “the ability to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings which facilitate thought; the ability to understand emotion and emotional knowledge; the ability to regulate emotions to promote emotion and intellectual growth.” Sharp (2001, p.1) defines emotional literacy as “the ability to recognize, understand, handle and appropriately express emotions.” Emotional literacy takes the components of emotional intelligence

and applies them so that emotions are not just recognised, understood, and appropriately expressed, but also managed (Sharp, 2000).

Ububele has based their emotional literacy programme on the definition provided by Steiner (2002). Steiner (2002) states that emotional literacy training consists of five principal skills: knowing one's own feelings, developing a sense of empathy, learning to manage emotions, repairing emotional damage and emotional interactivity.

Steiner (2002) explains that the first component of emotional literacy is the ability to identify the emotion and the intensity of the emotion that one is feeling. The second component is an ability to recognize other people's feelings, understanding the reason another feels as she does, and being able to identify with another's situation and motive. This empathy enables people to sense what others are feeling, and the intensity and cause of the emotions. Learning to manage one's emotions is the third component of emotional literacy. This skill enables a person to know when and how her emotional expression or the lack of it affects other people. Part of this component is learning how to assert positive feelings such as hope, love, and joy, as well as expressing negative emotions such as anger, fear, or guilt, in a constructive manner. The fourth skill, repairing emotional damage, includes taking responsibility and learning how to remedy inevitable emotional mistakes and hurt caused to others. The final skill of emotional interactivity means that the emotionally literate individual develops the ability to become attuned to the feelings of other people, sensing their emotional states and knows how to interact with them effectively.

2.5.2 THE DEVELOPMENT OF EMOTIONAL LITERACY

Both developmental and psychoanalytic theorists have postulated how emotional awareness develops in children. Erikson's theory of emotional development (cited in Crain, 2000) conforms to the criteria of stage theory of child development. Erikson offers a stage theory in which firstly, one stage differs qualitatively from others; secondly, every stage describes general issues; thirdly, stages occur in an invariant sequence, and fourthly, each stage describes cultural universals (Crain, 2000).

According to Berk (2006), a developmental theorist, children between the ages of two and six rapidly begin to develop emotional awareness. Even from the age of two onwards, children frequently talk about their feelings and their empathy becomes more reflective (Berk, 2006). They depend on their emerging capacities to interpret their own personal experiences and understand what others are doing and thinking, as well as to interpret the nuances of how others respond to them (Wellman, Harris, Banerjee & Sinclair, 1995). Stein and Levin (1999) found that by age 4 and 5 children are correctly able to judge the causes of many basic emotions, while Russell (1990) found that four-year olds are able fairly successfully to predict what a playmate expressing a certain emotion might do next. In their research Lagattuta, Wellman and Flavell (1997) found that four-year olds are able to realise that thinking and feeling are interconnected.

As preschoolers' cognitive ability develops, they mature and acquire a better understanding of a range of emotions. They also become more capable of managing their feelings through regulating their emotions, which is one of the most challenging tasks of early childhood (Eisenberg, Fabes, Guthrie & Reiser, 2000; Berk, 2006). Furthermore, Berk (2006) explains that preschoolers have an impressive understanding of the causes, consequences, and behavioural signs of emotion. By watching adults handle their own feelings, preschoolers pick up strategies for regulating emotion (Gottman, Katz, & Hooven, 1997). Children at this age begin to conform to emotional display rules and are even able to pose a positive emotion that they do not feel (Berk, 2006). Research has found that sociodramatic or 'make-believe' play also contributes to emotional understanding (Piaget, 1945/1951; Youngblade & Dunn, 1995; Hughes & Dunn, 1998) which makes pretending an excellent context for early learning about emotions. By the end of the preschool years, children who have acquired a strong emotional foundation have the capacity to anticipate, talk about and use their awareness of their own and others' feelings to better manage everyday social interactions (National Scientific Council on the Developing Child (NSCDC), 2005)

Bar-on (2006) notes that while children learn to become emotionally aware by interacting with others, especially those with whom they have the most frequent face-to-face contact, parents' own emotional intelligence skills are likely to exercise a strong influence on the degree of emotional awareness they pass on to their children.

In addition, Shelton and Stern (2003) state that parents' ability to impart emotional intelligence skills to their children is often thwarted when parents experience emotional upheavals in their own lives or in the course of parenting.

Psychoanalytic theorists have postulated that the process of emotional literacy begins in infancy as our emotions become organised through engagement with other minds, not in isolation (for example, Lemma, 2003; Waddell, 2005; Gerhardt, 2004; NSCDC, 2004, 2005; Shore, 2003). The emotional experiences of newborns and young infants occur most commonly during periods of interaction with a caregiver, such as feeding, comforting and holding (NSCDC, 2005). During this early period, children are incapable of modulating the expression of overwhelming feelings, and they have limited ability to control their emotions in the service of focusing or sustaining attention. However, as children reaches their preschool years, Waddell (2005) states the small play-group settings provide children the opportunity to test out and develop their emotional awareness and ability through interaction with peers and teachers.

Many external factors influence the child's level of emotional literacy. Cervantes and Callanan (1998) found that the more mothers label emotions and explain them in conversing with preschoolers, the more "emotion words" children use. Maternal prompting of emotional thoughts, in addition to explanations revealing the reason for an emotion, are good predictors of a child's emotional language. Preschoolers whose parents frequently acknowledge their emotional reactions and explicitly teach them about diverse emotions are better able to judge others' emotions when tested at later ages (Denham & Kochanoff, 2002). Other researchers found that 3- to 5-year-olds who experienced a secure attachment bond with their mothers had a better understanding of emotion (Laible & Thompson, 2002).

2.5.3 OVERVIEW OF EXISTING EMOTIONAL LITERACY PROGRAMMES THAT HAVE BEEN EVALUATED

A number of existing emotional literacy training programmes have been developed and evaluated. Webster-Stratton (1990) developed the Dinosaur School curriculum, which focused on emotional literacy and helping children to learn words to express

their feelings and understand other people's feelings. An evaluation of the programme revealed that following intervention, teachers in intervention classrooms used more positive classroom management and discipline strategies and that their students showed more social and emotional competence and school readiness skills than control teachers and students (Webster-Stratton, Reid & Stoolmiller; 2006).

The Nurturing Programme, a course developed by the Family Links organization in the United Kingdom, aims to build children's social, emotional and behavioural skills in school settings, as well as assisting in promoting emotional literacy in adults and children (www.familylinks.org.uk/nurturing). Bell, Fay, Ramsden and Morgan (2003), on evaluating the introduction of this programme in a children's home, found the programme to be beneficial to both staff and children, and motivated for the programme to be extended to more children's homes.

Antidote (2005) developed the School Emotional Environment for Learning Survey (SEELS) which is a validated instrument that assesses the emotional literacy of a school organization. After implementing and evaluating an emotional literacy programme at Gallions Primary School in the United Kingdom, Antidote (2005) found that the programme contributed to the development of verbal reasoning, promoted emotional awareness, and had fostered a sense of community. In another study, Haddon, Goodman, Park and Crick (2005) confirmed that the SEELS encouraged greater communication across the school community and enhanced the quality of relationships and communication.

Matthews (2004) conducted a study that evaluated the effectiveness of integrating emotional literacy with learning concepts in the science classroom. His findings indicated that combining emotional literacy strategies within classroom activities resulted in positive changes in the students' attitudes towards one another, a development of their interpersonal skills, increased social facilitation and an improvement in their attitudes towards science.

Carnwell and Baker (2007) conducted a qualitative evaluation of a project that was designed to enhance pupils' emotional literacy through a Student Assistance Programme. The findings indicated that support groups enabled students to become

more confident and better able to trust people and express their feelings. Students also felt they developed social skills and were able to manage relationships more effectively. Students became less disruptive in class, having learned to manage their frustration and anger.

Coppock (in press) conducted a multi-dimensional qualitative study in which she explored the views of children, young people, parents/carers, head teachers, teachers, project workers and allied professionals in regard to an emotional literacy project in the North West of England. The purpose of the evaluation was to assess the degree of success of the emotional literacy project in achieving its aims; to capture and disseminate learning of what works when promoting emotional literacy.

Nowicki (cited in Goleman, 1996) developed an emotional literacy programme that trains school-age children who are labeled as social outcasts to hone their ability to read and respond appropriately to other children's feelings. The children, for example, are videotaped while practicing expression of feelings such as happiness and sadness, and are coached to improve their emotional expressiveness. The programme reports an above average success rate in raising the popularity of rejected children.

Greenberg, Kusche, Cook and Quamma (1995) evaluated the PATHS curriculum, an emotional competence programme, in schools in Seattle. Children in grades 1 to 5 were rated by teachers, comparing matched control students among 'regular' students, deaf students, and special-education students. Among their findings, the results showed improvement in social cognitive skills, improvement in emotion, recognition and understanding, better self-control, better planning for solving cognitive tasks, more thinking before acting, more effective conflict resolution, and more positive classroom atmosphere.

The Metis Association (1990) evaluated the Resolving Conflict Creative Program in New York City schools using children from grades K to 12 by teachers' ratings, pre- and post-program. The results indicate that those who had been exposed to the intervention were less violent in class, used fewer verbal put-downs in class, indicated a greater willingness to co-operate, were more empathic and displayed better communication skills than those who had not had been involved in the programme.

Elias, Gara, Schuyler, Branden-Muller and Sayette (1991) evaluated The Improving Social Awareness-Social Problem Solving Project that was implemented in New Jersey school with students from grades K to 6 using teacher ratings, peer assessments, and school records, as compared to nonparticipants. Their findings indicate that students who were exposed to the programme were more sensitive to others' feelings, had a higher self-esteem, engaged in more prosocial behaviour, and displayed better self-control, social awareness, and social decision-making both in and out of the classroom.

Goleman (1996) reports of numerous programmes that have been designed to target particular issues of concern, such as teen pregnancy, dropping out of school, drugs, and violence. According to Goleman, the problem with these campaigns is that they come too late, often after the targeted problem has reached epidemic proportions. These programmes aim to address particular problems once they have occurred, instead of attempting to 'inoculate' children against these troubles by developing the skills for facing life that will increase their chances of avoiding such problems. Goleman (1996) cites an interesting five-year project funded by the W. T. Grant Foundation (1992) that examined what the ingredients of an optimal prevention programme should be. After examining many programmes that targeted social competence, the researchers provided a list of emotional skills that seemed to be crucial to the success of the prevention programs that worked. These skills were identifying and labeling feelings, expressing feelings, assessing the intensity of feelings, managing feelings, delaying gratification, controlling impulses, and reducing stress.

In South Africa, Buchanan (2007) conducted research into Ububele-Persona Dolls emotional literacy programme. In her research, Buchanan videotaped several lessons of a teacher using the Ububele-Persona Dolls with her preschool class and then analysed how the Ububele-Persona Dolls were being used by the teacher to promote emotional literacy in the class. Buchanan found that the goals of the emotional literacy programme were being achieved with moderate success at a basic level within the preschool class. There was evidence that the use of the Dolls promoted talk about emotions, however, most of the emotional language used in the classroom was

articulated by the teacher rather than the preschoolers and the range of emotions was limited. In addition, owing to the teacher's limited understanding of counseling experience, some of the teacher's responses inhibited the development of emotional literacy. Prompted by Buchanan's (2007) suggestions for further research, the current research project aims to explore how the emotional literacy in a sample of children exposed to Ububele-Persona Dolls would compare to the emotional literacy of children in a control sample.

2.5.4 HOW EMOTIONAL INTELLIGENCE AND EMOTIONAL LITERACY ARE ASSESSED

According to much research, emotional intelligence is a distinct mental ability that can be reliably measured (Brackett & Mayer, 2003; Ciarrochi, Chan, Caputi & Roberts, 2001; Mayer, Caruso & Solovey, 1999; Mayer, Solovey, Caruso & Sitarenios, 2003). Many of the existing tests that measure emotional intelligence are standardized for older populations. There are only a few tests that measure emotional intelligence in children. For example, the BarOn Emotional Quotient Inventory: Youth Version (BarOn EQ-i:YV) (Bar-On, 1997) and Faupel's (2003a; 2003b) standardized emotional literacy measures are suitable for children from seven to eighteen years old. Bar-On, Maree & Elias (2006) conducted a search for instruments available to assess emotional or social competence, and found 33 viable measures. Of those identified however, most targeted school-aged children and only a few were suitable for preschool children (Bar-On, Maree & Elias, 2006). All of the measures identified by Bar-On, Maree and Elias (2006) as being suitable for preschoolers required either the teacher or the parents to complete a rating form, which poses difficulties for this study, where the majority of the parents speak isiZulu or seSotho and are mostly unskilled and likely to find it difficult to respond to rather nuanced items phrased in English. While the teachers may have coped with the instrument, it would have been excessively time-consuming. In addition, there is the possibility that since they are invested in the success of the programme, they may skew their responses to reflect favourably on themselves.

Others who have researched emotional competence with preschoolers have used techniques such as ratings by independent observers (Hawkins, von Cleve & Catalano, 1991) or teacher ratings and school records (Metis Association, 1990; Greenberg et al, 1995), pre- and post-programme comparisons (Metis Association, 1990), and the use of control groups (Greenberg et al, 1995; Metis Association, 1990).

In this study, the Ububele-Persona Doll programme was evaluated, using a pre- and post- test with both experimental and control groups, by comparing the performance of a group of preschoolers who had been exposed to the emotional literacy intervention to another group who had not. The revised *Diagnostic Analysis of Nonverbal Accuracy* (DANVA2, Nowicki & Carton, 1993) is a test that measures individuals' ability to read expressions of emotion. It has been standardized on individuals as young as three years old. This measure is considered useful to measure emotional literacy of preschoolers as it examines a crucial component of emotional intelligence and emotional literacy identified by Mayer and Solvey (1997) and Steiner (2002) that of being able to perceive and appraise other people's feelings, and how strong these emotions are.

The DANVA2 consists of twenty-four facial expressions depicted by people from different racial groups. Research into a person's ability to detect accurately the facial expressions of others from different cultures varies. For example, on the one hand, Russell (1994) argues that there is only tenuous support for the fact that emotions are universally recognized from facial expressions. On the other hand, other researchers (Ekman, 1994; Izard, 1994) argue otherwise. Erikson's influential theory of emotional development proposes that emotional development is culturally universal (Crain, 2000). A study by Beaupré and Hess (2005) suggests that when members of different cultural groups decode equivalent prototypical expressions from members of their own or other cultural groups, highly similar judgments will be made. Research conducted by Elfenbein and Ambady (2002) suggests that emotions are universally recognized at better-than-chance levels. Accuracy was higher when emotions were both expressed and recognized by members of the same national, ethnic, or regional group, suggesting an in-group advantage; however this advantage was smaller for cultural groups with greater exposure to one another, measured in terms of living in the same nation and physical proximity. Moreover, Hupka, Lenton and Hutchison (1999, p. 260) note that

“the naming of emotion categories is relatively uniform across languages”. It should be noted however that the DANVA2 has not been standardized for a South African population, but is gaining exposure as it is currently being used by another Wits University Psychology Masters student in her research.

2.6 USING TRIANGULATION IN EVALUATING THE UBUBELE-PERSONA DOLL EMOTIONALLY LITERACY PROGRAMME

Triangulation is considered beneficial when evaluating a programme as by approaching a topic from several different angles, a better understanding of a phenomenon is gained (Terre Blanche & Kelly, 1999). Triangulation is often used to indicate that by using more than one method there is the attempt to 'double check' results. The researcher is able to be more confident with a result if different methods lead to the same result. This study has utilized both quantitative and qualitative methods. In addition, summative, interpretative and implementation evaluation techniques were utilised. While the approaches are different, they are complementary in that they provide a comprehensive understanding of the programme. Summative evaluation of programme research aims to assess the outcomes and impact of a programme once it has been implemented through observation and measurement (Neuman, 1997) and tends to hold the view that the scope of programme evaluation is limited to those aspects of social programmes that can be objectively observed and tested. The quantitative data in the form of the pre- and post-test results on the DANVA2 were used as part of the summative evaluation aspect of this programme. Summative evaluations examine evidence relating to indicators of programme effectiveness, and for this reason often incorporate quasi-experimental or *ex post facto* research (Potter, 1999).

Interpretative evaluation designs prefer to elicit the perceptions of various stakeholders in the programme (Potter, 1999) and draw on techniques such as qualitative interviewing and analysis (Patton, 1987) and multi-method approaches involving triangulation between different investigators, methodologies, data sources, time frames and levels of human interaction (Cronbach, Ambron, Dornbusch, Hess, Philips, Walker, Weiner, 1980; Cook, 1985). In this study, semi-structured interviews were

conducted after the post-test with the two experimental teachers who implemented the programme to elicit their views on the programme and any changes noted in the preschoolers' behaviour.

Implementation evaluation refers to all of the activities focused on the actual operation of a programme once it moves from the drawing board and into action in real-world settings (Love, 2004). Classical experimental evaluation that assesses participants before they begin the programme and at one or more points after completing it reveals little about the process of programme delivery or how to improve programmes (Love, 2004). Implementation evaluation studies the process of the programme delivery assessing how well programmes are implemented, and the relationship among the theory, programme activities, and programme outputs and outcomes. In addition, it explicitly considers environmental factors outside the programme itself and how they influence the programme and the achievement of programme outcomes (Love, 2004). Love (2004, p. 66) states that implementation evaluations can provide “a more realistic appraisal of factors that produce program outcomes and thereby assist managers and staff to strengthen programs and modify factors outside the program to the advantage of the participants” and finally, that “[i]t is hard to imagine an evaluation study today that should not include some aspect of implementation evaluation” (Love, 2004, p. 96). It is through the information gained from both the quantitative and qualitative measures, and from the researcher naturally and unavoidably being part of the process that assisted in her understanding the effectiveness of the Ububele-Persona Doll intervention programme.

Wholey, Hatry and Newcomer (2004) states that a programme is considered evaluable to the extent that the following four propositions are true: programme goals are well defined, programme goals are plausible, relevant performance data can be obtained at a reasonable cost, intended users of the evaluation results have agreed on how they will use the information, for example, to improve programme performance or communicate the value of the programme activities to higher policy levels. The Ububele-Persona Doll programme meets the four criteria. Steiner's (2002) definition of emotional literacy provides clear and plausible goals. This research report operationalised all five of Steiner's (2002) criteria. It measured two of the skills quantitatively, namely being able to identify an emotion, and the ability to recognize other people's feelings. Relevant performance data for the remaining three criteria

was gained from the semi-structured interview. Finally, Ububele requested this study and have noted that they would use the results generated by this study to improve programme performance.

2.7 SUMMARY

This chapter contextualised the study and provided an overview of the literature pertaining to the construct of emotional literacy and how emotional literacy and emotional awareness develop in a child. An overview of various worldwide programmes that were evaluated and that aimed to enhance individuals' emotional literacy was provided. Various methods used to evaluate emotional literacy programmes were discussed and the difficulties in finding a suitable measure for preschool-aged children was noted. In addition, this chapter outlined the importance of triangulation in programme evaluation by attempting to confirm results using multi-method approaches. The following chapter outlines the nature of the present study; its aims, hypotheses, methodology, measures and procedure employed. A description of the emotional intervention programme used in the study is also provided and measures for quantitative and qualitative data analysis and are discussed.

CHAPTER THREE

THE STUDY

3.1 INTRODUCTION

Can preschool children, whose environment places them at risk, be trained to become more emotionally literate, so improving their ability to read the visual cues of others' facial expressions? This chapter explains how the present study seeks to explore this question.

3.2 OVERVIEW

Two teachers from a preschool in Alexandra Township participated in a six-week long programme where they were trained at Ububele in the use of Ububele-Persona Dolls that are designed to facilitate the development of emotional literacy. Two teachers from a separate preschool in Alexandra Township participated in another programme that used games that improve the cognitive skills of a child. Thereafter the teachers trained in the use of Ububele-Persona Dolls implemented their training with their preschool classes for twelve weeks with the aim to improve their emotional literacy while children from the control school were exposed to the cognitive skills programme but did not receive any emotional literacy intervention. Measures of each participant's ability to identify express depicting facial expression of happiness, sadness, fear and anger were taken before and after the intervention programme was conducted. These scores were subjected to statistical analysis to determine the extent to which the programme had impacted on the participants' ability to identify and determine what another is feeling as shown in their facial expression.

3.3 AIMS

1. To assess the effectiveness of an emotional literacy intervention programme on the levels of the ability of the children in this sample to detect accurately facial expressions of emotions depicted in photographs.
2. To determine whether teachers who participated in the emotional literacy training and implementation of the Ububele-Persona Doll programme noticed any qualitative changes of the children in this sample who had been exposed to this programme.

3.4 RESEARCH HYPOTHESES

a. It is anticipated that the Ububele-Persona Doll intervention programme will significantly improve the ability of participants to identify facial expressions of emotion when compared to those who did not receive this intervention programme.

H₀ The Ububele-Persona Doll intervention programme will not significantly improve the ability of participants to identify facial expressions of emotion when compared to those who did not receive this intervention programme.

b. It is anticipated that teachers will notice significant positive changes among the participants who have received the Ububele-Persona Doll intervention programme.

H₀ Teachers who have introduced the intervention programme will not notice positive changes among the participants who received the Ububele-Persona Doll intervention programme.

3.5 SAMPLE

The teachers and children involved in this study were from two conveniently selected preschools that were nearby the Ububele Psychotherapy Resource Centre and found to be available to participate in the study. In both schools, the medium of instruction was English. Since the teachers were required to use the intervention in conjunction to their normal daily teaching, it was not viable to use random sampling to establish the experimental and control groups, therefore all the students from one school acted as the experimental group while students from the second group made up the control group.

The teachers from the experimental and control school, together with the preschoolers in their classes, were invited to participate in the study. The sample was determined by the number of preschoolers who returned their consent forms signed by their parents. Of those that returned their consent forms, a number of the children from

both schools were unable to respond to the measure on the pretest. In order to analyse the data statistically, only the preschoolers who were able to respond to the measure were included.

The sample used for the present study comprised of 4 teachers and 35 preschoolers who came from two schools in Alexandra Township that were available and willing to participate in the study. The children from both schools came from similar socio-economic backgrounds. The experimental group finally consisted of 17 participants, and the control group of 18 participants. The ages of the participants ranged from 4 years 4 months to 6 years 7 months, at the time of pre-testing. The mean age of the sample was 5 years 2 months. The average age of the experimental group was 4 years 7 months while the average age of the control group was 5 years 7 months. Despite the difference in ages between the control and experimental group, the results on the pretest showed that the groups were matched in terms of their ability to identify facial expression of emotions and the decision was taken to proceed with the study.

The teachers from the experimental group who were involved in the study agreed to attend the six training sessions offered by Ububele free of charge. It was decided that two teachers from the experimental group should be included as the success of the programme could be impacted on by the motivation and enthusiasm of the teachers involved in the use of the Dolls. This way the findings relating to the efficacy of the programme were not based solely on the personality, commitment or motivation level of a single teacher. The two teachers from the control group will be provided with Persona Doll training on completion of this research report.

3.6 MEASURES

This study utilised the qualitative measure of the DANVA2 in order to obtain pre- and post-test scores. In addition, the teachers responded to semi-structure interviews noting any qualitative changes in the children's emotional literacy. In this section the description, application, administration, scoring of each measure will be discussed.

3.6.1 DIAGNOSTIC ANALYSIS OF NONVERBAL ACCURACY 2 (DANVA2)

3.6.1.1 DESCRIPTION AND APPLICATION

The revised *Diagnostic Analysis of Nonverbal Accuracy* (DANVA2, Nowicki & Duke, 1994) is a test that measures individuals' ability to read expressions of emotion. This measure is considered useful to measure emotional literacy as it examines a crucial component of emotional intelligence and emotional literacy identified by Mayer and Solvey (1997; Steiner & Perry, 1997) of being able to perceive and appraise other people's feelings. The test consists of 24 photographs of an equal number of happy, sad, angry and scared facial expressions of high and low intensities.

3.6.1.2 ADMINISTRATION

The DANVA2 subtests are simple and need a minimum amount of training to administer. They have been used with a variety of participants differing in age, sex, race, cultural background, intellectual ability, and psychological adjustment (Maxim & Nowicki, 2003). Individuals are asked to identify whether the expression on each face is happy, sad, angry or scared.

3.6.1.3 SCORING

The response sheet (Appendix B) contains the words "happy", "sad"; "angry" and "scared" translated into isiZulu and seSotho to make the words more accessible to the children. These translated words were taken from the Ububele-Persona Doll training manual that lists many English "feeling words" translated into isiZulu and seSotho. Scores are then captured in the DANVA2 computer programme and a score of the number of errors is generated for each child.

3.6.1.4 RELIABILITY AND VALIDITY

DANVA2

The internal consistency of the DANVA2 has been satisfactory in children as young as 3 years of age. For example, Verbeek (1996) reported coefficient alpha of .83 for

DANVA2 scores in children who ranged in age from 3.8 to 5.11 years of age. He also reported a coefficient alpha of .70 in a sample of children between the ages of 2.8 and 3.7 years. McIntire, Danforth, and Schneider (1997) reported a somewhat higher coefficient alpha of .90 in college students. Test-retest reliabilities for the DANVA2 were reported by a number of researchers (Nowicki & Carton, 1993; MacIntire et al., 1997; Spell, 1997) in a variety of studies.

To show support of convergent validity, DANVA2 scores need to be correlated with scores from other tests measuring the same construct. Evidence for convergent validity was reported by Nowicki and Carton (1993) and McIntire, Danforth, and Schneider (1997). To demonstrate discriminant validity, the DANVA2 should not be related to some constructs. One assumption of construct validity for receptive nonverbal processing skills is that they are a discrete set of skills that are not related to general cognitive ability in regards to intelligence scores. Consistent with this assumption, the DANVA2 scores have not been found to be related to IQ scores or tests of general cognitive ability in a number of studies using preschool (Nowicki & Mitchell, 1997), elementary school age children (McClanahan, 1996), adolescents (Baum, Logan, Walker, Tomlinson, Schiffman, 1996) and college aged students (Nowicki, 1995), and older adults (Roberts, Nowicki, & McClure, 1998).

Because nonverbal processing abilities are assumed to be necessary for effective interpersonal interactions to take place, a greater number of errors on the DANVA2 should be related to negative personality characteristics and lower social competence. In support of this assumption, lower DANVA2 scores have been related to higher endorsement of depression and lower self concept in children (Nowicki & Carton 1997; Petti, 1997). Children who have lower DANVA2 scores also have been found to have a more external locus of control orientation (Collins, 1996; McClanahan, 1996).

In addition, lower DANVA2 scores have been found to be associated with higher number of conflicts in preschool children (Verbeek, 1996), higher psychopathy test scores in 12 year old boys (Stevens, 1998), presence of nonverbal learning disabilities in elementary school age children (Sprouse, Hall, Webster, & Bolen, 1998) and

presence of schizotypal personality style in 16 year-old adolescents (Baum et al., 1996).

3.6.2 SEMI-STRUCTURED INTERVIEWS

3.6.2.1 DESCRIPTION AND ANALYSIS

The teachers who were trained and implemented the Ububele-Persona Doll intervention were required to participate in a self-developed semi-structured interview (Appendix C) that explored whether they had noticed any changes in children's emotional literacy skills or behaviour. Cook (1985) and Smith (1986) argue that both qualitative and quantitative data are useful when evaluating programmes. The semi-structured interview is considered a useful tool to capture what a person thinks of a particular domain (Honey, 1987). Semi-structured interviews have been used in previous evaluations of emotional literacy programmes (Carnwell et al, 2007; Haddon et al, 2005; Coppock, in press). The interview questions (Appendix C) were taken from Steiner's (2002) definition of emotional literacy.

3.6.2.2. ADMINISTRATION

The questions of the semi-structured interview were open-ended and designed to elicit discussion on any noticeable changes in the children's behaviour since being exposed to the intervention (Appendix C). Below each question were several prompt questions that were used to explore further when the discussion became limited.

3.6.2.3 SCORING

The interviews were recorded and transcribed (Appendices D and E) and analysed using thematic content analysis (Tesch, 1990) to see whether the teachers had observed any qualitative changes in the participants' emotional literacy or behaviour.

The researcher utilised steps delineated by Tesch (1990, pp. 142 – 145) and Creswell, Hanson, Clark Plano and Morales (2007) for scoring the interviews. The steps included the following:

Step 1: The researcher interviewed the participants and thereafter transcribed the interviews.

Step 2: The researcher read through the transcriptions repeatedly to immerse herself and familiarise herself with the text. This assisted the researcher with gaining a “sense of the whole” (Tesch, 1990, p.142).

Step 3: Once the researcher felt that she was familiar with the “whole” (Tesch, 1990, p.142) of the text, the researcher narrowed her focus through thematising, which allowed themes to emerge and develop. In the initial identification of the themes, the researcher did not limit the number of themes. To assist with the process of thematising, the researcher coded sections of the interview that were relevant to themes under consideration. Thereafter, the researcher examined the themes that had emerged and grouped similar themes under larger umbrella themes.

Step 4: Once the themes had been identified, the researcher re-examined the themes to ensure that the story as a “whole” (Tesch, 1990, p. 142) had been maintained in the identification of the themes. The researcher continued to work with the themes, known as elaboration, to ensure that the meaning was captured in the themes. Thereafter, the researcher reconstructed the participant's story in the form of dominant themes identified, which were substantiated by excerpts from the text.

Step 5: Once each transcript was individually interpreted, the researcher identified the common themes in both interviews.

Step 6: The final step was a comparative analysis of the findings in this study with the literature in Chapter 2 on the impact of an intervention programme on a child's emotional literacy.

3.7 THE INTERVENTION PROGRAMME

The training programme was inspired by a programme that was devised in the United Kingdom where the Persona Dolls were originally used as a tool to mediate the effects of discrimination (www.persona-doll-training.org). Ububele has devised their own training programme manual (Appendix G) based on the principles of emotional literacy as outlined by Steiner (2002). The Ububele-Persona Dolls and associated training focuses on psychotherapeutic uses of Persona Dolls. In particular, the Ububele Persona Dolls are used as a tool in developing children's emotional literacy and social skills (Ububele-Persona Dolls Practitioners Manual; Appendix G).

Six training sessions were devised with the content specified and a procedure to be followed (see Appendix G). Lessons 1 to 4 contained theoretical concepts with time for group discussions and role plays. Lesson 5 and 6 were dedicated to feedback and supervision once teachers had begun to use the Dolls practically in the classroom. Variation of activities was considered to be important as each session was designed to be interesting and motivating. Participation of all members in the group discussions was emphasised as a means of informally assessing the explanatory styles of individual members. This provided important feedback during each session on what areas needed revisiting within the session. The participants were encouraged to transfer their understandings to their everyday situations, and to bring real-life examples of events to be understood in the sessions. This was done to facilitate the transfer of learning and to make the sessions as practically applicable to the participants' lives as possible.

3.8 PROCEDURE

Firstly, information regarding the nature of the study (Appendix H) and permission to conduct the study (Appendix I) was obtained from Ububele. Thereafter, the headmasters and teachers from two Alexandra schools with a similar socio-economic status who were available and willing were invited to participate in the study (Appendix J and Appendix L). Permission to participate in the study was obtained from both principals (Appendix K) and the teachers (Appendix M) of each school. The names of the schools have been omitted purposefully from the report in

accordance with the ethical requirements. In addition, consent to record the semi-structured interviews given by the teachers was obtained (Appendix N). One school was selected to act as the experimental school and the other as the control group. The decision to select two separate schools to act as the experimental and control groups was taken in order to prevent the diffusion of emotional literacy skills that might occur should the groups be selected from the same school. Information letters (Appendix O) and consent letters (Appendix P) were sent out to all the parents of the preschoolers in the selected classes. Those who returned their signed forms were included in the pretesting, and therefore informed consent from the parents was obtained before the pre-testing commenced. The measure (DANVA2) (Appendix B) was administered to all these participants over the period of one week. Although the researcher was aware that an average age difference existed between the experimental and control groups, the results on the pretest indicated that both groups were matched in terms of their ability to recognise facial expressions of emotion and this suggested that a useful result could still be obtained.

Once the initial testing had been completed, two teachers from the experimental school attended the six session Ububele-Persona Doll training programme (see Appendix G for training manual). After the third training session, teachers began to use the Ububele-Persona Dolls in their classroom, enabling the participants to receive a minimum of once weekly Ububele-Persona Doll emotional literacy lessons for the duration of three months.

In order to control for the Hawthorne effect, the teachers from the control school received training in an educational game that targets a number of cognitive abilities. The game is called 'Young Designer' and it is suitable for ages 4 years upwards. The game consists of coloured shapes that get manipulated by the child to match the design in the booklet. The game taps skills such as fine-motor skills, perceptual skills, figure ground perception, visual memory, form constancy, analysis and synthesis, part/whole perception, directionality, and language acquisition. The potential threat of the Hawthorne effect was addressed by providing the teachers from the control group with training in this cognitive-based skills activity.

The Hawthorne effect is described as an increase in worker productivity produced by the psychological stimulus of being singled out and made to feel important (Tredoux, 1999). In this study, there was a risk that since the teachers were selected to be part of the research and provided with the Ububele-Persona Doll training they may feel important, and consequently may have behaved differently than they would normally. In addition, there is the possibility that since the teachers were aware that the programme they implemented was being evaluated, they may have behaved differently. This may have caused them to act in ways that lead to the overestimation of programme effects. Without providing the control group teachers with some sort of intervention, it could be argued that as a result of the experimental group teachers being singled out and given training, they might have felt important and have consequently taught with more passion and enthusiasm, which in turn caused the participants to respond better and therefore perform better on the measure. Therefore, the control group teachers were provided with a different intervention that contained no components of emotional literacy. This ensured that both groups' teachers received a similar form of attention and training in a programme, thereby increasing the chances that any improvements observed on the test would be a result of the emotional literacy intervention and not an improvement in the teachers' performance. Moreover, using the teachers in the study to administer the Ububele-Persona Doll training to the experimental group fits with Hatry and Newcomer's (2004) suggestion that for an evaluation to be realistic, the personnel who would ordinarily be operating the programme should be used rather than specialists in the field as then any observed improvements to the treatment might be due to the expertise of the person, rather than the effects of the programme.

Post-testing on both the experimental and control groups was conducted after the Ububele-Persona Doll emotional literacy intervention had been implemented for a period of three months. Having obtained the post-test scores, the researcher interviewed the two preschool teachers from experimental group to determine whether any qualitative changes in the participants' emotional literacy skills were noticed. Finally, to ensure that both the control and the experimental groups received fair and ethical treatment, Ububele offered to provide the control group teachers with free Ububele-Persona Doll training once the study had been completed.

3.9 ETHICAL PROCEDURES

The proposal for this research report was presented to the Psychology Department of University of the Witwatersrand's Internal Ethics Committee and was approved. However, since this study involved the participation of preschool children, in order to obtain ethical clearance the proposal needed to go through the University's External Ethics Committee in order to obtain permission for this research study to be conducted. The research proposal was approved by the Human Research Ethics Committee (Non-Medical).

As the children were under the age of seven, assent forms were not provided. This was in accordance with the guidelines provided on the Wits University Research ethics website (<http://web.wits.ac.za/Academic/Research/Ethics.htm#herc>). The children were selected on the basis of the replies received from the letters which were sent out to parents. All information remained confidential and no identifying information was included in this research report. All testing was conducted in a private and secure setting. The participants had the right to decline from answering any questions. All data was kept in a secure place and raw data will be destroyed after the research report has been examined. A summary of the findings will be given to Ububele, principals, teachers and parents. There were no foreseeable risks involved for the participants. There were also no direct benefits of this research for the participants, but there may be indirect benefits as a result of the Ububele Persona-Doll emotional literacy intervention that the experimental participants received during the study and the offer of free Ububele-Persona Doll training for the control group teachers once the research projected is completed. The procedures used were in accordance with the guidelines of the University of the Witwatersrand's requirements for research with human subjects.

3.10 STATISTICAL PROCEDURES

Quantitative data analysis of the scores was conducted. The scores generated by the DANVA2 were statistically analysed by means of Levene's Test for Equality of Variances (1960) and a t-test. A brief motivation for the use of each test follows. For

a more detailed explanation that motivates for the choice of statistical procedures see Appendix F.

Levene's Test for Equality of Variances is an inferential statistic used to assess the equality of variance in different samples (Levene, 1960). Some common statistical procedures assume that variances of the populations from which different samples are drawn are equal. Levene's test assesses this assumption. It tests the null hypothesis that the population variances are equal. If the resulting p-value of Levene's test is less than 0.05, the null hypothesis of equal variances is rejected and it is concluded that there is a difference between the variances in the population. If it is not significant (p-value is greater than 0.05), the two variances are not significantly different; that is, the two variances are approximately equal.

In order to determine whether the number of errors in the control group was significantly greater than the number of errors in the experimental group, an independent samples t-test was used. This test compared the mean scores of experimental and control groups on their pre- and post- test performance on the DANVA2.

3.11 SUMMARY

This chapter outlined the aims and hypotheses of the study. The sample, measures, intervention and procedures are specified and statistical procedures used in the analysis of the data were outlined.

The following chapter describes the results of the present study. Statistical analyses of post-test results as a measure of the effectiveness of the intervention programme, are presented. In addition, the following chapter will discuss the qualitative results of the thematic content analysis of the semi-structured interviews with the teachers.

CHAPTER FOUR

RESULTS

4.1 INTRODUCTION

The first part of this chapter presents the quantitative results pertaining to the impact of the intervention programme. The results of the experimental and control group on both the pre- and post-test are compared. Statistically significant differences between pre- and post-test results reflect how the programme affected the group. The second part of this chapter will discuss the qualitative results of the thematic content analysis of the semi-structured interviews with the teachers.

4.2 THE EFFECTIVENESS OF THE INTERVENTION PROGRAMME

4.2.1 THE EFFECT OF THE UBUBELE-PERSONA DOLL PROGRAMME ON ABILITY TO IDENTIFY FACIAL EXPRESSIONS OF EMOTIONS COMPARING THE RESULTS OF THE EXPERIMENTAL AND CONTROL GROUPS (HYPOTHESIS A)

a) Pre-and post-test results for ability to identify facial expressions of emotions

To test whether the Ububele-Persona Doll intervention programme improved the ability of the participants to identify facial expressions of emotions, a t-test was run on scores obtained from the pre- and post-tests results for the experimental and control groups. Appendix 1 shows the raw scores of these results. *Table 1* below shows the pre-and post-test means, standard deviations and differences in the means of the pre-test and post-test results for the experimental and control group. In order to avoid any confusion in reading the tables, the reader needs to be reminded that the score on the DANVA2 was registering the number of errors a child made when identifying facial expressions of emotions. This means that a high score reflects a poorer performance on the task than a lower score. Therefore a decline in scores from pre- to post-testing

would indicate an improvement in the child's ability to read facial expressions of emotions. A negative score for the difference between the means of the pre- and post-test indicates that the group as a whole performed more poorly on the post-test, or stated differently, that overall the group made more errors on the post-test, whereas a positive difference indicates an improvement on the task.

Table 1: Mean scores and standard deviations for each group on the DANVA2

Intervention		Number of errors on pre-test	Number of errors on post-test	Differences in means between the pre- and post-test
Control group	Mean	12.56	13.39	- 0. 83
	n	18	18	18
	Std. Deviation	1.822	1.852	
Experimental group	Mean	12.94	10.35	2.59
	n	17	17	17
	Std. Deviation	2.512	2.523	
Total	Mean	12.74	11.91	0.83
	n	35	35	35
	Std. Deviation	2.160	2.661	

(Note: A decline between number of errors from pre- to post-testing indicates an improvement in the group's ability to read facial expression of emotions.)

In *Table 1* the results show that the control group (-0.83) deteriorated marginally from pre- to post-testing but the experimental group (2.59) who were exposed to the intervention improved between pre- and post-testing. Based purely on these descriptive statistics it appears that the control group's performance changed very little

between the pre- and post-test, whereas there is a far more obvious and positive difference with the experimental group. This information is expanded on in *Table 2*.

Table 2 below shows both the results of Levene's Test for Equality of Variance and the results of the Independent samples t-test for Equality of Means. Levene's Test for Equality of Variances (1960) indicates whether the experimental and control groups have approximately equal variances for the two variables Number of mistakes on pre-test and Number of mistakes on post-test. If the Levene's Test is significant (p -value $< .05$), the two variances are significantly different, then the t-test may not be a suitable statistical test to use. If the Levene's Test it is not significant (p -value $> .05$), it means the two variances are not significantly different, or stated otherwise that the two variances are approximately equal. In this study, as the Levene's Test is not significant, (errors on pre-test p -value = .158; errors on post-test p -value = .189), and therefore it can be assumed that the variances of these two variables for the two groups are approximately equal and as a result the researcher failed to reject the null hypothesis of equal variance (p -value $> .05$). The histograms and quantile-quantile plots for the variables Number of errors pre-test and Number of errors post-test for both experimental and control groups that corroborate the findings of Levene's Test are found in Appendix F.

Table 2: Independent samples test: t-test comparison of the means of pre- and post-test between control and experimental groups.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference Between the control and experimental groups	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Number of errors pre-test	Equal variances assumed	2.090	.158	.522	33	.605	.386	.739	-1.117	1.888
	Equal variances not assumed			.517	29.094	.609	.386	.745	-1.139	1.910
Number of errors post-test	Equal variances assumed	1.798	.189	-4.075	33	.000	-3.036	.745	-4.552	-1.520
	Equal variances not assumed			-4.039	29.282	.000	-3.036	.752	-4.573	-1.499

Since Levene's Test for Equality of Variances has indicated that the variances are approximately equal, the top line of the Independent Samples Test (Levene, 1960) is

used. This table shows that number of errors for the experimental and control groups on the pre-test was not significantly different ($p=.605$; $> .05$). This suggests the experimental and control groups were similarly matched in terms of their ability to read facial expressions before the intervention. However, on the post-test, the results showed that after the intervention programme had occurred, the performance of the experimental and control groups was significantly different ($p=.000$; $< .05$) with the post test group making on average 3.036 less errors which is a statistically significantly less number of errors on the measure. This indicates that children in the experimental group who had been exposed to the Ububele-Persona Doll intervention programme made a statistically significant improvement in their ability to identify facial expressions of emotion.

4.2.2 TEACHERS' OBSERVATIONS REGARDING QUALITATIVE CHANGES IN THE EXPERIMENTAL GROUP (HYPOTHESIS B).

Combining quantitative and qualitative methodologies in one study has many advantages, most importantly providing triangulation of data (Anderson, 1998; Creswell, 1994). Using thematic content analysis to analyse the semi-structured interview, certain themes emerged which will be presented below, substantiated with excerpts from the interviews. Since the semi-structured interview questions were based on Steiner's (2002) definition of emotional literacy, it follows that some of the themes that emerged reflected the components of the definition. The themes that emerged from the interviews included: ability to express feelings; ability to show emotion, interest and engagement with the Doll; and lack of correct implementation of the Ububele-Persona Doll programme.

Theme1: Ability to express feelings

The first part of Steiner's (2002) definition of emotional literacy is that a person is able to express what they are feeling. From the responses it became clear that both teachers had noticed qualitative changes in some of their preschoolers' behaviour. Teacher A noted that "Some of the children, they become more open when I showed them the Doll." When asked for more specific examples that demonstrated this, Teacher B said that one day after using the Doll in class, "one little girl then told the

Doll that she was also sad, because her mom and dad had been fighting that morning.” Teacher A, surprised by and emphasising the intensity of the emotion revealed by one child gave the example of “the little girl I told you about earlier, she told me that she was so very sad. I was so surprised. I even noted it down in the book they gave us at Ububele.” It was apparent that some of the children were able to express their emotion and provide a reason for feeling it from the example given by Teacher A: “Ma'am, we are sad because she does not want to share with us.” Teacher A noted that “the girls are the ones who are more able to say, I am happy today.” From these verbatim quotations it is clear that the teachers were aware of and able to identify specific examples of changes in their preschoolers' ability to express their feelings.

Theme 2: Ability to show empathy

The second part of Steiner's (2002) definition of emotional literacy involves the ability to show empathy to others. From various incidents related by both teachers, it is clear that the Ububele-Persona Doll intervention facilitated this skill. Teacher A stated that “I noticed this new thing about my students, that they can understand what others are feeling.” When I probed for some examples to elaborate on this, she told me a story about returning to her classroom to see that Mandla, the name of her class's Ububele-Persona Doll, had shifted slightly and was sprinkled with a few crumbs. Teacher A recalled that “the children, they say to me, Mandla was hungry. When you were out, Mandla told us he was hungry. So we have fed Mandla.” Another example from this teacher that surprised her and indicated to her that the skill of empathy was not only evident when working with the Doll, but in their daily classroom interactions occurred when “one day I was very cross...and then [the children] looked at me and they said, Ma'am what's wrong, are you cross with us?” Teacher A states that a further example that pleasantly surprised her was when a group of girls “asked [her] a question the other day, 'Why does a person cry?’” This type of question indicates that the girls had given thought to reasons behind rather complex emotional processes. The examples of the children's behaviour and responses indicate an awareness of and ability to demonstrate empathy.

Theme 3: Interest in and engagement with the Doll.

Although not part of Steiner's (2002) definition, many interesting anecdotes were provided by the teachers relating to the children's enjoyment and engagement with the Doll. Teacher A was delighted when "one of the boys came and spoke to Mandla" and she "heard him say, you know what Mandla, you know this boy kicked me yesterday." It is worth repeating the teacher's response to this incident. She stated, "Ah, that one, I loved it, because that was not an open child" showing how she noticed that even the quieter, more closed child responded positively to having the Doll in the class. Teacher A said that the children loved having the "Mandla lessons" and "ke[pt] on asking, where's Mandla? Where's Mandla?".

The teachers both noted that they personally enjoyed interacting with the children around the Doll. After the incident where the children fed Mandla, the teacher asked "so did Mandla talk to you? And they all agreed and said, Yes, Ma'am." In another example, "the boys were playing soccer, and they asked for Mandla. They said, where is Mandla, he is supposed to play soccer with us...They really really like Mandla". These examples show just how naturally preschoolers of this age are able to interact and communicate with the Doll that they clearly find not only non-threatening but rather engaging. It suggests that the creativity and novelty of having the Persona Doll in the class is an effective tool for facilitating an openness around emotional expression.

Theme 4: Lack of correct implementation of the Ububele-Persona Doll programme

One of the other themes that emerged from the semi-structured interviews was that, owing to different problems, the teachers did not implement the programme in the exact manner outlined in the training sessions at Ububele. For example, Teacher B said that "Ububele said we must use the Doll in groups of 10. I told her that I had a problem because I was having 38 children in my class." This is one of the practical issues which Teacher B admitted she brought up in the training at Ububele but that nevertheless it remained a realistic obstacle to delivering the programme in its optimal form. Teacher B also stated that she "introduced the Persona Dolls to the kids - but because we were so busy here ...I didn't introduce it more." and that she "didn't use the Doll so much". Obviously, school situations need to be flexible and there are often challenging demands placed on teachers at short-term notice, however, it is crucial to

note that if the interventions are to work, the designated emotional literacy lessons in the school programme should be held firm as far as possible.

Ability to control and manage feelings

Regarding the third part of Steiner's (2002) definition of emotional literacy, that a person should be able to control and manage their feelings, there were no relevant responses provided by the teachers. This might be that the teachers were focused on the behaviour related to the first two components of emotional literacy: the ability to identify emotions and to express empathy. However, it could also be possible that during the fairly short time of the three month intervention, the more basic parts of emotional literacy were being addressed, and with greater exposure to the intervention, there would be more evidence to notice the other aspects of emotional literacy.

4.3 SUMMARY

This chapter presented the quantitative and qualitative results obtained by the study. Statistical analysis of pre- and post-test scores indicate that the intervention programme had a significant effect on the ability of the experimental group's emotional literacy. Qualitative analysis of the semi-structured interviews indicated that the teachers observed positive qualitative changes in the children who had received the intervention programme. However it was also apparent that the two teachers implemented the Ububele-Persona Doll programme with different levels of commitment or ability which appeared to influence their observations. These results are interpreted in the following chapter.

CHAPTER FIVE

DISCUSSION

5.1 INTRODUCTION

The purpose of this study was to investigate the effectiveness of an emotional literacy intervention programme that was designed to enhance participants' emotional awareness. The question under investigation was whether the level of emotional literacy of the participants could be changed by the intervention programme. The literature in *Chapter 2* showed that other emotional literacy programmes employed around the world have had a positive impact on other sample populations. This study, therefore, attempted to establish whether the Ububele-Persona Doll emotional literacy intervention programme would be effective with a South African sample.

The participants chosen for this study were selected via convenience sampling from two local preschools that were available, similarly matched in terms of socio-economic status and that suited the profile of organisations with whom Ububele work. Participants from the first school became the experimental group which meant they would, after their teachers had attended the Ububele-Persona Doll training, receive the emotional literacy intervention. The second school acted as the control group. In an attempt to address the Hawthorne effect, the teachers from the control school underwent training in a cognitive skills-based activity that they could use with the children in their classes. The assertion of the study was that the Ububele-Persona Doll intervention would significantly alter the emotional literacy level of the experimental subjects.

The findings of this study show that there was a statistically significant change in the ability of the participants from the experimental group to identify facial expressions of emotion on post-testing. From the semi-structured interviews it appears that when the programme was correctly implemented, teachers observed noticeably positive changes in children's emotional literacy. These findings are interpreted in the present chapter.

The discussion focuses on the impact of the intervention programme from a quantitative and qualitative perspective.

5.2 THE EFFECT OF THE UBUBELE-PERSONA DOLL PROGRAMME ON THE ABILITY TO IDENTIFY FACIAL EXPRESSIONS OF EMOTION

The results of the research study suggested that the intervention programme had a statistically significant effect on the experimental group's ability to identify facial expressions of emotion. This supports the findings of other studies that have aimed to improve the emotional literacy of children, for example, Webster-Stratton (1990); Reid and Stoolmiller (2006); Bell, Fay, Ramsden and Morgan (2003); Antidote (2005); Haddon, Goodman, Park and Crick (2005); Matthews (2004); Carnwell and Baker (2007); Coppock (in press); Nowicki (1996); Greenberg, Kusche, Cook and Quamma (1995); The Metis Association (1990); Elias, Gara, Schuyler, Branden-Muller and Sayette (1991); and Goleman (1996).

5.2.1 REASONS FOR THE STATISTICALLY SIGNIFICANT CHANGE IN THE EXPERIMENTAL GROUP'S PRE- AND POST-TEST RESULTS ON THE DANVA2.

The ability of the experimental group to identify facial expression was shown to be positively and significantly affected by the intervention programme. These results could be interpreted in one of the three, or a combination, of the following ways: first, as a function of the factors within the intervention programme; second, as factors relating to the Hawthorne effect; and thirdly, as the teachers' awareness that the programme was being evaluated. These points will be elaborated on in the following discussion.

The intervention programme

The fact that the results confirm the alternative hypothesis (see 3.4. (a)) could be understood as an indication that the programme was effective in improving the accuracy with which the participants from the experimental group were able to

identify different facial expressions of emotions. Since this is the first component of emotional literacy and one of the most necessary skills for emotional literacy to develop, it can be proposed that the intervention could be effective in promoting emotional literacy in preschoolers. These results suggest that the training that the teachers received, and the manner in which the Dolls were used in the classroom, where the Doll's 'experiences' were a platform to allow emotions, feelings and pertinent issues to be discussed, enabled the preschoolers to become more aware of emotions.

The Hawthorne Effect

Since the Ububele-Persona Doll programme required teachers to undergo training, it is possible that through this training the teachers may have learnt about, experienced and appreciated the importance and value of emotional awareness for themselves too. It is therefore possible therefore that merely having been exposed to and sensitised through this experience, teachers may have taught differently regardless of the Dolls. Consequently, the participants may have responded to this change in their teachers. It therefore needs to be acknowledged that there is a chance in this study that the teachers' being singled out to participate in a training programme may have caused them to behave differently than they would have normally. This may have led to them acting in ways that lead to overestimation of programme effect. Therefore, while this study attempted to control for the Hawthorne Effect (Tredoux, 1999) by providing the control group's teachers with a different intervention, it is acknowledged that this effect of the training programme may in fact have been a significant factor in the improvement of the experimental group's emotional awareness.

Teachers' awareness that the programme was being assessed

A further explanation that might account for the statistically significant improvement in the experimental group's emotional literacy could be that the teachers were aware that the programme that they were implementing was being evaluated and they therefore might have felt pressure to ensure the programme succeeds (Hatry & Newcomer, 2004). For example, the teachers may have implemented the programme with greater dedication than they would have had the programme not been under inspection.

5.3 DISCUSSION OF QUALITATIVE RESULTS

Information elicited from the semi-structured interviews indicates that the teachers from the experimental group noticed certain positive qualitative changes in the children's emotional literacy.

After the intervention, many of the changes regarded the children being better able to express their own feelings as they "became more open". One child was able to relate some of the difficulties she experiences at home with parents that fight, another shared voluntarily with the Doll that another boy had kicked him, and another was able to state that she was feeling "so very sad". The children appeared to be comfortable to share some of their worries with a Doll that is likely to be perceived as a non-threatening object. This idea fits well with psychoanalytic views that children find it easier to project their fears onto objects and to speak about their problems when they are displaced onto another object (Waddell, 2005). The teacher also noted the children displayed a great deal of interest in the Doll, and engaged with the doll openly expressing their affection for it. She stated that they "really really like[d] Mandla and "wanted him to come and play soccer with them". In addition, through hearing stories from Mandla, a boy who 'lives' a very similar experience to themselves, and hearing what hurts Mandla, the children learn the vocabulary of emotions, and become more 'alive' to and aware of the concept of feelings in both themselves and others.

Teacher A emphasised her surprise at her whole class's ability to show empathy as she noticed "this new thing about [her] students, that they can understand what others are feeling". A notable example of this is when the teacher was out of the classroom and came back to find that the children had fed Mandla because "he was hungry". This can certainly relate to preschoolers' enjoyment of make-believe play, but also points to a recognition of the other and of their potential needs. One of the teachers also were astounded by her class's awareness of her own emotional state one day when she was feeling upset after a dispute with another teacher. This incident so surprised the teacher that she recorded it in her journal to report back to the Ububele training. This provides another example of the children's becoming more aware of another's emotion and could indicate the effectiveness of the programme in developing emotional literacy. Waddell (2005, p. 80) notes this, stating that play-group settings provide

children the opportunity to test out their willingness “to share, to make friends, to trust other adults, to join in” and through interacting with peers and teachers to develop their emotional awareness and empathy.

The children seemed to display considerable interest in the Doll, confiding in the Doll (“you know this boy kicked me yesterday”), requesting that the doll play soccer with them during their break time, and even feeding the doll because “he was hungry”. As found by Youngblade and Dunn (1995) and Hughes and Dunn (1998), these examples suggest that sociodramatic or 'make-believe' play with Mandla contributed to the participants' emotional understanding. Preschool children are at a cognitive age where make-believe play is evidence that not only have they, according to Piaget (1945/1951), begun to master representational schemes but also to integrate emotions. With make-believe play young children often revisit anxiety-provoking events, for example a fight with his parents, but with roles reversed so the child is in command and can take charge of the unpleasant experience (Piaget, 1945/1951). Piaget's view supports the view through the participants interacting with the Dolls on a 'make-believe' level, they are developing their ability to tolerate emotional complexity .

According to one of the teachers' observations, the girls in her class were far more comfortable with and proficient at talking about emotions. Although this was not part of the scope of this research report, this concurs with other research where gender differences in emotional awareness occur at a young age, with females being more emotionally sensitive than males (Bajgar, Ciarrochi, Lane & Deane, 2005; Brown & Dunn, 1996; Bosacki & Moore, 2004). Bosacki and Moore (2004) found that from the beginning of the preschool years, girls perform slightly better to boys when asked to infer others' emotional states. In addition, relative to boys, girls are especially adept at understanding more complex, self-conscious emotions. Cultural expectations that girls be warm and expressive and boys be distant and self-controlled seem largely responsible for the gender gap in emotional sensitivity (Zahn-Waxler, 1991).

An interesting theme that emerged from the interviews was that in practice the programme did not get implemented according to the training plan. For example, instead of using the Doll with groups of ten as stipulated by the Ububele-Persona Doll programme, both teachers used the Doll in the general classroom with their entire

class. Teacher B, in particular, seemed to adapt the programme to her context and needs. Teacher B has a class of 38 and she commented that it was difficult to know if all the students in the class were attentive when she used the Doll. While for the duration of the study, she did not managed to break up her class into smaller groups of ten, as suggested by the programme, she assured the researcher that it would be possible in the future as another teacher could sit with the remainder of her students while she was busy with the Ububele-Persona Doll group of ten. This suggestion seemed to the researcher to be made to appease the researcher who the teacher might have seen to be aligned with Ububele. In addition, this suggestion seems to lack practical viability, as from observations the school was already short-staffed with one of the teaching staff doubling up as the schools' receptionist.

While both teachers commented that the end of the year was a very busy time in the school, Teacher A had managed to fit in approximately sixteen sessions with the Doll, while Teacher B had managed only three. This points to possible differences in the competence and/or commitment of the teacher involved in implementing the emotional literacy programme and a potential weakness in the programme. Understanding some of the reasons that caused the programme not to be implemented according to the training can be useful to Ububele. In line with other emotional literacy programmes (Bar-on et al, 2006), a possible solution to this would be for Ububele to build into their training programme on-site and regular supervision where teachers are observed implementing the programme in their real context. This is not with the aim to intimidate or 'police' teachers, but rather to assist the paraprofessionals and build their confidence in their new roles. This is likely further to enhance the success of the programme. Moreover, by seeing the teachers in their contexts, the trainers from Ububele might be able to adapt the programme to better suit the realities of the teachers, or alternatively, provide useful suggestions to the teachers to overcome the challenges of their contexts.

5.4 SUMMARY

The results of this study indicated that the Ububele-Persona Doll emotional literacy intervention programme was effective in improving the emotional literacy in a group of preschoolers from Alexandra Township as determined by statistical and qualitative analysis of data. However, it needs to be acknowledged that it is difficult to determine the extent to which other variables influenced the results. The following chapter provides concluding comments on the study, its limitations, as well as directions for future research.

CHAPTER SIX

CONCLUSION

This study set out to investigate the effectiveness of an emotional literacy intervention programme designed to improve the emotional awareness of preschoolers. There is a lack of documented research into this area of emotional awareness – especially on the preschool population in South Africa. Previous research conducted overseas indicates that an individual's level of emotional awareness can be altered through exposure to different interventions, such as workshops, programmes, activities and discussions. Most of these programmes have concentrated on primary or high school age children. It is difficult to find any programmes that target the preschool-aged child. The aim of this study was to determine whether a programme designed by Ububele using Persona Dolls for the South African preschool-aged child in Alexandra Township could improve their emotional awareness.

The results of this study show that the Ububele-Persona Doll intervention programme effected a statistically significant positive change on a child's emotional literacy level. An improvement in the experimental group's ability, despite being on average one year younger than the control group, to recognise different facial expressions of emotion, and through anecdotes elicited from the teachers during the semi-structured interviews, it appears that the intervention exacted a positive change on the preschoolers.

Several limitations occurred in the study and are summarised below.

Firstly, a potentially major limitation of the study was the differences in the ages of the experimental and the control group. While the pre-test conducted in this study indicated that both groups were functioning at a similar emotional level, it may be interesting in future, and with a larger sample size, to explore the impact of age on emotional literacy.

A second limitation of the study was the small size of the sample group. While this study attempted to involve a larger sample, it was limited by the number of preschoolers who returned their consent forms and then further by the number of students who could respond on the pre-test of the DANVA2. Future studies of this

particular programme should attempt to engage a larger sample in order to generate more comprehensive results.

Thirdly, there is some concern regarding the suitability of the DANVA2 faces subtest for South African preschool children from a disadvantaged background and whose first language is not English. Although the DANVA2, standardised in the United States, was found to be a valid measure for children as young as 3 years of age, it is recommended that this measure be comprehensively researched to attempt to validate its use for South African preschool populations. Alternatively, a suggestion for further research could be to develop a similar set of photographs suitable for a South African population. The difficulty in finding reliable and valid quantitative measures for the construct of emotional literacy pertaining particularly to preschoolers suggests that future research might need to lean more heavily on subjective and qualitative measures.

Fourthly, even though there was an attempt made to control for the Hawthorne effect by providing the teachers from the control school with time and input in a non-emotional literacy-based activity, it is impossible to say with certainty whether changes noticed in the emotional literacy of the preschoolers from the experimental group were solely due to the Ububele-Persona Doll programme, and not influenced by changes in the behaviour of the teachers from the experimental group.

Fifthly, the qualitative results from the semi-structured interviews indicated that the teachers from the experimental group were strongly in favour of the programme and felt that it produced positive changes in their students. It is acknowledged that the teachers' evaluations could be potentially biased as they are likely to have a vested interest as they were involved in the programme. Hatry and Newcomer (2004) explain that people who have received benefits of a programme and who are aware that a programme is being evaluated may provide overly positive feedback about services and effects or try harder to demonstrate their achievement of desired changes. Although the teachers involved in the study were reminded that it was the effectiveness of the programme, and not them as teachers, that was being evaluated, it is conceivable that they felt a measure of pressure to be positive about the programme since they had been trained by Ububele and attended the course free of charge.

Future research would need to take into consideration the limitations of the present study that have been mentioned above. Issues with regard to sample, research design, and measures used to evaluate preschoolers' emotional literacy are significant factors for future studies. To enable greater generalisation of the results, a larger sample, and perhaps samples of preschoolers from different income brackets and socio-economic groups could be included in a research programme. Regarding the research design, while the pre-test post-test, experimental and control group design worked adequately, it is strongly suggested to match the experimental and control groups as closely as possible on as many demographic dimensions to promote the internal validity of the findings. In this study, both groups came from very similar socio-economic environments, similar schools, with similar-sized classes, and while the pre-test indicated that the groups were matched in terms of emotional awareness, other important factors, most notably age, should have been more closely matched. Other demographics to be matched could be, for example, gender, intellectual ability, or type of family the preschooler comes from. Clearly, by matching the experimental and control groups carefully, and through increasing the sample size, the value and power of the study could be amplified. Lastly, a research study into creating a standardised emotional literacy assessment measure, suitable for South African preschoolers, would be most useful.

Finally, given the dire need for strategies which enhance children's emotional literacy which has been shown to assist in buffering them against a host of challenges, and the shortage of psychological services in townships (Pretorius-Heuchert & Ahmed, 2001), it may be argued that emotional awareness programmes such as the Ububele-Persona Doll programme could help fill this need. Rappaport (1977) and Burkhalter (1995) report on the advantages of employing para-professionals in service delivery. Given the above mentioned needs, it is important that programmes and studies of this nature continue in order to develop cost-effective and efficient therapeutic interventions that will facilitate service delivery to a greater number of children in need.

This research study showed that the Ububele-Persona Doll programme was effective in facilitating the improvement in the emotional literacy of a group of preschoolers from Alexandra Township. It is therefore hoped that the findings will enable this intervention programme to be continued and extended so that more preschoolers will be able to reap the benefits that emanate from being more emotionally aware.

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APPENDICES

APPENDIX A: RAW SCORES FOR ALL THE SUBJECTS ON THE DANVA

Participant	Age	Age in months	M =1; F=2	Exp = 1; Con = 2	No. of mistakes in pretest	No of mistakes in posttest	Diff. in mistakes from pre to post
			Gender	Group			
1	5 y 1 m	61	2	1	11	6	-5
2	5 y 1 m	61	1	1	14	8	-6
3	4 y 5 m	53	2	1	9	7	-2
4	4 y 8 m	56	1	1	14	7	-7
5	4 y 9 m	57	2	1	13	11	-2
6	4 y 10 m	58	1	1	12	15	3
7	4 y 4 m	52	2	1	10	13	3
8	4 y 9 m	57	2	1	16	13	-3
9	4 y 8 m	56	2	1	8	7	-1
10	4 y 4 m	52	2	1	15	11	-4
11	4 y 10 m	58	2	1	11	11	0
12	5 y 1 m	61	1	1	14	12	-2
13	4 y 4 m	52	2	1	17	11	-6
14	4 y 8 m	56	2	1	15	10	-5
15	4 y 4 m	52	2	1	15	12	-3
16	4 y 4 m	52	1	1	14	11	-3
17	4 y 10 m	58	1	1	12	11	-1
18	5 y 4 m	64	1	2	11	14	3
19	4 y 10 m	58	1	2	12	13	1
20	5 y 4 m	64	2	2	11	16	5
21	5 y 4 m	64	2	2	13	11	-2
22	4 y 9 m	57	2	2	14	14	0
23	5 y 6 m	66	2	2	10	12	2
24	5 y 7 m	67	2	2	16	14	-2
25	5 y 10 m	70	1	2	11	11	0
26	6 y 7 m	79	2	2	12	14	2
27	6 y 1 m	73	1	2	12	15	3
28	5 y 10 m	70	2	2	16	18	2
29	5 y 8 m	68	1	2	13	13	0
30	6 y 1 m	73	2	2	11	12	1
31	6 y 1 m	73	2	2	11	11	0
32	6 y 5 m	77	2	2	11	13	2
33	6 y 4 m	76	1	2	13	13	0
34	5 y 10 m	70	1	2	15	15	0
35	5 y 5 m	65	2	2	14	12	-2

APPENDIX B: DANVA2 ANSWER SHEET

(Translations taken from the Ububele Practitioner training manual – 1 May 2006)

1

English	Happy	Sad	Angry	Fearful
isiZulu	Jabula	Dabukile	Thukuthela	Thukile
seSotho	Thabo	Bohloko	Kwata	Tshaba

2

English	Happy	Sad	Angry	Fearful
isiZulu	Jabula	Dabukile	Thukuthela	Thukile
seSotho	Thabo	Bohloko	Kwata	Tshaba

3

English	Happy	Sad	Angry	Fearful
isiZulu	Jabula	Dabukile	Thukuthela	Thukile
seSotho	Thabo	Bohloko	Kwata	Tshaba

4

English	Happy	Sad	Angry	Fearful
isiZulu	Jabula	Dabukile	Thukuthela	Thukile
seSotho	Thabo	Bohloko	Kwata	Tshaba

5

English	Happy	Sad	Angry	Fearful
isiZulu	Jabula	Dabukile	Thukuthela	Thukile
seSotho	Thabo	Bohloko	Kwata	Tshaba

6

English	Happy	Sad	Angry	Fearful
isiZulu	Jabula	Dabukile	Thukuthela	Thukile
seSotho	Thabo	Bohloko	Kwata	Tshaba

APPENDIX C: TEACHER SEMI-STRUCTURED INTERVIEW QUESTIONS

The aim of these questions is to see if you have noticed any changes in the children's behaviour since you have been using the Ububele-Persona Doll in the classroom. Please respond to the questions as fully and honestly as possible.

The questions are open-ended, however if discussion is limited, I will prompt some discussion with a few questions (in brackets below the main question).

Since you have been using the Ububele-Persona Doll in the class...

1. Are the children better able to express how they are feeling?

(For example, are the children able to name what they are feeling? Do the children know why they are feeling what they are feeling? Do the children know how to distinguish between the intensity of their emotions? If so, can you give some examples?)

2. Are the children more able to express appropriately how they are feeling? In other words, are they able to control and manage their emotions?

(For example, are the children able to accept 'no' for an answer? Are the children able to lose a game gracefully? Do the children accept when they do not get their own way? Do the children show any understanding of how the way they express their emotions (either positive or negative) affects other people? If so, please supply some examples.)

3. Do the children show more empathy?

(For example, are the children able to recognise the feelings of other people? Are they able to understand why others feel the way they do? Do the children show more concern and kindness for the feelings of others? Do they say sorry to other children if they have hurt others? Do they share more with other children? If so, please give some examples.)

4. Are there any other changes in the children's behaviour that you have not yet mentioned?

Questions have been developed from Steiner's (2002) definition of emotional literacy.

APPENDIX D: TRANSCRIPTION OF INTERVIEW WITH TEACHER A

N: I just wanted to find out from you firstly, whether you think that the Persona Doll programme worked?

S: Yes, it does. Because some of the children, they became more open, and when I showed them the doll, they realized that they can speak to the doll. Even though they at first don't understand why I keep on speaking for the doll, I think they then understand. Okay. Ja.

N: And did you see any difference in their behaviour, once you started using the doll?

S: Yes. Only two, three of them.

N: Can you give me an example?

S: Okay, I have a child who, you know (mentions the child's name), who came to...am I allowed to mention the doll's name...

N: Yes

S: Mandla, the doll's name is Mandla. And this child came one day and told Mandla something.

N: Oh. Excellent.

S: I told the children that if they want they can tell Mandla their problems. If another child kicks them or scratches them, they can tell Mandla. I brought the doll on Thursday, and I kept Mandla in the class. When I am marking my children's work, one of the kids came and spoke to Mandla. I pretended that I didn't, but I listened to the boy speaking to Mandla, even though he was whispering. And I heard him say, you know what Mandla, you know this boy kicked me yesterday. And then I thought you know they like to talk and to play with Mandla.

N: That's great. What a lovely example.

S: Ah, that one I loved it, because that child was not an open child.

N: Okay...How many times do you think you used the dolls?

S: Every week, for twice a week, on a Monday and Thursday. So, you know, they keep on asking me, where's Mandla. I told them that Mandla is staying in Soweto, because I stay in Soweto. I told them Mandla is staying in Soweto but that he will come and visit you.

N: Okay, S. I wonder if you can tell me...because I need to know approximately how many times the children saw Mandla.

S: A lot.

N: Oh. About how long?

S: From when we started our training at Ububele, until about early October, for twice a week.

N: Okay. And about how long is a lesson with Mandla?

S: Oh, it depends. You know, the one day, I had Mandla in the class and he was sitting with us. Then I went out to go to the toilet. When I come back, I see Mandla has moved and I say to the children, what has happened? And they say to me, he was hungry. When you went out, Mandla told us he was hungry. So we have fed Mandla. So I said to them, did Mandla talk to you? And they all agreed and said, Yes, mam, Mandla wanted to eat, he was hungry so we gave him the food.

N: Okay, and then just for some of the other questions...Do you think that using Mandla has helped the children to understand better how they are feeling?

S: Yes. I think so. Because I remember the one day, I can't remember exactly what happened, but I was with Ma'am D and I was very cross. So I came to the class, and I didn't greet them and I sat down. And then they looked at me and they said, Ma'am, what's wrong, are you cross with us? And that's when I noticed this new thing about my students, that they can understand what others are feeling. And another example, there was this other child who was crying. You know the little one I told you about (mentions a child's name here), she came to me the one day and she was very upset and was crying and she said, "I am so very sad". And I was so surprised. I even noted it down in the book that they give me at Ububele. This means that at least a few of them understand their feelings better.

N: Hmm. So your examples seem to show that, at least some of them, are able to say how they are feeling, and they are able to see how you are feeling. That's very good. And do you think that maybe when they are playing games, they are able to recognize how a friend of theirs is feeling?

S: Ja. I was outside with them. And some of the children they came to me, and they said, I can't remember now which child, but they said, Ma'am, we are sad because she does not want to share with us. And I just noted that down. They can see this in other children.

N: Okay, so you think they are becoming aware.

S: Yes. They are becoming aware of the other children. They know they must share and they say, Ma'am, you tell us we must share, so why can't she share with us.

N: Did anyone else, other than (child's name) tell you how they feel?

S: Yes. Only about four or five. It's those ones who find it easier to talk. Most of the time it is the girls who are the ones who find it easier to talk. But the boys, they never talk. But the girls, they are the ones who like to talk. The girls are the ones who are able to say, I am happy today. They even asked me a question the other day, they asked me "Why does a person cry?" And I said, "Because they are sad." And I was so amazed, Nikki, really I was. And then they asked me other

questions. Most of the time it is the girls who are asking the questions. The boys are too shy, I think so. They are very very shy. But if you ask them anything about soccer, they know it. They know everything about soccer. Oh yes. On the one day, we were outside and the boys were playing soccer, and they asked for Mandla. They said, where is Mandla, he is supposed to play soccer with us. I didn't know what to say. They really really like Mandla. Before we close, I will come with Mandla because Mandla is safe at home.

N: Do you think the children are able say identify the intensity of their feelings. For example, do you think the children can feel the difference between feeling 'sad' and 'very very sad'?

S: I think that some of them can. Like the little girl I told you about earlier. She told me that day that she was "so very sad" so I think they do know.

N: From what you observed, do you think any of the children have learned to express their feelings *more appropriately*. In other words, are they able to control and manage their emotions?

S: I'm not sure what you mean.

N: Uhh...for example, do the children accept when they do not get their own way? Have you noticed any difference with things like this?

S: Not really.

N: Or maybe understanding that the way they act can have an effect on other people?

S: Hmm. I'm not really sure.

N: Have you noticed any other changes in children's behaviour that you have not mentioned yet that you think using Mandla might have caused?

S: There was this thing I wanted to tell you. You know, actually, when I was taking Mandla home on the taxi, I keep Mandla at home in Soweto where he is safe, the other people, they saw him and they say, what is that? And I explain the whole thing to them and about the dolls and how you work with it with the children and about the feelings. And they are so amazed and say that they would really like to do this as well.

N: They also wanted to know about the Persona Doll training?

S: Yes. And I said I would give them Ububele's number. They thought it was a very good thing. I think they were from Nooitgedacht.

N: Do you think that they would be able to get to Ububele? And would they be able to go to the training every week?

S: Yes, they would. If they wanted to, they would.

N: Okay. Is there anything you think Ububele could have done differently? To make the training better? The time, or the place...

S: No, I think it was very good. What I think was good is that it was in the afternoon and they gave us time with our children and with our lessons, and we went to them at about one o' clock. This is a good time because it is when our children have a sleep and we are not so busy.

N: Is there anything else you would like to say?

S: No, I have said everything. But just to say thank you...

APPENDIX E: TRANSCRIPTION OF INTERVIEW WITH TEACHER B

N: To begin, I wonder if you can tell me just generally if you think the Persona Doll programme worked in your class?

P: Ja, it really worked a lot. Yes even like they were telling us at Ububele that when we use the Persona Dolls we must like group the children. There must be ten, ten. Lee-ann at Ububele said we must use the doll in groups of 10. I told her that I had a problem because I was having 38 children in my class. So for the first time I just introduced the Persona Dolls to the whole class. And then you know, when I was supposed to introduce the dolls the other week, it was so tight for me, with the children, you know. But you know the way the taught us the Persona Dolls it was so good.

N: I see.

P: Yes. At Ububele, Lee-ann said I must only go for 10, because you know some of the children are not listening and are playing around. So if there are 10, there might be some that sit next to me, close by, and listen and take it in. But the others, they are not listening.

N: Okay. So I see that it seems better to do it in smaller groups. You said that you used the dolls with the whole class. For the other sessions that you used the doll, how did you work it?

P: I didn't do it 10, 10, 10.

N: I'm wondering about that. I think it might be difficult if you have a class of 38 children, and you are meant to use the doll in groups of 10. Is it possible? What do you do with the other 28 children? Where do they go?

P: Maybe another teacher can sit with them then.

N: Is that okay? Doesn't the other teacher mind? Because...doesn't she have a class to teach.

P: Yes. But she doesn't mind. It's not like it happens all the time. Maybe once a week.

N: When you used the dolls in the class, how did you do it?

P: I brought the doll to the class and I told them a story of my own about...I can't remember what it was but I told them a story. I think it was a story about a little boy whose parents were fighting and this made him sad. After the story one of the children asked a question to the doll. What was that question? ... I can't remember what the question was. But I think the child said that he was also sad, because his parents were also fighting in the morning and it made him sad. I remember I did tell the class a story with the doll.

N: Can you tell me of any specific examples where you saw that it really worked with the children? Like maybe, how did the children change?

P: Eh... the children they changed with their feelings...

N: Did they?

P: Yes. Some of them. Like when they are hurting someone, I tell them, you know when you are hurting someone you must comfort that child, you must say sorry, so that you feel bad for what you have done.

N: Okay. Can you give me any examples where it seemed that the children learned to express their feelings better?

P: Eh...they were like...

N: Do you think they know more words about feelings now?

P: Ja...some of them, I can't say all of them, but some of them, they know more. Like maybe, when you say to a child, why are you doing this, she will keep on saying sorry, sorry, sorry...That shows that that like, you know, that like, the child, they didn't do that thing on purpose, but by a mistake.

N: Um. Do you think that the children are able to show what they are feeling inside better as a result of the dolls?

P: (A long pause...)

N: You are not sure...

P: I, uh, I am not sure. Because, you know why I am saying this...ne, uh...I like didn't introduce the Persona Dolls... okay, I introduced the Persona Dolls to the kids but because of we were so busy here. We, whatever, I didn't introduce it more. I didn't introduce it again and again, because we were so busy here.

N: Okay. Well that's important to know. So...you did use it...in the class?

P: Ja. But not so much.

N: And do you think you will use it in the future?

P: Ja. In the future.

N: You say it gets very busy. Just so that I can understand, can you explain how it gets so busy and why it is difficult quite difficult to use the dolls more in the class? What was busy?

P: We were like, we were...you know every year we have a concert and the graduation with the kids, or let me just say, the concert. And we have to teach the children the rhymes, and how they are going to sing and how they are going to dance. So we were so very busy. It was an everyday thing. Yes. Yes.

N: Okay. I see that. And...if when the children were having a fight with each other, do you see any difference or change in the children now, from before the Persona Dolls?

P: Ja. I see any difference. I really see any difference. I can say before we attended the Persona Dolls, they used to fight, you know, and fight and fight and fight. And I keep on telling them, please don't fight, don't fight. Please, fighting is not good. Because when you fight with someone, then at the end of the day that person...and you will be feeling sorry. You know, you must stop fighting. Now they are fighting, but not much.

N: Okay, so you think the Persona Dolls are good and you will carry on using them?

P: Yes. They are very very good.

N: And the training?

P: Ja. I feel like I can go to the training again. You know, I feel like I can learn more.

N: Do you think that there is anything else you would need from the training? Are there any suggestions you would make to Ububele?

P: I liked the training a lot. I would like to go back next year and get more training. But if I could say one thing, it would be that maybe the training could be in the morning when we are fresh. Because I think the training starts...yes, at 12 o'clock. Then I must walk from here to Ububele and then I am very tired. If it was in the morning then I could leave my home which is near there and walk there and I won't be tired. So I think it would be better if it could be in the morning.

N: Okay. About how many sessions did you use the dolls for?

P: Um...about three sessions. We were very very busy, with many things. Like I said, it was the school concert and we had to practise a lot for that. You know, teach

the children the rhymes and the songs and things. So we were very busy. I did not use the doll so much.

P: How did my class do?

N: A few of the little ones who could not answer before, were able to answer, so that was good. But a lot of the children still could not answer and did not seem to know the different feelings, like to feel happy or sad.

P: Yes, you know, they are like that. Even when I teach them in class about something else, even anything else. They just look and are quiet. They don't say anything. When I ask them something, they don't say anything. They just look.

N: Okay. It sounds like you have a bit of a quiet class. Also you have said that you didn't use the Doll so much. But maybe you noticed a difference with the children. Were they able to show more empathy?

P: Mmmm...

N: You know, do you think they could recognise the feelings of other children or adults?

P: I'm not sure.

N: Okay... Well, thank you P. Thank you for your time, and for talking to me today...

APPENDIX F: MOTIVATING FOR THE USE OF THE STATISTICAL PROCEDURES

THE t-TEST

Statistical tests assume that certain conditions are met, in order for the test to be accurate. The primary assumptions for the independent t-test are that, firstly, the groups are independent of one another; secondly, the population data from which the sample data are drawn are normally distributed; and thirdly, the variances of the populations to be compared are equal. Each of these assumptions will be explored.

Firstly, the assumption of independence is met since the experimental and control groups were drawn from different schools. Therefore the first assumption is met.

The second assumption, that the distribution of the mean of the sample is normal for both the experimental and control group will be tested using the histograms and the quantile-quantile plot of the two variables 'number of errors on the pre-test' and 'number of errors on the post-test'.

Table 3: Pre- and post-test histograms for control group

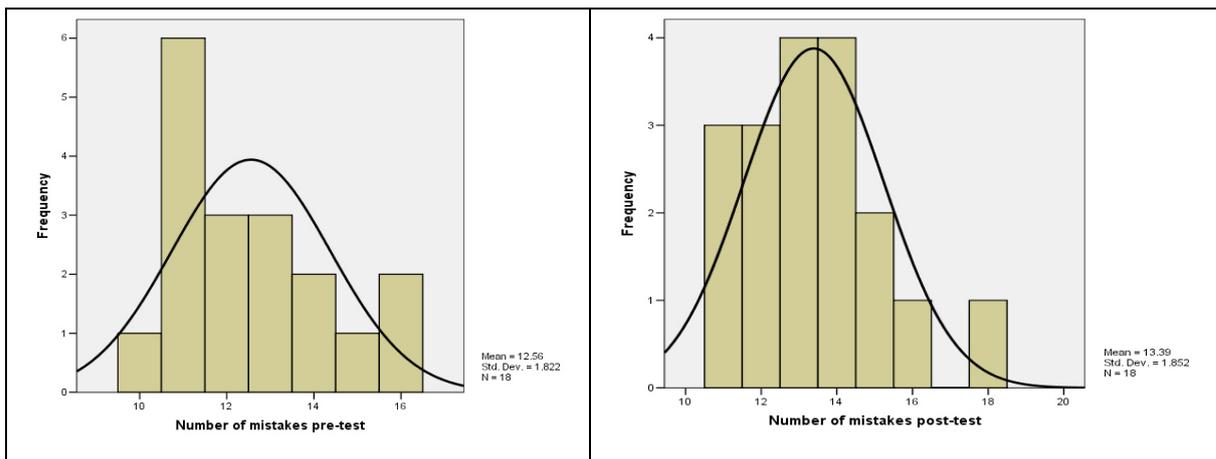


Table 4: Quantile-quantile plot of the variables on the pre- and post test for the control group.

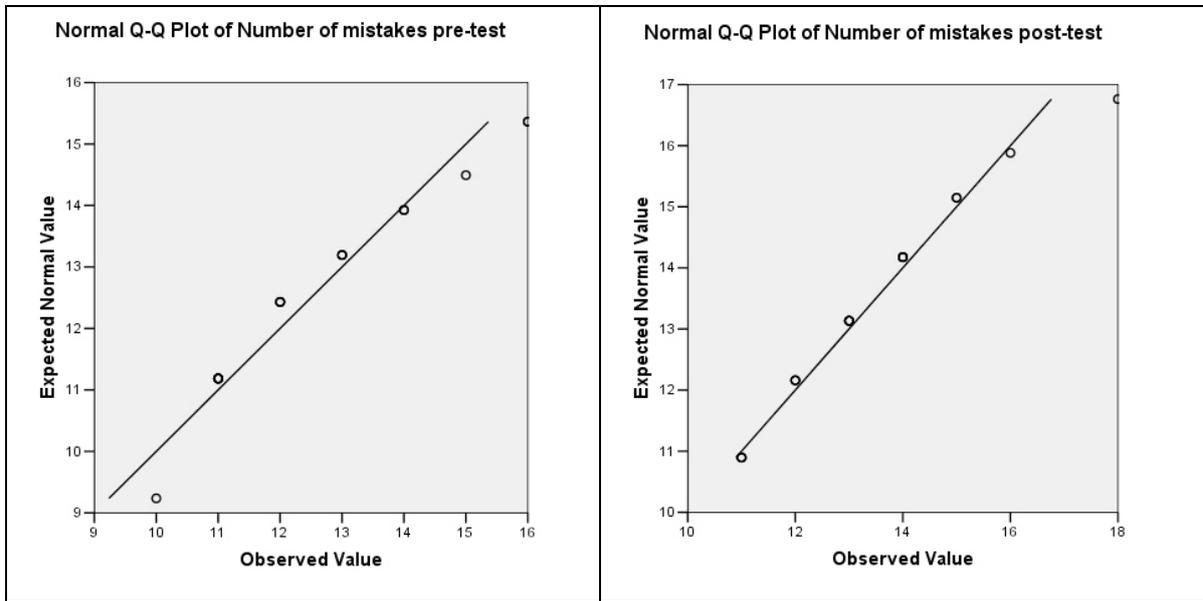


Table 5: Pre- and post-test histograms for experimental group

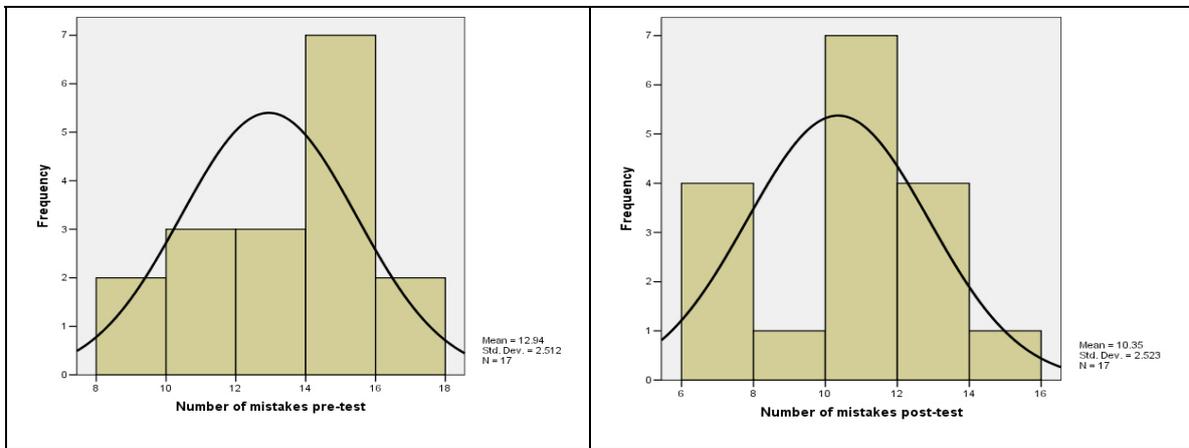
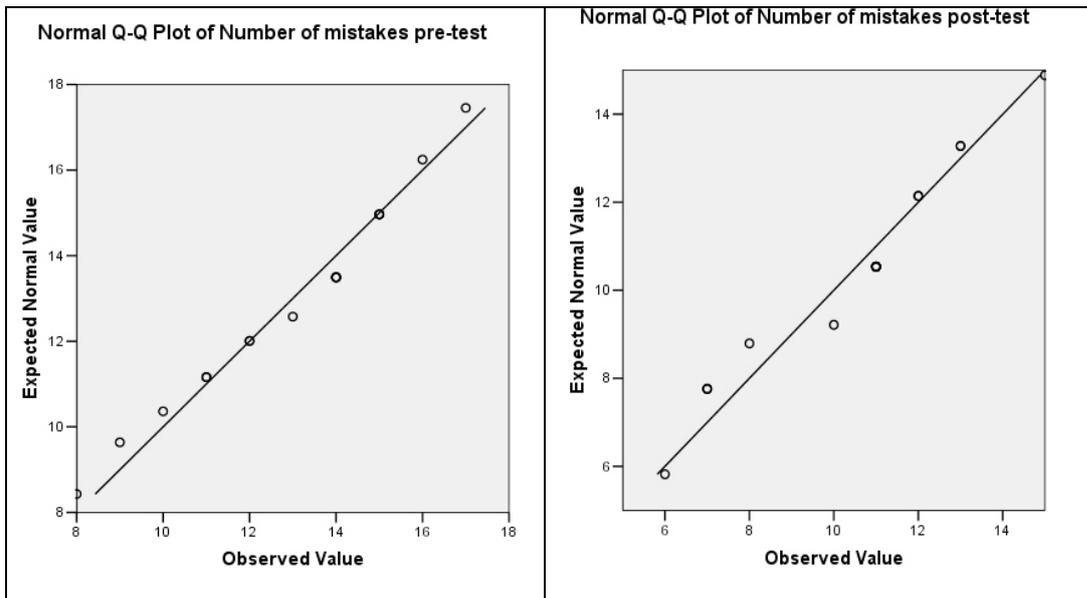


Table 6: Quantile-quantile plot of the variables on the pre- and post test for the experimental group.



From the histograms above (*Tables 3 and 5*), it is evident that the variables ‘Number of mistakes pre-test’ and ‘Numbers of mistakes post-test’ are fairly normal for both the control and the experimental group and this is confirmed by the quantile-quantile plots (*Tables 4 and 6*) as the observations are close to a straight line. This confirms the second assumption for use of the t-test that that the distribution of the mean of the sample is normal.

LEVENE'S TEST FOR EQUALITY OF VARIANCES

The third assumption is that the variances of the populations to be compared are equal. This can be tested using Levene's Test for Equality of Variances (1960) (*See Chapter 4, Table 2*). This Test indicates whether the experimental and control groups have approximately equal variances for the two variables ‘Number of mistakes on pre-test’ and 'Number of mistakes on post-test’. If the Levene's Test is significant ($p\text{-value} < .05$), the two variances are significantly different, then the t-test may not be a suitable statistical test to use. If the Levene’s Test it is not significant ($p\text{-value} > .05$), it means the two variances are not significantly different, or stated otherwise that the two variances are approximately equal. Therefore, if the Levene's test is not significant, the third assumption has been met. In this study, as the Levene's test (*see Chapter 4 Table 2*) is not significant, (Errors on pre-test $p\text{-value} = .158$; errors on post-test $p\text{-value} = .158$).

value = .189), the assumption has been met. It can be assumed that the variances of these two variables in the two groups are approximately equal.

UBUBELE PERSONA DOLL PRACTITIONERS' MANUAL



Note to Ububele Persona Doll Practitioners

This manual is intended as a guide for you, Ububele Persona Doll Practitioner. This manual is intended to be used flexibly. If you feel a particular section needs more or less attention, adapt the manual for your requirements.

We are very excited that you will be embarking on a journey of emotional discovery with your preschoolers.

We would be very interested in your questions and comments. Please direct them to:

Ububele

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FIRST TRAINING SESSION

**** Feeling test:** *write on a piece of paper, what feeling/s you are currently having (this is private, no-one will see it) ***

1. INTRODUCTION

Before commencing the training we feel that it is important to acknowledge that you and many other people working with children commonly experience feelings of burnout due to feeling undervalued, over-worked and under-paid. It is vital to acknowledge these feelings and to recognise the good work that is already being done. If you do not feel acknowledged, this training can be experienced as another task that has to be implemented in an already demanding timetable rather than a useful tool that can assist your work with children and which can provide much satisfaction

a) Background of the Persona Doll

Persona dolls were originally used as a tool to mediate the affects of discrimination. Ububele Persona Dolls and associated training focuses on psychotherapeutic uses of Persona dolls. In particular, the Ububele Persona Dolls are used as a tool in developing children's emotional literacy and social skills.

b) Introductions

Participants introduce themselves, the work that they are currently doing and their feelings about the training.

Activity

Think back to your childhood and try to identify one of your childhood fears.

- How was this fear dealt with by adults
- As a child, how would you have liked it to have been dealt with
- How, if at all, has your perception of this fear changed

**** Feeling test:** write on a piece of paper, what feeling/s you are currently having (this is private, no-one will see it) **

2. EMOTIONAL LITERACY

a) **What is this?**

- What does it mean to be literate?
- What do you think it means to be emotionally literate?
 - It means being in touch with our feelings and being comfortable with them (just like someone who is literate can speak, write and read their own language)
 - This helps us to make good choices and decisions in life.
 - It encourages greater control of our moods.
 - We are more likely to learn when we feel motivated and more likely to feel motivated when we feel good about ourselves.
 - Feeling good about yourself is about emotional well being, about knowing who you are and where you fit in.

An emotionally literate person is someone who:

- Knows how to manage their feelings in order to communicate with others in a positive and appropriate way
- Is able to understand another point of view and cope effectively with other people's feelings

The value of emotional literacy for preschoolers and primary schoolers

Scenario: David is a little boy who comes from a violent household. He does not understand what is going on at home or why his mother cries every night. David comes to school and kicks and bites other children. The other children in the class keep away from him and he has no friends. He breaks toys and is

generally disruptive. Not only is learning difficult for David but teachers often feel very frustrated with him and tend to shout or punish him. David's emotions and people's responses to his emotions are a barrier to learning. David is controlled by his emotions.

Can you think of children whose home environment affects their school performance? (Share this story with a partner)

Scenario: Now imagine that David is able to tell his teacher that he feels frightened when his mother cries and that sometimes at school he gets so full of his angry feelings he has to put them somewhere. Perhaps David can tell some of the other children when he is cross with them or when they ignore him, it makes his heart very sore. This would probably result in David having some friends. The teacher would be able to support David because she has more of a sense of what is happening for him and she wouldn't feel so frustrated with him. She may refer him to a social worker or call in his parents. David, through the support of his teacher and friends is more likely to learn at school. David is more in control of his feelings.

Can you think of a child who is emotionally literate? What does he/she do? How do you respond to him/her?

b) The practitioner's role in emotional literacy

As a practitioner, you serve as a model to the children with regard to essential skills including the acceptance of feelings and ways of coping with them. In order for the sessions to be successful, it is important for the practitioner to believe in the value of the new knowledge and skills.

- The practitioner has to know his/her emotions and must be able to cope with his/her own negative feelings like being moody, irritable, fearful, worried, doubtful etc.
- You should be enthusiastic, energetic and motivated.
- Listen to words, actions, body language and emotions.

- Develop an emotionally safe and supportive environment by accepting what the children say and avoiding criticism.
- Your tone of voice and body language (facial expressions) are important.

So you (as trainer of practitioners/ as practitioner) will be learning about your own emotional literacy as you teach your students. **Remember:** learning is a life long journey.

Activity:

You are to make a list of feeling words. Start off with ten. Bring these with you for the next session. (Don't worry if you find this a difficult task. Think about why it was difficult for you.)

c) The goals of emotional literacy

While conducting an Ububele Persona Doll session, it is important to keep in mind the aims of emotional literacy. The following goals are what you are trying to develop in the children:

1. Knowing your own feelings
 1. Identification of the emotion
 2. Identification of the emotion's cause
 3. Identification of the emotion's strength
 4. Identification of the extent of the affect of the feelings on yourself and those around you.
2. Presence of empathy
 5. The ability to recognise other people's feelings
 6. Ability to understand why others feel the way they do
 7. Identification with other people's situation or motives
3. Learning to manage emotions
 8. Control of emotions

9. Knowing when and how emotional expression or the lack of it affects other people
 10. Knowing how to express both positive and negative emotions
4. Learning to recognise what we have done wrong and fix it
 11. Taking responsibility
 12. Asking for forgiveness
 13. Making amends
5. Developing an ability for emotional interactivity
 14. Being able to tune in to the feelings of other people
 15. Ability to sense others emotional states
 16. Knowing how to interact with others effectively

(Adapted from Steiner, C. (2002). *Emotional Literacy: Intelligence with a heart.*)

d) The benefits of emotional literacy

- There is some evidence that suggests that children who are emotionally literate are at an advantage in every aspect of life. This includes:
 2. Their health. Children who experience more positive emotions display better health than children who experience more negative emotions.
 3. Their academics. Children who are more emotionally literate are able to engage better with their teachers and with the educational material.
 4. With their friends and families. Most learning is a social activity. Working and learning together helps develop social skills.
 5. With themselves. Helping children to look at their own experiences and environments helps them to develop a deeper sense of competence and self –worth (McAdam, 2001). This in turn

eventually enables them to resist peer-pressure and the influence of drug abuse and acting out behaviour.

Becoming emotionally literate is a challenge for everyone. School and learning institutions have focussed much more on other skills like reading, writing, mathematics, business management, accounting etc. So you are not alone when you feel overwhelmed about this focus on feelings.

SECOND TRAINING SESSION

3. BASIC COUNSELLING SKILLS

a) Listening

Activity

Think of a story about an emotion that you experienced

(For example a time that you felt very scared, happy or angry)

Arrange yourself into pairs and complete the activity as directed by the trainer.

From this exercise, you can see how important it is to feel that you are being listened to.

Active Listening implies a helping attitude in that you try to understand what the child is feeling, thinking and experiencing. This involves the following things:

3. Observing and reading the child's non-verbal behaviour (e.g. posture, facial expression, movement, tone of voice) and being aware of your non-verbal behaviour
4. Listening to, and understanding, the child's verbal message
5. Listening to what the child is saying in the context of their life
6. Listen to what the child does not say (Is he or she avoiding talking about something by, for example, changing the topic?)

The practitioner should encourage the children to talk and should listen rather than take over the conversation.

Activity

Repeat the activity above but keeping in mind the listening skills discussed above

b) Non-verbal behaviour

This is the body language of you and the child and can give you an indication of the child's feelings. Non-verbal behaviour consists of the following factors:

7. Eye contact:
 6. Make eye contact with a child while he/ she is talking to you to indicate that you are paying attention
 7. Check if the child is making eye contact with you. If not, is it because they are talking about something difficult for them?
8. Gestures
 8. Usually said to reinforce what is said verbally
 9. Can indicate embarrassment (covering mouth or eyes), boredom (fidgeting), uncertainty (shrugging) or trying to console oneself (rubbing or touching body parts)
9. Facial expressions
 10. Look for forced smiles, clenched teeth, shivering of the mouth and clenched jaws
10. Posture and movement
 11. Posture can show you how strong a feeling is
 12. For example, the rigidity or looseness of the body, the immobility or activity of the body movements and the angle of the body
11. Paralinguistic non-verbal behaviour
 13. This is related to how something is said
 14. Practitioners should look at the tone of the voice and silences

c) Reflection

Reflection, as the words suggests, is when the practitioner (through the persona doll) says in a clear way what the child is trying to express. Reflections show that the practitioner has understood the child correctly and it shows that the practitioner is listening. Both of these prompt the child to continue expressing him/herself.

Example:

Child: 'My mommy smacks me with her shoe when I've been naughty and I cry and cry'

Practitioner through Persona Doll: ' Zizwe says she can see that you feel so very sad when your mommy smacks you'

(In this example, the practitioner reflects the feelings of the child)

Class: Everyone is quiet. No-one is talking

Practitioner through Persona Doll: 'Zizwe says that she can see no-one feels like talking she also doesn't feel like talking sometimes... especially when...'

d) Validation and Invalidation

12. Validation: To accept, understand and nurture feelings expressed through the doll

15. Acknowledgment

16. Respect for feelings

17. Empathy

18. Understanding

19. Compassion

20. Non-judgmental listening.

(e.g. Lerato hears you. Lerato can relate. Lerato says that she knows what you mean. Lerato would feel the same way. Lerato can understand how you feel. Lerato can see you are really upset. Lerato can tell this is really important to you.)

13. Invalidation: Involves rejecting, ignoring, judging or diminishing feelings through the Doll.

21. Attempts to talk a child out of their feelings (e.g. Njabulo says don't be sad. Njabulo says smile. Cheer up.)

22. Minimising a child's feelings (e.g. Tshepo says it wasn't as bad as that. You're making a big deal out of nothing.)

23. Judging and labelling a child (e.g. Thando says that you are a cry baby. You have a problem. You are too sensitive. You are over-reacting.)

24. Turning things around (e.g. What is your problem? What's wrong with you? Why can't you just get over it?)

25. Telling a child how they "should" feel or act (e.g. You should be excited. You should feel guilty.)

26. Trying to diminish the feelings (e.g. What are you so happy about?)

27. Mocking or being sarcastic to a child (e.g. Oh, you poor thing. I suppose you think you are the only one with problems.)

e) Questions

It may be necessary to ask direct questions to individuals or to the group in order to stimulate further discussion. Once again these questions are to be asked through the persona doll.

Example:

Practitioner through the persona doll: 'Zizwe says that she gets worried when her mom is late from work. What do you feel Njabu when your mom is late?'

f) Containment

It is likely that talking about emotions and feelings may at some point evoke distress. This is a normal response particularly for those children (and there are so many) that have difficult things to deal with.

Containment is a useful and powerful concept. Containment means being in tune with what the other person is feeling and communicating this to them. The practitioner needs to be aware of non-verbal as well as verbal communication. It is then important to acknowledge and validate these feelings. In this way, the person feels contained 'they feel you are in tune with their feelings'.

Techniques that facilitate containment

14. Listening – listen carefully to verbal and non-verbal communication

15. Reflecting – acknowledge what you have heard by reflecting it back to the group/child.

16. Empathy – *putting yourself in someone else's shoes*. This conveys understanding and is most effective in facilitating containment.

17. It may be helpful to touch or hold a child if a child is in distress [but this depends on the child, sometimes touching a child is not appropriate]

18. Reassurance vs. sympathy vs. empathy – reassuring a child, feeling sorry for a child is different to helping a child feel understood. Empathy is about putting yourself in the shoes of the other so that you can better understand that person's feelings.

THIRD TRAINING SESSION

**** Feeling test:** write on a piece of paper, what feeling/s you are currently having (this is private, no-one will see it)**

4. PERSONA DOLLS

What are they?

19. Persona Dolls are large boy or girl rag dolls, carefully dressed like regular preschool children.
20. The Ububele Persona Dolls have been created to focus on and develop emotional and social literacy.
21. Persona Dolls are dolls that the practitioner (teacher, counsellor etc) brings alive for children by giving the doll a persona - that is a name attached to an individual personality, an address attached to a family situation and a life history set in a cultural background.
22. Young children quickly identify with the dolls as real people.
23. The dolls become an invaluable tool that may be used therapeutically or educationally as a way of developing children's emotional literacy.

The aim of persona dolls

- Persona Dolls that 'visit' a group of children lend themselves to developing emotional intelligence as described above.
- A psychologically aware practitioner may also focus on specific difficult emotional issues that are raised.
- Persona dolls are used as a tool that encourages children to talk about difficult issues and the associated feelings.
- The doll is used as a projective tool i.e. it is the doll who is experiencing some difficulty.
- Children through this indirect means are better able to talk about their personal difficulties, as they are shared by the doll (and quite often) by other members of the group.

Summary

- **Groups** – help children feel less alone and create a sense of belonging.
- **The persona doll** encourages empathy – putting yourself in someone else’s shoes.
- **Talking about feelings** increases children’s feeling vocabulary.

Think about some of the common difficulties of the children you work with.

- What about the effects of poverty, neglect, violence, bullying, sexual abuse, new siblings etc.
- What emotions are associated with these difficulties?
- How do the children deal with these difficulties?

5. CREATING A PERSONA

Example of a Persona

Doll’s name: Mmabatho

Age: 6 years

Date of Birth: 16 December 1999

Parents: Mom – Julia

Dad – Blackie

Both parents have Tuberculosis. Mmabatho, too, suffers from TB.

Address: Mmabatho lives in Alex (145 – 5th Ave) in a shack with aunt Mpho, Uncle Bafana and their 6-year-old daughter Lucy. She lives with them because her mom and dad are constantly in and out of hospital

History: Lucy becomes very angry when aunt Mpho helps Mmabatho finish her food or when she puts Mmabatho on her lap. [Aunt Mpho is very kind to Mmabatho, when she is sad she cheers her up] Lucy and Mmababtho play together all the time. Lucy attended Abazanyana crèche in Marlboro. Now Mmabatho has joined Lucy at the same crèche. Mmabatho has mixed feeling about Abazanyana crèche because some of the children call her names like ‘miss bones’ or ‘baby’ because she is thin and is unable to run and jump like them. The teachers are kind and they give her nice food. When Mmabatho

gets sick, the teacher [Mam Tshepo] phones aunt Mpho who then takes her to the Alex clinic.

Likes and dislikes: Mmabatho likes drawing pictures of her family. She gives some of these pictures to her favourite people – Aunt Mpho, teacher Tshepo, Dr Mandla (Alex clinic).

Any details you think have been left out?

Creating your own Doll's persona

When developing the identity of the persona doll, keep in mind the context, identity and difficulties of the children at your school/ organisation.

Cultural background

Gender

Language

Age

Name

Family background

Where does he/she live?

Where does he/she sleep?

What does he/she like/dislike doing?

What are his/her abilities/disabilities?

What are his/her likes/dislikes?

Fears?

Recent history?

Get a small notebook. Write down your doll's history (so that you don't forget it) and write short notes after each session. This is really for you as a reference so that you don't forget important details (and for supervision). The Doll's persona should stay the same throughout the sessions.

It is important to initially establish a positive relationship. It may be helpful to begin with a male doll to immediately challenge stereotypes about dolls.

6. INTRODUCING THE PERSONA DOLL TO YOUR CLASS

1. The dolls should ideally be used with a group no larger than **10 children**. [although the dolls can be used for bigger groups]
2. It is essential for you to be comfortable with your doll. Children will quickly be alerted to any discomfort or lack of confidence with the doll.
3. The doll must be introduced as a person that the children can relate to
 - Always refer to the doll by his/her name
4. First session
 - In the first session, pretend that the doll is a child who you want to introduce your class to.
 - In order to help the children connect with the doll give some history of the doll e.g. favourite foods, favourite TV programmes, relationships with mother, granny etc
 - Elicit responses from the children 'what's your favourite food?', 'what do you do at your granny's house?', 'what's your brother's grade?'
5. Later sessions
 - In your everyday speaking voice you tell the children the story the doll has come to tell them. For example, Lerato wanted me to tell you about what happened at school yesterday. She said that ...
 - After you have told the story you change your role from storyteller to facilitator. You maximise the children's input – get them to do most of the talking, listen carefully and actively to their contributions, repeat them to ensure that everybody has heard them and support children when necessary.

6. Method: How to use persona dolls.

- You need to bring the doll to life so keep the session short, informative and enjoyable. About 10-15 minutes to start off with depending on the age of the learners.
- The goal is to capture their attention so they will be interested in what happens to the doll.
- Involve the children: get them to do most of the talking. You listen carefully and actively to each child's contributions, repeat them to ensure that everybody has heard.
- Take time to listen – and wait for the learners to answer questions. Give them time to think and feel.

7. Ending the sessions

- The children will indicate when they are no longer paying attention
- End carefully with the plan of a future meeting
- Once the persona doll has been put away, talk to the children about their experiences of working with the persona doll.

**** Feeling test:** *write on a piece of paper, what feeling/s you are currently having (this is private, no-one will see it)***

FOR THE PRACTITIONER: “In your everyday speaking voice you tell the children the story the doll has come to tell them. You then change your role from storyteller to facilitator. You maximise the children's input – get them to do most of the talking, listen carefully and actively to their contributions, repeat them to ensure that everybody has heard them and support children when necessary”.

ROLE PLAY

Activity: In the coming week, each participant to introduce their doll to the children that they work with and write notes.

FOURTH TRAINING SESSION

Activity: Feedback and discussions on introduction

7. WHO DECIDES ON THE THEME

1. Follow what the class brings

- The class is to lead the practitioner in terms of pertinent theme/s

And/Or

3. Introduction of theme by practitioner

- The topic or theme must be introduced gradually so as not to be threatening
- It is useful to use a scenario that the children will be familiar with, such as bullying, birthday parties etc. Then communicate the persona dolls feelings and experiences of such a situation.

Content

- The emphasis must be on feelings (see appendix A for a list of feeling words) and these must come from the children, their words or body language, and **NOT** from the practitioner.
- Role-play empathic response from the persona doll.

e.g. 'Zizwe says she can see that your heart is very sore'; 'Zizwe says that she also feels like crying when her mommy drops her off at school, it's very scary to be alone...'

- Encourage empathic responses toward the persona doll. Allow for the children to come up with it on their own. **DO NOT TELL THEM WHAT TO SAY** E.g. "everybody say I love you to Zizwe"

8. HOW TO STIMULATE DISCUSSION

Talk through the Persona doll. You can bend your head to listen to the doll like she/he is a person e.g. Zizwe says... Zizwe tells me...

Link to activities that the children enjoy

It may be helpful to link the Persona Doll to established activities in the Nursery School or organisation e.g. a song that everyone knows, the sand-pit game, days of the week.

Example:

Practitioner through the persona doll: 'At Zizwe's school, she sings Nkosi Sikelele. Do you sing that song? How does it go again?'

Practitioner through the persona doll: 'Zizwe says that she can already count to 20, who here can count. Zizwe feels very proud that she can count to 20'

ROLE PLAY

PROBLEMS

Practitioner: I can't keep to task. The children keep on changing the subject...
There is no specific task. The persona doll time is just to talk about feelings. If the children change the subject, go along with them. Remember the aim of the persona dolls is to help children learn more about their and other people's feelings and this can be done talking about anything. RELAX.

Practitioner: There are too many children talking at the same time...
Use the doll to say that no-one can hear anybody else if everyone is talking.
'Zizwe says at her school she has to put up her hand if she wants to talk'

Practitioner: I can't think of anything to talk about...
Relax...you could even say that Zizwe says she doesn't have anything to talk about today...Does anybody want to tell her anything about their lives/homes/sisters/brothers/grannies/friends/teachers/mommy/daddy etc
OR
Think about the week in the classroom. What happened in the week that made you a little worried e.g. Did two children have a fight? Did a parent die? Did someone go to the clinic? Was a toy broken? You can use any of these to start a discussion.

Practitioner: I'm still not sure I'm doing the right thing!
There is no right and wrong. This is a time to take the pressure off and just focus on the feelings of the children. Even if there is one feeling that is mentioned by the class and the doll, that was a successful session.

Practitioner: A child asks me a question that I don't know the answer to.
Use the doll to get out of that one. 'Zizwe says she doesn't know the answer to that one...she will go to her school and ask her teacher'

Practitioner: The children think the doll is a real person. They keep on asking about whether the doll is a real person.

It is important to help the children use their fantasy and yet not lie to them. If they persist about the doll as a real person say ‘This is a doll but we are pretending that she is Zizwe, a person with a mommy, who goes to school like all of you’.

Practitioner: The children just stare at me and say nothing.

You can try some of the tips mentioned earlier like asking questions, reflecting, using activities that the children like. But if these are unsuccessful you can say... ‘Zizwe can see that you are all quiet...she also likes being quiet sometimes’. You may even want to finish early by saying something like ‘Zizwe says she is going back to her crèche now...she will see you next time...’

Practitioner: The children want to talk about a difficult topic (like death) and I don’t know what to tell them.

Focus on the feelings. You don’t need to answer them specifically but try to reflect their feelings of sadness, anger, confusion etc.

9. PLANNING

a. When – When will the Ububele Persona Doll be used? _____

You can use the Dolls at any time in your daily programme.

b. How often – How often will the Ububele Persona doll be used? _____

We recommend once or twice a week.

c. How long – How long should each session be? _____

The concentration span of children varies according to their age. You may find that 15 – 20 minutes for a group of 3 year olds is enough time. You may find that 20-30 minutes for 5 year olds is enough time.

d. Example of a timetable

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Calendar	Reading	Calendar	Reading	Reading

Free Play	Free Play	Sand Play	Excursion	Free Play
Cutting and pasting	Persona Dolls	Singing	Excursion	Persona Dolls
Lunch	Lunch	Lunch	Lunch	Lunch
Sleep	Sleep	Sleep	Sleep	Sleep
Free play	Free Play	Free Play	Free Play	Free Play
Dance	Singing	Dance	Singing	Dance

Your timetable

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

**** Feeling test:** write on a piece of paper, what feeling/s you are currently having (this is private, no-one will see it)**

10. THE NEED FOR SUPERVISION

a. What is supervision?

Supervision is a scheduled meeting between practitioners and supervisor to discuss working with the persona dolls. Difficulties can be raised, successes shared, tips passed on etc.

b. Why is supervision important?

Supervision is important because there will often be occasion when you (as practitioner) will need help with a particular group, with a particular child or with a particular stumbling block. Working with emotions can be very draining work

and talking about difficulties helps to ease the load so that the practitioner can continue running the groups, containing the children's difficult feelings.

c. Supervision options:

- a. Peer supervision - Practitioners could set up a peer supervision group at their school to discuss their persona doll classes/meetings. So qualified Persona Doll Practitioners from your school or organisation or from several schools or organisations can meet regularly to discuss their work with the Persona Dolls.
- b. Work discussion groups are held at Ububele on a once-monthly basis. This involves group supervision, where the practitioner's get together in order to discuss the progress that they are making in the running of the groups.
- c. Trainer as supervisor – the supervision group can be facilitated by a Trainer of Practitioners.
- d. Emergencies – meetings to be set up with Ububele

It is anticipated that careful supervision will be needed for:

- i. Who decides on the topic (supporting the practitioner to follow the themes as raised by the children)
- ii. How to stimulate discussion
- iii. How to contain distress
- iv. An emotionally needy child
- v. Referrals

So do not worry if you have difficulties in these areas.

11. REFERRALS

a. When

When to recommend that a referral be made?

- you feel you do not have the skills to contain a child
- you know there has been abuse of any kind
- you think a psychologist and/or doctor is needed

b. Why

So that a professional can manage the child and so that the child receives the necessary help before the problem worsens.

c. How

In order to make a good referral it is important to do the following:

- know the places/organisation you will refer to (it is always better to refer to a person than simply to an organisation)
- make a phone call to the organisation/person and say that you will be making a referral
- write a letter that gives details of the child, their history and the reason for referral
- ask that you be kept informed about the case
- follow-up

d. Who

1. TMI Clinic. 481-5103. Psychiatrists. Psychologists. Social workers. Play therapy
2. Teddy Bear Clinic. Clinic for abused children. 481-5118
3. Johannesburg Parent & Child Counselling Centre. 484-1734
4. Khanya Family Centre. 905-0915
5. Family Life Centre. 833-2057
6. Trauma clinic. 403-5102
7. Lifeline. 728-1347 [Telephone counselling]
8. Depression & Anxiety Support Group. 783-1474. [telephone counselling]

Other organisations in your area:

12. RESOURCES

a) Articles

There are numerous articles available about Persona Dolls and Emotional literacy. Many of these are available online. A search on Google or any other search engine will guide you (or ask your trainer if you are interested).

b) Books

Brown, B. 2002. *The value of Persona Dolls in tackling sensitive issues*. Five to Seven, Vol. 1 No. 2

Ginott, H.G. 1961. *Group Psychotherapy with Children*. London: McGraw-Hill

McAdam, C. 2001. *Promoting emotional intelligence*. Practical preschool, Issue 28

c) Organisations

Ububele. 011-786-5085. ububele@telkomsa.net

Khanya Family Centre. 011-905-0915

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Appendix

List of feeling words

English	Zulu	Sotho	
Happy	Jabula	Thabo	
Sad	Dabukile	Bohloko	
Love	Thanda	Lerato	
Hate	Zonda	Lehloyo	
Shy	Amahloni	Maswabi	
Uncertain	Ngaqondi	Ho se hlake	
Jealous	Nomona	Mona	
Confused	Hlangahlangene	Tarakana/hlakahlakana	
Tired	Khathele	Kgathala	
Fearful	Thukile	Tshaba	
Angry	Thukuthela	Kwata	
Excited	Mdlandla	Itumela	
Trust	Themba	Tshepa	
Irritated	Ukwenyanya	Teneha	
Disappointed	Phoxekile	Phoqeha	
Suspicious	Solayo	Oh se tshepe	
Pained	Buhlungu	Bohloko	
Kindness	Nomusa	Molemo	
Scared	Saba	Tshaba	
Lucky	Nhlanhla	Lehlohonolo	
Guilty	Sola	Molato	
Worried	Khatazeka	Kgathatseha	
Uneasy	Ngakhululekile	Ho se lokolohe	
Wobbly	Xegayo, gezezelayo, xegezalayo	Thothomela Kgwehla	
Unhappy	Ngajabulule	Ho se thabe	
Small	Zizwe	Ha nyenyane	

	umncanyane		
Isolated	Zizwe uwedwa	Ho ba mong	
Excited	Jabule kakhulu	Thabo	
Kind	Nesihe	Mosa	
Belonging	Hlanganyela, ubunye, ubuhlobo	Karolo	
Safe	Vikelekile	Bolokeha	
Warm	Ufudumele, umfuthu, intokomalo	Futhumala	
Confused	Didekile, xakekile	Qakeha	
Lost	Dukile, didekile	Lahleha	
Lonely	Umzwangedwa	Bodutu	
Grateful	Umbongo	Teboho Lebohile	
Fed up	Dinekile	Teneha	
Dispirited	Dangele	Hloka Tshepo	
Disordered	Dlikiziwe	Ho kopa-kopana	
Disbelief	Ukukhononda	Ho se dumele	
Disappointed	Dumele, jabhile, danile	Phoqeha Nyahama	
Cross	Jabhisa	Teneha Utlwa bohloko	
Bewildered	Didekile	Qakeha	
Angry	Intukuthelo	Ruthuha	
Scared	Ukwesaba	Tshaba	
Frightened	Ukwethuka	Tshoha	
Eager	Nikufisa	Lapetse Lapela	
Nervous	Ngakhululekile, yilayileka	Kgathatseha Ho se lokolohe	
Butterflies in	Ukubanda		

tummy	emathujini, ukunyakaza kwesisu		
Looking forward	Langaazelela okuzayo	Lebeletse Lebella	

APPENDIX H: NGO INFORMATION LETTER



22 June 2007

Dear

My name is Nicola Irish. I am a student at the University of the Witwatersrand. I am currently completing a Masters degree in Educational Psychology. Part of the requirement of the completion of the degree is the submission of a research report. This letter serves as an invitation for your organisation to participate in my research study.

For my research report, I would like to evaluate the effectiveness of the Ububele-Persona Doll programme that Ububele has implemented with teachers from Alexandra Township. The goal of the project is to determine whether or not the Ububele-Persona Doll programme is successfully achieving its aims of improving the emotional literacy of preschoolers living in Alexandra. While I will not be involved in providing training, or using the Ububele-Persona Dolls in the classroom, I will be conducting research that evaluates the effectiveness of the Ububele Persona Dolls programme.

The study will make use of both quantitative and qualitative research methods. The sample will consist of approximately 60 children in Grade R who attend two different preschools in Alexandra. The one school will act as the experimental group while other will be the control group. Quantitative data will be collected from scores obtained on the DANVA2. The DANVA2 is a tool that is standardised for preschoolers and consists of 24 photographs of an equal number of happy, sad, angry and scared facial expressions of high and low intensities. Individuals are asked to identify whether the expression on each face is happy, sad, angry or scared. A pre-test, intervention, post-test strategy will be used. The intervention will be the use of the Ububele-Persona Dolls in classroom by trained teachers. Ububele has kindly offered to provide teachers who consent to be involved in this research study with free training. The scores from the pre-test will be compared to the scores obtained on the post-test. After the research has been conducted, qualitative data will be obtained from a semi-structured interview with the school's teachers who have used the Ububele-Persona Dolls to determine if any qualitative changes in the children's emotional literacy or behaviour have been observed. Once the quantitative and qualitative data has been obtained, the control school will also be offered free Ububele-Persona Doll training. This way both groups will be exposed to the same intervention.

Current research seems to suggest that children who are emotionally literate engage better in learning activities, enjoy improvements in their school work, are better able to form mutually satisfying relationships with others, and adjust better psychologically and socially. Some research even indicates that children who are emotionally literate grow up to be less inclined towards drugs, tobacco and criminal activity.

Participation in this study is entirely voluntary and no negative consequences will result from non-participation. Participants may also withdraw from the study at any point. The children or teachers involved in the study do not have to answer any of the questions that are asked, if they do not want to. The results of the assessment will remain entirely confidential and will not be used for any other purpose apart from the purpose of this study. No one will have access to the results of the testing other than the researcher and the supervisor. No identifying information will be included in the report. All data will be kept in a secure place. The testing will be done in a private, safe and secure environment. In participating in this study, there are no risks or benefits for the children or their parents. The results of the study will be reported in the research report. I will provide you with a summary of the results. Should you wish to get a copy of the full research report, please contact me. The research will contribute to a larger body of knowledge on emotional literacy and ways of effectively assisting children to develop this ability.

If you have any questions or concerns please contact me on 074 102 8236. My email address is nikki@parkroad.co.za.

Yours sincerely

Nicola Irish

APPENDIX I: NGO CONSENT FORM



I _____ give permission to allow Nicola Irish to conduct her research study on the evaluation of the effectiveness of the Ububele-Persona Doll emotional literacy programme that is being implemented by teachers who are trained at Ububele Psychotherapy Centre.

Signed _____

Date _____

APPENDIX J: PRINCIPALS' INFORMATION LETTER



21 April

2007

Dear Mr/Ms

My name is Nicola Irish. I am a student at the University of the Witwatersrand. I am currently completing a Masters degree in Educational Psychology. Part of the requirement of the completion of the degree is the submission of a research report. This letter serves as an invitation for your school to participate in my research study.

Ububele is a Psychotherapy Resource Centre that provides courses and services to the community. One of their projects involves training preschool teachers to use Ububele-Persona Dolls in the classroom with the aim of improving the preschoolers' emotional literacy. To be emotionally literate means that a person has a good understanding of their own and other people's feelings, is able to identify the intensity of their own and other people's emotions, and is able to manage their own emotions effectively. My research aims to evaluate whether the Ububele-Persona Doll programme is helping preschoolers to become more emotionally literate.

The procedure that I will use to evaluate the Ububele-Persona Doll programme will involve firstly assessing a sample of children's current level of emotional literacy using the DANVA2. The DANVA2 is a test that has been standardised on preschool-aged children and will be administered individually to each child by me. The DANVA2 is a task that shows children twenty-four different facial expressions and asks the children to identify the emotion that the person in the picture is feeling. Once this is done, teachers will be requested to attend the Ububele-Persona Doll training course at Ububele that is provided free of charge by Ububele for teachers who have agreed to be part of this research study. In this six session course, they will be trained how to use the Ububele-Persona Dolls to assist children in learning about emotions. Then the teachers will use the dolls in their classes for one lesson a week for three months. After this I will reassess the children with the DANVA2. After the research is completed I will interview the teachers asking them if they have seen any changes in the behaviour or emotional literacy of the children.

Current research seems to suggest that children who are emotionally literate participate more at school, improve in their school work, are better able to form happy and healthy relationships with others, and adjust better psychologically and socially. Some research even indicates that children who are emotionally literate may abuse substances less and are less likely to be involved in criminal activity.

Participation in this study is entirely voluntary and no negative consequences will result from non-participation. Participants may also withdraw from the study at any point. The children or teachers who are involved in the study do not have to answer any of the questions that are asked if they do not want to. The

results of the assessment will remain entirely confidential and will not be used for any other purpose apart from the purpose of this study. No one will have access to the results of the testing other than the researcher and the supervisor. No identifying information will be included in the report. All data will be kept in a secure place. The testing will be done in a private, safe and secure environment. In participating in this study, there are no risks or benefits for the children or their parents. The results of the study will be reported in the research report. I will provide you with a summary of the results. Should you wish to get a copy of the full research report, please contact me. I will make the findings of the research available to the parents through being placed on a communal notice board and/or being published in the school newsletter. The research will contribute to a larger body of knowledge on emotional literacy and ways of effectively assisting children to develop this ability.

If you have any questions or concerns please contact me on 074 102 8236. My email address is nikki@parkroad.co.za.

Yours sincerely

Nicola Irish

APPENDIX K: PRINCIPALS' LETTER OF CONSENT



I _____, the principal of
_____, consent to this study conducted by
Nicola Irish on the evaluation of the effectiveness of the Ububele-Persona
Doll emotional literacy programme.

Signed _____

Date _____

APPENDIX L: TEACHER INFORMATION LETTER



8 May 2007

Dear Teacher

My name is Nicola Irish. I am a student at the University of the Witwatersrand. I am currently completing a Masters degree in Educational Psychology. Part of the requirement of the completion of the degree is the submission of a research report. This letter serves as an invitation for your school to participate in my research study.

Ububele is a Psychotherapy Resource Centre that provides courses and services to the community. One of their projects involves training preschool teachers to use Ububele-Persona Dolls in the classroom with the aim of improving the preschoolers' emotional literacy. To be emotionally literate means that a person has a good understanding of their own and other people's feelings, is able to identify the intensity of their own and other people's emotions, and is able to manage their own emotions effectively. My research aims to evaluate whether the Ububele-Persona Doll programme is helping preschoolers to become more emotionally literate.

The procedure that I will use to evaluate the Ububele-Persona Doll programme will involve firstly assessing a sample of children's current level of emotional literacy using the DANVA2. The DANVA2 is a test that has been standardised on preschool-aged children and will be administered individually to each child by me. The DANVA2 is a task that shows children twenty-four different facial expressions and asks the children to identify the emotion that the person in the picture is feeling. Once this is done, you will be requested to attend the Ububele-Persona Doll training course at Ububele that is provided free of charge by Ububele for teachers who have agreed to be part of this research study. In this six session course, you will be trained how to use the Ububele-Persona Dolls to assist children in learning about emotions. Then you will then be requested to use the dolls in your classes for one lesson a week for three months. After this I will reassess the children with the DANVA2. After the research is completed I would like to interview you about whether you have seen any changes in the behaviour or emotional literacy of the children.

Current research seems to suggest that children who are emotionally literate participate more at school, improve in their school work, are better able to form happy and healthy relationships with others, and adjust better psychologically and socially. Some research even indicates that children who are emotionally literate may abuse substances less and are less likely to be involved in criminal activity.

Participation in this study is entirely voluntary and no negative consequences will result from non-participation. Participants may also withdraw from the study at any point. The children or teachers who are involved in the study do not have to answer any of the questions that are asked if they do not want to. The results of the assessment will remain entirely confidential and will not be used for any other purpose apart from the purpose of this study. No one will have access to the results of the testing other than the researcher and the supervisor. No identifying information will be included in the report. All data will be kept in a secure place. The testing will be done in a private, safe and secure environment. In participating in this study, there are no risks or benefits for the children or their parents. The results of the study will be reported in the research report. I will provide you with a summary of the results. Should you wish to get a copy of the full research report, please contact me. I will make the findings of the research available to the parents through being placed on a communal notice board and/or being published in the school newsletter. The research will contribute to a larger body of knowledge on emotional literacy and ways of effectively assisting children to develop this ability.

If you have any questions or concerns please contact me on 074 102 8236. My email address is nikki@parkroad.co.za.

Yours sincerely

Nicola Irish

APPENDIX M: TEACHERS' CONSENT FORM



I _____ consent to being a participant for Nicola Irish's study on the evaluation of the effectiveness of the Ububele-Persona Doll emotional literacy programme that is being implemented by teachers who are trained at Ububele Psychotherapy Centre.

I understand that:

- I will attend Ububele-Persona Doll training at Ububele.
- I will answer a few questions regarding any changes in the children's behaviour once I have used the Ububele-Persona Dolls in the classroom for three months.
- Participation in this study is voluntary.
- I may withdraw from the study at any time.
- There are no risks and no direct benefits from participating in this study.
- No information that may identify me will be included in the research report, and my responses will remain confidential.

Signed _____

Date _____

APPENDIX N: CONSENT FORM (RECORDING TEACHER INTERVIEW)

I _____ consent to the semi-structured interview being recorded by Nicola Irish for her study on evaluating the effectiveness of an Ububele-Persona Doll emotional literacy programme that is being implemented by teachers who are trained at Ububele Psychotherapy Centre.

I understand that:

- Participation in this interview is voluntary.
- I may withdraw from the study at any time.
- I have the right not to answer any of the questions.
- The interview will be recorded and transcribed verbatim (word for word as spoken).
- Direct quotations from this interview may be used in the research report.
- No identifying information will be used in the transcripts or the research report, and my responses will remain confidential.
- There are no risks and no direct benefits from taking part in this study.
- The tapes and transcripts will be kept safely in the supervisor's office that will be kept locked.
- The transcripts will not be seen or heard by any person other than the researcher and her supervisor.

All tape recordings will be destroyed after the research is complete and the report has been evaluated.

Signed _____

Date _____

APPENDIX O: PARENT/GUARDIAN LETTER OF INFORMATION



16 July 2007

Dear Parents/Guardian

My name is Nicola Irish. I am a student at Wits University. I am currently completing a Masters degree in Educational Psychology. Part of the course requires me to hand in a research report. In this letter I am inviting you to agree to allow your child to participate in my research study.

Ububele is a Psychotherapy Resource Centre that provides courses and services to the Alexandra community. One of their projects trains preschool teachers to use dolls in the classroom to help the children to learn about their own and other people's feelings. Ububele will train the teachers how to use the dolls and I will then see if the dolls are helping the children to learn more about their own and other people's feelings.

To see if the Ububele project is working, I will show the children photographs of people's faces that show different emotions. I will ask the children if they are able to say what emotion the person in the picture is feeling. Once this is done, the teacher will attend the training course at Ububele that teaches them how to use the dolls. The teacher will then use the doll in the class for three months and help the children to learn about feelings. After this I will show your child the pictures of the people's faces again to see if they are better at reading the emotions on the people's faces.

Research seems to show that children who understand their feelings do better at school. They are able to have better relationships with others. Some research even shows that children who know about feelings have less chance of using drugs and tobacco when they grow up. Knowing about feelings also might prevent children from becoming involved in bad or even criminal behaviour.

It is totally your choice to allow your child to take part in this study. Nothing bad will happen if you or your child if you do not want your child to take part in the study. You are free to stop your child from being involved in the study at any time. The results of the faces test will remain private. No one will have access to the results of the test except me and my supervisor. No information that identifies who your child is will be included in the report. The testing will be done in a private, safe and secure environment. All data will be kept in a safe place. The results will only be used for my research study. You can find out about the general findings of this report by reading a brief summary that will be placed

on a school notice board and/or printed in the school newsletter. If your child takes part in this study, there are no risks or benefits involved to the children or the parents/guardians. This research will help people to know what the best way is to help children to learn about feelings.

I would be most grateful if these could be returned by Thursday 19 July 2007. If you have any questions or concerns please contact me on 074 102 8236. My email address is nikki@parkroad.co.za.

Yours sincerely

Nicola Irish

APPENDIX P: PARENT/GUARDIAN CONSENT FORM



I _____ (please print your name) am the
parent/guardian of _____ (please print the
name of your child). I give consent for my child to be part of Nicola Irish's research that
looks at whether the Ububele-Persona Doll programme that is being run in the class by
teachers who are trained at Ububele Psychotherapy Centre is working.

I understand that:

- It is my choice to allow my child to take part in this research.
- My child's responses will be kept private and confidential.
- There are no risks and no direct benefits from taking part in this study.
- I may withdraw my child from the study at any time.

If my child does not want to answer any of the questions, s/he does not have to.

No information that will reveal who my child is will be used in the research report.

I also confirm that the research procedure and the factors indicated above have been
explained to my child.

Parent/Guardian Signature _____

Date _____