

Appendix A

The Draw-A-Person Self-Concept Scale devised and validated by Bodwin and Bruck
(1960, in Rosenbaum, 1989, p. 44)

<u>Shading</u>	Light, dim, subtle and uncertain lines which furtively accent particular parts of the figure. Patterned or stylized shading.
<u>Reinforcement</u>	Shading of the boundaries of clothing or the figure. Heavy dark lines or parts of the drawing emphasized through retracing over the same area.
<u>Erasures</u>	Any attempt to alter or perfect all or part of the drawing through erasure.
<u>Detail in Figure</u>	Unessential features or details added to the figure or background.
<u>Sketchy lines</u>	Parts of the body, particularly the outline defined by light, broken, blurred, vague, fuzzy lines.
<u>Transparency</u>	Body of the figure completely transparent or inadequately clothed so that body parts ordinarily covered are shown.
<u>Asymmetry</u>	Imbalance and lopsided arrangement of the body parts in respect to size, shape or position on the opposite sides of the centre.
<u>Distortion</u>	Any unnaturalness or irregularity in form. Any non-human aspects to figure drawn, often displayed by size disproportion.

<u>Incompleteness</u>	Figure not drawn complete, lacking in significant body parts or clothing.
<u>Mixed Age</u>	Disparity in the physiological maturation of various body parts, such as breasts emphasized in an otherwise childish body.
<u>Opposite Sex Identification</u>	Figure drawn is of the opposite sex of the subject, or if the same sex, opposite sex characteristics are displayed.
<u>Primitiveness</u>	Overall figure is crudely and roughly drawn. Specific points are confusion of full and profile view of the head, mouth emphasis, trunk incomplete, omission of the neck, and disorganized body representation.
<u>Immaturity</u>	Drawing is marked by elaborate treatment of the midline such as Adam's apple, tie, buttons, buckle and fly on trousers. There is emphasis on the mouth and/or breasts.

Additional Items suggested by Rosenbaum (1989, p. 46)

<u>Fantasy Figures</u>	Clown, monster, witch etc. – scores 1. Character figures – scores 3. Ordinary figures – scores 5.
<u>Size of Drawing</u>	Between 6 and 22 cm – scores 5 22.1 to 24 cm or 45 to 5.9 cm – scores 4 24.1 to 26 cm or 3.0 to 4.4 cm – scores 3 26.1 to 28cm or 1.5 to 2.9 cm – scores 2 More than 28 cm or smaller than 1.4 cm – scores 1

Profile View

Full Frontal – scores 5

Partial Frontal (i.e. only body or head drawn in frontal view)
– scores 3

Head and body drawn in profile view – scores 1

Placement on the Page

The number in each block represents the score:

1	2	2	2	1
2	3	4	3	2
2	4	5	4	2
2	3	4	3	2
1	2	2	2	1

Appendix B

Have you heard any of these words before?	Put a ✓ or a X	Has anyone ever called you by this word?	Put a ✓ or a X	Would you use this word to describe yourself?	Put a ✓ or a X
needs help					
learning difficulty					
resourceful					
special needs					
clever					
slow					
spastic					
brain					
whiz kid					
abnormal					
retarded					
genius					
handicapped					
star					
astute					
stupid					
disability					
intelligent					
brilliant					
learning problem					
bright					
backward					
high flier					
thick					
quick thinker					
talented thinker					

Appendix C

Name 5 things that you are good at:

How important is this in your life? (Circle the correct answer)	not important a little important important very important very, very important	not important a little important important very important very, very important	not important a little important important very important very, very important	not important a little important important very important very, very important	not important a little important important very important very, very important	not important a little important important very important very, very important
How important is this for your teacher? (Circle the correct answer)	not important a little important important very important very, very important	not important a little important important very important very, very important	not important a little important important very important very, very important	not important a little important important very important very, very important	not important a little important important very important very, very important	not important a little important important very important very, very important

<p>How important is this for your parents? (Circle the correct answer)</p>	<p>not important a little important important very important very, very important</p>	<p>not important a little important important very important very, very important</p>	<p>not important a little important important very important very, very important</p>	<p>not important a little important important very important very, very important</p>	<p>A. not important B. a little important C. important D. very important E. very, very important</p>
<p>How important is this for your class mates? (Circle the correct answer)</p>	<p>A. not important B. a little important C. important D. very important E. very, very important</p>	<p>A. not important B. a little important C. important D. very important E. very, very important</p>	<p>A. not important B. a little important C. important D. very important E. very, very important</p>	<p>A. not important B. a little important C. important D. very important E. very, very important</p>	<p>A. not important B. a little important C. important D. very important E. very, very important</p>

Appendix C Continued

Name 5 things that you are not too good at:

How important is this in your life? (Circle the correct answer)	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important
How important is this for your teacher ? (Circle the correct answer)	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important

How important is this for your parents ? (Circle the correct answer)	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important
How important is this for your class mates ? (Circle the correct answer)	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important	A. not important B. a little important C. important D. very important E. very, very important

Whose opinions are most important to you (circle the most important one):

1. My own
2. My parents
3. My teachers
4. My friends
5. My classmates
6. My brother or sister

Appendix D

[Name of School]

Dear Principal,

Re: Proposed Research at your School

I am presently undertaking my Masters degree in Education at the University of the Witwatersrand. Part of my course requirement is the completion of a research report. I am conducting research in order to fulfill the course requirements under the supervision of Rashad Bagus from the Psychology Department. My research subject is in the field of self-concept (self-esteem) of children who are currently having difficulty with learning (either in Mathematics or Reading/Spelling).

The self-concept of children who are having difficulty with learning is an important subject of research as a positive self-concept is thought to be a crucial factor in influencing the individual's academic achievement, resilience and ability to form meaningful relationships. I endeavour to gain insight into children's feelings and ideas about themselves.

I would like to ask [Name] School to participate in this research project. I believe that the information obtained from the assessments conducted on the children could be beneficial for parents and the school. The results of the assessment will help identify areas of learning strength as well as areas that need development in the child. The research will also provide information with regard to the self-concept of children with learning difficulties.

The procedure for the research project will be as follows.

1. An initial interview will be conducted with one or both of the children's parents to obtain background medical, family and academic information about the child.
2. The child will be assessed during school-time on a day arranged with the school and parents. The assessment entails the following:

Intellectual and scholastic Evaluation

- ▶ SSAIS-R (IQ test)
- ▶ Neale analysis of Reading Ability
- ▶ Schonell Spelling Test
- ▶ Burt Word Reading Test
- ▶ Phono-graphix phonemic awareness assessment
- ▶ Wepman Auditory Discrimination Test
- ▶ Mathematics One Minute Test
- ▶ VASSI Mathematics Proficiency Test
- ▶ Bender Gestalt for Visual Motor Integration

Emotional and Social Evaluation

- ▶ Draw a Person Test
- ▶ Kinetic Family Drawing Test
- ▶ Three Wishes and Space Ship Companion
- ▶ Thematic Apperception Test (TAT)
- ▶ Incomplete Sentences

As well as the **Piers-Harris Self-Concept Scale (2nd Edition)** which gives information on the following six areas of self-esteem:

- Physical appearance and attributes
- Intellectual and school status
- Happiness and Satisfaction
- Freedom from anxiety
- Behavioural adjustment
- Popularity

I will also conduct a questionnaire for the child to answer asking questions with regard to how the child thinks her parents, teachers and peers view her. This is to tap into the child's self perceptions with regard to how others view his or her abilities.

3. The results of the above assessment will be conveyed to the parents in a meeting (to be arranged after the assessment day), together with a written report.
4. This written report can be given to the school with the written consent of the parents. This will be suggested to the parents as the information may assist the school in planning educational interventions for the child.

If you have any questions at any stage during the course of this research, please feel free to contact me.

Thank you for your time and consideration.

The participation of [Name] School is much appreciated.

Yours Sincerely,

Melanie Smith

Appendix E

Career Guidance & Learning Assessment

Melanie Smith

BA Honours (Psychology) R.A.U.

Psychometrist

Registered with the Health Professions Council of S.A.

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Specializing in:

- 🔊 School Readiness
 - 🔊 Career Counselling
 - 🔊 Assessment of learning strengths and development areas
 - 🔊 Study Skills assistance
 - 🔊 Reading Therapy
-

Dear Parents,

I am presently undertaking my Masters degree in Education at the University of the Witwatersrand. Part of my course requirement is the completion of a research report. I am conducting research in order to fulfill the course requirements. My research subject is in the field of self-concept (self-esteem) of children who are currently having difficulty with learning (either in Mathematics or Reading/Spelling).

The self-concept of children who are having difficulty with learning is an important subject of research as a positive self-concept is thought to be a crucial factor in influencing the individual's academic achievement, resilience and ability to form meaningful relationships. I endeavour to gain insight into children's feelings and ideas about themselves.

[Name] School has agreed to participate in this research project because the information obtained from the assessments conducted on the children could be beneficial for parents and the school. The results of the assessment could help identify areas of learning strength as well as skills that need development in the child.

I do not anticipate any risks with regard to this research. It will be explained to the child that I am seeing a number of children in order to find out what they are good at and what they need help with at school.

Participation is voluntary and much appreciated.

Anything you write down and/or say will remain confidential and anonymity will be safeguarded. All related documentation will be stored securely. The child's identity will not be revealed in the research report.

The results of the psycho-educational assessment of your child will only be shared with [Name] School with your written consent.

The procedure for the research project will be as follows.

1. An initial interview will be conducted with one or both of the children's parents to obtain background medical, family and academic information about the child.
2. The child will be assessed during school-time on a day arranged with the school and parents. The assessment entails the following:

Intellectual and scholastic Evaluation

- ▶ SSAIS-R (IQ test)
- ▶ Neale analysis of Reading Ability
- ▶ Schonell Spelling Test
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- ▶ Mathematics One Minute Test
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Emotional and Social Evaluation

- ▶ Draw a Person Test
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- Popularity

I will also conduct a questionnaire for the child to answer asking questions with regard to how the child thinks her parents, teachers and peers view her. This is to tap into the child's self perceptions with regard to how others view his or her abilities.

3. The results of the above assessment will be conveyed to the parents in a meeting (to be arranged after the assessment day), together with a written report.
4. This written report can be given to the school with the written consent of the parents. This is suggested as the information may assist the school in planning educational interventions for your child.

If you have any questions at any stage during the course of this research, please feel free to contact me.

You have the right to withdraw from this study during the process. You also have the right not to answer any questions that you do not wish to answer.

Thank you for your time and consideration.

Yours Sincerely,

Melanie Smith

Appendix F

Career Guidance & Learning Assessment

Melanie Smith

BA Honours (Psychology) R.A.U.

Psychometrist

Registered with the Health Professions Council of S.A.

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Specializing in:

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- ◆ Assessment of learning strengths and development areas
- ◆ Study Skills assistance
- ◆ Reading Therapy

Assent form for children



Hello,

I would like to see how well you can do lots of different things, including Spelling, Reading, Maths, Puzzles and Drawing. I will also ask you questions about yourself, such as what you like and what you don't like.

I will only tell your parents about how well you did. Your parents might want me to tell your class teacher as well. I will not tell anyone else about what we do.

I think it will help your parents and school teacher to know what you are good at.

You do not have to do this with me, but if you do I would like you to try your best at everything. You don't have to answer any questions that you do not want to.

Please sign your name:

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