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DEVELOPMENT OF A PSYCHOSOCIAL BEHAVIOR SCALE
FOR PUERTO RICAN CHILDREN IN KINDERGARTEN
THROUGH SIXTH GRADE

presented by

Roberto Ramos Meléndez

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of the requirements for

Ph.D. degree in Counseling, Educational
Psychology, and Special
Education

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DEVELOPMENT OF A PSYCHOSOCIAL BEHAVIOR SCALE
FOR PUERTO RICAN CHILDREN IN KINDERGARTEN
THROUGH SIXTH GRADE

By

Roberto Ramos Meléndez

A DISSERTATION

Submitted to
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in partial fulfillment of the requirements
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ABSTRACT

DEVELOPMENT OF A PSYCHOSOCIAL BEHAVIOR SCALE FOR PUERTO RICAN CHILDREN IN KINDERGARTEN THROUGH SIXTH GRADE

By

Roberto Ramos Meléndez

This study was an attempt to order the descriptive statements about Puerto Rican children's psychosocial behavior, as perceived by teachers and school mental health professionals, along logical dimensions. This was the first step in developing a Psychosocial Behavior Checklist for Puerto Rican Children in Kindergarten Through Sixth Grade. The research was descriptive and exploratory.

The population from which a representative sample was drawn comprised all elementary-school teachers (kindergarten through sixth grade) from the Puerto Rican public school system. Teachers from a randomly selected and stratified sample of 11 elementary schools were included in the study. The study had three aspects: (1) a survey of behavioral characteristics based on teachers' perceptions, (2) judges' agreement concerning teachers' perceptions, and (3) field observations (observers' agreement).

Data were analyzed according to children's age, sex, and grade, as well as teachers' age, sex, academic level, experience, and working

area. Findings based on crosstabs analyses were used to select the behavioral characteristics used for judges' and observers' agreement. Findings were presented in terms of three reference grades (first, third, and sixth). The products of this analysis were a preliminary list of behavioral characteristics used in seeking judges' and observers' agreement and nine profiles of the elementary-school child by age, sex, reference grade, and teachers' demographic variables.

Three conclusions were drawn from the analysis: (1) the final list of behavioral characteristics frequently and not frequently observed in elementary-school students comprised 71 items: 44 frequently observed and 27 not frequently observed (residual) characteristics; (2) some preliminary clusters of behavioral characteristics based on personality traits related to social adjustment in the elementary-school setting (i.e., dependency, moral development, anxiety and insecurity, aggressiveness, achievement motivation, and affection), and the outcomes they produce (i.e., adaptive/maladaptive), may be developed from the final list of behavioral characteristics; and (3) six preliminary psychosocial profiles for first-, third-, and sixth-grade children may be developed from the final set of behavioral characteristics.

Dedicated to

My wife, Ada,

for her love and encouragement;

My mother

for her faith and inspiration;

My family and friends

for their concern; and

The children of the world, especially the

Puerto Rican children, whom I truly love.

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CHAPTER I

THE PROBLEM

Introduction

Americans' arrival in Puerto Rico in 1898 represented a significant change, not only at the political and economical levels, but also at the social and cultural levels. American governors nominated or appointed by the Metropolis government from 1898 to 1948¹ had as one of their goals to Americanize the Puerto Rican people as soon as possible (Negrón de Montilla, 1970; Robles, 1982). Americanizing Puerto Ricans was considered so important that all other educational goals were subordinated to that end. Necessary measures were taken to facilitate the process (i.e., honoring American heroes, adopting the structure and curriculum of the American educational system, substituting English for Spanish as a teaching vehicle, and conferring American citizenship).

Puerto Rico's political situation has not changed measurably since 1948, when the first Puerto Rican governor was elected. The American influence is evident everywhere. Puerto Rico has been affected by the attitude of dependence that has characterized the country's functioning. This dependence is especially evident when

¹In 1948 Puerto Ricans elected their first governor by direct vote of the citizens.

Puerto Rico's educational system is studied. A detailed analysis of this subject is beyond the scope of the present research, but interested readers may consult the writings of Robles (1982) and Negron de Montilla (1970). Nevertheless, it should be mentioned that the nation's public education system is almost an exact copy of the American system, especially in respect to curriculum and to the organization and planning of student-aid programs. This is not a problem, except for the years that have been dedicated to copying and attempting to implement educational programs and policies that do not necessarily apply to the idiosyncrasies and cultural traditions of the country. Education must be anthropological because it is impossible to reflect on what education is without reflecting on man himself (Freire, 1971). Nevertheless, Puerto Ricans have dedicated themselves to coping with an educational system that has great attributes and traits but does not meet the country's needs.

Just because the United States conferred American citizenship on Puerto Ricans has not made nor will it make them Americans as they are culturally different from Americans. The policies established by the commissioners and secretaries of education throughout the years have not considered this issue. The reasons for this are more political than educational. The lack of creativity and the tendency to do what the United States does is being felt. The problems that permeate the Puerto Rican political and social system as a consequence of the country's relationship with the United States are being seen in the educational system, and also in the students. In this sense, "the

client's behavior is a symptom of the system's problem[s]" (Gunnings, 1976).

The need to create unique educational programs for Puerto Rico, to design measurement and evaluation instruments to compile information for devising such programs, and to construct a more precise profile of the Puerto Rican child has never been as evident as it is now. This need served as the impetus for conducting the present research.

Problem Statement

Miller (1972) pointed out the need for objective evaluation of the social and emotional adjustment of elementary-school children. He indicated that this need has become "increasingly acute" and that

scientific investigators need baseline data for evaluating changes occurring during maturation; educational administrators need reliable information for allocating funds for mental health services; the community mental health planner needs to know the frequency of various types of problems in specific geographical areas; and teachers, counselors and psychological diagnosticians need objective information to evaluate a child's behavior for appropriate diagnosis and referral. (p. 134)

The Puerto Rican school system is expected to help meet this need through the counseling and guidance program and other student services activities. However, the counseling and guidance program has been emphasized mainly at the secondary-school level (seventh through twelfth grade). Little attention has been given to developing a structuralized counseling program for the elementary-school level. For this reason, no attempt has been made to create instruments to help evaluate the social and emotional adjustment of elementary-school children.

Puerto Rico's Department of Education is attempting to develop and implement a counseling program for the elementary-school level; the program has been implemented experimentally in some school districts. The information gathered and reported by Puerto Rican elementary-school counselors seems to support Miller's contention that more systematic and scientific means of assessing and evaluating children are needed. In 1982-83, 3,307 elementary-school students (59% boys) received counseling services, of whom about 28,922 were served individually. One hundred sixty-five counselors¹ worked with children on such things as achievement problems, study habits, health problems, discipline, and mental and physical limitations (socioemotional adjustment difficulties). In addition, 6,783 students were referred for specialized help other than counseling or guidance. Some 1,391 children were referred to psychologists, psychiatrists, or psychometrists; 588 to social services; and 4,834 to other health services like rehabilitation and medical treatment. During the same year, the total elementary-school enrollment was 405,999 children (kindergarten through sixth grade). From the preceding figures, it can be inferred that counselors handle many different problems. The number of counselors (146) assigned to work, usually on a part-time basis, at the elementary-school level is not sufficient to provide adequate services to these children.

The 1982-83 annual report of Puerto Rico's elementary school counseling program indicated that during that year 232 children were

¹This number was reduced to 146 in the 1983-84 academic year.

transferred from regular classrooms to special (self-contained) programs (learning disability, mentally impaired, etc.). Placement is a primary concern of psychologists and counselors who work with children. The results of placement decisions can benefit or damage the child's future. The decision to refer a child for further or more specialized treatment or to transfer him to a self-contained classroom (special education program) should be based on an objective, systematic assessment and on an evaluation of the child's socioemotional functioning. Miller's (1972) assertions that few tools are available for gathering data on the epidemiology of psychopathology in the school-age child, and that little is known about the frequency of various types of disturbances in the general population or about the natural history of these disturbances, are true for Puerto Rico, as well.

The main criterion that Puerto Rican teachers and counselors (and sometimes psychologists) use for referral and placement purposes is achievement on one or more measures. The tests used in the public school system are the Test Puertorriqueño de Habilidad General, a general-ability test standardized for Puerto Rican children (kindergarten through sixth grade); the Weschler Intelligence Scale for Children and the Stanford-Binet Test, translated and adapted but not standardized for Puerto Rican children; and other instruments such as value inventories and sociograms.

Counselors and psychologists need help, support, and cooperation from other sources as they attempt to guide children. Teachers are the guidance counselor's best source of support in the

school setting. Therefore, teachers should be given systematic and objective ways of helping and supporting the counselors. Classroom teachers can be of great help in gathering important information about children. Providing objective measurement devices that teachers can easily administer would help achieve the goal of involving instructors in the counseling program.

The purpose of the present study is to develop a Psychosocial Behavior Checklist for Puerto Rican Children in Kindergarten through Sixth Grade. This is the first attempt to order descriptive statements about Puerto Rican children's psychosocial behavior, as perceived by teachers and school mental health professionals, along some logical dimensions. The next step, not considered in the present work, will be to develop and standardize the final instrument by using the preliminary checklist designed in this research project. Because no study concerning the psychosocial behavior of Puerto Rican children has led to a comprehensive classification system, the results of the present project may contribute to the development of such a system. The checklist will be designed to help teachers and/or counselors identify children whose behavior might indicate a psychological disorder.

A psychological disorder is said to be present "when a child emits behavior that deviates from an arbitrary and relative social norm in that it occurs with a frequency or intensity that authoritative adults in the child's environment judge, under the circumstances, to be either too high or too low" (Ross, 1980). The definition of a psychological disorder is a function of the social environment and the rela-

tive cultural, historical, and social settings in which an individual acts. If the behavior conforms to a prevailing consensual norm, it is considered "normal" (or prosocial); if it deviates from this norm, it is considered deviant (or antisocial).

The Psychosocial Behavior Checklist will be used to measure prosocial, nonsocial, and antisocial behavior of children interacting in the classroom. In this sense, the checklist will help determine if an apparent behavioral problem or disorder should be further checked by medical personnel, educators, and/or other mental health professionals. By itself, the checklist will help counselors and teachers recognize a developing problem, but it will not be the final word in labeling the child.

A checklist instrument was selected because this assessment procedure is applicable to a variety of settings, it facilitates communication about individual children, and it is useful in obtaining information about the nature and course of behavioral disorders. Checklists are also the most suitable means of assessing children between the ages of 6 and 12 because, as Achenbach (1980) stated,

it is only toward the end of the preschool period that norms for behavior begin to become explicit and uniform enough to make the checklist approach a viable basis for assessment of specific behavior syndromes. . . . The behavior checklist approach appears to be the most valuable from the end of the preschool period until about the age of 16, after which behavioral norms once again become less distinct and teachers and parents are no longer in such a position to report on behavior.

The checklist developed in this study will comprise a list of statements of behavioral characteristics that a child might be observed to have or not to have. The statements will be classified in different

clusters, according to the dimension or characteristic they measure, and will serve as a baseline for development of the Psychosocial Behavior Checklist.

The Psychosocial Behavior Checklist will be a teacher-rated instrument. The checklist will be used in the following way. Teachers will indicate on the list which behaviors describe the child they are evaluating. Counselors will then evaluate the teacher's rating of the child in terms of the score obtained on each scale in the instrument. They can then assess the child's psychosocial functioning, ascertain the need for more detailed assessment or treatment, or make a referral. The final instrument will not be used to predict future problems concerning the child but to assess his present psychosocial functioning and to plan for therapeutic intervention.

Once it is standardized, the checklist can be used as a preliminary diagnostic device and as a complementary tool in referral and placement. It can also be useful in academic planning and in developing counseling programs and activities.

Research Question

The purpose of this research was to develop a list of behavioral characteristics to be used in designing an assessment instrument (checklist) based on teachers' and school health professionals' perceptions of the psychosocial behavioral characteristics commonly observed in Puerto Rican children in kindergarten through sixth grade. The research is descriptive and exploratory in nature.

No attempt was made to reject or accept specific hypotheses. Nevertheless, an effort was made to assess the differences, if any, observed in children's profiles, based on the demographic variables considered in the project. The following question was held in mind solely as a frame of reference in analyzing teachers' responses:

Is there a difference in the behavioral characteristics named by teachers due to their sex, age, school area, experience, academic level, or type of school in which they work?

Theoretical Assumptions

A number of theoretical assumptions were made in undertaking the present study. The belief that all behaviors are learned in a particular sociocultural context and that the sociocultural context must be taken into account when interpreting behaviors was one of the basic assumptions considered in designing and carrying out this research project.

Other assumptions concerning culture and social behavior that were used as a frame of reference in developing the research project are as follows:

1. The process of developing social conscience is influenced by the child's cognitive level, the rearing process, and the culture in which he grows.

2. The environment is the key factor in determining an individual's attitudes, values, and behaviors.

3. Culture adapts the individual to society; behavior is structured, organized, and influenced by cultural rules. Antisocial

behavior depends on the extent to which the ideal person is defined in a particular cultural group.

4. Each social class constitutes a particular social group. As such, it is a cultural agent. It helps individuals develop their own personalities, constitutes a pressure group, and influences social interaction.

5. Family, as a social group, transmits only that part of the culture that belongs to the particular social stratum that corresponds to the parents.

6. The level of conformity of the school child is a function of the value assigned to education by the social or subcultural group.

7. The basic Puerto Rican personality is a three-way typology. The child's attitudes, values, interest, and expectations are permeated by his parents' specific personality types.

Normality was assumed to be a process, and the normal individual was seen as one who copes effectively with situations at each stage of development, but not as one who is free or has no problems. Normality was considered a transactional system in which normal behavior is the result of interacting systems that are subject to change. The cause of the child's symptoms (i.e., antisocial behavior) can be traced to the negative effect of social systems or subsystems on his affective and cognitive functioning.

Another theoretical assumption was that the practice of using translated versions of foreign tests in assessing Puerto Rican children is questionable. Also doubtful is the idea that a Puerto Rican child's

percentile ranking on any of these tests may be accurately determined, using foreign standardized norms.

The importance of considering cultural differences when constructing a test instrument, in order to improve the instrument's validity, was also recognized. In this sense, it was assumed that the content of any examination is culture-bound and that simply translating the test content does not eradicate cultural differences. It was also assumed that clinical assessment must be theoretically adapted to the child's developmental level.

Overview

In Chapter II, research supporting the theoretical assumptions of the study is presented. Discussed in detail is the Puerto Rican child and his sociocultural background, with special attention to ethnic identity, role expectations, and social attitudes. Social change and social structure are examined, as are social class and geographical subculture. The Puerto Rican family and the school are seen as two examples of institutions affected by social change in Puerto Rico. Relevant facts about the socialization of the Puerto Rican elementary-school child are discussed.

The study design and procedures used in the research are described in Chapter III. Selection of the school sample, development of the instrument, and the statistical-analysis methods are explained.

Chapters IV and V present the findings of the data analysis and a discussion of the results. The data analysis is divided into three parts: (1) teachers' perceptions by age level, (2) findings based on

socioeconomic level, and (3) judges'/observers' agreement concerning behavioral characteristics frequently and not frequently observed in elementary-school children. The final list of frequently and not frequently observed behavioral characteristics is also given.

Conclusions of the study and recommendations for further research are presented in Chapter VI.

CHAPTER II

REVIEW OF LITERATURE

Testing Minorities

Assessment can be viewed as a central component of the research required to build a viable clinical science. According to Robertson (1980),

Assessment is the discernment of cues of incongruence (that which is discrepant, inconsistent, conflicting, contradictory, or inappropriate in an individual response to the psychosocial environment).

The need for objective evaluation and assessment of the social and emotional adjustment of elementary-school children has become increasingly important. Assessment is a great responsibility of counselors and psychologists. Its importance is clearly seen when they must make referrals and placement decisions. Placement is a primary concern of psychologists and counselors who work with children. The decision to refer a child for further or more specialized treatment or to transfer him to a self-contained classroom must be based on an objective and systematic assessment and/or evaluation. As Achenbach (1980) indicated,

The purposes of the clinical assessment are not only to determine the nature, etiology and severity of a disorder but to guide optional management given the characteristic of the client and his or her life situation.

Few tools are available in Puerto Rico to provide information on the epidemiology of psychopathology in the school-aged child, and little is known about the frequency or history of various types of disturbances in the general population. It is important to know about the frequency of disturbances and also to know something about the stability of disturbances. Clarizio and McCoy (1976) indicated that "knowledge pertaining to the stability of deviant behavior furthers the theorist's understanding of both normal personality development and childhood psychopathology." They added, "Such knowledge better enables the clinician not only to predict the course and outcome of various behavior problems but also to focus treatment on the cases most needing professional intervention."

Sometimes it is difficult to differentiate between a behavioral disorder and a deviation in the general functioning of the developmental level the child has attained. Facing difficulties in solving a problem does not necessarily mean that the child has a behavior disorder. The Berkeley Guidance Study (McFairlane, Allen, & Honzik, 1954) did not support the contention that the average or normal child can be defined as one who has no problems. Clarizio and McCoy (1976) indicated that the prevalence of problems is so widespread that some psychologists doubt that these deviations should be regarded as abnormal. Therefore, it is important to adapt the clinical assessment of children to their developmental level. The level of response to assessment procedures will vary according to the child's deviation from his particular age norms. Thus, developmental assessment helps to

differentiate between behavior that deviates from normal for a child's age but not from his attained developmental level and deviant behavior that is not attributable merely to the child's developmental level.

In Puerto Rico, objective procedures are needed for assessing socioemotional disturbances in the school-aged child. Teachers have been sensitized to the emotional problems children present in the classroom. Heightened teacher sensitization, stemming from college courses in education and psychology, is reflected in the fact that more children are referred to child-guidance clinics by schools than by any other agency (Clarizio & McCoy, 1976; R. de Torregrosa, 1978).

Mercer (1977) indicated that although the American Association for Mental Deficiency has defined a mental retardate as one who is subnormal in both intelligence and adaptive behavior, there are no recognized scales for measuring adaptive behavior. Such behavior has not been systematically evaluated as part of the clinical diagnostic process in the public schools. The American Psychiatry Association (1980) also recognized that adaptive behavior is a specific criterion to be used in diagnosing mental retardation or deficiency. The Association also indicated that although "scales [have been] designed to quantify adaptive behavior, none is considered sufficiently reliable to be used alone to evaluate this aspect of functioning" (p. 37). The Association defined adaptive behavior as the effectiveness with which an individual meets the standard of personal independence and social responsibility expected of his age and cultural group. In actual practice, a child's score on an intelligence test is the primary factor

in diagnosing him as a mental retardate. This situation also exists in Puerto Rico.

Many educators have voiced the opinion that misinterpretation and misuse of test scores is so prevalent that the risks of testing outweigh the advantages. American organizations such as the NEA, the APGA, and the Association of Black Psychologists have adopted resolutions calling for a moratorium on testing (Nea, 1972; Samuda, 1975).

Hordy (1975) indicated that the main complaints against tests stem from the fact that cultural differences are not considered and that norm groups are not representative of the Spanish-speaking population. He also indicated that "testing, in general, has some very bad connotations in the United States. These negative feelings are not without basis." Carter (1970) indicated that Mexican-American children are overrepresented in comparison to the general population in EMR and special education classrooms. Palomares and Johnson (1966) found that, at first, many students are placed in EMR classes on the basis of test scores, which are not substantiated by other criteria, such as adaptive behavior. In his "Guidelines for Testing Minority Group Children," Fishman (1964) suggested that minority-group norms (or localized norms) should be a basic requirement of all tests used with minority children.

Several researchers (Ramírez, Castaneda, & Herald, 1974; Karp, Silverman, & Winter, 1969; Stone & Ruiz, 1974) have stated that all behaviors are learned in a particular sociocultural context, and this context must be taken into account when interpreting behaviors. This was proven in a study by Buckley (1978). He compared the scores of

three groups of Mexican-American children in California and Texas on the Adaptive Behavior Inventory for Children (ABIC). The results strongly supported the contention that localized (i.e., statewide) norms are necessary when using the ABIC.

One approach that has been considered in assessing Puerto Rican and other Spanish-speaking children is to use translated versions of American tests. In these cases, one would take the translated test score, enter the American standardized norms table, and conclude that the Spanish child scored at the Xth percentile of English-speaking children who took the same test. Although this approach seems logical, it is based on some questionable assumptions (Hordy, 1978). The first is that a raw score on the Spanish (translated) version of a test has the same meaning as an identical score on the English version of the instrument. It is probably impossible to support this assumption. Most bilingual educators agree that translation alone is not an adequate solution to testing Spanish-speaking children (Bernard, 1975; Finch, 1971; Mendoza-Friedman, 1973).

It is also important to consider cultural differences when constructing a test, in order to improve the instrument's validity (Clark, 1965). Bhushan (1974) indicated that a good test cannot be constructed simply by translating it from one language to another, unless validity studies have been conducted. The test should be applied, modified, and standardized for the new culture.

In summary, translating a test instrument without appropriate adaptation and standardization is considered a poor approach because it

does not eliminate culturally biased items, it does not allow for local variations in dialect, and it often affects item difficulty because of differences in lexical items across languages. In addition, the content of an examination is culture bound. Simply translating the test does not eradicate cultural differences.

The status of testing minorities in the United States is not unlike the present situation in Puerto Rico. For years, Puerto Ricans have been submitted to a subtle acculturation process in an attempt to make them Americans. As a result, many, if not all, of the educational practices are carbon copies of American practices. A general tendency exists to use the same tests as those used in the United States with Spanish-speaking children (i.e., the WISC and Stanford-Binet), translating and, in some cases, "adapting" them for the Puerto Rican population. No test has been standardized for Puerto Rican children, nor is there an instrument that measures the adaptive behavior of these youngsters.

The Puerto Rican school system uses a number of tests in assessing school children. Most of them are criterion-referenced instruments that measure specific academic skills and abilities, like the Basic Skill Tests for Spanish, Mathematics, English, Science, and Social Studies. There is no testing instrument, standardized in Puerto Rico, that can provide objective data on the epidemiology of psychosocial disorders in the school-age child or that can be used to evaluate objectively the social and emotional adjustment of elementary-school children.

The Puerto Rican Sociocultural Setting

The Concept of Culture

Culture is the set of behavioral patterns, transmitted from generation to generation, that defines a society (Cáceres, 1978). Culture constitutes one's social heritage and fulfills many functions in personality development. Culture adapts the individual to the society, and personality is to some extent the product of social interaction in a defined cultural setting.

The following attributes describe culture: it is learned, transmitted, social, ideal, produces satisfaction, and is dynamic, accumulative, and integrated. (For a more detailed discussion of culture, see Cáceres, 1978, pp. 57-61.)

Puerto Rican culture is the product of three different cultures. Mellado (1973) explained that during the sixteenth through nineteenth centuries, the Taíno, Hispanic, and African cultures intermingled. The nineteenth-century Puerto Rican culture emerged from this blending. In 1898, a new culture, the North American one, came to Puerto Rico and a new process of transculturation began. The culture North Americans brought to Puerto Rico was typical of an industrialized, Protestant, Anglo-Saxon, pragmatic, and dynamic society (Mellado, 1973). Puerto Rico's present culture is the product of this amalgamation.

Fernández-Méndez (1977) indicated that the Puerto Rican culture of the twentieth century is a combination of different cultural traditions. He defined Puerto Rican culture as "the way Puerto Ricans have

to assimilate the different aspects and elements of different cultures" (i.e., Hispanic and North American). He also indicated that the basic Puerto Rican personality is a three-way typology. First, there is the Puerto Rican "native," fixed to his Hispanic tradition and heritage. Second, there are those who accept the transition between Hispanic and North American culture and are able to cope with the development of a culture that does not reject the contribution of either culture in a liberal context. These are the followers of the Estado Libre Asociado (the Commonwealth of Puerto Rico). The third group corresponds to those who are willing to sacrifice their Hispanic heritage and propose total cultural assimilation with the United States. These are statehood followers.

The personality typologies described by Fernández-Méndez are of special concern in regard to the social development and behavior of the child. The child's attitudes, values, interests, and expectations are basically permeated by his parents' personality types.

Social Structure and Social Change in Puerto Rico

The Puerto Rican society is experiencing a process of great social transformation. This can be observed not only in technological and economic changes, but also in terms of modifications in the value system. Probably the most important change observed is the transformation of the economy from an agrarian society to one that is becoming more and more industrialized.

Another important change is the constant migration from rural to urban areas. Mellado (1973) indicated that the Puerto Rican's identification with the land and its corresponding effects on his personality and the national spirit is weakening, and an unrooted and insecure kind of individual is emerging.

The transculturation process going on in Puerto Rico is another factor associated with its social change. The effect of North American technology, economic dependence on the United States, and the limitations imposed by the United States on Puerto Rican development are some of the elements associated with the transculturation process and the relationship between Puerto Rico and the United States. In addition, the application of federal laws to Puerto Rico, the imitation and adaptation of many American social practices, and the presence of many North American institutions (i.e., Protestant churches) have produced and encouraged different and new behavioral patterns.

Because education is easily accessible to all Puerto Ricans, changes in the social structure have become possible. Education is perhaps the best means of achieving ascendant social mobility. A strong middle class has developed in the past 20 years, and these people use the opportunities for social mobility to improve their economic and social condition.

Social Change and Social Class in Puerto Rico

Social change is strongly associated with socioeconomic groups or classes. Changes affect different sectors or groups in various

ways. One of the main difficulties children face in the socialization process is that each subculture of the society has its own definition of accepted or appropriate social behavior. For example, some social behaviors are accepted in urban subcultures but not in suburban and rural ones (Baldwin, 1969). It is important, then, to examine the different social classes as well as the various geographic groups in Puerto Rico to see how they have been affected by social change. It is also necessary to see how social behavioral patterns and expectations for the child differ by social class and/or geographic area.

Within any culture there exist different subcultures: regional or geographic subcultures, class or group subcultures, and professional subcultures (Fernández-Méndez, 1977). The geographic subcultures in Puerto Rico are those living in the sugar cane, coffee, and tobacco regions. Class subcultures are represented by high-, middle-, and low-socioeconomic-level groups. The professional subcultures correspond to the different occupational groups in Puerto Rico, such as teachers, engineers, janitors, and lawyers.

Social Class Subcultures

Three main social classes exist in Puerto Rico: low, middle, and high. Criteria used to differentiate the classes are income, occupation, education, and life style (Tunin, 1961). Each class constitutes a particular social group. As such, the social classes are cultural agents, help individuals develop their personality, constitute a pressure group, facilitate or make difficult social interaction, and

serve as a means for educating their members. Ethnocentrism and loyalty exist in social groups like these.

Upper-social-class subculture. To belong to the upper social class in Puerto Rico, "social origin, descendance and family heritage" are important (Cáceres, 1978). This class is defined in terms of financial and industrial resources. Wealth is its main status symbol. Members of the upper class, about 3% of the population, usually live in urban areas (Cáceres, 1978). The family generally does not have many offspring. Children are usually educated in private schools; some are sent to secondary schools and colleges or universities in the United States. Hispanic traditions and cultural traits have been replaced by the American way of life. Social relationships are circumscribed among themselves and to some exclusive groups or clubs. Upper-class members are conservative in religion and politics. Mellado (1973) indicated that this group has reduced the number of children and has also eliminated many relatives from the nuclear family. Parental expectations in terms of education and achievement are very high.

Middle-social-class subculture. The middle class, a growing group, has best assimilated the effects of industrialization. This class comprises from one-fourth to one-third of Puerto Rico's population. It includes white-collar workers and professionals, who hold positions in banking, commerce, and government agencies. They usually live in private housing projects (urbanizations), mostly in urban areas. This group gives most emphasis to education as a means of social mobility. They expect their children will advance to the college

level. The middle class is rapidly assimilating the American way of life.

This group sends its children to private schools and emphasizes good living by means of material goods such as television sets and cars. The middle-class family is a small one. The wife usually works outside the home and has a higher status in the community than lower-class wives because she participates more in social, economic, and political activities.

Lower-social-class subculture. The lower class is scattered throughout rural and urban areas. It comprises unskilled agricultural and industrial workers, as well as welfare recipients. The size of the lower-class family has not changed significantly over the years (Mellado, 1973). Most members of the lower class have about a fourth-grade education or less. These individuals do not belong to social or civic organizations, except religious or labor groups. They are in the lower echelon in regard to education, income, occupation, and housing. Many of them live in public housing projects; some dwell in slums and "parcelas."

The schools that serve the lower-class population are usually in bad condition because of insufficient resources, excessive enrollment, and a curriculum that does not meet students' needs. Parents and children are indifferent and lack motivation in regard to education. Among members of the lower class there is a high percentage of drop outs, low scholarship, low achievement, and delinquency (Cáceres, 1978).

Cooperation and sociability are two attributes of the lower-class group (Nieves-Falcón, 1972). In this regard, McCandler and Trotter (1981) indicated that aggressive models are commonly observed in members of the lower social class.

Geographic Subcultures

Geographic subcultures in Puerto Rico exist in urban and rural areas. Cultural differences can be observed between areas and within each region due to socioeconomic factors. In the rural area, three geographic subcultures can be identified: the sugar-cane-region subculture, the tobacco-region subculture, and the coffee-region subculture. These classifications are not as clearly differentiated as they were 30 years ago because of changes in the economy (i.e., industrialization). Yet the different life styles observed for many years in these zones or subcultures still permeate child-rearing practices and social life in Puerto Rico.

The slum subculture is found in the urban area, as are the public-housing-complex (caserío) subculture and the modern-city subculture. No recent and detailed study has been conducted on these subcultures (except for the slum area--see Lewis, 1969) and the child's social-behavior patterns. However, a brief description of each subculture and the Puerto Rican child is presented in the following paragraphs, based on available information.

Rural subcultures. Puerto Rico's rural area can be divided into three main zones, based on agrarian production: the tobacco and small-fruits zone, the coffee zone, and the sugar-cane zone. Although

there are cultural differences in each of these zones, these differences are decreasing because of advances in transportation and communication.

The rural family is an extended one (parents, children, and other close family members), but it has been changing to a nuclear family because of socioeconomic changes occurring in Puerto Rico. In Cáceres' (1978) analysis of research by Steward (1959) concerning the rural family, cultural differences among the rural subcultures were noted. These subcultures are described in the following paragraphs.

Tobacco-zone subculture. A patriarchal tendency still exists in the tobacco and small-fruits area, although family members tend to become closer to the parent who owns the land. This phenomenon tends to lessen the father's authority (Mellado, 1976). The extended family is no longer characteristic of this subculture. The wife is treated more respectfully, has more status, and is more actively involved in family affairs than in other rural subcultures. The family is giving more emphasis to the formal education of its children.

Coffee-zone subculture. The coffee-zone community has undergone the fewest changes of all the rural zones. Perhaps this is due to its isolation, to the low educational level of its members, and to its slowness in assimilating advances in industrialization. In this subculture, the father has more authority than in the other rural subcultures; the wife is more submissive and the children yield to the father's authority and commands. Children do not question the father's authority or disobey him.

Sugar-cane and coast-zone subculture. The family in the sugar-cane zone has undergone the greatest changes. This subculture has the best transportation facilities and communication resources. It also has more and better health services and education facilities. The father's authority is not absolute but is shared with the wife. She is also a producer for the family economy. This family is more democratic and flexible than are families in the other subcultures. The family has more access to recreation facilities, radio, and newspapers. Thus, they have more contact with the extended world and are more open to changes in behavioral patterns, traditions, and life style. There is less stability in the family and marital relationship than in other subcultures. Weakening of religious beliefs has been observed in this zone (Mellado, 1973).

In the sugar-cane subculture, the child is more liberally socialized in regard to expressing aggressive feelings (Muñoz, 1973). Socialization is a community affair. The child spends most of his time in the street. There is no clear and defined father image as there is in the coffee-zone or tobacco-zone subcultures. The behavior patterns are not clearly defined, either. Muñoz indicated that the coast-zone child has difficulty in developing autonomy, initiative, and industriousness because he does not have a well-defined adult image.

The rural family, in general, is changing from an extended to a nuclear family; the patriarchal orientation varies in intensity according to the rural zone; family bonds are still strong, especially those between mother and child; and women are receiving more respect and

responsibility in family affairs. During the last 20 years, there has been vast migratory movement from rural to urban areas. Families who migrated were seeking better ways of life and job opportunities, but they had little education and could not compete successfully for available jobs. Many of these people moved and helped develop the slum areas.

Another general concern with respect to the rural geographic subcultures is the criteria used to define accepted behaviors in each subculture. Many behavioral patterns vary according to the subculture. For example, cooperation is an important cultural attribute that has been recognized in the coffee-zone subculture (Nieves-Falcón, 1972). Although the rural subcultures are not actually so clearly defined in Puerto Rico, subcultural differences still permeate the various geographical areas of the rural subculture. Hence differences in behavioral patterns must be expected in each geographical zone described.

Urban-area subcultures. Puerto Rico's urban population surpassed 40% of the total population in 1950. According to the U.S. Census, the urban population was about 62% in 1980. Cáceres (1978) indicated that this migratory trend has produced a social transformation because new life styles have developed. This transformation is characterized by alterations in traditions and modes of behavior. Social disorganization and loss of intimacy between primary groups have also been observed. Social institutions have failed in their attempt to satisfy social groups' demands and to solve social problems such as family instability, pollution, delinquency, and weakening of social

controls. New behavioral patterns develop according to the social disorganization with which people have to deal.

The urban family has suffered numerous changes. The authority role is now shared by both parents. Wife and children are more democratically treated than before. The wife usually has an outside job and hence is more independent and responsible for the family's economic affairs. The mother spends less time with children than before. The family is a consumer unit rather than a production unit and makes more use of facilities such as restaurants, movies, and department stores.

One of the main outcomes of this social transformation is the development of different urban subcultures with different social expectancies and social patterns. Some of these urban subcultures are discussed in the following paragraphs.

The slum subculture. The slum area is characterized by high population density, poor living conditions, and a need for adequate streets, sanitary facilities, and recreation areas. There is a high incidence of health problems indifference to school, and high school desertion among slum dwellers. Rodríguez Bou (1960) found that teachers had a negative opinion concerning slum children. They indicated that these children are aggressive, use offensive language, and come from inadequate homes. The slum subculture has many similarities to the coast-zone subculture. In both groups, some verbal and even physical aggression is encouraged.

Public- and private-housing-complex subcultures. People living in public and private housing complexes constitute different urban

subcultures. Individuals in the public-housing-complex subculture are quite similar to those in the slum subcultures except that they have better housing facilities. The private-housing-complex subculture, however, is characterized by better living conditions, more emphasis on education as a means of social mobility, and a higher level of expectancy in regard to social norms and regulations. To some extent, it is similar to the middle social class.

Social Adaptation

When the child enters school, he develops a social conscience; that is, he internalizes norms and regulations that govern his behavior. The process of developing a social conscience is influenced by the child's cognitive level, the rearing process, and the culture in which he lives. The child must adapt to society if he wants to be accepted as a member of the social group. Social adaptation refers to the individual's successful adjustment to other people and to the group with which he identifies. To some extent, adjustment is an "effective and satisfying way of living" (Goldenson, 1970); it also implies "adaptation to [one's] environment and the demands of life and the ability to revise attitudes and behaviors" (Hansen & Himes, 1980). In this regard, Clarizio and McCoy (1976) indicated that "children experience problems in the course of development" and that "the resolution of the difficulties in coping with environmental demands leads to differential modes of adjustment on the child's part." They added, "The question arises, however, as to whether childhood problems

and maladaptive modes of behavior are transient or permanent in nature. In other words, does a child grow out of his problems with increasing age or does he become a mentally ill adult?" The authors concluded:

Knowledge pertaining to the stability of deviant behavior furthers the theorist's understanding of both normal personality development and childhood psychopathology. Such knowledge better enables the clinician not only to predict the course and outcome of various behavior problems but also to focus treatment on the cases most in need of professional intervention.

The family is the main agent in the transmission of cultural patterns. However, the family transmits only the part of the culture that belongs to the particular social stratum of the parents (Merton, 1962). This means that the socialization process is a way of disciplining the child in terms of the cultural values and mores characteristic of his particular social group. It is expected, then, that the child's social adaptation will correspond to his social group. One of the main difficulties that children face in their attempt to learn accepted social behaviors is that each social group and/or subculture has its own definition of what is an accepted behavior.

The Puerto Rican Family

The family is the main cultural agent. Hence it is important to study the family as a cultural agent to understand the different behavioral patterns children have introjected during their socialization process, especially before they enter school. Specific characteristics of the family in different social and geographic subcultures were mentioned earlier. A brief summary of the changes observed in the rural and the urban family is presented in the following paragraphs.

The Rural Family

In general, the extended rural family is being replaced by the nuclear family, composed of father, mother, and children. The Puerto Rican rural family is still patriarchal, but with different degrees of intensity according to geographic setting. The father's authority is still recognized; however, it is weaker in the coastal and sugar-cane areas and stronger in the coffee zone (Mellado, 1973). Family bonds are still strong, especially those between mother and son. The mother functions as an intermediary when conflicts arise between the father and the children. Rural women have gained more economic independence, and marital bonds have been altered. Divorce and juvenile delinquency are regularly observed, especially in the sugar-cane and coastal zone. Strong bonds exist among siblings; older siblings have authority over younger siblings. In all geographic areas, emphasis is given to education and religious indoctrination (mainly Catholic). Some aspirations common to urban families are also observed, such as concern for upward mobility, improvement of their standard of living, and desire for democratization of the family structure.

The Urban Family

The urban family has undergone dramatic changes as a result of Puerto Rico's social transformation. Some of these changes are improved status for women (more participation in sociopolitical and economic affairs), more and better participation of mother and children in family affairs, reduction in family size, and mobility to urban

centers. Also observed are more social disorganization, a search for "comfort" regardless of family resources, and an increased divorce rate. Concern for religion, social mobility, standard of living, and other social issues is also relevant to the urban family.

The Puerto Rican School

The school is a social unit within a culture. It can be considered a subculture because it has specific behavioral patterns, beliefs, values, and traditions. Some cultural patterns that can be identified in the Puerto Rican school are as follows:

--Class schedule: Children usually start school at 8:00 a.m. and leave at 3:00 p.m.; the school year lasts 52 weeks, and there are vacation periods during Easter, Christmas, and summertime.

--Folkways: Children usually wear uniforms and have field days.

--Mores: Every child is expected to respect private property.

Within the school there exists a social structure for adults (teachers, administrators, other support personnel) and students (i.e., class president and clubs). The school and the family are socializing devices that help the child develop social skills and meet social expectations.

The Child and His Social Milieu

As the child grows, increasing expectations for conformity to social decorum make developmental deviations the greatest cause for concern (Achenbach, 1980). The child is expected to develop the

capacity to behave according to specific social expectations. He must learn to accept social norms, to develop appropriate social attitudes, and to assume social roles assigned by his group. These expectations and the child's attempt to satisfy them create a dynamic that is closely related to or tends to produce socioemotional and behavioral disorders. Some researchers (Elkin, 1964; Robertson, 1980) have seemed to support this idea when they defined the normal individual as someone who copes effectively with life situations at each stage of development. Torregrosa's (1973) findings supported this contention and clarified the importance of social expectations and children's coping skills. He found that the reason for referring Puerto Rican children and adolescents to mental health clinics has to do with adjustment to stages of childhood or adolescence.

Children face difficulties in their attempt to conform to social expectations. One of the main problems they encounter is that social expectancies vary with the cultural group or subculture. Conformity to social expectations is, to some extent, a function of bonds developed between the child and his group. If bonds are strong, more conformity with group and social norms and demands is expected of the child.

Social expectancies are transmitted to the child by different means: the family, the school, the peer group, and other social institutions. The family is the main instrument for transmitting cultural patterns (i.e., social norms) and expectations. But the

family transmits only that part of the culture that is common to its particular social stratum or subculture.

In middle childhood (ages 6 to 12), knowledge and understanding of the physical and social world increase. Individuals adopt a masculine or feminine role and build attitudes of confidence and self-esteem. Social skills are also learned during this period. When the child enters school, teachers assume an important role, but peer influence is greater than that of parents and teachers, perhaps because of the child's need for acceptance and belongingness. Hurlock (1982) indicated that socialization really starts with the child's entrance into school. The primary-school years help children learn how to understand their peers, assume social and sexual roles, and behave according to expected rules or norms. Conformity to social expectancies helps the child avoid major socioemotional adjustment problems.

Social adjustment is closely related to development of self-concept. Low self-esteem and poor social adjustment could indicate difficulty with major variables of normal development or could reflect the byproduct of specific cultural expectancies. Different perceptions concerning boys and girls tend to help Puerto Rican children build a macho-boy image and a submissive/innocent-girl image. Boys are proof of the father's virility, and girls are considered copies of the attributes of Virgin Mary. Nieves-Falcón (1972) indicated that the qualities expected of the Puerto Rican child tend to help develop a low ego identity, especially in boys, because although the father wants his

son to be "macho," he restricts the child's autonomy. An extremely strong superego is thus developed.

The Puerto Rican Child in His Cultural Setting

The child's ethnicity is an important consideration in clinical assessment. Assessment procedures must be adapted to the linguistic and cultural background of individual children. As defined by Hansen and Himes (1980), culture is "the total way of life for a group of people, primarily the shared patterns of values, beliefs and feelings that are characterized by a distinct code of conduct and definition of reality to satisfy biological and psychological needs." They indicated that "the primary concern with culture and normality/psychopathology is how behavior is structured, organized and influenced by cultural rules or the extent to which that culture creates conditions of vulnerability, making the advent of mental illness (or a behavior disorder) more likely for individuals, groups or the whole culture." Two views that anthropologists accept are cultural relativism (that is, what is considered abnormal in one culture is not necessarily indicative of abnormality in another culture) and functionalism (which evaluates behavior in terms of the total personality while recognizing that it is, in part, culturally determined).

Ethnic identity involves internal and external role attribution. De Vos and Romanucci-Ross (1975) indicated that "ethnic identity helps with the subjective sense of social belonging, but excessive ethnic identity may reduce other identification and thereby the scope of personality." If it is true that ethnic personality results from

growing up with a particular ethnic group and that ethnic identity involves the mentioned role attributions, one can conclude that the child's behavioral patterns are the result of the influences of his cultural setting and his cultural background.

Hurlock (1982) indicated that the more the "ideal" person--one who best adjusts to the behavioral patterns prescribed by the group members--has internalized the concept of cultural group, the greater will be the demand for conformity as a condition of social acceptance. For example, a cultural group that attributes high value to education as a means for upward social mobility will expect its members to conform to school norms and regulations.

Within any culture, there are subcultures--subgroups that differ from the whole cultural group in some respects due to geographical and/or class differences. Wolf (1952) studied various subcultures in Puerto Rico and their effect on the growth and development of the Puerto Rican child. She indicated that in these subcultures the infant's personality is modeled on the family. Variations in the family structure presuppose a variation in the norm and in the accepted behaviors that guide the child's functioning and education.

Perhaps the most definitive research concerning the cultural definition of the Puerto Rican child was conducted by Nieves-Falcón (1972). He synthesized the empirical information available about the Puerto Rican child, using diverse research and writings on the Puerto Rican society in general. The discussion that follows is based on his work.

According to Nieves-Falcón, Puerto Rican children are seen as "the poor's investment," "those who will take care of you when you get old," and a symbol of the father's virility. The male child visibly expresses his father's masculinity.

Parents tend to see the child as powerless and defenseless and try to keep him/her as close to their side as possible. They think the good boy is one who is quiet, knows his place at home, and keeps close to his parents. This characterization is continually reinforced by the mother, who feels proud of having the child always close to her, like "her shadow." The development of such dependency on the mother and its acceptance by the child is thus formally established, with corresponding social approval. As a result, the child becomes a dependent adult.

Male sexuality is emphasized as soon as the child begins to crawl. Adults usually provide praise and genital manipulation. Parents and friends play with a boy's genitals until he is about seven years old. The size of his genitals is a matter of conversation among adults and is seen as a criterion of masculinity. If the child has an erection, he is praised and told he is a man.

Nieves-Falcón indicated that it is quite common for the mother to play with her young son's genitals, kissing them and pretending she is going to eat them. As soon as the child starts talking, he is asked questions concerning his genitals, like "Whom are the genitals for?" and "What's it for?" If the child answers that it is for girls, the answer is celebrated joyfully by the adults, who never exhibit such behavior concerning girls' genitals.

Boys are encouraged to imitate the father's activities, which are outdoor oriented. In addition to being sexually and outdoor oriented, masculine roles are also associated with a high level of aggression. Boys are expected to be aggressive, so temper tantrums and similar misbehaviors are more tolerated for boys than for girls. Adults often irritate boys just to make them angry and evidence their masculinity.

The set of masculine roles produces different behavioral styles. Men are expected to be strong and rude, and to some extent they are recognized as superior to women. They are encouraged "to know the world," especially "the sexual world," as soon as possible and are relatively free for socio-sexual exploration. Men are expected always to demonstrate that they are "macho" and that they can demonstrate their virility any time. To be a virile man is to have inherent attributes of strength and shrewdness and to be more sexually aggressive than others.

Girls have a more clearly defined role in the various subcultures: to help at home, especially in domestic activities and in rearing siblings. They are seen as having "special virtues" and attributes such as purity, chastity, innocence, and loyalty, and to need protection. They are assigned subordinate roles with respect to other group members, and it is expected that they obediently and silently do what adults ask them to do. Girls are also expected to be dependent; they are considered "physically weak, with low judgement and discernment and a little social ignorance" (Nieves-Falcón, 1972).

This set of characteristics or roles culminates in great concern about women's virginity. This means not only keeping them away from sexual intercourse, but also maintaining their innocence concerning sexual matters. They are restricted to a narrower vital space than boys. Girls are socialized, keeping in mind that they should be able to overcome the stages of sexual separation, maternal care, and supervision and clearly perceive their role at home before they enter adolescence. They are expected to be able to manage domestic affairs and to learn how to be good housewives and mothers.

The foregoing perceptions concerning boys and girls are the baseline in the development of sex-typed behavior.

Sociocultural and Psychological Traits

Qualities and attitudes. Attitudes and qualities are two culturally bound dimensions of a child's personality that must be considered in developing an instrument to assess social behavior. Attitudes are expressed behavior toward issues such as sex, education, and work. On the other hand, qualities are specific attributes such as obedience, independence, aggressiveness, respect, and cooperation. It is important to examine some of the qualities that are commonly observed in the Puerto Rican child and that are culturally sanctioned by the child's social group.

Obedience. According to Nieves-Falcón (1972), the most common mechanism used to regulate the child-parent relationship is obedience. Parents consider obedience one of the most important aspects of child

rearing: "A good child is an obedient child." The child is constantly reinforced in this regard. He must be obedient not only to parents but also to teachers and other adults. The child is expected to respond immediately to all adult commands and must not retort physically or verbally to older people or authority figures.

Obedience presupposes a type of conformity--behavior directed toward satisfying the group's expectations. Conformity reflects "the disposition of the individual to modify his/her behavior, attitudes and values according to what is expected from the group" (Hurlock, 1982). Obedience and conformity are both necessary in learning adequate social behavior. The ability to behave according to social expectations is one of the main tasks the child must achieve during social development. This is expected to happen when the child is about ten years old, when he is able to modify some of his impulses to conform to the group's demands (Knox & Kapferer, 1971).

Boys come into conflict with parental authority more often than girls do. Their range of action is greater than girls', so they have more opportunity to demonstrate their behavior and hence more chances to challenge their parents' authority. Some contradictions exist in regard to the demands made on the male to demonstrate his masculinity by being "a man for the street and not for the house" and the absolute conformity expected when he is asked to be obedient. This conflict is also reflected at school and in his relationships with other adults.

It is important to make clear that normality implies a certain degree of conformity. Yet certain forms of antisocial behavior or

misbehavior are psychologically as normal as conformist behavior because some social structures or systems affect individuals' behavior through pressures that make them respond in a nonconformist way (Merton, 1962). As Gunnings (1976) stated, "The cause of the client's symptom(s) can be traced to the negative effect of social system(s) or subsystem(s) on the client's affective and cognitive function."

Dependency. As stated earlier, the Puerto Rican child tends to develop physical and emotional dependence on his mother from the very beginning. Dependence is present every time the child looks for help, attention, physical contact, and approval. The dependent child is usually passive, inefficient, and submissive. He is a follower and not a leader, needs approval in order to achieve effectively, and demands attention very frequently (Negrón de Ayala, 1973).

Nieves-Falcón (1972) indicated that, because people of low socioeconomic level perceive their world as hostile and noncooperative and think that the child is unable to cope with its environment, this accentuates the child's dependence on adults. He also indicated that the middle-class child is not expected to do anything for himself, and his dependence is socially approved.

Passivity. In addition to obedience and dependence, Nieves-Falcón identified some other "satellite qualities" that help strengthen these two main characteristics. Passivity and control of aggressive feelings are two such qualities. The relationship between passivity and the other attributes is established through docility ("a good child is a docile child"). Passive behavior presupposes control of aggressive

feelings. Here again, boys are in a conflictive situation because it is a contradiction to be passive (nonaggressive) and to be a "macho completo" (complete man).

Control. It is expected that if the child has a problem with another child, he should control himself in such a way that he does not exceed the limits of verbal aggression, the highest level of aggression permitted. Nieves-Falcón (1972) indicated that "the result of this process is that the child learns to aggress verbally or to express hostility against permissive objects or out of parents' and older siblings' presence." The same conflict mentioned earlier ("machismo" versus control) exists here. It is interesting that, although control of aggressive feelings is strongly emphasized in the child-rearing process, the main reason for referral to the children's clinic at the Psychiatric Hospital in Puerto Rico is aggressive behavior (R. de Torregrosa, 1973).

"Respeto". Development of the attributes already mentioned is a function of another special attribute that is very important in Puerto Rican society: "respeto." The Puerto Rican family thinks "respeto," a sense of social distance, social segregation, and a sort of fear, is the most important ingredient in the interpersonal relationship. It is present in all social classes in Puerto Rico. When the child learns "respeto," he learns how he is expected to behave in front of adults and others members of society. He is expected to learn appropriate reactions to the behavior and actions of other children and adults of all socioeconomic levels.

Ramírez-López (1976) indicated that "respeto as a quality of self must be presented in face to face relations." He added,

This standard is at the forefront of the face to face situation. It is best expressed as a face saving strategy in the discriminatory use of the formal pronoun (usted) as a mark of differences. Failure to comply with this standard will elicit the typification of malcriado (badly-reared), atrevido, temerario (daring) or aventalo (show-off) in the case of children and of desvergonzado and fresco (shameless and fresh) in adults. . . .

Respeto governs the behavior in public places [and] is the cardinal rule for survival in the group. Of all the infractions to the cultural code the breakage of the respeto rule is the most severely punished. Parents accompany the application of this rule with a strong insistence on [obedience]. . . . Respeto validates, legitimizes what is the appropriate behavior between adults, between the teacher and the child, and in sum between the individual and the world. . . .

This is a crucial problem in understanding the world view of Puerto Ricans independently of whether we are dealing with peasants, rural proletarians, urbans or migrants.

Machismo/marianismo. Although the Puerto Rican culture and society have undergone many changes, some moral values and behaviors have not changed. Cáceres (1978) indicated that females are still under great supervision and that men still prefer to marry a virgin. In respect to sexual behavior, he indicated that Puerto Ricans still have a double standard of morality: Women are expected to be absolutely loyal, but men are permitted some sort of sexual promiscuity.

The idea of "marianismo," that women should have the Virgin Mary as their model, still permeates women's behavior. They are seen as having special virtues such as purity, chastity, and innocence that are characteristics of the Virgin Mary. During the socialization process, girls are taught to be good wives and perfect mothers. "Pudor" (modesty) is strongly emphasized. The girl learns to protect

and cover her body, especially the genitals, even from her father and brothers.

On the other hand, the "machismo" cult has been present in Latin American culture for centuries (Wagley, 1968; Watson, 1966; Williamson, 1970). Sánchez Hidalgo (1973) indicated that "machismo" is seen as a "male prerogative, with a very strong sexual interest, free of being expressed and with a need to prove to himself and the world his sexual or masculine power. You have to be a macho and you cannot renounce your responsibility of proving it." As explained earlier, from birth the child is trained to be a "macho," and the father's demands in this regard are not negotiable.

Development of Social Attitudes

The socialization process involves three different but inter-related aspects that are fundamental to social development. Failure to reach the expectations of any of these aspects reduces the individual's level of socialization (Friedman, 1973; Garvey & Hogan, 1973). These aspects or specific processes are: (1) learning how to behave according to social norms, (2) learning how to play social roles, and (3) developing social attitudes.

The child learns these processes, not through abstract encounters with culture but through people (parents and significant others), who transmit and teach the child social rules and regulations. Elkin (1964) indicated that the child thinks adult behavior is consistent, organized, and predictable. "The significant others define the world to the child and serve as models for his/her behavior. They also

teach social roles." Elkin also commented that if a child is aggressive, submissive, rigid, flexible, perceives others as friends or enemies, faces reality with trust or uncertainty, and/or is able to love, it is a result of significant others' (modeled) behavior.

Some attitudes observed in Puerto Rican children are the result of significant others' "transmitted" and "modeled" behavior. Some such dispositions are: (1) the emphasis given to masculinity and virginity, (2) an outdoor versus an indoor orientation in relation to boys' and girls' activities, (3) the newborn male as a symbol of masculinity, (4) the good child versus an obedient and submissive one, (5) the notion that men are strong and women are weak, and (6) the idea that men do not cry.

Summary

A need exists to develop objective procedures for assessing socioemotional disturbances in Puerto Rican school-aged children. In developing such instruments, it is important to remember that all behaviors are learned in a certain sociocultural context and that this context must be taken into account when assessing children's behavior. Using translated versions of foreign (especially American) instruments is not appropriate for assessing Puerto Rican children because test validity is a function of the cultural differences considered in test construction. Ethnicity of the child is an important factor in clinical assessment and instrument construction. The description of the cultural setting and ethnic background of the Puerto Rican child,

as well as subcultural differences, showed that one cannot assume that test instruments not developed or standardized for Puerto Rican children can yield accurate assessments of their behavior.

CHAPTER III

DESIGN OF THE STUDY

Population and Sample

The population from which a representative sample was drawn comprised all elementary-school teachers (kindergarten through sixth grade) from the Puerto Rican public school system.

Teachers from a randomly selected, stratified sample of 11 elementary schools were included in this study. The schools were selected through the following procedure:

1. The entire population of schools was classified into one of the following seven categories¹, based on the type of living area they mainly served:

a. Small-town schools: These schools serve students who live in the urban areas of small towns.

b. Public-housing-complex schools (urban): These schools usually serve students who live in public-housing apartments or houses in small towns or cities. Many of these students come from slums or low-socioeconomic areas.

c. Special urban-sector schools (urban): These schools serve students from areas that are categorized as "sectors" because a large

¹The Department of Education's 1979-80 Directory of Schools was used to classify and select the schools.

group of people live together in a "barrio" (ward) or "barriada" (neighborhood). Some of these sectors are slums.

d. Private-housing-complex schools (urban): These schools usually serve children from middle- to high-socioeconomic-level areas.

e. Other urban schools: These schools serve students from different parts of the cities or metropolitan areas.

f. Rural-parcel/lot schools: These schools serve students from rural parcels/lots distributed by the government to low-socioeconomic-level people to provide them with a place to live and, in the beginning, to encourage agricultural enterprises.

g. Countryside schools: These schools serve students from the Puerto Rican countryside, including isolated areas.

2. A proportion of schools by area (percentage of representativeness) was computed.

3. A representative proportion of schools by area was selected for the public-school sample.

Two groups of 11 schools each were selected; one was the research sample and the other was an alternate or substitution group. One of the schools in the alternate group was used for study because the school initially selected to represent the small-town, urban-school category did not really fall within the definition of that category. The school sample was selected by means of a table of random numbers (rand Corporation, 1966). Once the schools were selected, the researcher visited each school, obtained the appropriate administrative consent, and administered the data-collection instrument.

The total number of teachers working in the schools selected was 173; 82% of them completed the questionnaire. The research sample thus comprised 143 teachers from the selected schools. The total enrollment in these schools was 5,007 students (1.2% of the total student population). Most of the sample were young female teachers. (See Tables 3.1 and 3.2.)

Table 3.1.--Teacher distribution by age level.

Age (Years)	Frequency	Percent
Less than 20
21 to 35	74	52.0
36 to 45	38	27.0
46 to 60	28	19.0
61 or more
Unknown	3	2.0
Total	143	100.0

Table 3.2.--Teacher distribution by sex.

Sex	Frequency	Percent
Male	14	9.8
Female	127	88.8
Unknown	2	1.4
Total	143	100.0

Distribution of the sample by academic level and elementary-school teaching experience is shown in Tables 3.3 and 3.4, respectively. As can be seen, a well-prepared and experienced group of teachers participated in the study. To be employed at the elementary-school level, teachers must have an elementary-school teaching certificate. There is a difference in the experience categories because the researcher was more concerned with having a sample of experienced teachers rather than less-experienced teachers. There was no special concern for years of experience per se.

Table 3.3.--Teacher distribution by academic level.

Academic Level	Frequency	Percent
Less than B.A.	18	12.6
B.A.	115	80.4
Master's degree	8	5.6
Unknown	2	1.4
Total	143	100.0

Table 3.4.--Teacher distribution by teaching experience.

Experience (Years)	Frequency	Percent
Less than 5	34	23.8
5 to 10	34	23.8
11 to 20	40	28.0
21 or more	33	23.0
Unknown	2	1.4
Total	143	100.0

Teachers from all of the elementary-school grades were included in the sample (see Table 3.5). The distribution of teachers by school area is shown in Table 3.6. Although there are many more rural than urban elementary schools, more teachers work in urban areas than in rural locales.

Table 3.5.--Teacher distribution by grade level.

Grade	Frequency	Percent
K	6	4.0
1	25	17.0
2	23	16.0
3	22	15.0
4	18	13.0
5	24	18.0
6	17	12.0
Sp. Educ.	8	5.0
Total	143	100.0

As shown in Table 3.6, teachers in the sample worked with children of low to middle-high socioeconomic status. High-socioeconomic-level students constitute less than 3% of the total population of students in Puerto Rico (Tumin, 1961). These students are usually sent to private schools in Puerto Rico or the United States. For this reason, only students from low to middle-high socioeconomic levels were included in the research project, according to the school categories used. The distribution of schools by socioeconomic-level area is also shown in Table 3.6. As can be observed, some schools enroll students from two socioeconomic levels.

Table 3.6.--Distribution of schools by socioeconomic level and geographic area.

School Name	School Category ^a	Town/City	School Area	Socio-economic Area	Number of Teachers	Percent of Teachers
Morovis Elem. School ^b	a	Morovis	U	Low/middle	35	24.6
Consuelo González Elementary School	a,b,c	Lares	U	Low	11	7.7
Rafael Hernández School	d	Bayamón	U	Middle/middle-high	27	18.9
Luis Muñoz Rivera School	e	Caguas	U	Low/middle	15	10.5
Parcelas Coco School	f	Salinas	R	Low	13	9.1
Tabonuco School	g	Lares	R	Low	2	1.4
Rabanal School	g	Cidra	R	Low/middle	12	8.4
Peña Pobre Parcelas School	g	Naguabo	R	Low	7	4.9
Campo Rico School	g	Canóvanas	R	Low/middle	1	7.7
Borinquen New Building School	g	Aguadilla	R	Low/middle	6	4.2
Cuchillas Cordero School	g	Moca	R	Low	4	2.7
Total					143	100.0

^aSee pp. 48-49 for a description of the school categories.

^bThis was the alternate school in the small--towns--urban school category, which replaced Cuba Elementary School from Moca.

Data-Collection Procedures

All of the data-collection instruments used in this study were designed and developed for use in this research. The study comprised three parts: (1) a survey of behavioral characteristics of Puerto Rican elementary-school children (grades K to 6), based on teacher perceptions; (2) judges' agreement concerning teachers' perceptions; and (3) field observation (observers' agreement concerning teachers' perceptions). The procedures followed during each stage of data collection are described in the following pages.

Survey of Teachers' Perceptions

Teachers were asked to complete the Survey of Teachers' Perceptions (Appendix A), in which they were asked to write the two most commonly observed behaviors or characteristics of students in their own classroom, by student age and sex. They were given the following directions for completing the questionnaire:

1. to select those behaviors and/or characteristics that they commonly observed in boys and girls in their classroom.
2. To write the two most commonly observed behaviors or characteristics of boys and girls of each age level in their classroom.
3. To base their opinions not on a particular child but on each age group included in their classroom.
4. To write any kind of behavior or characteristic they thought was the most commonly observed in children in their classroom.

A one-day session in each school was used for administering the questionnaire. In Campo Rico's Elementary School, due to its

organization, two days were needed for test administration. Most teachers completed the instruments by themselves in their own classrooms; some completed the instrument in the principal's office. Teachers were given as much time as they needed to fill out the questionnaire. In some cases, the questionnaire was received early in the morning and returned in the afternoon. Some questionnaires were returned by mail a week later.

One hundred forty-three questionnaires (82%) were returned. All of them had been personally administered by the researcher and reviewed when they were returned to avoid omissions, especially in regard to teachers' demographic information. Two weeks after the administration of the last questionnaire were allowed as a deadline for returning questionnaires. Only two questionnaires were returned by mail.

All of the questionnaires were tabulated by hand, using a tabulation form designed for that purpose. Using the tabulation form, a preliminary distribution of behavioral characteristics was produced, by age, sex, and frequency. This distribution proved to be useful in coding the data according to the frequency with which each behavioral characteristic was mentioned and also in cross-validating the information generated by the computers. Two hundred twenty-four different behavioral characteristics were mentioned.

Once the data were codified using the rank order produced by hand tabulation, they were punched onto IBM cards and analyzed using the Statistical Package for the Social Sciences (SPSS) program. To

avoid unnecessary changes, behavioral characteristics were used as they were named by teachers.

Judges' Agreement

The most frequently mentioned behavioral characteristics selected for the reference norm group were submitted to a panel of judges (a school counselor, a school psychologist, and a school social worker) comprising mental health professionals who worked with elementary school children in the school setting. Each judge had a master's degree in his/her own field and was providing direct services to elementary-school children at the time of the study. Their participation as judges was voluntary.

Two of the judges were female, and one was male. They had had at least five years of experience working with elementary-school children from both urban and rural areas. They were selected from different geographic areas, one from a large city and the others from small towns.

The judges' questionnaire was a Likert-type scale and was formed by the reference norm group (105 behavioral characteristics that teachers had mentioned at least twice). Three of the behavioral characteristics were included twice to check the accuracy of the ratings (see Appendix B). The instrument also sought demographic information about judges.

Judges were asked to indicate if they had observed the behavioral characteristics of the reference norm group in elementary

school children with whom they had worked. They were also asked to indicate the frequency with which each behavior or characteristic was observed, using the following scale:

1. Very frequently
2. Frequently
3. Less frequently
4. Not too frequently
5. Not frequently at all

Judges were given as much time as they required to complete the ratings. They spent not more than week with the questionnaire.

Those behavioral characteristics receiving identical ratings from two or more judges were selected as the ones on which judge-observer agreement would be sought.

Field Observation (Observers' Agreement)

The following procedures were followed in the third part of this research project:

1. The researcher selected a representative school from the population of Puerto Rico's public schools. The representativeness of this school was determined by means of the following criteria:

- a. The school selected was large enough to serve the different grade levels included in this research (first through sixth grade).

The total school enrollment was 570 students, distributed as follows:

Kindergarten	0
First grade	98
Second grade	91
Third grade	94
Fourth grade	89
Fifth grade	103
Sixth grade	95
Total	<u>570</u>

The school was an urban-area school (small-town school) that served many students from rural areas. The faculty comprised 25 regular teachers and 7 "resource" teachers (special education, physical education, social worker, art and music).

b. Many of the school categories used in this research were represented in the school population. For example, there were students from urban and rural areas, from public and private housing projects, from special sectors, from rural-parcel/lots sectors, and from the countryside.

c. The school enrolled students from all socioeconomic levels considered in the research project.

d. The school was located in a town (school district) that is changing from a small town to a city and hence has characteristics of a large city as well as a small town.

e. To enhance the universality of the sample, this school was not one of those used in part one of the research.

2. A classroom was randomly selected from each of the following grades: first (5-7 years of age), third (8-10 years), and sixth (11-13 years).

3. Three observers (a school psychologist, a school counselor, and a school social worker) were selected and asked to observe and rate the behavior of children from the selected rooms. These observers worked in the school district but had not worked directly with the groups being observed. The observers were trained according to the following plan:

a. The observation form was discussed with the observers to develop a thorough understanding of what was to be observed and how it was to be recorded. The form was tested on a small scale to detect and correct any deficiencies.

b. Two practice observation sessions took place in the setting in which the observers were going to perform their task (i.e., a regular classroom), but not with the children they were going to observe.

c. To avoid observer effect and/or bias, the researcher met with the classroom teachers before observations were made (the nature of the research was not explained to them during that meeting). Teachers were asked to prepare their students beforehand for the observers' entrance. (Teachers accurately followed these directions.) The observers were asked not to record any observation for at least 10 to 15 minutes after they entered the classroom. The researcher assigned the observers to the various observation situations, among which they rotated each day. They worked independently.

4. The observers were given the observation form developed from the reference norm group of behavioral characteristics (see Appendix C). They were instructed to use the following scale in rating the frequency with which they observed the various behavioral characteristics:

1. Very frequently
2. Frequently
3. Sometimes
4. Never

5. The classroom children were observed during two typical and different school days (Tuesday and Wednesday). Because of time and resource limitations, the observations were confined to classroom behavioral characteristics.

6. The observations were made according to the time schedule shown in Table 3.7.

Analysis of Data

The main purpose of this research project was to identify and select those behavioral characteristics that best describe the psychosocial behavior of Puerto Rican elementary-school children, according to teachers and mental health professional working in the school setting. The investigator sought to develop a preliminary checklist that could be used in constructing an instrument to measure this type of behavior. The unit of analysis was the behavioral characteristics named by the elementary-school teachers.

The data based on teachers' perceptions were analyzed by means of the following procedures:

1. The Statistical Package for the Social Sciences (SPSS) was used in analyzing the data.

2. A frequency count was made so as to know the universe of characteristics. The difference between the distribution produced by SPSS and that produced by hand tabulation was not significant. A few differences were found in the frequencies of some characteristics.

3. SPSS programs were used to produce some Crosstabs to see the distribution of characteristics according to children's age, sex,

Table 3.7.--Time schedule for classroom observations.

Day	Time	Grade	Group Observed	Class	Number of Students
Tuesday	12:30-1:20 p.m.	VI	Girls	English	12 (M) 13 (F)
	1:20-2:10 p.m.	I	Boys	Spanish	18 (M) 13 (F)
	2:10-3:00 p.m.	III	Girls	Science	13 (M) 11 (F)
Wednesday	12:30-1:20 p.m.	I	Girls	Spanish	11 (M) 13 (F)
	1:20-2:10 p.m.	III	Boys	Math	17 (M) 12 (F)
	2:10-3:00 p.m.	VI	Boys	Science	12 (M) 10 (F)

Note: Due to school organization, it was not possible to observe children during the morning hours. Each observation session lasted 50 minutes (one class period). The researcher was present during each observation session and ensured that the observers followed the directions given.

and grade as well as teachers' demographic variables (age, sex, academic level, experience, and working area). Crosstabs were performed between the group of characteristics and each of these variables. Findings based on the Crosstabs procedure were used to select the behavioral characteristics included in the other parts of this research.

4. To make findings easier to present and understand, responses based on teachers' age, experience, academic level, and school area were clustered by reference grades. Three reference grades were selected, each including three ages. These were: first grade (ages 5, 6, and 6); third grade (ages 8, 9, and 10), and sixth grade (ages 11, 12, and 13). Each reference grade comprised the typical ages for the actual grade. Each age level was analyzed, using the Crosstabs procedure. The product of this analysis was a preliminary list of behavioral characteristics that were used in parts two and three of this research project, and well as nine different profiles of the elementary-school child by age, sex, reference grade, and teachers' demographic variables.

Two criteria were established for selecting this preliminary list of characteristics: First, it was decided to submit to judges' and observers' ratings those behavioral characteristics named for boys and/or girls from two of the age levels considered in this research, as well as in at least two of the demographic variables that described the sample of teachers. Second, also submitted to judges' and observers' ratings were those behavioral characteristics that did not satisfy the

aforementioned condition but that were mentioned at least twice for boys, girls, or both. Using these selection criteria, 105 behavioral characteristics (47% of those named by teachers) were submitted for judges' and observers' consideration. These behavioral characteristics constituted the reference norm group and were used in designing the rating device used by judges (see Appendix B) and observers (see Appendix C).

5. Before being submitted to judges' and observers' rating, the reference norm group was analyzed in terms of socioeconomic variables. The researcher was interested in assessing to what extent a difference existed in the distribution of behavioral characteristics by socioeconomic level, sex, and grade level. The school categories were used as a criterion to discriminate between low-, middle-, and upper-middle socioeconomic-level areas. For example, behavioral characteristics named by teachers working in a school that served students from low-socioeconomic-level areas were considered commonly observed in children of low-socioeconomic status. After characteristics had been analyzed by sex, reference grade, and socioeconomic level, conclusions were drawn in terms of two operational definitions concerning socially accepted and not socially accepted behavioral characteristics. Three socioeconomic-level profiles of the elementary-school child by sex and reference grade were developed from this analysis.

Crosstabs was also used in analyzing judges' ratings. Different profiles by sex and reference grade were developed, based on behavioral characteristics with frequency ratings of Very Frequently (1)/

Frequently (2) or Not Too Frequently (4)/Not Frequently At All (5). Behavioral characteristics rated Less Frequently (3) were omitted from the analysis. Two sets of behavioral characteristics (one of frequently observed characteristics and the other of not frequently observed characteristics) were also produced. These sets of characteristics were used in seeking agreement between judges and observers. General inferences and conclusions were drawn concerning the elementary-school child, based on frequently observed and not frequently observed behavioral characteristics.

Observers' ratings were analyzed by the same procedure used for judges' ratings. No behavioral characteristic was ignored, however, because they were only four possible ratings (Very Frequently (1)/Frequently (2), and Sometimes (3)/Never (4). The same kinds of profiles developed from judges' ratings were formulated from observers' ratings. Two sets of characteristics were also produced and were used in seeking judges'/observers' agreement. General inferences and conclusions were drawn, based on behavioral characteristics frequently or not frequently observed in elementary-school children.

The final analysis was intended to seek judges'/observers' agreement concerning the reference norm group of behavioral characteristics. It was considered that there was judges'/observers' agreement for any behavioral characteristic rated Very Frequently/ Frequently by judges and observers, or Not Too Frequently/Not Frequently At All by judges and Sometimes/Never by observers. The final list of behavioral characteristics to be used in developing the Psychosocial Behavior

Checklist for Puerto Rican Children in Kindergarten Through Sixth Grade was developed from this test of judges'/observers' agreement. General profiles based on behavioral characteristics frequently observed and those not frequently observed in elementary-school children were developed for boys and girls.

Delimitations

This research was descriptive and exploratory in nature. The researcher's goal was not to test any specific hypotheses but to develop a list of behavioral characteristics that can be used to design a checklist to measure social behavior of Puerto Rican school children. It is also expected that this list may be used to develop action research by mental health professionals interested in an accurate understanding of the Puerto Rican child.

CHAPTER IV

FINDINGS AND ANALYSIS OF RESULTS: TEACHERS' PERCEPTIONS

Introduction

Development of the preliminary Psychosocial Behavior Checklist for Puerto Rican Children in Kindergarten Through Sixth Grade was accomplished in three steps: (1) eliciting teachers' perceptions, (2) seeking judges' agreement, and (3) conducting field observation (observers' agreement in regard to elementary school children's behavior and/or characteristics). In this chapter, findings are presented according to each step. The order of presentation corresponds to the steps followed in the research.

The purpose of this project was not to test any specific hypotheses but rather to produce a preliminary list of behaviors/characteristics common to Puerto Rican elementary school children, based on teachers' perceptions and judges'/observers' agreement, that could be used in designing and developing the Psychosocial Behavior Scale for Puerto Rican Children in Kindergarten Through Sixth Grade. For this reason, the analysis is descriptive. The list of behaviors/characteristics is analyzed solely in terms of demographic variables (i.e., sex and age). To make the presentation more meaningful, findings are analyzed and discussed as they are presented.

Teachers' opinions of the most common behaviors/characteristics observed in Puerto Rican elementary-school children (5 to 13 years of age) are presented in this chapter. The researcher's goal in this part of the project was to produce a preliminary checklist to submit to a group of judges and observers for their examination. To achieve this goal, the following selection criteria were established:

1. Criterion I: Those behaviors or characteristics named by teachers for boys and/or girls from two of the age levels considered in the research, as well as from at least two of the teacher-demographic-variable categories, were to be submitted to judges' and observers' examination.

2. Criterion II: Those behaviors/characteristics that did not satisfy Criterion I but were mentioned at least twice for boys, girls, or both were also to be submitted to judges' and observers' examination.

In the following pages, findings are presented according to the procedure followed in the data analysis.

1. The behavioral characteristics mentioned at least twice were identified and analyzed by grade, child's age, and sex and by teachers' demographic variables. To make the results easier to understand, the findings are presented in terms of reference grades-- that is, the grade used as a standard reference according to the age/grade distribution observed in Puerto Rico's public elementary schools. Each reference grade used in this research contained three ages, whereas the typical ages for the actual grades are 6, 9, and 12,

respectively. The age distribution for the reference grades is as follows:

First Grade (I) = 5, 6, 7 years

Third Grade (III) = 8, 9, 10 years

Sixth Grade (VI) = 11, 12, 13 years

2. A list of behavioral characteristics that satisfied Selection Criterion I was then produced and analyzed.

3. A second list containing those behavioral characteristics that did not satisfy Selection Criterion I but were mentioned at least twice was produced and analyzed.

4. The preliminary checklist to be submitted to judges and observers was then produced and analyzed.

5. Results were then examined by school category (socioeconomic levels).

This plan of analysis will enable readers to make inferences regarding the relationship between the behavioral characteristics named by teachers and the demographic variables that describe them. It also will help readers draw inferences based on children's sex, age, grade, and socioeconomic level.

Findings by Age Levels and Demographic Variables

The most important findings of the analysis, by age and demographic variables, are as follows:

Five-Year-Old Students

1. Eleven behavioral characteristics were named at least twice for five-year-old students (see Table 4.1).

Table 4.1.--Behavioral characteristics most commonly observed ($f \geq 2$) in five-year-old students.

Behavioral Characteristic	Code	Frequencies		Total
		Boys	Girls	
Immature	020	4	2	6
Imitator	016	1	4	5
Loving	003	3	2	5
Active	010	2	1	3
Insecure	022	2	1	3
Talkative	002	1	1	2
Shy	005	1	1	2
Expressive	007	1	1	2
Needs teacher's attention	028	1	1	2
Restless	001	2	0	2
Passive	045	0	2	2

2. Male teachers named no behavioral characteristic at least twice for five-year-old children. Female teachers named nine behavioral characteristics as common to boys and girls (see Table 4.2). RESTLESS (001) was named for boys only and PASSIVE (045) for girls only.

3. Many behavioral characteristics named for five-year-old students were observed in boys and/or girls of different elementary-school grades (see Table 4.3).

Table 4.2.--Behavioral characteristics most commonly observed ($f \geq 2$)
in five-year-old students by female teachers.

Behavioral Characteristic	Code	Boys	Girls
Talkative	002	x	x
Loving	003	x	x
Shy	005	x	x
Expressive	007	x	x
Active	010	x	x
Imitator	016	x	x
Immature	020	x	x
Insecure	022	x	x
Needs teacher's attention	028	x	x
Restless	001	x	
Passive	045		x

Table 4.3.--Distribution of five-year-old children's behavioral
characteristics by grades in which they were observed.

Grades	Behavioral Characteristics	
	Boys	Girls
K	5, 7, 10, 16	7, 10, 16
I	1, 2, 3, 5, 7, 10, 20, 22, 28	22, 28
II	2, 3, 5, 7, 20	3, 5, 16, 45
III	3, 5, 7, 10	2, 5, 7, 10, 16
IV	2, 3, 5, 7, 22	2, 3, 5, 10, 22
V	2, 3, 5, 7	2, 3, 5, 7, 10
VI	2, 5	2
SP*	2	--

*Special programs (i.e., learning disabled, mentally retarded).

4. Findings based on teachers' age and reference grade (see Table 4.4) are as follows:

a. Teachers 20 years of age or less named no behavioral characteristic at least twice for five year-old boys and/or girls.

b. Twenty-one to 35-year-old teachers named RESTLESS (001), TALKATIVE (002), LOVING (003), SHY (005), and EXPRESSIVE (007) as common to five-year-old children of both sexes. No behavioral characteristic was named for boys only; IMITATOR (016) was named as common to girls only.

Table 4.4.--Behavioral characteristics most commonly observed ($f \geq 2$) in five-year-old students, by reference grade and teachers' age.

Teachers' Age	Reference Grades	Behavioral Characteristics	
		Boys	Girls
20 years or less	I	--	--
	III	--	--
	VI	--	--
21-35 years	I	1, 3, 5, 7	1, 3, 5, 7, 16
	III	1, 5	2, 3, 5
	VI	2, 5	2, 5
36-45 years	I	1, 3, 5, 7	1, 2, 3, 16
	III	1, 2, 3, 7	2, 3, 5
	VI	2	--
46-60 years	I	--	1
	III	1	3
	VI	--	--

The analysis by reference grades showed that SHY (005) was the only behavioral characteristic named for five-year-old students that was observed in children of all grades. (Unless otherwise specified, "grade" refers to reference grade from here on.) No other characteristic was observed in children of two or more grades.

RESTLESS (001), LOVING (003), EXPRESSIVE (007), and SHY (005) were observed in first-grade children and TALKATIVE (002) in sixth graders. No other behavioral characteristics common to five-year-old children were observed in third graders.

SHY (005) was the only behavioral characteristic observed in boys of all grades. In addition to characteristics already mentioned, RESTLESS (001) was observed in first- and third-grade boys. No other behavioral characteristic named for five-year-old boys was observed in boys of two or more grades.

SHY (005) was the only characteristic named for five-year-old students that was observed in girls of all reference grades. LOVING (003) and SHY (005) were observed in first- and third-grade girls and TALKATIVE (002) in third and sixth graders.

c. Thirty-six to 45-year-old teachers named RESTLESS (001), TALKATIVE (002), LOVING (003), and SHY (005) as common to five-year-old children of both sexes. EXPRESSIVE (007) was common to boys only and IMITATOR (016) to girls only.

None of these behavioral characteristics was observed in children of all reference grades. LOVING (003) was observed in

first- and third-grade children, RESTLESS (001) in first graders, and TALKATIVE (002) in third graders.

EXPRESSIVE (007), LOVING (003), and RESTLESS (001) were observed in first- and third-grade boys, whereas TALKATIVE (002) was observed in third- and sixth-grade boys. Five-year-old boys in first grade were observed to be SHY (005).

TALKATIVE (002) and LOVING (003) were observed in first- and third-grade girls. Other behavioral characteristics observed in five-year-old girls were SHY (005) in third graders and IMITATOR (016) in first graders.

d. The only characteristics named by 46- to 60-year-old teachers were RESTLESS (001), observed in third-grade boys and first-grade girls, and LOVING (003), observed in third-grade girls.

5. Findings based on teachers' experience (see Table 4.5) are as follows:

a. Teachers with five years or less in the elementary school program named SHY (005) as common to five-year-old children of both sexes. EXPRESSIVE (007) and ACTIVE (0010) were named for boys only, and TALKATIVE (002) and LOVING (003) for girls only.

None of these behavioral characteristics was observed in boys and/or girls of two or more reference grades. EXPRESSIVE (007) and ACTIVE (010) were observed in first-grade boys and SHY (005) in third graders. TALKATIVE (002) and LOVING (003) were observed in third-grade girls and SHY (005) in sixth graders.

Table 4.5.--Behavioral characteristics most commonly observed ($f \geq 2$) in five-year-old students, by reference grade and teachers' experience at the elementary school level.

Teachers' Experience	Reference Grades	Behavioral Characteristics	
		Boys	Girls
< 5 years	I	7, 10	--
	III	5	2, 3
	VI	--	5
5-10 years	I	5, 10	3
	III	--	5
	VI	--	--
11-20 years	I	3, 7	3
	III	2, 3, 10	2, 3, 5
	VI	2, 5, 7	--
> 20 years	I	3, 2, 20	3, 16
	III	--	3
	VI	2	--

b. Teachers with five to ten years' experience named SHY (005) as common to five-year-old children of both sexes. ACTIVE (010) was common to boys only and LOVING to girls only. No characteristic named for five-year-old students was observed in both boys and girls of any reference grades. SHY (005) and ACTIVE (010) were observed in first-grade boys. LOVING (003) was observed in first-grade girls and SHY (005) in third graders.

c. Teachers with 11 to 20 years' experience named TALKATIVE (002), LOVING (003), and ACTIVE (010) as common to five-year-old children of both sexes. They named EXPRESSIVE (007) and ACTIVE (010) for boys only. No characteristic was named for girls only.

No characteristic named for five-year-old students was observed in children of all reference grades. LOVING (003) was observed in first- and third-grade children and TALKATIVE (002) in third-grade boys and girls. EXPRESSIVE (007) was observed in first- and sixth-grade boys. SHY (005), observed in sixth grade boys, was the other characteristic named for five-year-old boys. SHY (005) was named for five-year-old girls, and it was observed in third graders.

d. Teachers with 20 years or more in the elementary school program named LOVING (003) as common to five-year-old children. TALKATIVE (002) and IMMATURE (020) were named for boys only and IMITATOR (016) for girls only. None of these characteristics named as common to five-year-old students was observed in children of all reference grades. LOVING (003) was observed in first-grade children. IMITATOR (016), in addition to LOVING (003), was observed in first-grade girls. LOVING (003) was also observed in third-grade girls.

6. Findings based on teachers' academic (college) level (see Table 4.6) are as follows:

a. Teachers with less than a B.A. degree named only two characteristics for five-year-old students. These were RESTLESS (001) and TALKATIVE (002), observed in first-grade boys.

b. Teachers with a B.A. degree named TALKATIVE (002), LOVING (003), SHY (005), EXPRESSIVE (007), and ACTIVE (010) as common to five-year-old children. RESTLESS (001) was named for boys only and IMITATOR (016), IMMATURE (020), and PASSIVE (045) for girls only.

SHY (005) was observed in children of all reference grades and LOVING (003) in first and third graders. EXPRESSIVE (007), in addition to SHY (005) and LOVING (003), was observed in first-grade children and TALKATIVE (002) and ACTIVE (010) in third graders. TALKATIVE (002), in addition to SHY (005) and LOVING (003), was observed in first- and third-grade girls. ACTIVE (010) was observed in third- and sixth-grade girls.

c. Masters'-degree teachers named no behavioral characteristics for five-year-old children because none of these teachers worked with students in this age group.

Table 4.6.--Behavioral characteristics most commonly observed ($f \geq 2$) in five-year-old students, by reference grade and teachers' college level.

College Level	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Less than B.A.	I	1, 2	--
	III	--	--
	VI	--	--
B.A.	I	1, 3, 5, 7, 10	2, 3, 5, 7, 16, 20, 45
	III	2, 3, 5, 7, 10	2, 3, 5, 10
	VI	2, 5	5, 10
Master's degree	I	--	--
	III	--	--
	VI	--	--

7. Findings based on the school area (see Table 4.7) are as follows:

a. Urban-area teachers named TALKATIVE (002), LOVING (003), and SHY (005) as common to five-year-old children of both sexes. RESTLESS (001) and ACTIVE (010) were common to boys only. No behavioral characteristic was named as common to girls only.

None of the behavioral characteristics named for five-year-old students was observed in children of all reference grades. SHY (005) was observed in first and sixth graders. LOVING (003) was observed in first graders. SHY (005) was observed in boys of all reference grades and TALKATIVE (002) in first and sixth grade boys. Other characteristics named for five-year-old boys were RESTLESS (001), observed in first graders, and ACTIVE (010), noted in sixth graders. TALKATIVE (002) is another characteristic named for five-year-old girls and was observed in third graders.

Table 4.7.--Behavioral characteristics most commonly observed ($f \geq 2$) in five-year-old students, by reference grade and school area.

School Area	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Urban	I	1, 2, 3, 5	3, 5
	III	5	2
	VI	2, 5, 10	5
Rural	I	3, 5, 10	2, 3, 5, 7, 16, 20
	III	2	2, 3, 5
	VI	5	--

b. Rural-area teachers named TALKATIVE (002), LOVING (003), and SHY (005) as common to five-year-old children. ACTIVE (010) was named for boys only and EXPRESSIVE (007), IMITATOR (016), and IMMATURE (020) for girls only.

None of these behavioral characteristics was observed in children of two or more reference grades. LOVING (003) and SHY (005) were observed in first-graders and TALKATIVE (002) in third graders. SHY (005) was observed in first- and sixth-grade boys. Another characteristic named for five-year-old boys was ACTIVE (010), observed in first graders. TALKATIVE (002), LOVING (003), and SHY (005) were observed in first- and third-grade girls. Other behavioral characteristics named for five-year-old girls were EXPRESSIVE (007), IMITATOR (016), and IMMATURE (020), observed in first graders.

Six-Year-Old Students

1. Twenty-one behavioral characteristics were named at least twice for six-year-old students (see Table 4.8).

2. Male teachers named no behavioral characteristic at least twice for six-year-old students. Female teachers named 16 behavioral characteristics as common to six-year-old children of both sexes (see Table 4.9). AGGRESSIVE (011) and ANXIOUS (023) were named for boys only and TALKATIVE (002), IMITATOR (016), and OBEDIENT (027) for girls only.

Table 4.8.--Behavioral characteristics most commonly observed ($f \geq 2$)
in six-year-old students.

Behavioral Characteristic	Code	Frequencies		Total
		Boys	Girls	
Loving	003	3	6	9
Restless	001	5	3	8
Curious	008	5	1	6
Shy	005	3	2	5
Expressive	007	2	3	5
Spontaneous	015	3	1	4
Hyperactive	017	1	2	3
Interested in learning	101	1	2	3
Responsible	006	1	1	2
Active	010	1	1	2
Inattentive	014	1	1	2
Immature	020	1	1	2
Lovable	031	1	1	2
Studious	056	1	1	2
Neat	062	1	1	2
Sweet	076	1	1	2
Aggressive	011	2	0	2
Anxious	023	2	0	2
Talkative	002	0	2	2
Imitator	016	0	2	2
Obedient	027	0	2	2

Table 4.9.--Behavioral characteristics most commonly observed (f ≥ 2)
by female teachers in six-year-old students.

Behavioral Characteristic	Code	Boys	Girls
Restless	001	x	x
Loving	003	x	x
Shy	005	x	x
Responsible	006	x	x
Expressive	007	x	x
Curious	008	x	x
Active	010	x	x
Inattentive	014	x	x
Spontaneous	015	x	x
Hyperactive	017	x	x
Immature	020	x	x
Lovable	031	x	x
Studious	056	x	x
Neat	062	x	x
Sweet	076	x	x
Interested in learning	101	x	x
Aggressive	011	x	
Anxious	023	x	
Talkative	002		x
Imitator	016		x
Obdient	027		x

3. Many of the behavioral characteristics named for six-year-old students were observed in students of different elementary school grades (see Table 4.10).

Table 4.10.--Distribution of six-year-old children's behavioral characteristics by grades in which they were observed.

Grades	Behavioral Characteristics	
	Boys	Girls
K	5, 7, 10, 16	1, 7, 10, 16
I	1, 3, 5, 7, 8, 10, 11, 14, 15, 20, 23, 31, 56	2, 3, 5, 6, 7, 10, 14, 15, 16, 17, 20, 31, 56, 62, 76, 101
II	1, 3, 5, 6, 7, 11, 15, 17, 30, 23, 62	1, 3, 5, 6, 14, 16, 17, 27, 101
III	1, 3, 5, 6, 7, 8, 10, 15, 17, 23	1, 2, 3, 5, 6, 7, 10, 14, 16, 27, 76
IV	3, 5, 7, 8, 17	2, 3, 5, 6, 10, 15
V	1, 3, 5, 6, 7, 8, 14, 62	2, 3, 5, 6, 7, 10
VI	5, 17, 62	17, 62
SP*	6, 14, 17	14

*Special program (i.e., learning disabled, mentally retarded).

4. Findings based on teachers' age (see Table 4.11) are as follows:

a. Teachers 20 years of age or younger named no behavioral characteristic at least twice for six-year-old boys and/or girls.

Table 4.11.--Behavioral characteristics most commonly observed ($f \geq 2$) in six-year-old students, by reference grade and teachers' age.

Teachers' Age	Reference Grades	Behavioral Characteristics	
		Boys	Girls
20 years or less	I	--	--
	III	--	--
	VI	--	--
21-35 years	I	1, 3, 5, 7, 8, 10, 11, 14, 17	1, 3, 5, 6, 7, 10, 15, 16, 101
	III	1, 5, 8, 15, 17, 23	2, 3, 5, 6, 10
	VI	5, 17, 62	2, 5
36-45 years	I	1, 3, 5, 6, 7, 11, 20, 23	1, 2, 3, 16, 20, 27
	III	1, 2, 3, 7, 10	1, 2, 3, 6, 27
	VI	--	--
46-60 years	I	11, 31, 56	1, 31, 56
	III	1, 6, 8	3
	VI	--	--

b. Teachers 21 to 35 years old named RESTLESS (001), LOVING (003), SHY (005), EXPRESSIVE (007), and ACTIVE (010) as common to six-year-old children. CURIOUS (008), AGGRESSIVE (011), INATTENTIVE (014), HYPERACTIVE (017), ANXIOUS (023), and NEAT (062) were named for boys only, and TALKATIVE (002), RESPONSIBLE (006), IMITATOR (016), and INTERESTED IN LEARNING (101) for girls only.

SHY (005) was the only characteristic named for six-year-old students that was observed in children of all reference grades. RESTLESS (001), LOVING (003), and EXPRESSIVE (007), in addition to SHY

(005), were observed in first graders. HYPERACTIVE (017), in addition to SHY (005), was observed in boys of all reference grades and RESTLESS (001) and CURIOUS (005) in first- and third-grade boys. Other behavioral characteristics named for six-year-old boys were ACTIVE (010), AGGRESSIVE (011), and INATTENTIVE (014), observed in first graders; SPONTANEOUS (015) and ANXIOUS (023), in third graders; and NEAT (062) in sixth graders.

LOVING (003), RESPONSIBLE (006), and ACTIVE (010), in addition to SHY (005), were observed in first- and third-grade girls and TALKATIVE (002) in third- and sixth-grade girls. Other behavioral characteristics named for six-year-old girls were RESTLESS (001), EXPRESSIVE (007), SPONTANEOUS (015), IMITATOR (016), and INTERESTED IN LEARNING (101), observed in first graders.

c. Teachers 36 to 45 years old named RESTLESS (001), TALKATIVE (002), LOVING (003), RESPONSIBLE (006), and IMMATURE (020) as common to six-year-old children. SHY (005), EXPRESSIVE (007), ACTIVE (010), AGGRESSIVE (011), and ANXIOUS (023) were named for boys only and IMITATOR (016) and OBEDIENT (027) for girls only.

None of the behavioral characteristics named for six-year-old students was observed in children of all reference grades. RESTLESS (001) and LOVING (003) were observed in first and third graders. IMMATURE (020) was also observed in first graders and TALKATIVE (002) in third graders.

In addition to characteristics already mentioned, EXPRESSIVE (007) was observed in first- and third-grade boys. Other behavioral

characteristics named for six-year-old boys were SHY (005), RESPONSIBLE (006), AGGRESSIVE (011), and ANXIOUS (023), observed in first graders, and ACTIVE (010) in third graders.

TALKATIVE (002) and OBEDIENT (027), in addition to characteristics already mentioned, were observed in first- and third-grade girls. Other behavioral characteristics named for six-year-old girls were IMITATOR (016), observed in first graders, and RESPONSIBLE (006), noted in sixth graders.

d. Teachers between 46 and 60 years old named RESTLESS (001), LOVABLE (031), and STUDIOUS (056) as common to six-year-old children. RESPONSIBLE (006), CURIOUS (008), and AGGRESSIVE (011) were named for boys only and LOVING (003) for girls only.

None of the behavioral characteristics named for six-year-old students was observed in children of two or more reference grades. LOVABLE (031) and STUDIOUS (056) were observed in first graders of both sexes. Other behavioral characteristics named for six-year-old boys were AGGRESSIVE (011), observed in first graders, and RESTLESS (001), RESPONSIBLE (006), and CURIOUS (008), noted in third graders. RESTLESS (001), observed in first graders, and LOVING, in third graders, were other characteristics named for six-year-old girls.

5. Findings based on teachers' experience in the elementary school (see Table 4.12) are as follows:

a. Teachers with five years or less in the elementary school program named RESTLESS (001) and SHY (005) as common to six-year-old children of both sexes. EXPRESSIVE (007), CURIOUS (008), ACTIVE (001),

and ANXIOUS (023) were named for boys only, and TALKATIVE (002), LOVING (003), and RESPONSIBLE (006) were cited for girls only.

No behavioral characteristic named for six-year-old students was observed in both boys and girls of any reference grade. RESTLESS (001) EXPRESSIVE (007), and ACTIVE (010) were observed in first-grade boys and SHY (005), CURIOUS (008), and ANXIOUS (023) in third-grade boys. RESTLESS (001), TALKATIVE (002), LOVING (003), and RESPONSIBLE (006) were observed in first-grade girls and SHY (005) in third-grade girls.

Table 4.12.--Behavioral characteristics most commonly observed ($f \geq 2$) in six-year-old students, by reference grade and teachers' experience.

Teachers' Experience	Reference Grades	Behavioral Characteristics	
		Boys	Girls
< 5 years	I	1, 7, 10	--
	III	5, 8, 23	1, 2, 3, 6
	VI	--	5
5-10 years	I	1, 5, 8, 10, 23	1, 3, 6, 15, 101
	III	1	5
	VI	62	--
11-20 years	I	1, 3, 7, 11, 17	3, 17
	III	1, 3, 6, 8, 10, 11	1, 2, 3, 5, 6
	VI	5, 7	--
> 20 years	I	1, 3, 11, 20, 31, 56	3, 6, 27, 31, 56
	III	1, 6, 11	3
	VI	--	--

b. Teachers with five to ten years at the elementary school level named RESTLESS (001) and SHY (005) as common to six-year-old children. CURIOUS (008), ACTIVE (010), ANXIOUS (023), and NEAT (062) were named for boys only, and LOVING (003), RESPONSIBLE (006), SPONTANEOUS (015), and INTERESTED IN LEARNING (101) were cited for girls only. No behavioral characteristic named for six-year-old students was observed in children of two or more reference grades. RESTLESS (001) was observed in first-grade children.

RESTLESS (001) was observed in first- and third-grade boys. Other behavioral characteristics named for six-year-old boys were SHY (005), CURIOUS (008), ACTIVE (010), and ANXIOUS (023), observed in first graders, and NEAT (062) in sixth graders. Other behavioral characteristics named for six-year-old girls were LOVING (003), RESPONSIBLE (006), SPONTANEOUS (015), and INTERESTED IN LEARNING (101), observed in first graders, and SHY (005) in third graders.

c. Teachers with 11 to 20 years in the elementary school program named RESTLESS (001), LOVING (003), SHY (005), RESPONSIBLE (006), and HYPERACTIVE (017) as common to six-year-old children of both sexes. EXPRESSIVE (007), CURIOUS (008), ACTIVE (010), and AGGRESSIVE (011) were named for boys only and TALKATIVE (002) for girls only.

None of these behavioral characteristics was observed in children of all reference grades. LOVING (003) was observed in first and third graders. HYPERACTIVE (017), in addition to LOVING (003), was observed in first-grade children and RESTLESS (001) and RESPONSIBLE (006) in third graders.

RESTLESS (001) and AGGRESSIVE (011), in addition to LOVING (003), were observed in first- and third-grade boys and EXPRESSIVE (007) in first- and sixth-grade boys. Other behavioral characteristics named for six-year-old boys were CURIOUS (008) and ACTIVE (010), observed in third graders, and SHY (005) in sixth graders. Other behavioral characteristics named for six-year-old girls were TALKATIVE (002) and SHY (005), both observed in third graders.

d. Teachers with 20 or more years in the elementary school program named LOVING (003), RESPONSIBLE (006), LOVABLE (071), and STUDIOUS (056) as common to six-year-old children of both sexes. RESTLESS (001), AGGRESSIVE (011), and IMMATURE (020) were named for boys only and OBEDIENT for girls only.

No behavioral characteristic named for six-year-old students was observed in children of two or more reference grades. LOVING (003), LOVABLE (031), and STUDIOUS (056) were observed in first graders of both sexes. RESTLESS (001) and AGGRESSIVE (011) were observed in both first- and third-grade boys. Other behavioral characteristics named for six-year-old boys were IMMATURE (020), observed in first graders, and RESPONSIBLE (006) in third graders. LOVING (003) was observed in both first- and third-grade girls. Other behavioral characteristics named for six-year-old girls were RESPONSIBLE (006) and OBEDIENT (027), observed in first graders.

6. Findings based on teachers' academic (college) level (see Table 4.13) are as follows:

Table 4.13.--Behavioral characteristics most commonly observed ($f \geq 2$) in six-year-old students, by reference grade and teachers' college level.

College Level	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Less than B.A.	I	1, 11, 31, 56	31, 56
	III	--	--
	VI	--	--
B.A.	I	1, 3, 5, 6, 7, 8, 10, 11, 15, 17, 23	1, 3, 5, 7, 15, 16, 17, 20, 27, 101
	III	1, 3, 5, 6, 7, 8, 10, 17, 23	1, 3, 5, 6, 10, 14, 27
	VI	1, 5, 17, 62	5, 10
Master's degree	I	1	--
	III	--	--
	VI	--	6

a. Teachers with less than a B.A. degree named LOVABLE (031) and STUDIOUS (056) as common to six-year-old boys and girls. RESTLESS (001) and AGGRESSIVE (011) were named for boys only, and no behavioral characteristic was named as common to girls only.

None of these characteristics was observed in third- or sixth-grade children. LOVABLE (031) and STUDIOUS (056) were observed in first graders of both sexes. RESTLESS (011) and AGGRESSIVE (011) were named for six-year-old boys and were observed in first graders. LOVABLE (031) and STUDIOUS (056) were the only behavioral characteristics named for six-year-old girls; these characteristics were observed in first graders.

b. Teachers with a B.A. degree named RESTLESS (001), LOVING (003), SHY (005), RESPONSIBLE (006), EXPRESSIVE (007), ACTIVE (010), SPONTANEOUS (015), and HYPERACTIVE (017) as common to six-year-old children of both sexes. CURIOUS (008), AGGRESSIVE (011), ANXIOUS (023), and NEAT (062) were named for boys only and INATTENTIVE (014), IMMATURE (020), OBEDIENT (027), and INTERESTED IN LEARNING (101) for girls only.

SHY (005) was the only characteristic named for six-year-old students that was observed in children of all reference grades. RESTLESS (001) and LOVING (003), in addition to SHY (005), were observed in first and third graders. EXPRESSIVE (007), SPONTANEOUS (015), and HYPERACTIVE (017), in addition to characteristics already mentioned, were observed in first graders; RESPONSIBLE (006) and ACTIVE (010) were noted in third graders.

RESTLESS (001), SHY (005), and HYPERACTIVE (017) were observed in boys of all reference grades. RESPONSIBLE (006), EXPRESSIVE (007), CURIOUS (008), ACTIVE (010), and ANXIOUS (023), in addition to characteristics already mentioned, were observed in first- and third-grade boys. Other behavioral characteristics named for six-year-old boys were AGGRESSIVE (011) and SPONTANEOUS (015), observed in first graders, and NEAT (062) in sixth graders. OBEDIENT (027), in addition to characteristics already mentioned, was observed in first- and third-grade girls; ACTIVE (010) was noted in third and sixth graders. Other behavioral characteristics named for six-year-old girls were IMITATOR (016), IMMATURE (020), and INTERESTED IN LEARNING (101), observed in first graders, and INATTENTIVE (014) in third graders.

c. Teachers with a master's degree named only RESTLESS (001), observed in first-grade boys, and RESPONSIBLE (006), noted in sixth-grade girls.

7. Findings based on the school area (see Table 4.14) are as follows:

a. Urban-area teachers named RESTLESS (001), TALKATIVE (002), SHY (005), RESPONSIBLE (006), INATTENTIVE (014), HYPERACTIVE (017), LOVABLE (031), and STUDIOUS (056) as common to six-year-old children of both sexes. CURIOUS (008), ACTIVE (010), AGGRESSIVE (011), and ANXIOUS (023) were named for boys only, whereas LOVING (003), OBEDIENT (027), and INTERESTED IN LEARNING (101) were cited for girls only.

Table 4.14.--Behavioral characteristics most commonly observed ($f \geq 2$) in six-year-old children, by reference grade and school area.

School Area	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Urban	I	1, 2, 5, 6, 8, 11, 14, 17, 23, 31, 56	1, 3, 5, 6, 14, 17, 27, 31, 56, 101
	III	1, 5, 6	1, 2, 6
	VI	1, 5, 10, 17	5
Rural	I	1, 3, 5, 7, 10, 20	1, 2, 3, 5, 7, 15, 16, 20
	III	1, 2, 3, 6, 7, 8, 10, 23	1, 2, 3, 5, 6,
	VI	7, 62	--

No behavioral characteristic named for six-year-old students was observed in children of all reference grades. RESTLESS (001) and RESPONSIBLE (006) were observed in first- and third-grade children, and SHY (005) was noted in first and sixth graders. INATTENTIVE (014), HYPERACTIVE (017), LOVABLE (056), and INTERESTED IN LEARNING (101), in addition to qualities already mentioned, were observed in first-grade children.

RESTLESS (001) and SHY (005) were observed in boys of all reference grades. HYPERACTIVE (017), in addition to RESTLESS (001) and SHY (005), was observed in first- and sixth-grade boys. Other behavioral characteristics named for six-year-old boys were TALKATIVE (002), CURIOUS (008), AGGRESSIVE (011), and ANXIOUS (023), which were observed in first graders, and ACTIVE (010) in sixth graders. Other behavioral characteristics named for six-year-old girls were LOVING (005), OBEDIENT (027), and INTERESTED IN LEARNING (101), observed in first graders, and TALKATIVE (002) in third graders.

b. Rural-area teachers named RESTLESS (001), TALKATIVE (002), LOVING (003), SHY (005), RESPONSIBLE (006), EXPRESSIVE (007), and IMMATURE (020) as common to six-year-old children of both sexes. ACTIVE (010), ANXIOUS (023), and NEAT (062) were named for boys only, and SPONTANEOUS (015) and IMITATOR (016) were mentioned for girls only.

No behavioral characteristic named for six-year-old students was observed in children of all reference grades. RESTLESS (001) and LOVING (003) were observed in first- and third-grade children. SHY (005), EXPRESSIVE (007), and IMMATURE (020), in addition to RESTLESS

(001) and LOVING (003), were observed in first graders, and TALKATIVE (002) and RESPONSIBLE (006) were noted in third graders.

EXPRESSIVE (007) was observed in boys of all reference grades. ACTIVE (010), in addition to characteristics already mentioned, was observed in first- and third-grade boys. The other behavioral characteristics named for six-year-old boys were CURIOUS (008) and ANXIOUS (023), observed in third graders, and NEAT (062) in sixth graders. TALKATIVE (002) and SHY (005), in addition to RESTLESS (001) and LOVING (003), were observed in first- and third-grade girls. Other behavioral characteristics named for six-year-old girls were SPONTANEOUS (015) and IMITATOR (016), observed in first graders.

Seven-Year-Old Students

1. Twenty-one behavioral characteristics were named at least twice for seven-year-old students (see Table 4.15).

2. Male teachers named only SOCIABLE (050) and WELL-BEHAVED (059) as common to seven-year-old students; these characteristics were observed in both boys and girls. Female teachers named 19 behavioral characteristics as common to seven-year-old children of both sexes (see Table 4.16). TALKATIVE (002), HYPERACTIVE (017), ANXIOUS (023), and QUARRELSOME (080) were named for boys only, whereas IMITATOR (016), CALM (024), OBEDIENT (027), STUDIOUS (056), and INTERESTED IN LEARNING (101) were noted for girls only.

3. Many of the behavioral characteristics named for seven-year-old students were observed in boys and/or girls of different elementary school grades (see Table 4.17).

Table 4.15.--Behavioral characteristics most commonly observed ($f \geq 2$)
in seven-year-old students.

Behavioral Characteristic	Code	Frequencies		Total
		Boys	Girls	
Restless	001	11	7	18
Cooperative	004	7	7	14
Loving	003	3	7	10
Complainer	018	2	3	5
Responsible	006	3	2	5
Attentive	040	3	2	5
Shy	005	3	1	4
Friendly	021	0	4	4
Inattentive	014	2	1	3
Sentimental	019	2	1	3
Extroverted	026	2	1	3
Respectful	009	1	2	3
Sociable	050	1	2	3
Sincere	025	3	0	3
Short attention span	079	3	0	3
Calm	024	0	3	3
Interested in learning	101	0	3	3
Aggressive	011	1	1	2
Spontaneous	015	1	1	2
Dependent	037	1	1	2
Well-behaved	055	1	1	2
Kind	059	1	1	2
Smart	067	1	1	2
Talkative	002	2	0	2
Expressive	007	2	0	2
Hyperactive	017	2	0	2
Anxious	023	2	0	2
Quarrelsome	080	2	0	2
Imitator	016	0	2	2
Obedient	027	0	2	2

Table 4.16.--Behavioral characteristics most commonly observed ($f \geq 2$)
by female teachers in seven-year-old students.

Behavioral Characteristic	Code	Boys	Girls
Restless	001	x	x
Loving	003	x	x
Cooperative	004	x	x
Shy	005	x	x
Responsible	006	x	x
Expressive	007	x	x
Respectful	009	x	x
Inattentive	014	x	x
Spontaneous	015	x	x
Complainer	018	x	x
Sentimental	019	x	x
Extroverted	026	x	x
Dependent	037	x	x
Attentive	040	x	x
Sociable	050	x	x
Well-behaved	055	x	x
Kind	059	x	x
Smart	067	x	x
Talkative	002	x	
Aggressive	011	x	
Hyperactive	017	x	
Anxious	023	x	
Sincere	025	x	
Short attention span	079	x	
Quarrelsome	080	x	
Imitator	016		x
Calm	024		x
Obedient	027		x
Studious	056		x
Interested in learning	101		x

Table 4.17.--Distribution of seven-year-old children's behavioral characteristics by grades in which they were observed.

Grades	Behavioral Characteristics	
	Boys	Girls
K	5, 7	1, 7, 16
I	1, 2, 3, 4, 5, 6, 7, 9, 11, 14, 15, 18, 19, 23, 25, 26, 40, 67	1, 2, 3, 4, 5, 6, 9, 11, 14, 15, 16, 19, 24, 26, 27, 40, 56
II	1, 2, 3, 4, 5, 6, 7, 15, 17, 18, 19, 23, 25, 37, 40, 50, 55, 59, 79, 80	1, 3, 4, 5, 6, 9, 14, 16, 18, 19, 21, 24, 37, 101
III	1, 3, 4, 5, 6, 7, 15, 17, 18, 23, 55, 80	1, 2, 3, 4, 5, 6, 7, 14, 16, 37, 67
IV	2, 3, 4, 5, 6, 7, 17, 18, 23, 25	2, 3, 4, 5, 6, 19
V	1, 2, 3, 4, 5, 6, 7, 14, 18, 59	2, 3, 4, 5, 6, 7, 19, 59
VI	2, 4, 5, 17, 50	17, 26
SP*	2, 4, 6, 14, 17	14, 50, 59

*Special programs (i.e., learning disabled and mentally retarded).

4. Findings based on teachers' age (see Table 4.18) are as follows:

a. Teachers 20 years of age or younger did not name any behavioral characteristics for seven-year-old students.

b. Teachers between 21 and 35 years old named RESTLESS (001), LOVING (003), COOPERATIVE (004), SHY (005), EXPRESSIVE (007), and SPONTANEOUS (015) as common to seven-year-old children of both sexes.

AGGRESSIVE (011), INATTENTIVE (014), HYPERACTIVE (017), and ANXIOUS (023) were named for boys only, and RESPONSIBLE (006), IMITATOR (016), CALM (024), and EXTROVERTED (026) for girls only.

Table 4.18.--Behavioral characteristics most commonly observed ($f \geq 2$) in seven-year-old students, by reference grade and teachers' age.

Teachers' Age	Reference Grades	Behavioral Characteristics	
		Boys	Girls
20 years or less	I	--	--
	III	--	--
	VI	--	--
21-35 years	I	1, 3, 4, 5, 7, 11, 14, 15, 17	1, 3, 4, 5, 6, 7, 15, 16, 24
	III	1, 4, 5, 15, 17, 23	2, 3, 4, 5, 6
	VI	2, 5, 17	2, 5, 26
36-45 years	I	1, 3, 4, 5, 6, 7, 19, 23, 40	1, 2, 3, 4, 16, 19, 50, 101
	III	1, 2, 3, 4, 7, 19, 79	1, 2, 3, 6, 19
	VI	2	
46-60 years	I	6, 9	1, 6, 9, 27, 40
	III	1, 4, 6	3, 4
	VI	--	--

SHY (005) was the only characteristic named for seven-year-old students that was observed in children of all reference grades.

COOPERATIVE (004), in addition to SHY (005), was observed in first and third graders. RESTLESS (001), LOVING (003), and EXPRESSIVE (007), in

addition to the characteristics already mentioned, were observed in first-grade children; TALKATIVE (002) was seen in sixth graders.

HYPERACTIVE (017), in addition to SHY (005), was observed in boys of all reference grades, and RESTLESS (001) and SPONTANEOUS (015) in first and third graders. Other behavioral characteristics named for seven-year-old boys were AGGRESSIVE (011) and INATTENTIVE (014), observed in first graders, and ANXIOUS (023) in third graders. LOVING (003) and RESPONSIBLE (005), in addition to SHY (005), were observed in first- and third-grade girls; TALKATIVE (002) was noted in third and sixth graders. Other behavioral characteristics named for seven-year-old girls were IMITATOR (016) and CALM (024), observed in first graders, and EXTROVERTED (026), observed in sixth graders.

c. Thirty-six to 45-year-old teachers named RESTLESS (001), TALKATIVE (002), LOVING (003), COOPERATIVE (004), RESPONSIBLE (006), and SENTIMENTAL (019) as common to seven-year-old children of both sexes. SHY (005), EXPRESSIVE (007), ANXIOUS (023), ATTENTIVE (040), and SHORT ATTENTION SPAN (079) were named for boys only; IMITATOR (016), SOCIABLE (050), and INTERESTED IN LEARNING (101) were mentioned for girls only.

None of the behavioral characteristics named for seven-year-old students was observed in children of all reference grades. RESTLESS (001), LOVING (003), and SENTIMENTAL (019) were observed in first and third graders. COOPERATIVE (004), in addition to the characteristics already mentioned, was observed in first graders and TALKATIVE (002) in third graders.

COOPERATIVE (004) and EXPRESSIVE (007), in addition to the qualities already mentioned, were observed in first- and third-grade boys. Other behavioral characteristics named for seven-year-old boys were SHY (005), RESPONSIBLE (006), ANXIOUS (023), and ATTENTIVE (040), observed in first graders, and SHORT ATTENTION SPAN (079), noted in third graders. TALKATIVE (002), in addition to RESTLESS (001), LOVING (003), and SENTIMENTAL (019), was observed in first- and third-grade girls. Other behavioral characteristics named for seven-year-old girls were IMITATOR (016), SOCIABLE (050), and INTERESTED IN LEARNING (101), observed in first graders, and RESPONSIBLE (006), seen in third graders.

d. Teachers between 46 and 60 years old named RESTLESS (001), COOPERATIVE (004), RESPONSIBLE (006), and RESPECTFUL (009) as common to seven-year-old children of both sexes. No behavioral characteristic was named for boys only. LOVING (003), OBEDIENT (027), and ATTENTIVE (040) were named for girls only.

None of the behavioral characteristics was observed in children of two or more reference grades. RESPONSIBLE (006) and RESPECTFUL (009) were observed in first graders and COOPERATIVE (004) in third graders. RESTLESS (001) was another characteristic named for seven-year-old boys; it was observed in third graders. Other behavioral characteristics named for seven-year-old girls were RESTLESS (001), OBEDIENT (027), and ATTENTIVE (040), observed in first graders, and LOVING (003), noted in third graders.

5. Findings based on teachers' experience in the elementary school program (see Table 4.19) are as follows:

Table 4.19.--Behavioral characteristics most commonly observed ($f \geq 2$) in seven-year-old students, by reference grade and teachers' experience.

Teachers' Experience	Reference Grades	Behavioral Characteristics	
		Boys	Girls
< 5 years	I	1, 4, 7	--
	III	4, 5, 23	1, 3, 4, 6
	VI	--	5, 26
5-10 years	I	1, 5, 23, 40	1, 3, 6, 15
	III	1	4, 5
	VI	2	--
11-20 years	I	1, 3, 4, 7, 11, 17, 79	1, 3, 4, 17, 21, 24
	III	1, 2, 3, 4, 6, 25, 50	1, 3, 4, 5, 6, 19, 101
	VI	2, 5, 7	--
> 20 years	I	1, 3, 6, 9, 14, 18	1, 3, 9, 16, 18, 27, 40, 56
	III	1, 6	3, 6
	VI	2	--

a. Teachers with five years or less in the elementary school program named RESTLESS (001), COOPERATIVE (004), and SHY (005) as common to seven-year-old children of both sexes. EXPRESSIVE (007) and ANXIOUS (023) were named for boys only, and LOVING (003), RESPONSIBLE (006), and EXTROVERTED (026) were cited for girls only.

None of the behavioral characteristics named for seven-year-old students was observed in children of two or more reference grades. COOPERATIVE (004) was observed in third graders of both sexes. COOPERATIVE (004) was observed in first- and third-grade boys. Other

behavioral characteristics named for seven-year-old boys were RESTLESS (001) and EXPRESSIVE (007), observed in first graders, and SHY (005) and ANXIOUS (023), seen in third graders. Other behavioral characteristics named for seven-year-old girls were RESTLESS (001), LOVING (003), and RESPONSIBLE (006), observed in third graders, and SHY (005) and EXTROVERTED (026) noted in sixth graders.

b. Teachers with five to ten years of experience named RESTLESS (001) and SHY (005) as common to seven-year-old children of both sexes. TALKATIVE (002), ANXIOUS (023), and ATTENTIVE (040) were named for boys only, whereas LOVING (003), COOPERATIVE (004), RESPONSIBLE (006), and SPONTANEOUS (015) were mentioned for girls only.

None of these behavioral characteristics was observed in children of two or more reference grades. RESTLESS (001) was observed in first-grade children. RESTLESS (001) was observed in first- and third-grade boys. Other behavioral characteristics named for seven-year-old boys were SHY (005), ANXIOUS (023), and ATTENTIVE (040), observed in first graders, and TALKATIVE (002), noted in sixth graders. Other behavioral characteristics named for seven-year-old girls were LOVING (003), RESPONSIBLE (006), and SPONTANEOUS (015), observed in first graders, and COOPERATIVE (004) and SHY (005), noted in third graders.

c. Teachers with 11 to 20 years of experience named RESTLESS (001), LOVING (003), COOPERATIVE (004), SHY (005), RESPONSIBLE (006), and HYPERACTIVE (017) as common to seven-year-old children of both sexes. EXPRESSIVE (007), AGGRESSIVE (011), SINCERE (025), SOCIABLE

(050), and SHORT ATTENTION SPAN (1979) were named for boys only, whereas SENTIMENTAL (019), FRIENDLY (021), CALM (024), and INTERESTED IN LEARNING (101) were mentioned for girls only.

None of the behavioral characteristics named for seven-year-old students was observed in children of all reference grades. RESTLESS (001), LOVING (003), and COOPERATIVE (004) were observed in first and third graders. HYPERACTIVE (017) was observed in first graders and RESPONSIBLE (006) in third graders. TALKATIVE (002) was observed in third- and sixth-grade boys and EXPRESSIVE (007) in first and sixth graders. Other behavioral characteristics named for seven-year-old boys were AGGRESSIVE (011) and SHORT ATTENTION SPAN (079), observed in first graders; SINCERE (025) and SOCIABLE (050) in third graders; and SHY (005) in sixth graders. Other behavioral characteristics named for seven-year-old girls were FRIENDLY (021) and CALM (024), observed in first graders, and SENTIMENTAL (019) and INTERESTED IN LEARNING (101) in third graders.

d. Teachers with 20 years or more of experience named RESTLESS (001), LOVING (003), RESPONSIBLE (006), RESPECTFUL (009), and COMPLAINER (018) as common to seven-year-old children of both sexes. TALKATIVE (002) and INATTENTIVE (014) were named for boys only; IMITATOR (016), OBEDIENT (027), ATTENTIVE (040), and STUDIOUS (056) were named for girls only.

None of these behavioral characteristics was observed in children of two or more reference grades. RESTLESS (001), LOVING (003), RESPECTFUL (009), and COMPLAINER (018) were observed in first-grade

children, and RESPONSIBLE (006) was seen in third graders. RESTLESS (001) and RESPONSIBLE (006) were observed in first-grade boys. Other behavioral characteristics named for boys were INATTENTIVE (014), observed in first graders, and TALKATIVE (002) in sixth graders. LOVING (003) was observed in first- and third-grade girls. Other behavioral characteristics named for seven-year-old girls were IMITATOR (016), OBEDIENT (027), ATTENTIVE (040), and STUDIOUS (056), which were observed in first graders, and RESPONSIBLE (006), which was noted in third graders.

6. Findings based on teachers' academic (college) level (see Table 4.20) are as follows:

a. Teachers with less than a B.A. degree named COOPERATIVE (004), RESPONSIBLE (006), and RESPECTFUL (009) as common to seven-year-old children of both sexes. RESTLESS (001) and TALKATIVE (002) were named for boys only, and STUDIOUS (056) was mentioned for girls only.

None of these behavioral characteristics was observed in children of two or more reference grades. COOPERATIVE (004), RESPONSIBLE (006), and RESPECTFUL (009) were observed in first-grade children. Other behavioral characteristics named for seven-year-old boys were RESTLESS (001) and TALKATIVE (002), which were observed in first graders. STUDIOUS (056) was another characteristic named for seven-year-old girls; it was observed in first graders.

b. Teachers with a B.A. degree named the following behavioral characteristics as common to seven-year-old children of both sexes: RESTLESS (001), TALKATIVE (002), LOVING (003), COOPERATIVE (004), SHY

(005), EXPRESSIVE (007), INATTENTIVE (014), SPONTANEOUS (015), COMPLAINER (018), SENTIMENTAL (019), EXTROVERTED (026), and ATTENTIVE (040). AGGRESSIVE (011), HYPERACTIVE (017), ANXIOUS (023), SOCIABLE (050), SHORT ATTENTION SPAN (079), and QUARRELSOME (080) were named for boys only, whereas RESPECTFUL (009), IMITATOR (017), FRIENDLY (021), CALM (024), OBEDIENT (027), and INTERESTED IN LEARNING (101) were mentioned for girls only.

Table 4.20.--Behavioral characteristics most commonly observed ($f \geq 2$) in seven-year-old students, by reference grade and teachers' college level.

College Level	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Less than B.A.	I	1, 2, 4, 6, 9	4, 6, 9, 56
	III	--	--
	VI	--	--
B.A.	I	1, 3, 4, 5, 6, 7, 11, 14, 15, 17, 19, 23, 26, 40, 79, 80	1, 2, 3, 4, 5, 7, 9, 15, 16, 18, 19, 21, 24, 25, 27, 40, 101
	III	1, 2, 3, 4, 5, 6, 7, 17, 18, 19, 23, 25, 50	1, 3, 4, 5, 6, 14, 19, 24
	VI	1, 2, 4, 5, 17	5, 26
Master's degree	I	1	--
	III	--	--
	VI	--	6

SHY (005) was the only characteristic named for seven-year-old students that was observed in children of all reference grades.

RESTLESS (001), LOVING (003), COOPERATIVE (004), and SENTIMENTAL (019), in addition to SHY (005), were observed in first and third graders. EXPRESSIVE (007), SPONTANEOUS (015), and ATTENTIVE (040), in addition to the characteristics already mentioned, were observed in first graders, and RESPONSIBLE (006) was seen in third graders.

RESTLESS (001), COOPERATIVE (004), and HYPERACTIVE (017), in addition to SHY (005), were observed in boys of all reference grades. RESPONSIBLE (006), EXPRESSIVE (007), and ANXIOUS (023), in addition to the characteristics already mentioned, were observed in first- and third-grade boys, and TALKATIVE (002) was seen in third and sixth graders. Other behavioral characteristics named for seven-year-old boys were INATTENTIVE (014), SHORT ATTENTION SPAN (079), and QUARRELSOME (080), observed in first graders, and SINCERE (025) and SOCIABLE (050), noted in third graders.

In addition to characteristics already mentioned, CALM (024) was observed in first- and third-grade girls. Other behavioral characteristics named for seven-year-old girls were TALKATIVE (002), RESPECTFUL (009), IMITATOR (016), COMPLAINER (018), FRIENDLY (021), SINCERE (025), OBEDIENT (027), and INTERESTED IN LEARNING (101), which were observed in first graders; INATTENTIVE (014) in third graders; and EXTROVERTED (026) in sixth graders.

c. Teachers with a master's degree named only the characteristics RESTLESS (001), which was observed in first-grade boys, and RESPONSIBLE (006), observed in sixth-grade girls.

7. Findings based on school area (see Table 4.21) are as follows:

a. Urban-area teachers named the following behavioral characteristics as common to seven-year-old children of both sexes: RESTLESS (001), TALKATIVE (002), LOVING (003), COOPERATIVE (004), SHY (005), RESPONSIBLE (006), RESPECTFUL (009), INATTENTIVE (014), HYPERACTIVE (017), SENTIMENTAL (019), and CALM (024).

Table 4.21.--Behavioral characteristics most commonly observed ($f \geq 2$) in seven-year-old students, by reference grade and school area.

School Area	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Urban	I	1, 2, 3, 4, 5, 6, 9, 11, 14, 15, 17, 23, 40, 79, 101	1, 3, 4, 5, 6, 9, 14, 17, 19, 21, 24, 27, 28, 40, 56,
	III	1, 4, 5, 6, 19, 24	1, 2, 4, 6, 19
	VI	1, 2, 5, 17	5
Rural	I	1, 3, 4, 5, 7, 18, 40, 80	1, 3, 4, 5, 7, 15, 16, 18, 50, 67
	III	1, 2, 3, 4, 6, 7, 23, 25	1, 3, 4, 5, 6, 14, 19
	VI	2, 4, 7	26

AGGRESSIVE (011), SPONTANEOUS (015), ANXIOUS (023), SHORT ATTENTION SPAN (079), and INTERESTED IN LEARNING (101) were named for boys only, whereas FRIENDLY (021), OBEDIENT (027), and STUDIOUS (056) were mentioned for girls only.

None of these behavioral characteristics was observed in children of all reference grades. RESTLESS (001), COOPERATIVE (004), and RESPONSIBLE (006) were observed in first- and third-grade children, and SHY (005) in first and sixth graders. LOVING (003), RESPECTFUL (009), INATTENTIVE (014), HYPERACTIVE (017), and ATTENTIVE (040) were observed in first-grade children, and SENTIMENTAL (019) in third graders.

RESTLESS (001) and SHY (005) were observed in boys of all reference grades. TALKATIVE (002) and HYPERACTIVE (017) were observed in first and sixth graders. Other behavioral characteristics named for seven-year-old boys were AGGRESSIVE (011), SPONTANEOUS (015), ANXIOUS (023), SHORT ATTENTION SPAN (079), and INTERESTED IN LEARNING (101), observed in first graders, and CALM (024) in third graders. SENTIMENTAL (019), in addition to characteristics already mentioned, was observed in first- and third-grade girls. Other behavioral characteristics named for seven-year-old girls were FRIENDLY (021), CALM (024), OBEDIENT (027), and STUDIOUS (056), observed in first graders, and TALKATIVE (002) in third graders.

b. Rural-area teachers named RESTLESS (001), LOVING (003), COOPERATIVE (004), SHY (005), RESPONSIBLE (006), EXPRESSIVE (007), and COMPLAINER (018) as common to seven-year-old children of both sexes. TALKATIVE (002), ANXIOUS (023), SINCERE (025), ATTENTIVE (040), and QUARRELSOME (080) were named for boys only; INATTENTIVE (014), SPONTANEOUS (015), IMITATOR (016), SENTIMENTAL (019), SOCIABLE (050), and SMART (067) were cited for girls only.

None of the behavioral characteristics named for seven-year-old students was observed in children of all reference grades. RESTLESS (001), LOVING (003), and COOPERATIVE (004) were observed in first and third graders. SHY (005), EXPRESSIVE (007), and COMPLAINER (018) were observed in first graders, and RESPONSIBLE (006) was seen in third graders.

COOPERATIVE (004) and EXPRESSIVE (007) were observed in boys of all reference grades. TALKATIVE (002) was observed in third and sixth graders. Other behavioral characteristics named for seven-year-old boys were ATTENTIVE (040) and QUARRELSOME (080), observed in first graders, and RESPONSIBLE (006), ANXIOUS (023), and SINCERE (025) in third graders. In addition to the characteristics already mentioned, SHY (005) was observed in first- and third-grade girls. Other behavioral characteristics named for seven-year-old girls were SPONTANEOUS (015), IMITATOR (016), COMPLAINER (018), SOCIABLE (050), and SMART (067), observed in first graders; INATTENTIVE (014) and SENTIMENTAL (019), seen in third graders; and EXTROVERTED (026), observed in sixth graders.

Eight-Year-Old Students

1. Twenty-eight behavioral characteristics were named at least twice for eight-year-old students (see Table 4.22).

2. Male teachers named only the characteristic PASSIVE (045) as common to eight-year-old students. Female teachers named ten behavioral characteristics as common to eight-year-old children of both sexes. In addition, they cited nine characteristics for boys only and five for girls only (see Table 4.23).

Table 4.22.--Behavioral characteristics most commonly observed ($f \geq 2$)
in eight-year-old students.

Behavioral Characteristic	Code	Frequencies		Total
		Boys	Girls	
Restless	001	9	7	16
Loving	003	3	5	8
Friendly	021	0	6	6
Cooperative	004	3	2	5
Responsible	006	2	3	5
Expressive	007	3	2	5
Shy	005	2	2	4
Curious	008	2	2	4
Inattentive	014	2	1	3
Generous	041	2	1	3
Aggressive	011	3	0	3
Not interested in school	034	3	0	3
Active	010	1	1	2
Sentimental	019	1	1	2
Lovable	031	1	1	2
Unstable	039	1	1	2
Passive	045	1	1	2
Honest	054	1	1	2
Playful	012	2	0	2
Impulsive	030	2	0	2
Sociable	050	2	0	2
Talkative	002	0	2	2
Respectful	009	0	2	2
Imitator	016	0	2	2
Complainer	018	0	2	2
Obedient	027	0	2	2
Docile	066	0	2	2

Table 4.23.--Behavioral characteristics most commonly observed ($f \geq 2$)
by female teachers in eight-year-old students.

Behavioral Characteristic	Code	Boys	Girls
Restless	001	x	x
Talkative	002	x	x
Loving	003	x	x
Cooperative	004	x	x
Responsible	006	x	x
Expressive	007	x	x
Curious	008	x	x
Unstable	039	x	x
Honest	054	x	x
Shy	005	x	x
Active	010	x	
Aggressive	011	x	
Playful	012	x	
Impulsive	030	x	
Lovable	031	x	
Not interested in school	034	x	
Sociable	050	x	
Withdrawn	082	x	
Friendly	021		x
Respectful	009		x
Complainer	018		x
Sentimental	019		x
Obedient	027		x

3. Many behavioral characteristics named for eight-year-old children were observed in children of different elementary school grades (see Table 4.24).

Table 4.24.--Distribution of eight-year-old children's behavioral characteristics, by grades in which they were observed.

Grades	Behavioral Characteristics	
	Boys	Girls
K	5, 7, 10, 45	1, 7, 9, 10, 16, 21
I	1, 3, 4, 5, 6, 7, 8, 10, 11, 19	1, 3, 5, 6, 7, 10, 16, 19, 21, 39
II	1, 3, 4, 5, 6, 7, 8, 11, 19, 30, 34, 39, 45, 82	1, 2, 3, 4, 5, 6, 16, 19, 21, 27, 30, 31
III	1, 3, 4, 5, 6, 7, 9, 11, 12, 14, 31, 41, 54	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 16, 18, 21, 31, 54
IV	1, 3, 4, 5, 6, 7, 8, 34	3, 4, 5, 6, 8, 9, 10, 19
V	1, 3, 4, 5, 6, 7, 8, 34	3, 4, 5, 6, 7, 9, 10, 19, 21, 30
VI	4, 5, 11, 50	21, 66
SP*	4, 6, 9, 11, 82	50

*Special program (i.e., learning disabled and mentally retarded).

4. Findings based on teachers' age (see Table 4.25) are as follows:

a. Teachers 20 and under named only the characteristic **AGGRESSIVE (011)** for eight-year-old students of both sexes; it was observed in sixth-grade boys.

b. Teachers between 21 and 35 named **RESTLESS (001)**, **LOVING (003)**, **COOPERATIVE (004)**, **SHY (005)**, **EXPRESSIVE (007)**, **CURIOUS (008)**, and **ACTIVE (010)** as common to eight-year-old children of both sexes.

AGGRESSIVE (011), PLAYFUL (012), and INATTENTIVE (014) were named for boys only, and RESPONSIBLE (006) for girls only.

Table 4.25.--Behavioral characteristics most commonly observed ($f \geq 2$) in eight-year-old students, by reference grade and teachers' age.

Teachers' Age	Reference Grades	Behavioral Characteristics	
		Boys	Girls
20 years or less	I	--	--
	III	--	--
	VI	11	--
21-35 years	I	1, 3, 4, 5, 7, 8, 10	1, 3, 34, 5, 6, 7, 10, 16, 45
	III	1, 4, 5, 8, 11, 12, 14	3, 4, 5, 6, 8, 10, 21
	VI	5, 11	5
36-45 years	I	1, 3, 4, 5, 6, 7, 19	1, 3, 4, 16, 19, 27, 50
	III	1, 3, 4, 7, 10, 19, 41	1, 3, 6, 9, 19, 21
	VI	2	--
46-60 years	I	11	--
	III	1, 4, 6, 8, 11, 14, 34	2, 3, 4, 66
	VI	--	--

SHY (005) was the only characteristic named for eight-year-old students that was observed in children of all reference grades.

COOPERATIVE (004), in addition to SHY (005), was observed in first and third graders. RESTLESS (001), LOVING (003), EXPRESSIVE (007), and ACTIVE (010), in addition to characteristics already mentioned, were observed in first graders; CURIOUS (008) was seen in third graders.

AGGRESSIVE (011) was observed in third- and sixth-grade boys. The other behavioral characteristics named for eight-year-old boys were PLAYFUL (012) and INATTENTIVE (014), observed in third graders. COOPERATIVE (004), RESPONSIBLE (006), and ACTIVE (010), in addition to LOVING (003) and SHY (005), were observed in first- and third-grade girls. The other behavioral characteristics named for eight-year-old girls were IMITATOR (016) and PASSIVE (045), observed in first graders, and FRIENDLY (021) in third graders.

c. Teachers between 36 and 45 years old named RESTLESS (001), LOVING (003), COOPERATIVE (004), RESPONSIBLE (006), and SENTIMENTAL (019) as common to eight-year-old children of both sexes. TALKATIVE (002), SHY (005), EXPRESSIVE (007), and GENEROUS (041) were named for boys only; RESPECTFUL (009), IMITATOR (016), FRIENDLY (021), OBEDIENT (027), LOVABLE (031), and SOCIABLE (050) were mentioned for girls only.

None of the behavioral characteristics named for eight-year-old students was observed in boys and/or girls of all reference grades. RESTLESS (001), LOVING (003), and SENTIMENTAL (019) were observed in first and third graders. COOPERATIVE (004), in addition to characteristics already mentioned, was observed in first graders. COOPERATIVE (004) and EXPRESSIVE (007), in addition to RESTLESS (001), LOVING (003), and SENTIMENTAL (019), were observed in first- and third-grade boys. Other behavioral characteristics named for eight-year-old boys were RESPONSIBLE (006), observed in first graders, ACTIVE (010) and GENEROUS (041) in third graders, and TALKATIVE (002) in sixth graders. Other behavioral characteristics named for eight-year-old girls were

IMITATOR (016), OBEDIENT (027), and SOCIABLE (050), observed in first graders, and RESPONSIBLE (006), RESPECTFUL (009), FRIENDLY (021), and LOVABLE (031) in third graders.

d. Forty-six to 60-year-old teachers named COOPERATIVE (041) as common to eight-year-old children of both sexes. RESTLESS (001), RESPONSIBLE (006), CURIOUS (008), AGGRESSIVE (011), INATTENTIVE (014), and NOT INTERESTED IN SCHOOL (034) were named for boys only, whereas TALKATIVE (002), LOVING (003), and DOCILE (066) were mentioned for girls only.

None of the behavioral characteristics was observed in children of two or more reference grades. COOPERATIVE (004) was observed in third graders. AGGRESSIVE (011) was observed in first- and third-grade boys. Other behavioral characteristics named for eight-year-old boys were RESTLESS (001), RESPONSIBLE (006), CURIOUS (008), INATTENTIVE (014), and NOT INTERESTED IN SCHOOL (034), observed in third graders. Other behavioral characteristics named for eight-year-old girls were TALKATIVE (002), LOVING (003), and DOCILE (066), observed in third graders.

5. Findings based on teachers' experience in the elementary school (see Table 4.26) are as follows:

a. Teachers with five years or less at the elementary school level named RESTLESS (001), COOPERATIVE (004), SHY (005), and CURIOUS (008) as common to eight-year-old children of both sexes. EXPRESSIVE (007), ACTIVE (010), AGGRESSIVE (011), and COMPULSIVE (030) were named

for boys only; LOVING (003) and RESPONSIBLE (006) were mentioned for girls only.

Table 4.26.--Behavioral characteristics most commonly observed ($f \geq 2$) in eight-year-old students, by reference grade and teachers' experience.

Teachers' Experience	Reference Grades	Behavioral Characteristics	
		Boys	Girls
< 5 years	I	1, 4, 7, 10	--
	III	4, 5, 8, 11	1, 3, 4, 6, 8
	VI	11, 30	5
5-10 years	I	1, 5, 8, 10	1, 3, 6
	III	1, 11	4, 5
	VI	2	--
11-20 years	I	1, 3, 4, 7	1, 3, 4
	III	1, 3, 4, 6, 8, 9, 10, 11, 12, 14	1, 2, 3, 4, 5, 6, 9, 18, 19, 21, 31
	VI	2	--
> 20 years	I	1, 3, 11	1, 3, 16, 27
	III	1, 6	2, 3, 21
	VI	2	--

None of the behavioral characteristics named for eight-year-old students was observed in children of two or more reference grades. COOPERATIVE (004) and CURIOUS (008) were observed in third graders. COOPERATIVE (004) was observed in first- and third-grade boys and AGGRESSIVE (011) in third and sixth graders. Other behavioral characteristics named for eight-year-old boys were RESTLESS (001), EXPRESSIVE (007), and ACTIVE (010), observed in first graders, SHY

(005) and CURIOUS (008) in third graders, and COMPULSIVE (030) in sixth graders. Other behavioral characteristics named for eight-year-old girls were RESTLESS (001), LOVING (003), and RESPONSIBLE (006), observed in third graders, and SHY (005) in sixth graders.

b. Teachers with five to ten years of experience named RESTLESS (001) and SHY (005) as common to eight-year-old children of both sexes. TALKATIVE (002), CURIOUS (008), ACTIVE (010), and AGGRESSIVE (011) were named for boys only, and LOVING (003), COOPERATIVE (004), and RESPONSIBLE (006) for girls only.

None of the behavioral characteristics was observed in children of two or more reference grades. RESTLESS (001) was observed in first graders. Other behavioral characteristics named for eight-year-old boys were SHY (005), CURIOUS (008), and ACTIVE (010), observed in first graders, AGGRESSIVE (011) in third graders, and TALKATIVE (002) in sixth graders. LOVING (003) and RESPONSIBLE (006), observed in first graders, and COOPERATIVE (004) and SHY (005) in third graders were the other behavioral characteristics named for eight-year-old girls.

c. Teachers with 11 to 20 years of experience named RESTLESS (001), TALKATIVE (002), LOVING (003), COOPERATIVE (004), and RESPECTFUL (009) as common to eight-year-old children of both sexes. EXPRESSIVE (007), CURIOUS (008), ACTIVE (010), AGGRESSIVE (011), PLAYFUL (012), INATTENTIVE (014), and SOCIABLE (050) were named for boys only, whereas SHY (005), COMPLAINER (018), SENTIMENTAL (019), FRIENDLY (021), and LOVABLE (031) were cited for girls only.

None of the behavioral characteristics named for eight-year-old students was observed in children of all reference grades. RESTLESS (001), LOVING (003), and COOPERATIVE (004) were observed in first and third graders. RESPONSIBLE (006) and RESPECTFUL (009) were other characteristics observed in third graders.

Other behavioral characteristics named for eight-year-old boys were EXPRESSIVE (007), observed in first graders; CURIOUS (008), ACTIVE (010), AGGRESSIVE (011), PLAYFUL (012), INATTENTIVE (014), and SOCIABLE (005) in third graders; and TALKATIVE (002) in sixth graders. TALKATIVE (002), SHY (005), COMPLAINER (018), SENTIMENTAL (019), FRIENDLY (021), and LOVABLE (031) were the other behavioral characteristics named for eight-year-old girls; they were observed in third graders.

d. Teachers with 20 years or more at the elementary school level named RESTLESS (001), TALKATIVE (002), and LOVING (003) as common to eight-year-old children of both sexes. RESPONSIBLE (006) and AGGRESSIVE (011) were named for boys only, whereas IMITATOR (016), FRIENDLY (021), and OBEDIENT (027) were mentioned for girls only.

None of the behavioral characteristics was observed in children of two or more reference grades. RESTLESS (001) and LOVING (003) were observed in first grade children of both sexes. RESTLESS (001) was observed in first- and third-grade boys. Other behavioral characteristics named for eight-year-old boys were AGGRESSIVE (011), observed in first graders, RESPONSIBLE (006) in third graders, and TALKATIVE (002) in sixth graders. LOVING (003) was observed in first- and third-grade girls. Other behavioral characteristics named for eight-year-old girls

were IMITATOR (016) and OBEDIENT (027), observed in first graders, and TALKATIVE (002) and FRIENDLY (021) in third graders.

6. Findings based on teachers' academic (college) level (see Table 4.27) are as follows:

a. Teachers with less than a B.A. degree named COOPERATIVE (004) as common to eight-year-old children of both sexes. RESTLESS (001) and TALKATIVE (002) were named for boys only; no behavioral characteristic was named for girls only.

Table 4.27.--Behavioral characteristics most commonly observed ($f \geq 2$) in eight-year-old students, by reference grade and teachers' college level.

College Level	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Less than B.A.	I	1, 2, 4	4
	III	--	--
	VI	--	--
B.A.	I	1, 3, 4, 5, 6, 7, 8, 10, 19	1, 3, 4, 5, 6, 7, 16, 19, 45
	III	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 19, 30, 34, 50	1, 2, 3, 4, 5, 6, 8, 9, 10, 18, 19, 21, 27
	VI	1, 4, 5, 11, 30, 34	5, 10, 21
Master's degree	I	1	--
	III	--	--
	VI	--	6

No behavioral characteristic named for eight-year-old students was observed in children of two or more reference grades. COOPERATIVE (004) was observed in first graders of both sexes. RESTLESS (001) and TALKATIVE (002), observed in first graders, were the other characteristics named for eight-year-old boys. No other characteristic was named for eight-year-old girls.

b. Teachers with a B.A. degree named RESTLESS (001), LOVING (003), COOPERATIVE (007), CURIOUS (008), ACTIVE (010), and SENTIMENTAL (019) as common to eight-year-old children of both sexes. AGGRESSIVE (011), PLAYFUL (012), INATTENTIVE (014), COMPULSIVE (030), NOT INTERESTED IN SCHOOL (034), and SOCIABLE (050) were named for boys only; IMITATOR (016), COMPLAINER (018), FRIENDLY (021), OBEDIENT (027), and PASSIVE (045) were cited for girls only.

SHY (005) was the only characteristic named for eight-year-old students that was observed in boys and girls of all reference grades. RESTLESS (001), LOVING (003), COOPERATIVE (004), and SENTIMENTAL (019), in addition to SHY (005), were observed in first and third graders. EXPRESSIVE (007) was also observed in first-grade children, and RESPONSIBLE (006), CURIOUS (008), RESPECTFUL (009), and ACTIVE (010) were noted in third graders.

RESTLESS (001) and COOPERATIVE (004), in addition to SHY (005), were observed in boys of all reference grades. RESPONSIBLE (006), EXPRESSIVE (007), CURIOUS (008), and ACTIVE (010) were other characteristics seen in first- and third-grade boys; AGGRESSIVE (011), COMPULSIVE (030), and NOT INTERESTED IN SCHOOL (034) were observed in third and

sixth graders. Other behavioral characteristics named for eight-year-old boys were PLAYFUL (012), INATTENTIVE (014), and SOCIABLE (050); they were observed in third graders.

ACTIVE (010) and FRIENDLY (021), in addition to SHY (005), were observed in third and sixth-grade girls. Other behavioral characteristics named for eight-year-old girls were IMITATOR (016) and PASSIVE (045), observed in first graders, and COMPLAINER (018) and OBEDIENT (027) in third graders.

c. Master's degree teachers named only two characteristics for eight-year-old students: RESTLESS (011), observed in first-grade boys, and RESPONSIBLE (006) in sixth-grade girls.

7. Findings based on school area (see Table 4.28) are as follows:

a. Teachers working in urban areas named RESTLESS (001), COOPERATIVE (004), SHY (005), RESPONSIBLE (006), and SENTIMENTAL (019) as common to eight-year-old children of both sexes. CURIOUS (008), RESPECTFUL (009), AGGRESSIVE (011), PLAYFUL (012), INATTENTIVE (014), COMPULSIVE (030), and NOT INTERESTED IN SCHOOL (034) were named for boys only, whereas TALKATIVE (002), COMPLAINER (018), FRIENDLY (021), and OBEDIENT (027) were mentioned for girls only.

None of the behavioral characteristics named was observed in children of all reference grades. RESTLESS (001), COOPERATIVE (004), and RESPONSIBLE (006) were observed in first and third graders, whereas SHY (005) was observed in first and sixth graders.

Table 4.28.--Behavioral characteristics most commonly observed ($f \geq 2$) in eight-year-old students, by reference grade and school area.

School Area	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Urban	I	1, 4, 5, 6, 8	1, 3, 4, 5, 6, 19
	III	1, 4, 5, 6, 9, 11, 12, 14, 19, 34	1, 2, 3, 4, 6, 18, 19, 21, 27
	VI	1, 5, 10, 11, 30	5
Rural	I	1, 3, 4, 5, 7, 10	1, 3, 4, 5, 7, 16, 50
	III	1, 3, 4, 6, 7, 8, 10, 11, 41	3, 4, 5, 6, 9, 18, 19, 21, 31, 54
	VI	4, 7, 11	--

RESTLESS (001) and SHY (005) were observed in boys of all reference grades, and AGGRESSIVE (011) was observed in third and sixth graders. Other behavioral characteristics named for eight-year-old boys were CURIOUS (008), observed in first graders; RESPECTFUL (009), PLAYFUL (012), INATTENTIVE (014), SENTIMENTAL (019), and NOT INTERESTED IN SCHOOL (034) in third graders; and ACTIVE (010) and COMPULSIVE (030) in sixth graders.

LOVING (003) and SENTIMENTAL (019) were characteristics also observed in first- and third-grade girls. Other behavioral characteristics named for girls were COMPLAINER (018), FRIENDLY (021), and OBEDIENT (027), which were observed in third graders.

b. Rural-area teachers named RESTLESS (001), LOVING (003), COOPERATIVE (004), SHY (005), RESPONSIBLE (006), and EXPRESSIVE (007)

as common to eight-year-old children of both sexes. ACTIVE (010), AGGRESSIVE (011), and GENEROUS (041) were named for boys only, whereas RESPECTFUL (009), IMITATOR (016), SENTIMENTAL (019), FRIENDLY (021), LOVABLE (031), and HONEST (054) were mentioned for girls only.

None of the behavioral characteristics was observed in children of all reference grades. LOVING (003) and COOPERATIVE (004) were observed in first and third graders. RESTLESS (001), SHY (005), and EXPRESSIVE (007) were other characteristics observed in first graders and RESPONSIBLE (006) in third graders.

COOPERATIVE (004) and EXPRESSIVE (007) were observed in boys of all reference grades; ACTIVE (010) was another characteristic observed in first- and third-grade boys, and AGGRESSIVE (011) in third and sixth graders. PASSIVE (045) was another characteristic named for boys and was observed in third graders. SHY (005), in addition to LOVING (003) and COOPERATIVE (004), was observed in first- and third-grade girls. Other behavioral characteristics named for girls were IMITATOR (016) and SOCIABLE (050), observed in first graders; and RESPECTFUL (009), COMPLAINER (018), SENTIMENTAL (019), FRIENDLY (021), LOVABLE (031), and HONEST (054) in third graders.

Nine-Year-Old Students

1. Twenty-three behavioral characteristics were named at least twice for nine-year-old students (see Table 4.29).

Table 4.29.--Behavioral characteristics most commonly observed ($f \geq 2$) in nine-year-old students.

Behavioral Characteristic	Code	Frequencies		Total
		Boys	Girls	
Restless	001	9	1	10
Cooperative	004	4	4	8
Loving	003	3	4	7
Shy	005	2	4	6
Talkative	002	4	2	6
Active	010	3	2	5
Calm	024	3	2	5
Responsible	006	0	5	5
Curious	008	2	2	4
Respectful	009	2	2	4
Sentimental	019	2	2	4
Interested in opposite sex	013	1	3	4
Aggressive	011	4	0	4
Quarrelsome	080	2	1	3
Inattentive	014	1	2	3
Competitive	083	1	2	3
Complainer	018	3	0	3
Spontaneous	015	1	1	2
Insecure	022	1	1	2
Anxious	023	1	1	2
Humanitarian	053	1	1	2
Cheerful	032	2	0	2
Not interested in school	034	2	0	2

2. RESTLESS (001) and INTERESTED IN THE OPPOSITE SEX (013) were named by male teachers as common to nine-year-old boys; RESPONSIBLE (006) was mentioned for girls. Female teachers named 18 behavioral characteristics as common to nine-year-old girls (see Table 4.30). AGGRESSIVE (011), COMPLAINER (018), ANXIOUS (023), and NOT INTERESTED IN SCHOOL (034) were named for boys only, whereas RESPONSIBLE was noted for girls only.

Table 4.30.--Behavioral characteristics most commonly observed ($f \geq 2$)
by female teachers in nine-year-old students.

Behavioral Characteristic	Code	Boys	Girls
Restless	001	x	x
Talkative	002	x	x
Loving	003	x	x
Cooperative	004	x	x
Shy	005	x	x
Curious	008	x	x
Respectful	009	x	x
Active	010	x	x
Interested in opposite sex	013	x	x
Inattentive	014	x	x
Spontaneous	015	x	x
Sentimental	019	x	x
Insecure	022	x	x
Calm	024	x	x
Cheerful	032	x	x
Humanitarian	053	x	x
Quarrelsome	080	x	x
Competitive	083	x	x
Aggressive	011	x	
Complainer	018	x	
Anxious	023	x	
Not interested in school	034	x	
Responsible	006		x

3. Many behavioral characteristics named for nine-year-old students were observed in boys and/or girls of different elementary school grades (see Table 4.31).

Table 4.31.--Distribution of nine-year-old children's behavioral characteristics by grades in which they were observed.

Grades	Behavioral Characteristics	
	Boys	Girls
K	5, 10	1, 9, 10
I	1, 2, 3, 4, 5, 8, 10, 11, 13, 14, 15, 19, 22, 23, 24, 32, 34	1, 2, 3, 4, 6, 10, 11, 14, 15, 19, 22, 24
II	1, 2, 3, 4, 5, 6, 11, 15, 23, 24, 50	1, 3, 4, 5, 6, 14, 19, 24
III	1, 3, 4, 5, 8, 9, 10, 11, 14, 15, 23, 53	1, 2, 3, 4, 5, 6, 9, 10, 13, 14, 23, 53
IV	1, 2, 3, 4, 5, 6, 8, 13, 18, 23, 32, 34, 80	2, 3, 4, 5, 6, 8, 9, 10, 13, 14, 19, 22, 80, 83
V	1, 2, 3, 4, 5, 8, 14	2, 3, 4, 5, 6, 9, 10, 13, 19
VI	2, 4, 5, 11, 13, 83	2, 13, 22
SP*	2, 4, 9, 11, 14, 34	14, 24

*Special program (i.e., learning disabled and mentally retarded).

4. Findings based on teachers' age (see Table 4.32) are as follows:

a. Teachers 20 years or younger named only AGGRESSIVE (011) as common to nine-year-old students. AGGRESSIVE (011) was observed in sixth-grade boys.

b. Teachers between 21 and 35 years old named RESTLESS (001), TALKATIVE (002), LOVING (003), COOPERATIVE (004), SHY (005), CURIOUS

(008), ACTIVE (010), INATTENTIVE (014), SPONTANEOUS (015), and ANXIOUS (023) as common to nine-year-old boys and girls. AGGRESSIVE (011), INTERESTED IN THE OPPOSITE SEX (013), CHEERFUL (032), and NOT INTERESTED IN SCHOOL (034) were named for boys only, whereas RESPONSIBLE (066), CALM (024), and HUMANITARIAN (053) were cited for girls only.

Table 4.32.--Behavioral characteristics most commonly observed ($f \geq 2$) in nine-year-old students, by reference grade and teachers' age.

Teachers' Age	Reference Grades	Behavioral Characteristics	
		Boys	Girls
20 years or less	I	--	--
	III	--	--
	VI	11	--
21-35 years	I	1, 3, 4, 8, 10, 14, 15	1, 3, 4, 5, 6, 10, 15, 24
	III	1, 4, 5, 8, 11, 14, 15, 23, 32, 34	2, 3, 4, 5, 6, 8, 10, 14, 23, 53
	VI	2, 5, 11, 13	--
36-45 years	I	1, 3, 4, 5, 19, 23	1, 2, 3, 4, 19
	III	1, 2, 3, 4, 10, 19	1, 2, 3, 6, 9, 19, 32
	VI	2	--
46-60 years	I	--	--
	III	1, 4, 8, 11, 18, 80	3, 4, 13, 80, 33
	VI	--	--

No behavioral characteristic named was observed in children of all reference grades. COOPERATIVE (004) and SHY (005) were observed in first and third graders; RESTLESS (011), LOVING (003), ACTIVE (010), and SPONTANEOUS (015) were other characteristics observed in first-grade children, and CURIOUS (008), INATTENTIVE (014), and ANXIOUS (023) were seen in third graders.

SHY (003) was observed in boys of all reference grades. RESTLESS (001), CURIOUS (008), INATTENTIVE (014), and SPONTANEOUS (015), in addition to SHY (005), were observed in first and third graders and AGGRESSIVE (011) in third and sixth graders. Other behavioral characteristics named for boys were CHEERFUL (032) and NOT INTERESTED IN SCHOOL (034), observed in third graders, and TALKATIVE (002), SHY (005), and INTERESTED IN THE OPPOSITE SEX (013), noted in sixth graders. LOVING (003), RESPONSIBLE (006), and ACTIVE (0010) were observed in first- and third-grade girls. Other behavioral characteristics named for girls were CALM (024), observed in first graders, and TALKATIVE (002) and HUMANITARIAN (053) in third graders.

c. Thirty-six to 45-year-old teachers named RESTLESS (001), TALKATIVE (002), LOVING (003), COOPERATIVE (004), and SENTIMENTAL (0189) as common to nine-year-old children of both sexes. SHY (005), ACTIVE (010), and ANXIOUS (023) were named for boys only, whereas RESPONSIBLE (006), RESPECTFUL (009), and CHEERFUL (032) were noted for girls only.

No behavioral characteristic named was observed in children of all reference grades. RESTLESS (001), LOVING (003), and SENTIMENTAL

(019) were observed in first and third graders and TALKATIVE (002) in third graders. COOPERATIVE (004), in addition to characteristics already mentioned, was observed in first- and third-grade boys; TALKATIVE (002) was observed in third- and sixth-grade boys. Other behavioral characteristics named for boys were SHY (005) and ANXIOUS (023), observed in first graders, and ACTIVE (010) in third graders. TALKATIVE (002) was another characteristic observed in first- and third-grade girls. Other behavioral characteristics named for girls were RESPONSIBLE (006), RESPECTFUL (009), and CHEERFUL (032), which were observed in third graders.

d. Forty-six to 60-year-old teachers named RESTLESS (001), COOPERATIVE (004), and QUARRELSOME (080) as common to nine-year-old children. CURIOUS (008), AGGRESSIVE (011), and COMPLAINER (018) were named for boys only, whereas LOVING (003), INTERESTED IN THE OPPOSITE SEX (013), and COMPETITIVE (083) were noted for girls only.

None of these behavioral characteristics was observed in boys and/or girls of two or more reference grades. COOPERATIVE (004) and QUARRELSOME (080) were observed in third graders. RESTLESS (001), CURIOUS (008), AGGRESSIVE (011), and COMPLAINER (018) were other characteristics named for boys; they were observed in third graders. Other behavioral characteristics named for girls were RESTLESS (001), observed in first graders, and INTERESTED IN THE OPPOSITE SEX (013) and COMPETITIVE (083), seen in third graders.

5. Findings based on teachers' experience at the elementary school level (see Table 4.33) are as follows:

Table 4.33.--Behavioral characteristics most commonly observed ($f \geq 2$) in nine-year-old students, by reference grade and teachers' experience.

Teachers' Experience	Reference Grades	Behavioral Characteristics	
		Boys	Girls
< 5 years	I	1, 4, 10	--
	III	4, 5, 8, 11, 23	1, 2, 3, 4, 6, 8
	VI	11, 13	5
5-10 years	I	1, 5, 8, 10, 23	1, 3, 6, 15
	III	1, 11, 23	4, 5, 14, 23
	VI	2	--
11-20 years	I	1, 3, 4	3, 4, 24
	III	1, 2, 3, 4, 8, 9, 10, 11, 14, 18	1, 2, 3, 4, 5, 6, 9, 14, 19, 32, 53, 80
	VI	2, 5	--
> 20 years	I	1, 3	3
	III	1, 80	3, 83
	VI	2	13

a. Teachers with five years or less of experience named RESTLESS (001), COOPERATIVE (004), SHY (005), and CURIOUS (008) as common to nine-year-old children of both sexes. ACTIVE (010), AGGRESSIVE (011), INTERESTED IN THE OPPOSITE SEX (013), and ANXIOUS (023) were named for boys only; TALKATIVE (002) and LOVING (003) were mentioned for girls only.

None of these behavioral characteristics was observed in children of two or more reference grades. COOPERATIVE (004) and

CURIOUS (008) were observed in third graders. COOPERATIVE (004) was observed in first- and third-grade boys and AGGRESSIVE (011) in third and sixth graders. Other behavioral characteristics named for boys were RESTLESS (001) and ACTIVE (010), observed in first graders, SHY (005) and ANXIOUS (023) in third graders, and INTERESTED IN THE OPPOSITE SEX (013) in sixth graders. Other behavioral characteristics named for girls were RESTLESS (001), TALKATIVE (002), LOVING (003), and RESPONSIBLE (006), observed in third graders, and SHY (005) in sixth graders.

b. Teachers with 5 to 10 years of experience named RESTLESS (001), SHY (005), and ANXIOUS (023) as common to nine-year-old children. TALKATIVE (002), CURIOUS (008), ACTIVE (010), and AGGRESSIVE (011) were named for boys only, whereas COOPERATIVE (004), RESPONSIBLE (006), INATTENTIVE (0014), and SPONTANEOUS (015) were mentioned for girls only.

None of the named behavioral characteristics was observed in children of two or more reference grades. RESTLESS (001) was observed in first graders and ANXIOUS (023) in third graders. RESTLESS (001) and ANXIOUS (023) were observed in first- and third-grade boys. Other behavioral characteristics named for boys were SHY (005), CURIOUS (008), and ACTIVE (010), observed in first graders, AGGRESSIVE (011) in third graders, and TALKATIVE (002) in sixth graders. Other behavioral characteristics named for girls were LOVING (003), RESPONSIBLE (006), and SPONTANEOUS (015), observed in first graders, and COOPERATIVE (004), SHY (005), and INATTENTIVE (014) in third graders.

c. Teachers with 11 to 20 years of experience named RESTLESS (001), TALKATIVE (002), LOVING (003), COOPERATIVE (004), SHY (005), RESPECTFUL (009), and INATTENTIVE (014) as common to nine-year-old children of both sexes. CURIOUS (008), ACTIVE (010), AGGRESSIVE (011), and COMPLAINER (018) were named for boys only, and RESPONSIBLE (006), SENTIMENTAL (019), CHEERFUL (032), HUMANITARIAN (053), and QUARRELSOME (080) were cited for girls only.

None of the behavioral characteristics named was observed in children of all reference grades. LOVING (003) and COOPERATIVE (004) were observed in first and third graders. RESTLESS (001), TALKATIVE (002), RESPECTFUL (009), and INATTENTIVE (014) were other behavioral characteristics observed in third graders. RESTLESS (001) was observed in first- and third-grade boys and TALKATIVE (002) in third and sixth graders. Other behavioral characteristics named for boys were CURIOUS (008), ACTIVE (010), AGGRESSIVE (011), and COMPLAINER (018), observed in third graders, and SHY (005) in sixth graders. Other behavioral characteristics named for girls were CALM (024), observed in first graders, and SHY (005), RESPONSIBLE (006), SENTIMENTAL (019), CHEERFUL (032), HUMANITARIAN (053), and QUARRELSOME (080), noted in third graders.

d. Teachers with 20 years or more at the elementary school level named RESTLESS (001) and LOVING (003) as common to nine-year-old children of both sexes. TALKATIVE (002) and QUARRELSOME (080) were named for boys only, and INTERESTED IN THE OPPOSITE SEX (013) and COMPETITIVE (083) were mentioned for girls only.

None of these behavioral characteristics was observed in children of two or more reference grades. LOVING (003) was observed in first graders. RESTLESS (001) was observed in first- and third-grade boys. QUARRELSOME (080) and TALKATIVE (002) were the other behavioral characteristics named for boys and were observed in third and sixth graders, respectively. LOVING (003) was observed in first- and third-grade girls. Other behavioral characteristics named for girls were COMPETITIVE (083), observed in third graders, and INTERESTED IN THE OPPOSITE SEX (013), seen in sixth graders.

6. Findings based on teachers' academic (college) level (see Table 4.34) are as follows:

a. Teachers with less than a B.A. degree named COOPERATIVE (004) and ANXIOUS (023) as common to nine-year-old children of both sexes. RESTLESS (001) and TALKATIVE (002) were named for boys only, and COMPETITIVE (083) was noted for girls only.

None of these behavioral characteristics was observed in children of two or more reference grades. COOPERATIVE (004) was observed in first-grade children and ANXIOUS (023) in third graders. RESTLESS (001) and TALKATIVE (002) were other behavioral characteristics named for boys' they were observed in first graders. COMPETITIVE (083) was another characteristic named for girls and was observed in third graders.

Table 4.34.--Behavioral characteristics most commonly observed ($f \geq 2$) in nine-year-old students, by reference grade and teachers' college level.

College Level	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Less than B.A.	I	1, 2, 4	4
	III	23	23, 83
	VI	--	--
B.A.	I	1, 2, 3, 4, 5, 8, 10, 15, 19, 23	1, 2, 3, 4, 5, 15, 19, 24
	III	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 18, 19, 23, 34, 80	1, 2, 3, 4, 5, 6, 8, 9, 10, 14, 19, 24, 32, 80, 83
	VI	1, 2, 4, 5, 11, 13	5, 10, 13
Master's degree	I	1	--
	III	--	--
	VI	--	6

b. Teachers with a B.A. degree named RESTLESS (001), TALKATIVE (002), LOVING (003), COOPERATIVE (004), SHY (005), RESPONSIBLE (006), CURIOUS (008), RESPECTFUL (009), ACTIVE (010), INTERESTED IN THE OPPOSITE SEX (013), SPONTANEOUS (015), SENTIMENTAL (019), and QUARRELSOME (080) as common to nine-year-old children of both sexes. AGGRESSIVE (011), COMPLAINER (018), ANXIOUS (023), and NOT INTERESTED IN SCHOOL (034) were named for boys only, whereas INATTENTIVE (014), CALM (024), CHEERFUL (032), and COMPETITIVE (083) were cited for girls only.

b. Teachers with a master's degree named only two characteristics for nine-year-old students: RESTLESS (001), observed in first-grade boys, and RESPONSIBLE (006) in sixth-grade girls.

7. Findings based on school area (see Table 4.35) are as follows:

Table 4.35.--Behavioral characteristics most commonly observed ($f \geq 2$) in nine-year-old students, by reference grade and school area.

School Area	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Urban	I	1, 2, 4, 5, 6, 8, 14, 15, 23	1, 3, 4, 5, 6, 9, 14, 24
	III	1, 4, 5, 9, 11, 14, 18, 19, 23, 24, 80	1, 2, 4, 5, 6, 13, 14, 19, 23, 90
	VI	1, 2, 5, 10, 11, 13	5
Rural	I	1, 3, 4, 5, 10	1, 2, 3, 4, 5, 15
	III	1, 2, 3, 4, 6, 8, 10, 11, 23, 32	1, 2, 3, 4, 5, 6, 8, 9, 13, 14, 19, 32, 53
	VI	2, 4, 11	13

a. Urban-area teachers named RESTLESS (001), TALKATIVE (002), COOPERATIVE (004), SHY (005), RESPONSIBLE (006), RESPECTFUL (009), INTERESTED IN THE OPPOSITE SEX (013), INATTENTIVE (014), SENTIMENTAL (019), ANXIOUS (023), CALM (024), and QUARRELSOME (080) as common to nine-year-old children of both sexes. CURIOUS (008), ACTIVE (010), AGGRESSIVE (011), SPONTANEOUS (015), COMPLAINER (018), and SENTIMENTAL

(019) were named for boys only; LOVING (003) and COMPETITIVE (083) were cited for girls only.

SHY (005) was observed in children of all reference grades. RESTLESS (001), COOPERATIVE (004), and INATTENTIVE (014), in addition to SHY (005), were observed in first and third graders. RESPONSIBLE (006), in addition to characteristics already mentioned, was observed in first graders; SENTIMENTAL (019), ANXIOUS (023), and QUARRELSOME (080) were seen in third graders.

RESTLESS (001), in addition to SHY (005), was observed in boys of all reference grades. ANXIOUS (023), in addition to qualities already mentioned, was observed in first- and third-grade boys, AGGRESSIVE (011) in third and sixth graders, and TALKATIVE (002) in first and sixth graders. Other characteristics named for boys were CURIOUS (008) and SPONTANEOUS (015), observed in first graders; RESPECTFUL (009), COMPLAINER (018), and CALM (024) in third graders; and ACTIVE (010) in sixth graders.

RESPONSIBLE (006), in addition to SHY (005), was observed in first- and third-grade girls. Other characteristics named for girls were RESPECTFUL (009) and CALM (024), observed in first graders, and INTERESTED IN THE OPPOSITE SEX (013) and COMPETITIVE (083) in third graders.

b. Rural-area teachers named RESTLESS (001), TALKATIVE (002), LOVING (003), COOPERATIVE (004), SHY (005), RESPONSIBLE (006), and CURIOUS (008) as common to nine-year-old children of both sexes. ACTIVE (010), AGGRESSIVE (011), ANXIOUS (023), and CHEERFUL (032) were

named for boys only, whereas RESPECTFUL (009), INTERESTED IN THE OPPOSITE SEX (013), INATTENTIVE (014), SENTIMENTAL (019), CHEERFUL (032), and HUMANITARIAN (053) were mentioned for girls only.

None of these behavioral characteristics was observed in children of all reference grades. RESTLESS (001), LOVING (003), and COOPERATIVE (004) were observed in first- and third-grade children. In addition to characteristics already cited, SHY (005) was observed in first graders; TALKATIVE (002), RESPONSIBLE (006), and CHEERFUL (032) were seen in third graders.

COOPERATIVE (004) was observed in boys of all reference grades. ACTIVE (010), in addition to RESTLESS (001), LOVING (003), and COOPERATIVE (004), was observed in first and third graders. TALKATIVE (002) and AGGRESSIVE (011), in addition to COOPERATIVE (004), was observed in third and sixth graders. Other characteristics named for boys were CURIOUS (008) and ANXIOUS (023), observed in third graders.

TALKATIVE (002) and SHY (005), in addition to RESTLESS (001), LOVING (003), and COOPERATIVE (004), were observed in first- and third-grade girls. INTERESTED IN THE OPPOSITE SEX (013) was observed in third and sixth graders. Other characteristics named for girls were SPONTANEOUS (015), observed in first graders, and SHY (005), CURIOUS (008), RESPECTFUL (009), INATTENTIVE (014), SENTIMENTAL (019), and HUMANITARIAN (053), noted in third graders.

Ten-Year-Old Students

1. Nineteen behavioral characteristics were named at least twice for ten-year-old students (see Table 4.36).

Table 4.36.--Behavioral characteristics most commonly observed ($f \geq 2$) in ten-year-old students.

Behavioral Characteristic	Code	Frequencies		Total
		Boys	Girls	
Talkative	002	3	5	8
Responsible	006	3	5	8
Cooperative	004	2	5	7
Restless	001	4	2	6
Shy	005	2	3	5
Interested in opposite sex	013	1	3	4
Loving	003	0	4	4
Anxious	023	2	1	3
Friendly	021	1	2	3
Cheerful	032	1	2	3
Likes to be outstanding	071	1	2	3
Playful	012	3	0	3
Sincere	025	3	0	3
Not interested in school	034	3	0	3
Inattentive	014	1	1	2
Obedient	027	1	1	2
Observer	046	1	1	2
Curious	008	2	0	2
Humble	036	2	0	2

2. RESTLESS (001), SHY (005), ANXIOUS (023), and NOT INTERESTED IN SCHOOL (034) were named by male teachers as common to ten-year-old boys only. Female teachers named 17 behavioral characteristics as common to ten-year-old children of both sexes (see Table 4.37).

CURIOUS (008) and PLAYFUL (012) were named by female teachers as common to boys only and LOVING (003) for girls only.

Table 4.37.--Behavioral characteristics most commonly observed ($f \geq 2$) by female teachers in ten-year-old students.

Behavioral Characteristic	Code	Boys	Girls
Restless	001	x	x
Talkative	002	x	x
Cooperative	004	x	x
Shy	005	x	x
Responsible	006	x	x
Interested in opposite sex	013	x	x
Inattentive	014	x	x
Friendly	021	x	x
Anxious	023	x	x
Obedient	027	x	x
Cheerful	032	x	x
Not interested in school	034	x	x
Observer	046	x	x
Like to be outstanding	071	x	x
Curious	008	x	
Playful	012	x	
Loving	003		x

3. Many behavioral characteristics named for ten-year-old students were observed in boys and/or girls of different elementary school grades (see Table 4.38).

4. Findings based on teachers' age (see Table 4.39) are as follows:

a. Teachers 20 years old or less named no characteristic for ten-year-old students.

Table 4.38.--Distribution of ten-year-old students' behavioral characteristics by grades in which they were observed.

Grades	Behavioral Characteristics	
	Boys	Girls
K	5	1, 21, 46
I	1, 2, 4, 5, 6, 8, 23, 25	1, 2, 3, 5, 6, 15, 21, 27, 46
II	1, 2, 4, 5, 6, 23, 25	1, 3, 4, 5, 6, 21
III	1, 3, 4, 5, 6, 8, 14, 23, 32, 36	1, 2, 4, 5, 6, 9, 13, 14, 21, 32
IV	2, 4, 5, 6, 8, 13, 21, 23, 25, 32	2, 3, 4, 5, 6, 9, 27, 46, 71
V	1, 2, 4, 5, 6, 8, 36	2, 3, 4, 5, 6, 9, 13, 21, 32
VI	2, 4, 5, 6, 8, 36	2, 13, 21, 23
SP*	2, 4, 6, 9, 27, 36	--

*Special programs (i.e., learning disabled and mentally retarded).

b. Teachers between 21 and 35 years old named RESTLESS (001), TALKATIVE (002), LOVING (003), COOPERATIVE (004), SHY (005), CURIOUS (008), INTERESTED IN THE OPPOSITE SEX (013), and INATTENTIVE (014) as common to ten-year-old children of both sexes. PLAYFUL (012) and ANXIOUS (023) were named for boys only, and RESPONSIBLE (006), FRIENDLY (021), and CHEERFUL (032) were cited for girls only.

Table 4.39.--Behavioral characteristics most commonly observed ($f \geq 2$) in ten-year-old students, by reference grade and teachers' age.

Teachers' Age	Reference Grades	Behavioral Characteristics	
		Boys	Girls
20 years or less	I	--	--
	III	--	--
	VI	--	--
21-35 years	I	1, 4, 5, 8	1, 3, 4, 5, 6
	III	1, 4, 5, 8, 14, 23	2, 3, 4, 5, 6, 8, 14, 21, 32
	VI	2, 3, 4, 5, 12, 13	2, 5, 13
36-45 years	I	1, 4, 5, 6, 23	1, 2, 3, 4
	III	1, 2, 4	1, 2, 3, 6, 32
	VI	--	13, 23
46-60 years	I	--	1
	III	1, 4, 8	3, 4, 5, 13
	VI	34	--

SHY (005) was observed in children of all reference grades. COOPERATIVE (004), in addition to SHY (005), was observed in first and third graders. Other characteristics observed in children of different grades were RESTLESS (001) in first graders, CURIOUS (008) and INATTENTIVE (014) in third graders, and TALKATIVE (002) and INTERESTED IN THE OPPOSITE SEX (013) in sixth graders.

COOPERATIVE (004), in addition to SHY (005), was observed in boys of all reference grades. RESTLESS (001) and CURIOUS (008) were behavioral characteristics observed in first- and third-grade boys. ANXIOUS (023), observed in third graders, and LOVING (003) and PLAYFUL

(012) in sixth graders were other characteristics named for boys. Additional characteristics named for girls were FRIENDLY (021) and CHEERFUL (032), observed in third graders.

c. Teachers between 36 and 45 years old named RESTLESS (001), TALKATIVE (002), COOPERATIVE (004), RESPONSIBLE (006), and ANXIOUS (023) as common to ten-year-old children of both sexes. No characteristic was named as common to boys only. LOVING (003) and CHEERFUL (032) were named for girls only.

None of these characteristics was observed in children of all reference grades. RESTLESS (001) was observed in first and third graders. COOPERATIVE (004), in addition to RESTLESS (001), was observed in first- and third-grade boys. Other characteristics named for boys were SHY (005), RESPONSIBLE (006), and ANXIOUS (023), observed in first graders, and TALKATIVE (002) in third graders. TALKATIVE (002) and LOVING (003), in addition to RESTLESS (001), were observed in first- and third-grade girls. Other characteristics named for girls were COOPERATIVE (004), observed in first graders, RESPONSIBLE (006) and CHEERFUL (032) in third graders, and INTERESTED IN THE OPPOSITE SEX (013) in sixth graders.

d. Teachers between 46 and 60 years old named RESTLESS (001) and COOPERATIVE (004) as common to ten-year-old children of both sexes. CURIOUS (008) and NOT INTERESTED IN SCHOOL (034) were named for boys only; LOVING (003), SHY (005), and INTERESTED IN THE OPPOSITE SEX (013) were cited for girls only.

None of these characteristics was observed in children of two or more reference grades. COOPERATIVE (004) was observed in third graders. RESTLESS (001) and CURIOUS (008), in addition to COOPERATIVE (004), were observed in third-grade boys. NOT INTERESTED IN SCHOOL (034) was observed in sixth graders. RESTLESS (001) was observed in first-grade girls; LOVING (003), SHY (005), and INTERESTED IN THE OPPOSITE SEX (013) were noted in third graders.

5. Findings based on teachers' experience at the elementary school level (see Table 4.40) are as follows:

a. Teachers with five years or less experience named RESTLESS (001), COOPERATIVE (004), SHY (005), and CURIOUS (008) as common to ten-year-old children of both sexes. INTERESTED IN THE OPPOSITE SEX (013) and ANXIOUS (023) were named for boys only; TALKATIVE (002), LOVING (003), and RESPONSIBLE (006) were mentioned for girls only.

None of these characteristics was observed in children of two or more reference grades. COOPERATIVE (004) and CURIOUS (001) were observed in third graders. COOPERATIVE (004) was observed in first- and third-grade boys. Other characteristics named for boys were RESTLESS (001), observed in first graders, SHY (005) and ANXIOUS (023) in third graders, and INTERESTED IN THE OPPOSITE SEX (013) in sixth graders. RESTLESS (001), TALKATIVE (002), LOVING (003), and RESPONSIBLE (006) were the other characteristics named for girls, and they were observed in third graders; SHY (005) was seen in sixth graders.

Table 4.40.--Behavioral characteristics most commonly observed ($f \geq 2$) in ten-year-old students, by reference grade and teachers' experience.

Teachers' Experience	Reference Grades	Behavioral Characteristics	
		Boys	Girls
< 5 years	I	1, 4	--
	III	4, 5, 8, 23	1, 2, 3, 4, 6, 8
	VI	13	5
5-10 years	I	1, 5, 8, 23	1, 3, 6
	III	1	4, 5
	VI	2, 34	--
11-20 years	I	1, 4	3, 4
	III	1, 2, 4, 6, 8, 14, 25	1, 2, 3, 4, 5, 6, 14, 21, 32
	VI	2, 5	--
> 20 years	I	1	3
	III	1, 6	3, 5, 21
	VI	2, 12, 34	13, 23

b. Teachers with five to ten years of experience named RESTLESS (001) and SHY (005) as common to ten-year-old children of both sexes. TALKATIVE (002), CURIOUS (008), ANXIOUS (023), and NOT INTERESTED IN SCHOOL (034) were named for boys only, whereas LOVING (003), COOPERATIVE (004), and RESPONSIBLE (006) were cited for girls only.

None of these characteristics was observed in children of two or more reference grades. RESTLESS (001) was observed in first graders. RESTLESS (001) was observed in first- and third-grade boys. Other characteristics named for boys were SHY (005), CURIOUS (008), and ANXIOUS (023), observed in first graders, and TALKATIVE (002) and NOT

INTERESTED IN SCHOOL (034) in sixth graders. Additional characteristics named for girls were LOVING (003) and RESPONSIBLE (006), observed in first graders, and COOPERATIVE (004) and SHY (005) in third graders.

c. Teachers with 11 to 20 years of experience named RESTLESS (001), TALKATIVE (002), COOPERATIVE (004), SHY (005), RESPONSIBLE (006), and INATTENTIVE (014) as common to ten-year-old children of both sexes. CURIOUS (008) and SINCERE (025) were named for boys only; LOVING (003), FRIENDLY (021), and CHEERFUL (032) were mentioned for girls only.

None of these characteristics was observed in children of all reference grades. COOPERATIVE (004) was observed in first and third graders. RESTLESS (001), TALKATIVE (002), RESPONSIBLE (006), and INATTENTIVE (014), in addition to COOPERATIVE (004), were observed in third graders.

RESTLESS (001), in addition to COOPERATIVE (004), was observed in first-grade boys. TALKATIVE (002) was observed in third and sixth graders. Other characteristics named for boys were CURIOUS (008), INATTENTIVE (014), and SINCERE (025), observed in third graders, and SHY (005) in sixth graders. LOVING (003), in addition to COOPERATIVE (004), was observed in first- and third-grade girls. Other characteristics named for girls were SHY (005), FRIENDLY (021), and CHEERFUL (032), observed in third graders.

d. Teachers with 20 years or more of experience named no characteristic as common to ten-year-old children of both sexes. RESTLESS (0001), TALKATIVE (002), RESPONSIBLE (006), PLAYFUL (012), and

NOT INTERESTED IN SCHOOL (034) were named for boys only; LOVING (003), SHY (005), INTERESTED IN THE OPPOSITE SEX (013), and ANXIOUS (023) were mentioned for girls only.

RESTLESS (001) was observed in first- and third-grade boys. Other characteristics named for boys were RESPONSIBLE (006), observed in third graders, and TALKATIVE (002), PLAYFUL (012), and NOT INTERESTED IN SCHOOL (034) in sixth graders. LOVING (003) was observed in first- and third-grade girls. Other characteristics named for girls were SHY (005) and FRIENDLY (021), observed in third graders, and INTERESTED IN THE OPPOSITE SEX (013) and ANXIOUS (023) in sixth graders.

6. Findings based on teachers' academic (college) level (see Table 4.41) are as follows:

a. Teachers with less than a B.A. degree named COOPERATIVE (004) as common to ten-year-old children of both sexes. RESTLESS (001) and TALKATIVE (002) were named for boys only. No characteristic was named for girls only.

None of these characteristics was observed in children of two or more reference grades. COOPERATIVE (004) was observed in first graders. RESTLESS (001) and TALKATIVE (002) were the other characteristics named for boys, and they were observed in first graders.

b. Teachers with a B.A. degree named RESTLESS (001), TALKATIVE (002), COOPERATIVE (004), SHY (005), RESPONSIBLE (006), CURIOUS (008), INTERESTED IN THE OPPOSITE SEX (013), INATTENTIVE (014), and ANXIOUS (023) as common to ten-year-old children of both sexes. PLAYFUL (012),

NOT INTERESTED IN SCHOOL (034), and HUMBLE (036) were named for boys only; FRIENDLY (021), OBEDIENT (027), and CHEERFUL (032) were mentioned for girls only.

Table 4.41.--Behavioral characteristics most commonly observed ($f \geq 2$) in ten-year-old students, by reference grade and teachers' college level.

College Level	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Less than B.A.	I	1, 2, 4	4
	III	--	--
	VI	--	--
B.A.	I	1, 4, 5, 6, 8, 23	1, 2, 3, 4, 5, 27
	III	1, 2, 4, 5, 6, 8, 14, 23, 36	1, 2, 3, 4, 5, 6, 8, 13, 14, 21, 32
	VI	1, 2, 4, 5, 12, 13, 34	5, 13, 21, 23
Master's degree	I	1	--
	III	--	--
	VI	--	6

SHY (005) was observed in children of all reference grades. RESTLESS (001) and COOPERATIVE (004), in addition to SHY (005), were observed in first and third graders. TALKATIVE (002), RESPONSIBLE (006), and CURIOUS (008) were observed in third graders and INTERESTED IN THE OPPOSITE SEX (013) in sixth graders.

RESTLESS (001) and COOPERATIVE (004) were observed in boys of all reference grades. RESPONSIBLE (006) and ANXIOUS (023), in addition

to RESTLESS (001) and COOPERATIVE (004), were observed in first- and third-grade boys, whereas TALKATIVE (002) was seen in first and sixth graders. Other characteristics named for boys were CURIOUS (008), observed in first graders, INATTENTIVE (014) and HUMBLE (036) in third graders, and PLAYFUL (012) and NOT INTERESTED IN SCHOOL (034) in sixth graders.

TALKATIVE (002) and LOVING (003) were observed in first- and third-grade girls; INTERESTED IN THE OPPOSITE SEX (013) and FRIENDLY (021) were seen in third and sixth graders. Other characteristics named for girls were OBEDIENT (027), observed in first graders, INATTENTIVE (014) and CHEERFUL (032) in third graders, and ANXIOUS (023) in sixth graders.

c. Teachers with a master's degree named only RESTLESS (001), observed in first-grade boys, and RESPONSIBLE (006), noted in sixth-grade girls.

7. Findings based on school area (see Table 4.42) are as follows:

a. Urban-area teachers named RESTLESS (001), TALKATIVE (002), SHY (005), RESPONSIBLE (006), INTERESTED IN THE OPPOSITE SEX (013), INATTENTIVE (014), and ANXIOUS (023) as common to ten-year-old children of both sexes. CURIOUS (008), PLAYFUL (012), OBEDIENT (027), and NOT INTERESTED IN SCHOOL (034) were named for boys only, whereas LOVING (003), FRIENDLY (021), and CHEERFUL (032) were mentioned for girls only.

Table 4.42.--Behavioral characteristics most commonly observed ($f \geq 2$) in ten-year-old students, by reference grade and school area.

School Area	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Urban	I	1, 2, 5, 6, 8, 23	1, 3, 4, 5, 6
	III	1, 4, 6, 14, 27	1, 2, 4, 5, 6, 13, 14, 21, 32
	VI	1, 2, 5, 12, 14,	5, 13, 23
Rural	I	1, 4, 5	1, 2, 3, 4, 5
	III	1, 2, 4, 6, 8, 23, 24, 32, 36	1, 2, 4, 5, 6, 8, 13, 14, 21, 32
	VI	2, 4	--

SHY (005) was observed in children of all reference grades. RESTLESS (001) and RESPONSIBLE (006), in addition to SHY (005), were observed in first and third graders. COOPERATIVE (004) and INATTENTIVE (014), in addition to characteristics already mentioned, were observed in third-grade children; INTERESTED IN THE OPPOSITE SEX (013) was seen in sixth graders.

RESTLESS (001), in addition to SHY (005), was observed in boys of all reference grades, and TALKATIVE (002) was noted in first and sixth graders. Other characteristics named for boys were CURIOUS (008) and ANXIOUS (023), observed in first graders, OBEDIENT (027) in third graders, and PLAYFUL (012) and NOT INTERESTED IN SCHOOL (034) in sixth graders. COOPERATIVE (004), in addition to the characteristics already mentioned, was observed in first- and third-grade girls. Other

characteristics named for girls were LOVING (003), observed in first graders; TALKATIVE (002), INTERESTED IN THE OPPOSITE SEX (013), FRIENDLY (021), and CHEERFUL (032) in third graders; and ANXIOUS (023) in sixth graders.

b. Rural-area teachers named RESTLESS (001), TALKATIVE (002), COOPERATIVE (004), SHY (005), RESPONSIBLE (006), CURIOUS (008), and CHEERFUL (032) as common to ten-year-old children of both sexes. ANXIOUS (023), SINCERE (025), and HUMBLE (036) were named for boys only, and LOVING (003), INTERESTED IN THE OPPOSITE SEX (013), INATTENTIVE (014), and FRIENDLY (021) were cited for girls only.

None of these characteristics was observed in children of all reference grades. RESTLESS (001) and COOPERATIVE (004) were observed in first and third graders. SHY (005), in addition to RESTLESS (001) and COOPERATIVE (004), was observed in first-grade children; TALKATIVE (002), RESPONSIBLE (006), CURIOUS (008), and CHEERFUL (032) were noted in third graders.

COOPERATIVE (004) was observed in boys of all reference grades and TALKATIVE (002) in third and sixth graders. Other characteristics named for boys were ANXIOUS (023), SINCERE (025), and HUMBLE (036), which were observed in third graders. TALKATIVE (002) and SHY (005), in addition to RESTLESS (001) and COOPERATIVE (004), were observed in first- and third-grade girls. Other characteristics named for girls were LOVING (003), observed in first graders, and INTERESTED IN THE OPPOSITE SEX (013), INATTENTIVE (014), and FRIENDLY (021), noted in third graders.

Eleven-Year-Old Students

1. Thirteen behavioral characteristics were named at least twice for 11-year-old students (see Table 4.43).

Table 4.43.--Behavioral characteristics most commonly observed ($f \geq 2$) in 11-year-old students.

Behavioral Characteristic	Code	Frequencies		Total
		Boys	Girls	
Talkative	002	6	1	7
Playful	012	1	3	4
Loving	003	1	1	2
Active	010	1	1	2
Interested in opposite sex	013	1	1	2
Inattentive	014	1	1	2
Identify with adult roles	033	1	1	2
Expressive	007	2	0	2
Aggressive	011	2	0	2
Hyperactive	017	2	0	2
Not interested in school	034	2	0	2
Negative	090	2	0	2
Shy	005	0	2	2
Responsible	006	0	2	2

2. Male teachers named no characteristic as common to 11-year-old children. TALKATIVE (002), HYPERACTIVE (017), IDENTIFY WITH ADULT ROLES (033), and NOT INTERESTED IN SCHOOL (034) were named for boys only, whereas PLAYFUL (012) and INTERESTED IN THE OPPOSITE SEX (013) were mentioned for girls only. Female teachers (see Table 4.44) named TALKATIVE (002), LOVING (003), ACTIVE (010), PLAYFUL (012), INTERESTED IN THE OPPOSITE SEX (013), and IDENTIFY WITH ADULT ROLES (033) as

common to 11-year-old children of both sexes. AGGRESSIVE (011) and NEGATIVE (090) were named for boys only, and SHY (005), RESPONSIBLE (006), and INATTENTIVE (014) were cited for girls only.

Table 4.44.--Behavioral characteristics most commonly observed ($f \geq 2$) by female teachers in 11-year-old students.

Behavioral Characteristic	Code	Boys	Girls
Talkative	002	x	x
Loving	003	x	x
Active	010	x	x
Playful	012	x	x
Interested in opposite sex	013	x	x
Identify with adult roles	033	x	x
Aggressive	011	x	x
Negative	090	x	
Shy	005		x
Responsible	006		x
Inattentive	014		x

3. Many characteristics named for 11-year-old students were observed in boys and/or girls of different elementary school grades (see Table 4.45).

4. Findings based on teachers' age (see Table 4.46) are as follows:

a. Teachers 20 years old or less named only AGGRESSIVE (011) as common to 11-year-old students. AGGRESSIVE (011) was observed in sixth-grade boys.

Table 4.45.--Distribution of 11-year-old students' behavioral characteristics by grades in which they were observed.

Grades	Behavioral Characteristics	
	Boys	Girls
K	7	--
I	2, 3, 7, 11	2, 3, 17
III	2, 3, 7, 11, 17	3, 5
IV	2, 3, 7, 12, 13, 17	2, 3, 5, 10, 33
V	2, 3, 7, 12, 90	2, 3, 12, 13
VI	2, 10, 12, 13, 17, 34	2, 6, 12, 13
SP*	2, 12	--

*Special programs (i.e., learning disabled and mentally retarded).

b. Twenty-one to 35-year-old teachers named TALKATIVE (002), LOVING (003), PLAYFUL (012), and INTERESTED IN THE OPPOSITE SEX (013) as common to 11-year-old children of both sexes. AGGRESSIVE (011) and HYPERACTIVE (017) were named for boys only and SHY (005) and INATTENTIVE (014) for girls only.

None of these characteristics was observed in children of two or more reference grades. LOVING (003) was observed in first-graders and TALKATIVE (002) and INTERESTED IN THE OPPOSITE SEX (013) in sixth graders. HYPERACTIVE (017) was observed in first- and third-grade boys and AGGRESSIVE (011) in third and sixth graders. PLAYFUL (012) was the other characteristic named for boys and was observed in third graders.

SHY (005) was observed in girls of all reference grades. LOVING (003), in addition to SHY (005), was observed in first- and third-grade girls and TALKATIVE (002) in third and sixth graders. Other characteristics named for girls were INATTENTIVE (014), observed in third graders, and PLAYFUL (012) in sixth graders.

Table 4.46.--Behavioral characteristics most commonly observed ($f \geq 2$) in 11-year-old students, by reference grade and teachers' age.

Teachers' Age	Reference Grades	Behavioral Characteristics	
		Boys	Girls
20 years or less	I	--	--
	III	--	--
	VI	11	--
21-35 years	I	3, 17	3, 5
	III	11, 12, 17	2, 3, 5, 14
	VI	2, 11, 13	2, 5, 12, 13
36-45 years	I	3, 7	2, 3
	III	2, 3, 7, 12	2, 3, 6
	VI	2, 10	10
46-60 years	I	--	--
	III	11, 34	3, 13
	VI	--	--

c. Teachers between 36 and 45 years old named TALKATIVE (002), LOVING (003), and ACTIVE (010) as common to 11-year-old children of both sexes. EXPRESSIVE (007) and PLAYFUL (012) were named for boys only and RESPONSIBLE (006) for girls only.

None of these characteristics was observed in children of all reference grades. LOVING (003) was observed in first- and third-grade children and ACTIVE (010) in sixth graders. EXPRESSIVE (007), in addition to LOVING (003), was observed in first- and third-grade boys. TALKATIVE (002) was observed in third and sixth graders. Another characteristic named for boys was PLAYFUL (012), observed in third graders. TALKATIVE (002), in addition to LOVING (003), was observed in first- and third-grade girls. Another characteristic named for girls was RESPONSIBLE (006), which was observed in third graders.

5. Findings based on teachers' experience at the elementary school level (see Table 4.47) are as follows:

a. Teachers with five years or less experience named no characteristic as common to 11-year-old children of both sexes. EXPRESSIVE (007), AGGRESSIVE (011), PLAYFUL (012), and INTERESTED IN THE OPPOSITE SEX (013) were named for boys only and TALKATIVE (002), LOVING (003), and SHY (005) for girls only.

AGGRESSIVE (011) was observed in third- and sixth-grade boys. Other characteristics named for boys were EXPRESSIVE (007), observed in first graders, PLAYFUL (012) in third graders, and INTERESTED IN THE OPPOSITE SEX (013) in sixth graders. TALKATIVE (002) and LOVING (003) were observed in third-grade girls and SHY (005) in sixth graders.

b. Teachers with five to ten years of experience named no characteristic as common to 11-year-old children of both sexes. TALKATIVE (002) and AGGRESSIVE (011) were named for boys only, and

LOVING (003), SHY (005), and RESPONSIBLE (006) were mentioned for girls only.

Table 4.47.--Behavioral characteristics most commonly observed ($f \geq 2$) in 11-year-old students, by reference grade and teachers' experience.

Teachers' Experience	Reference Grades	Behavioral Characteristics	
		Boys	Girls
< 5 years	I	7	--
	III	11, 12	2, 3
	VI	11, 13	5
5-10 years	I	--	3
	III	11	5
	VI	2	6
11-20 years	I	3, 7, 17	3
	III	2, 3, 11, 12, 34	2, 3, 5, 14
	VI	2, 7	--
> 20 years	I	3	3
	III	--	3
	VI	2, 10	10, 12, 13

None of these characteristics was observed in children of any reference grade. AGGRESSIVE (011) was observed in third-grade boys and TALKATIVE (002) in sixth graders. LOVING (003) was observed in first-grade girls, SHY (005) in third graders, and RESPONSIBLE (006) in sixth graders.

c. Teachers with 11 to 20 years of experience named TALKATIVE (002) and LOVING (003) as common to 11-year-old children of both sexes. EXPRESSIVE (007), AGGRESSIVE (011), PLAYFUL (012), HYPERACTIVE (017),

and NOT INTERESTED IN SCHOOL (0343) were named for boys only; SHY (005) and INATTENTIVE (014) were cited for girls only.

None of these characteristics was observed in children of all reference grades. LOVING was observed in first and third graders and TALKATIVE (002) in third graders. TALKATIVE (002) was observed in third- and sixth-grade boys and EXPRESSIVE (007) in first and sixth graders. Other characteristics named for boys were HYPERACTIVE (017), observed in first graders, and AGGRESSIVE (011), PLAYFUL (012), and NOT INTERESTED IN SCHOOL (034), noted in third graders. Additional characteristics named for girls were SHY (005) and INATTENTIVE (014); they were observed in third graders.

d. Teachers with 20 years of more of experience named LOVING (003) and ACTIVE (010) as common to 11-year-old children of both sexes. TALKATIVE (002) was named for boys only and PLAYFUL (012) and INTERESTED IN THE OPPOSITE SEX (013) for girls only.

None of these characteristics was observed in children of two or more reference grades. LOVING (003) was observed in first graders and ACTIVE (010) in sixth graders. TALKATIVE (002), the other characteristic named for boys, was observed in sixth graders. LOVING (003) was observed in first- and third-grade girls. Other characteristics named for girls were PLAYFUL (012) and INTERESTED IN THE OPPOSITE SEX (013), observed in sixth graders.

6. Findings based on teachers' academic (college) level (see Table 4.48) are as follows:

a. Teachers with less than a B.A. degree named only TALKATIVE (002) as common to 11-year-old students, and it was observed in first-grade boys.

Table 4.48.--Behavioral characteristics most commonly observed ($f \geq 2$) in 11-year-old students, by reference grade and teachers' college level.

College Level	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Less than B.A.	I	2	--
	III	--	--
	VI	--	--
B.A.	I	3, 7, 17	2, 3, 5
	III	2, 3, 7, 12, 17	2, 3, 5, 13, 14
	VI	2, 10, 13, 17, 34	5, 6, 10, 12, 13
Master's degree	I	--	--
	III	--	--
	VI	--	--

b. Teachers with a B.A. degree named TALKATIVE (002), LOVING (003), ACTIVE (010), PLAYFUL (012), and INTERESTED IN THE OPPOSITE SEX (013) as common to 11-year-old children of both sexes. EXPRESSIVE (007), HYPERACTIVE (017), and NOT INTERESTED IN SCHOOL (034) were named for boys only and SHY (005) and INATTENTIVE (014) for girls only.

None of these characteristics was observed in children of all reference grades. LOVING (003) was observed in first and third graders. TALKATIVE (002), in addition to SHY (005), was observed in

third graders. ACTIVE (010) and INTERESTED IN THE OPPOSITE SEX (013) were observed in sixth graders.

HYPERACTIVE (017) was observed in boys of all reference grades. LOVING (003) and EXPRESSIVE (007), in addition to HYPERACTIVE (017), were observed in first and third graders and TALKATIVE (002) in third and sixth graders. Other characteristics named for boys were PLAYFUL (012), observed in third graders, and NOT INTERESTED IN SCHOOL (034) in sixth graders.

SHY (005) was observed in girls of all reference grades. TALKATIVE (002), in addition to LOVING (003) and SHY (005), was observed in first and third graders, and INTERESTED IN THE OPPOSITE SEX (013) in third and sixth graders. Other characteristics named for girls were INATTENTIVE (014), observed in third graders, and RESPONSIBLE (006) and PLAYFUL (012) in sixth graders.

c. Teachers with a master's degree named no characteristic for 11-year-old students.

7. Findings based on school area (see Table 4.49) are as follows:

a. Urban-area teachers named TALKATIVE (002), ACTIVE (010), and INTERESTED IN THE OPPOSITE SEX (013) as common to 11-year-old children of both sexes. AGGRESSIVE (011), PLAYFUL (012), HYPERACTIVE (017), and NOT INTERESTED IN SCHOOL (034) were named for boys only. LOVING (003), SHY (005), RESPONSIBLE (006), and INATTENTIVE (014) were mentioned for girls only.

Table 4.49.--Behavioral characteristics most commonly observed ($f \geq 2$) in 11-year-old students, by reference grade and school area.

School Area	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Urban	I	2, 17	3, 5
	III	11, 12	2, 13, 14
	VI	2, 10, 11, 12, 13, 17, 34	5, 6, 10
Rural	I	3, 7	2, 3, 5
	III	2, 3, 7, 11, 12, 33	2, 3, 5, 13
	VI	2, 7, 11	13

None of these characteristics was observed in children of two or more reference grades. ACTIVE (010) was observed in sixth graders. AGGRESSIVE (011) and PLAYFUL (012) were observed in third- and sixth-grade boys and TALKATIVE (002) and HYPERACTIVE (017) in first and sixth graders. Other characteristics named for boys were INTERESTED IN THE OPPOSITE SEX (013) and NOT INTERESTED IN SCHOOL (034), both of which were observed in third graders. SHY (005) was observed in first- and sixth-grade girls. Other characteristics named for girls were LOVING (003), observed in first graders; TALKATIVE (002), INTERESTED IN THE OPPOSITE SEX (013), and INATTENTIVE (014) in third graders; and RESPONSIBLE (006) in sixth graders.

b. Rural-area teachers named TALKATIVE (002) and LOVING (003) as common to 11-year-old children of both sexes. EXPRESSIVE (007), AGGRESSIVE (011), PLAYFUL (012), and IDENTIFY WITH ADULT ROLES (033)

were named for boys only, whereas SHY (005) and INTERESTED IN THE OPPOSITE SEX (013) were cited for girls only.

None of these characteristics was observed in children of all reference grades. LOVING (003) was observed in first and third graders. TALKATIVE (002), in addition to LOVING (003), was observed in third graders. Expressive (007) was observed in boys of all reference grades. TALKATIVE (002) and AGGRESSIVE (011), in addition to EXPRESSIVE (007), were observed in third and sixth graders. Other characteristics named for boys were PLAYFUL (012) and IDENTIFY WITH ADULT ROLES (033), both observed in third graders. TALKATIVE (002) and SHY (005), in addition to LOVING (003), were observed in first- and third-grade girls. INTERESTED IN THE OPPOSITE SEX (013), the other characteristic named for girls, was observed in third and sixth graders.

Twelve-Year-Old Students

1. Eleven characteristics were named at least twice for 12-year-old students (see Table 4.50).

2. Male teachers named only two characteristics for 12-year-old students: SHY (005) for boys and INTERESTED IN THE OPPOSITE SEX (013) for girls. Female teachers (see Table 4.51) named SHY (005), ACTIVE (010), INTERESTED IN THE OPPOSITE SEX (013), KIND (059), NEAT (062), and AFRAID OF CHANGE (110) as common to 12-year-old children of both sexes. RESTLESS (001) and QUARRELSOME (080) were named for boys only, whereas MOODY (022), EXTROVERTED (026), and COMPULSIVE (030) were cited for girls only.

Table 4.50.--Behavioral characteristics most commonly observed ($f \geq 2$) in 12-year-old students.

Behavioral Characteristic	Code	Frequencies		Total
		Boys	Girls	
Shy	005	2	2	4
Interested in opposite sex	013	1	3	4
Active	010	1	1	2
Kind	059	1	1	2
Neat	062	1	1	2
Quarrelsome	080	1	1	2
Afraid of change	110	1	1	2
Restless	001	2	0	2
Extroverted	026	0	2	2
Compulsive	030	0	2	2
Moody	072	0	2	2

Table 4.51.--Behavioral characteristics most commonly observed ($f \geq 2$) by female teachers in 12-year-old students.

Behavioral Characteristic	Code	Boys	Girls
Shy	005	x	x
Active	010	x	x
Interested in opposite sex	013	x	x
Kind	059	x	x
Neat	062	x	x
Afraid of change	110	x	x
Restless	001	x	
Quarrelsome	080	x	
Extroverted	026		x
Compulsive	030		x
Moody	072		x

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3. Many characteristics named for 12-year-old students were observed in boys and/or girls of different elementary school grades (see Table 4.52).

Table 4.52.--Distribution of 12-year-old students' behavioral characteristics by grades in which they were observed.

Grades	Behavioral Characteristics	
	Boys	Girls
K	5	--
I	5	5, 26, 62
II	5, 59, 62	5
III	1, 5	5
IV	5, 13	5, 13
V	5, 59, 62	5, 26, 59, 72, 110
VI	5, 10, 13, 62, 80	13, 26, 30, 62
SP*	--	59

*Special programs (i.e., learning disabled and mentally retarded).

4. Findings based on teachers' age (see Table 4.53) are as follows:

a. Teachers between 21 and 35 years old named SHY (005), INTERESTED IN THE OPPOSITE SEX (013), and EXTROVERTED (026) as common to 12-year-old children of both sexes. RESTLESS (001) and NEAT (062)

were named for boys only; COMPULSIVE (030) and MOODY (072) were mentioned for girls only.

SHY (005) was observed in children of all reference grades. INTERESTED IN THE OPPOSITE SEX (013) was observed in sixth graders. RESTLESS (001), in addition to SHY (005), was observed in first- and third-grade boys. Other characteristics named for boys were EXTROVERTED (026), observed in first graders, and NEAT (062) in sixth graders. EXTROVERTED (026), COMPULSIVE (030), and MOODY (072), the other characteristics named for girls, were observed in sixth graders.

Table 4.53.--Behavioral characteristics most commonly observed ($f \geq 2$) in 12-year-old students, by reference grade and teachers' age.

Teachers' Age	Reference Grades	Behavioral Characteristics	
		Boys	Girls
20 years or less	I	--	--
	III	--	--
	VI	--	--
21-35 years	I	1, 5, 26	5
	III	1, 5	5
	VI	5, 13, 62	5, 13, 26, 30
36-45 years	I	1, 5	1
	III	1	1
	VI	10	13
46-60 years	I	--	1
	III	1	13
	VI	80	--

b. Teachers between 36 and 45 years old named RESTLESS (001) as common to 12-year-old children of both sexes. SHY (005) and ACTIVE (010) were named for boys only and INTERESTED IN THE OPPOSITE SEX (013) for girls only.

None of these behavioral characteristics was observed in children of all reference grades. RESTLESS (001) was observed in first and third graders. SHY (005), observed in first graders, and ACTIVE (010), in sixth graders, were other characteristics named for boys. INTERESTED IN THE OPPOSITE SEX (013) was another characteristic named for girls; it was observed in sixth graders.

c. Forty-six to 60-year-old teachers named RESTLESS (001) as common to 12-year-old children of both sexes. QUARRELSOME (080) was named for boys only and INTERESTED IN THE OPPOSITE SEX (013) for girls only.

None of these characteristic was observed in children of any reference grade. RESTLESS (001) was observed in third-grade boys and QUARRELSOME (080) in sixth graders. RESTLESS (001) also was observed in first-grade girls, and INTERESTED IN THE OPPOSITE SEX (013) was seen in third graders.

5. Findings based on teachers' experience at the elementary school level (see Table 4.54) are as follows:

a. Teachers with five years or less experience named SHY (005) as common to 12-year-old children of both sexes. RESTLESS (001) and INTERESTED IN THE OPPOSITE SEX (013) were named for boys only, whereas

EXTROVERTED (026), COMPULSIVE (030), and MOODY (072) were mentioned for girls only.

None of these characteristics was observed in boys and/or girls of two or more reference grades. RESTLESS (001) was observed in first-grade boys, SHY (005) in third graders, and INTERESTED IN THE OPPOSITE SEX (013) in sixth graders. SHY (005), EXTROVERTED (026), COMPULSIVE (030), and MOODY (072) were observed in sixth-grade girls.

Table 4.54.--Behavioral characteristics most commonly observed ($f \geq 2$) in 12-year-old students, by reference grade and teachers' experience.

Teachers' Experience	Reference Grades	Behavioral Characteristics	
		Boys	Girls
< 5 years	I	1	--
	III	5	--
	VI	13	5, 26, 30, 72
5-10 years	I	1, 5	--
	III	1	5
	VI	62	--
11-20 years	I	1	--
	III	1	5
	VI	5	--
> 20 years	I	1	--
	III	1	--
	VI	10, 80	13

b. Teachers with five to ten years of experience named SHY (005) as common to 12-year-old children of both sexes. RESTLESS (001)

and NEAT (062) were named for boys only. No characteristic was named for girls only.

None of these characteristics was observed in children of any reference grade. RESTLESS (001) was observed in first- and third-grade boys. SHY (005) was observed in first graders and NEAT (062) in sixth graders. SHY (005), the only characteristic named for girls, was observed in third graders.

c. Teachers with 11 to 20 years of experience named SHY (005) as common to 12-year-old children of both sexes. RESTLESS (001) was named for boys only. No characteristic was named for girls only.

None of these behavioral characteristics was observed in children of any reference grade. RESTLESS (001) was observed in first- and third-grade boys and SHY (005) was seen in sixth-grade boys. SHY (005) was noted in third-grade girls.

d. Teachers with 20 years or more experience named no characteristic as common to 12-year-old children of both sexes. RESTLESS (001), ACTIVE (010), and QUARRELSOME (080) were named for boys only and INTERESTED IN THE OPPOSITE SEX (013) for girls only.

None of these characteristics was observed in children of any reference grade. RESTLESS (001) was observed in first- and third-grade boys. ACTIVE (010) and QUARRELSOME (080) were other characteristics named for boys, and they were observed in sixth graders. INTERESTED IN THE OPPOSITE SEX (013), the only characteristic named for girls, was observed in sixth graders.

6. Findings based on teachers' academic (college) level (see Table 4.55) are as follows:

a. Teachers with less than a B.A. degree named only RESTLESS (001) as common to 12-year-old students; it was observed in first-grade boys.

Table 4.55.--Behavioral characteristics most commonly observed ($f \geq 2$) in 12-year-old students, by reference grade and teachers' college level.

College Level	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Less than B.A.	I	1	--
	III	--	--
	VI	--	--
B.A.	I	1, 5	1, 5
	III	1, 5	5, 13
	VI	1, 5, 10, 13, 62, 80	5, 13, 26, 30
Master's degree	I	1	--
	III	--	--
	VI	--	13, 72

b. Teachers with a B.A. degree named RESTLESS (011), SHY (005), and INTERESTED IN THE OPPOSITE SEX (013) as common to 12-year-olds of both sexes. NEAT (062) and QUARRELSOME (080) were named for boys only and EXTROVERTED (026) and COMPULSIVE (030) for girls only.

SHY (005) was observed in children of all reference grades. RESTLESS (001), in addition to SHY (005), was observed in first

graders, and INTERESTED IN THE OPPOSITE SEX (013) was seen in sixth graders. RESTLESS (001), in addition to SHY (005), was observed in boys of all reference grades. Other characteristics named for boys were ACTIVE (010), NEAT (062), and QUARRELSOME (080), which were observed in sixth graders. INTERESTED IN THE OPPOSITE SEX (013), in addition to SHY (005), was observed in third- and sixth-grade girls. Other characteristics named for girls were EXTROVERTED (062) and COMPULSIVE (030), and they were observed in sixth graders.

c. Teachers with a master's degree named no characteristic as common to 12-year-old children of both sexes. RESTLESS (001) was named for boys only; INTERESTED IN THE OPPOSITE SEX (013) and MOODY (072) were mentioned for girls only.

None of these characteristics was observed in children of all reference grades. RESTLESS (001) was observed in first-grade boys, whereas INTERESTED IN THE OPPOSITE SEX (013) and MOODY (072) were seen in sixth-grade girls.

7. Findings based on school area (see Table 4.56) are as follows:

a. Urban-area teachers named SHY (005) and INTERESTED IN THE OPPOSITE SEX (013) as common to 12-year-old children of both sexes. RESTLESS (001), ACTIVE (010), and QUARRELSOME (080) were named for boys only and COMPULSIVE (030) for girls only.

None of these characteristics was observed in children of all reference grades. SHY (005) was observed in first and sixth graders and INTERESTED IN THE OPPOSITE SEX (013) in sixth graders. RESTLESS

(001) and SHY (005) were observed in boys of all reference grades. Other characteristics named for boys were ACTIVE (010) and QUARRELSOME (080); both were observed in sixth graders. INTERESTED IN THE OPPOSITE SEX (013) was observed in third- and sixth-grade girls. COMPULSIVE (030), the other characteristic named for girls, was observed in sixth graders.

Table 4.56.--Behavioral characteristics most commonly observed ($f > 2$) in 12-year-old students, by reference grade and school area.

School Area	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Urban	I	1, 5	5
	III	1, 5	13
	VI	1, 5, 10, 13, 80	5, 13, 30
Rural	I	1, 5	5
	III	1	5, 13
	VI	62	13, 26, 73

b. Rural-area teachers named SHY (005) as common to 12-year-old children of both sexes. RESTLESS (001) and NEAT (062) were named for boys only and INTERESTED IN THE OPPOSITE SEX (013), EXTROVERTED (026), and MOODY (072) for girls only.

None of these characteristics was observed in children of two or more reference grades. SHY (005) was observed in first graders. RESTLESS (001) was observed in first- and third-grade boys. Other characteristics named for boys were SHY (005), observed in first

graders, and NEAT (062) in sixth graders. SHY (005) was observed in first- and third-grade girls and INTERESTED IN THE OPPOSITE SEX (013) in third and sixth graders. Other characteristics named for girls were EXTROVERTED (026) and MOODY (072), observed in sixth graders.

Thirteen-Year-Old Students

1. Six characteristics were named at least twice for 13-year-old students (see Table 4.57).

Table 4.57.--Behavioral characteristics most commonly observed ($f \geq 2$) in 13-year-old students.

Behavioral Characteristic	Code	Frequencies		Total
		Boys	Girls	
Interested in opposite sex	013	2	1	3
Extroverted	026	2	1	3
Not interested in school	034	3	0	3
Responsible	006	0	3	3
Talkative	002	1	1	2
Shy	005	2	0	2

2. Male teachers named no characteristic as common to 13-year-old children of both sexes. SHY (005), EXTROVERTED (026), and NOT INTERESTED IN SCHOOL (034) were cited for boys only and RESPONSIBLE (006) for girls only. Female teachers (see Table 4.58) named TALKATIVE (002), INTERESTED IN THE OPPOSITE SEX (013), and EXTROVERTED (026) as common to 13-year-old boys and girls. SHY (005) and NOT INTERESTED IN

SCHOOL (034) were named for boys only and RESPONSIBLE (006) for girls only.

Table 4.58.--Behavioral characteristics most commonly observed ($f \geq 2$) by female teachers in 13-year-old students.

Behavioral Characteristic	Code	Boys	Girls
Talkative	002	x	x
Interested in opposite sex	013	x	x
Extroverted	026	x	x
Shy	005	x	
Not interested in school	034	x	
Responsible	006		x

3. Many characteristics named for 13-year-old students were observed in boys and/or girls of different elementary school grades (see Table 4.59).

4. Findings based on teachers' age (see Table 4.60) are as follows:

a. Teachers 20 years or less named no behavioral characteristic for 13-year-old students.

b. Teachers 21 to 35 years old named SHY (005) as common to 13-year-old boys and girls. INTERESTED IN THE OPPOSITE SEX (013) and NOT INTERESTED IN SCHOOL (034) were named for boys only. No characteristic was named for girls only.

Table 4.59.--Distribution of 13-year-old students' behavioral characteristics by grades in which they were observed.

Grades	Behavioral Characteristics	
	Boys	Girls
K	--	--
I	--	--
II	--	--
III	--	--
IV	--	6
V	4, 13, 34	--
VI	2, 5, 13, 26, 34	2, 6, 13
SP*	--	--

*Special programs (i.e., learning disabled and mentally retarded).

None of these characteristics was observed in children of two or more reference grades. SHY (005) was observed in sixth graders. INTERESTED IN THE OPPOSITE SEX (013) and NOT INTERESTED IN SCHOOL (034), in addition to SHY (005), were observed in sixth-grade boys.

c. Teachers between 36 and 45 years old named TALKATIVE (002), RESPONSIBLE (006), and INTERESTED IN THE OPPOSITE SEX (013), which were observed in sixth-grade girls.

d. Forty-six to 60-year-old teachers named no characteristic as common to 13-year-old children of both sexes. EXTROVERTED (026) and

NOT INTERESTED IN SCHOOL (034) were named for boys only and RESPONSIBLE (006) for girls only.

None of these characteristics was observed in children of any reference grade. EXTROVERTED (026) and NOT INTERESTED IN SCHOOL (034) were observed in sixth-grade boys and RESPONSIBLE (006) in sixth-grade girls.

Table 4.60.--Behavioral characteristics most commonly observed ($f \geq 2$) in 13-year-old students, by reference grade and teachers' age.

Teachers' Age	Reference Grades	Behavioral Characteristics	
		Boys	Girls
20 years	I	--	--
	III	--	--
	VI	--	--
21-35 years	I	--	--
	III	--	--
	VI	5, 13, 14	5
36-45 years	I	--	--
	III	--	--
	VI	--	2, 6, 13
46-60 years	I	--	--
	III	--	--
	VI	26, 34	6

5. Findings based on teachers' experience at the elementary school level (see Table 4.61) are as follows:

a. Teachers with five years or less experience named only SHY (005) as common to 13-year-old students; this characteristic was observed in sixth-grade girls.

Table 4.61.--Behavioral characteristics most commonly observed ($f \geq 2$) in 13-year-old students, by reference grade and teachers' experience.

Teachers' Experience	Reference Grades	Behavioral Characteristics	
		Boys	Girls
< 5 years	I	--	--
	III	--	--
	VI	--	5
5-10 years	I	--	--
	III	--	--
	VI	34	6
11-20 years	I	--	--
	III	--	--
	VI	5, 13	2
> 20 years	I	--	--
	III	--	--
	VI	26, 34	6, 13

b. Teachers with five to ten years of experience named only two characteristics as common to 13-year-old students. These were NOT INTERESTED IN SCHOOL (034), named for sixth-grade boys, and RESPONSIBLE (006), noted for sixth-grade girls.

c. Teachers with 11 to 20 years of experience named no characteristic as common to 13-year-old children of both sexes. SHY (005)

and INTERESTED IN THE OPPOSITE SEX (013) were named for sixth-grade boys and TALKATIVE (002) for sixth-grade girls.

d. Teachers with more than 20 years of experience named no characteristic as common to 13-year-old children. EXTROVERTED (026) and NOT INTERESTED IN SCHOOL (034) were named for boys only and were observed in sixth graders. RESPONSIBLE (006) and INTERESTED IN THE OPPOSITE SEX (013) were named for girls only and were observed in sixth graders.

6. Findings based on teachers' academic (college) level (see Table 4.62) are as follows:

a. Teachers with less than a B.A. degree named no characteristic for 13-year-old students.

b. Teachers with a B.A. degree named SHY (005) as common to 13-year-old children of both sexes. INTERESTED IN THE OPPOSITE SEX (013), EXTROVERTED (026), and NOT INTERESTED IN SCHOOL (034) were named for boys only and TALKATIVE (002) and RESPONSIBLE (006) for girls only.

None of these characteristics was observed in children of two or more reference grades. SHY (005) was observed in sixth graders. INTERESTED IN THE OPPOSITE SEX (013), EXTROVERTED (026), and NOT INTERESTED IN SCHOOL (034), in addition to SHY (005), were observed in sixth-grade boys; TALKATIVE (002) and RESPONSIBLE (006) were seen in sixth-grade girls.

c. Teachers with a master's degree named only INTERESTED IN THE OPPOSITE SEX (013) as common to 13-year-old students; this characteristic was observed in sixth-grade girls.

Table 4.62.--Behavioral characteristics most commonly observed ($f \geq 2$) in 13-year-old students, by reference grade and teachers' college level.

College Level	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Less than B.A.	I	--	--
	III	--	--
	VI	--	--
B.A.	I	--	--
	III	--	--
	VI	5, 13, 26, 34	2, 5, 6
Master's degree	I	--	--
	III	--	--
	VI	--	13

7. Findings based on school area (see Table 4.63) are as follows:

a. Urban-area teachers named SHY (005) and INTERESTED IN THE OPPOSITE SEX (013) as common to 13-year-old children of both sexes. EXTROVERTED (026) and NOT INTERESTED IN SCHOOL (034) were named for boys only and TALKATIVE (002) and responsible (006) for girls only.

None of these characteristics was observed in children of two or more reference grades. SHY (005) and INTERESTED IN THE OPPOSITE SEX (013) were observed in sixth graders. EXTROVERTED (026) and NOT INTERESTED IN SCHOOL (034), in addition to characteristics already mentioned, were observed in sixth-grade boys; TALKATIVE (002) and RESPONSIBLE (006) were noted in sixth-grade girls.

Table 4.63.--Behavioral characteristics most commonly observed ($f \geq 2$) in 13-year-old students, by reference grade and school area.

School Area	Reference Grades	Behavioral Characteristics	
		Boys	Girls
Urban	I	--	--
	III	--	--
	VI	5, 13, 26, 34	2, 5, 6, 13
Rural	I	--	--
	III	--	--
	VI	--	--

Summary of Findings: Teachers' Demographic Variables

A summary of findings by reference grade and teachers' demographic variables follows.

Teachers' Age

1. AGGRESSIVE (001) was the only characteristic named by teachers under 20 years old. It was cited only for sixth-grade boys.

2. Behavioral characteristics most commonly observed by 21- to 35-year-old teachers were as follows:

First grade:

- a. Boys: CURIOUS (008), AGGRESSIVE (011), INATTENTIVE (014), HYPERACTIVE (017), and EXTROVERTED (026).
- b. Girls: RESPONSIBLE (006), IMITATOR (016), CALM (024), PASSIVE (045), and INTERESTED IN LEARNING (101).
- c. Boys and girls: RESTLESS (011), LOVING (003), COOPERATIVE (004), EXPRESSIVE (007), ACTIVE (010), and SPONTANEOUS (015).

Third grade:

- a. Boys: RESTLESS (001), AGGRESSIVE (011), PLAYFUL (012), SPONTANEOUS (015), HYPERACTIVE (017), and NOT INTERESTED IN SCHOOL (034).
- b. Girls: TALKATIVE (002), LOVING (003), RESPONSIBLE (006), ACTIVE (010), and FRIENDLY (021).

Sixth grade:

- a. Boys: LOVING (003), COOPERATIVE (004), AGGRESSIVE (011), HYPERACTIVE (017), NOT INTERESTED IN SCHOOL (034), and NEAT (062).
- b. Girls: EXTROVERTED (026), COMPULSIVE (030), and MOODY (072).
- c. Boys and girls: TALKATIVE (002), SHY (005), PLAYFUL (012), and INTERESTED IN THE OPPOSITE SEX (013).

3. Behavioral characteristics most commonly observed by teachers between 36 and 45 years old were the following:

First grade:

- a. Boys: SHY (005), RESPONSIBLE (006), EXPRESSIVE (007), AGGRESSIVE (011), ANXIOUS (023), and ATTENTIVE (040).
- b. Girls: TALKATIVE (002), IMITATOR (016), OBEDIENT (027), SOCIABLE (050), and INTERESTED IN LEARNING (101).
- c. Boys and girls: RESTLESS (001), LOVING (003), COOPERATIVE (004), and SENTIMENTAL (019).

Third grade:

- a. Boys: COOPERATIVE (004), EXPRESSIVE (007), ACTIVE (010), PLAYFUL (012), GENEROUS (041), and SHORT ATTENTION SPAN (079).
- b. Girls: SHY (005), RESPONSIBLE (006), RESPECTFUL (009), FRIENDLY (021), OBEDIENT (027), COMPULSIVE (030), and CHEERFUL (032).

Sixth grade:

- a. Boys: No characteristic named for sixth-grade students was observed in boys only.

- b. Girls: RESPONSIBLE (006), INTERESTED IN THE OPPOSITE SEX (013), and ANXIOUS (023).
- c. Boys and girls: TALKATIVE (002) and ACTIVE (010).

4. Behavioral characteristics most commonly observed by 46- to 60-year-old teachers were as follows:

First grade:

- a. Boys: AGGRESSIVE (011).
- b. Girls: RESTLESS (001), OBEDIENT (027), and ATTENTIVE (040).
- c. Boys and girls: RESPONSIBLE (006), RESPECTFUL (009), LOVABLE (031), and STUDIOUS (056).

Third grade:

- a. Boys: RESTLESS (001), RESPONSIBLE (006), CURIOUS (008), AGGRESSIVE (011), INATTENTIVE (014), COMPLAINER (018), and NOT INTERESTED IN SCHOOL (034).
- b. Girls: TALKATIVE (002), LOVING (003), SHY (005), INTERESTED IN THE OPPOSITE SEX (013), DOCILE (066), and COMPETITIVE (083).
- c. Boys and girls: COOPERATIVE (004) and QUARRELSOME (080).

Sixth grade:

- a. Boys: EXTROVERTED (026) and NOT INTERESTED IN SCHOOL (034).
- b. Girls: RESPONSIBLE (006).
- c. Boys and Girls: No characteristic named for students of this grade was common to boys and girls.

Teachers' Experience at
the Elementary School Level

1. The characteristics most commonly observed by teachers with less than five years of experience were:

First grade:

- a. Boys: RESTLESS (001), COOPERATIVE (004), EXPRESSIVE (007), and ACTIVE (010).
- b. Girls: No characteristic named by this group of teachers for first-grade students was observed in girls only.
- c. Boys and girls: No characteristic named by this group of teachers for first-grade students was common to boys and girls.

Third grade:

- a. Boys: SHY (005), AGGRESSIVE (011), PLAYFUL (012), and ANXIOUS (023).
- b. Girls: RESTLESS (001), TALKATIVE (002), LOVING (003), and RESPONSIBLE (006).
- c. Boys and girls: COOPERATIVE (004) and CURIOUS (008).

Sixth grade:

- a. Boys: AGGRESSIVE (011) and INTERESTED IN THE OPPOSITE SEX (013).
 - b. Girls: SHY (005), EXTROVERTED (026), and MOODY (072).
 - c. Boys and girls: COMPULSIVE (030).
2. Behavioral characteristics most commonly observed by teachers with five to ten years of experience were:

First grade:

- a. Boys: SHY (005), CURIOUS (008), ACTIVE (010), ANXIOUS (023), and ATTENTIVE (040).
- b. Girls: LOVING (003), RESPONSIBLE (006), SPONTANEOUS (015), and INTERESTED IN LEARNING (101).
- c. Boys and girls: RESTLESS (001).

Third grade:

- a. Boys: RESTLESS (001) and AGGRESSIVE (011).
- b. Girls: COOPERATIVE (004), SHY (005), and INATTENTIVE (014).
- c. Boys and girls: ANXIOUS (023).

Sixth grade:

- a. Boys: TALKATIVE (002), NOT INTERESTED IN SCHOOL (034), and NEAT (062).
- b. Girls: RESPONSIBLE (006).
- c. Boys and girls: No characteristic named by this group of teachers for sixth-grade students was common to boys and girls.

3. Behavioral characteristics most commonly observed by teachers with 11 to 20 years of experience were:

First grade:

- a. Boys: EXPRESSIVE (007), AGGRESSIVE (011), and SHORT ATTENTION SPAN (079).
- b. Girls: FRIENDLY (021) and CALM (024).
- c. Boys and girls: RESTLESS (011), LOVING (003), COOPERATIVE (004), and HYPERACTIVE (071).

Third grade:

- a. Boys: CURIOUS (008), ACTIVE (010), AGGRESSIVE (011), PLAYFUL (012), SINCERE (025), NOT INTERESTED IN SCHOOL (034), and SOCIABLE (050).
- b. Girls: SHY (005), SENTIMENTAL (019), FRIENDLY (021), LOVABLE (031), CHEERFUL (032), HUMANITARIAN (053), QUARRELSOME (080), and INTERESTED IN LEARNING (101).
- c. Boys and girls: RESTLESS (001), TALKATIVE (002), LOVING (003), COOPERATIVE (004), RESPONSIBLE (006), RESPECTFUL (009), INATTENTIVE (014), and COMPLAINER (018).

Sixth grade:

- a. Boys: SHY (005), EXPRESSIVE (007), and INTERESTED IN THE OPPOSITE SEX (013).
- b. Girls: No characteristic named by this group of teachers for elementary school students was observed in sixth-grade girls only.
- c. Boys and girls: TALKATIVE (002).

4. Behavioral characteristics most commonly observed by teachers with 20 years or more of experience were:

First grade:

- a. Boys: AGGRESSIVE (011), INATTENTIVE (014), IMMATURE (020), and LOVABLE (031).
- b. Girls: Imitator (016), OBEDIENT (027), and ATTENTIVE (040).
- c. Boys and girls: RESTLESS (001), LOVING (003), RESPONSIBLE (006), RESPECTFUL (009), COMPLAINER (018), and STUDIOUS (056).

Third grade:

- a. Boys: RESTLESS (001), AGGRESSIVE (011), and QUARRELSOME (080).
- b. Girls: TALKATIVE (002), LOVING (003), SHY (005), FRIENDLY (021), and COMPETITIVE (083).
- c. Boys and girls: RESPONSIBLE (006).

Sixth grade:

- a. Boys: TALKATIVE (002), EXTROVERTED (026), NOT INTERESTED IN SCHOOL (034), and QUARRELSOME (080).
- b. Girls: RESPONSIBLE (006), INTERESTED IN THE OPPOSITE SEX (013), and ANXIOUS (023).
- c. Boys and girls: ACTIVE (010) and PLAYFUL (012).

Teachers' College Level

1. Behavioral characteristics most commonly observed by teachers with less than a B.A. college degree were:

First grade:

- a. Boys: RESTLESS (001), TALKATIVE (002), and AGGRESSIVE (011).
- b. Girls: No characteristic named by this group of teachers was observed in first-grade girls only.
- c. Boys and girls: COOPERATIVE (004), RESPONSIBLE (006), RESPECTFUL (009), LOVABLE (031), and STUDIOUS (056).

Third grade:

- a. Boys: RESTLESS (001), TALKATIVE (002), LOVING (003), and RESPONSIBLE (006).
- b. Girls: QUARRELSOME (080).
- c. Boys and girls: ANXIOUS (023).

Sixth grade:

- a. Boys: SHY (005).
- b. Girls: No characteristic named by this group of teachers for elementary school students was observed in sixth-grade girls only.
- c. Boys and girls: No characteristic named by this group of teachers for elementary school students was common to sixth-grade boys and girls.

2. Behavioral characteristics most commonly observed by teachers with a B.A. degree were:

First grade:

- a. Boys: CURIOUS (008), ACTIVE (010), AGGRESSIVE (011), INATTENTIVE (014), ANXIOUS (023), and EXTROVERTED (026).
- b. Girls: IMITATOR (016), COMPLAINER (018), IMMATURE (020), FRIENDLY (021), CALM (024), SINCERE (025), PASSIVE (045), and INTERESTED IN LEARNING (101).

- c. Boys and girls: RESTLESS (001), TALKATIVE (002), LOVING (003), COOPERATIVE (004), SHY (005), RESPONSIBLE (006), EXPRESSIVE (007), SPONTANEOUS (015), HYPERACTIVE (017), SENTIMENTAL (019), and ATTENTIVE (040).

Third grade:

- a. Boys: EXPRESSIVE (007), AGGRESSIVE (011), PLAYFUL (012), HYPERACTIVE (017), ANXIOUS (023), SINCERE (025), COMPULSIVE (030), NOT INTERESTED IN SCHOOL (034), HUMBLE (036), and SOCIABLE (050).
- b. Girls: INTERESTED IN THE OPPOSITE SEX (013), FRIENDLY (021), CALM (024), OBEDIENT (027), CHEERFUL (032), and COMPETITIVE (083).
- c. Boys and girls: RESTLESS (001), TALKATIVE (002), LOVING (003), COOPERATIVE (004), SHY (005), RESPECTFUL (009), COMPLAINER (018), SENTIMENTAL (019), and QUARRELSOME (080).

Sixth grade:

- a. Boys: RESTLESS (001), COOPERATIVE (004), AGGRESSIVE (011), HYPERACTIVE (017), NOT INTERESTED IN SCHOOL (034), NEAT (062), and QUARRELSOME (080).
- b. Girls: RESPONSIBLE (006), FRIENDLY (021), ANXIOUS (023), and COMPULSIVE (030).
- c. Boys and girls: TALKATIVE (002), SHY (005), ACTIVE (010), PLAYFUL (012), INTERESTED IN THE OPPOSITE SEX (013), EXTROVERTED (026), and COMPULSIVE (030).

3. Behavioral characteristics most commonly observed by teachers with a master's degree were:

First grade:

- a. Boys: RESTLESS (001).
- b. Girls: No characteristic named by this group of teachers for elementary school students was observed in first-grade girls only.
- c. Boys and girls: No characteristic named by this group of teachers was common to first-grade boys and girls.

Third grade:

- a. No characteristic named by this group of teachers was observed in third-grade boys and/or girls.

Sixth grade:

- a. Boys: No characteristic named by master's-degree teachers was observed in sixth-grade boys only.
- b. Girls: RESPONSIBLE (006), INTERESTED IN THE OPPOSITE SEX (013), and MOODY (072).
- c. Boys and girls: No characteristic named by master's-degree teachers was common to sixth-grade boys and girls.

School Area

1. Behavioral characteristics most commonly observed by urban-area teachers were:

First grade:

- a. Boys: TALKATIVE (002), CURIOUS (008), AGGRESSIVE (011), SPONTANEOUS (015), ANXIOUS (023), and SHORT ATTENTION SPAN (079).
- b. Girls: SENTIMENTAL (019), FRIENDLY (021), CALM (024), and OBEDIENT (027).
- c. Boys and girls: RESTLESS (001), LOVING (003), COOPERATIVE (004), SHY (005), RESPONSIBLE (006), RESPECTFUL (009), INATTENTIVE (014), HYPERACTIVE (040), STUDIOUS (056), and INTERESTED IN LEARNING (101).

Third grade:

- a. Boys: RESPECTFUL (009), AGGRESSIVE (011), PLAYFUL (012), CALM (024), and NOT INTERESTED IN SCHOOL (034).
- b. Girls: Talkative (002), LOVING (003), INTERESTED IN THE OPPOSITE SEX (013), FRIENDLY (021), CHEERFUL (032), and COMPETITIVE (083).
- c. Boys and girls: RESTLESS (001), COOPERATIVE (004), SHY (005), RESPONSIBLE (006), INATTENTIVE (014), COMPLAINER (018), SENTIMENTAL (019), ANXIOUS (023), OBEDIENT (027), and QUARRELSOME (080).

Sixth grade:

- a. Boys: RESTLESS (001), AGGRESSIVE (011), PLAYFUL (012), HYPERACTIVE (017), EXTROVERTED (026), NOT INTERESTED IN SCHOOL (034), and QUARRELSOME (080).
 - b. Girls: RESPONSIBLE (006) and ANXIOUS (023).
 - c. Boys and girls: TALKATIVE (002), SHY (005), ACTIVE (010), INTERESTED IN THE OPPOSITE SEX (013), and COMPULSIVE (030).
2. Behavioral characteristics most commonly observed by rural-

area teachers were:

First grade:

- a. Boys: ACTIVE (010), ATTENTIVE (040), and QUARRELSOME (080).
- b. Girls: TALKATIVE (002), SPONTANEOUS (015), IMITATOR (016), SOCIABLE (050), and SMART (067).
- c. Boys and girls: RESTLESS (001), LOVING (003), COOPERATIVE (004), SHY (005), EXPRESSIVE (007), COMPLAINER (018), and IMMATURE (020).

Third grade:

- a. Boys: EXPRESSIVE (007), ACTIVE (010), AGGRESSIVE (011), PLAYFUL (012), ANXIOUS (023), SINCERE (025), IDENTIFY WITH ADULT ROLES (033), HUMBLE (036), and GENEROUS (041).
- b. Girls: SHY (005), RESPECTFUL (009), INTERESTED IN THE OPPOSITE SEX (013), INATTENTIVE (014), COMPLAINER (018), SENTIMENTAL (019), FRIENDLY (021), LOVABLE (031), HUMANITARIAN (053), and HONEST (054).
- c. Boys and girls: RESTLESS (001), TALKATIVE (002), LOVING (003), COOPERATIVE (004), RESPONSIBLE (006), CURIOUS (008), and CHEERFUL (032).

Sixth grade:

- a. Boys: TALKATIVE (002), COOPERATIVE (004), SHY (005), EXPRESSIVE (007), and NEAT (062).
- b. Girls: INTERESTED IN THE OPPOSITE SEX (013), EXTROVERTED (026), and MOODY (072).

- c. Boys and girls: No characteristic named by rural-area teachers was common to sixth-grade children.

Conclusions

The analysis by age level, reference grade, and demographic variables made it possible to produce a list of behavioral characteristics based on Selection Criterion I (p. 67). That criterion stated that behavioral characteristics named for boys and/or girls of two or more age levels and by teachers in at least two of the teacher-demographic-variable categories were to be submitted to judges and observers for consideration. Based on this analysis, it was concluded that the behavioral characteristics that satisfied Selection Criterion I are:¹

Restless	Playful
Talkative	Interested in the opposite sex
Loving	Inattentive
Cooperative	Spontaneous
Shy	Imitator
Responsible	Hyperactive
Expressive	Complainer
Curious	Sentimental
Respectful	Immature
Active	Friendly
Aggressive	Insecure
Anxious	Not interested in school
Calm	Sociable
Sincere	Studious
Extroverted	Good
Obedient	Neat
Cheerful	Quarrelsome
Lovable	Interested in learning

¹For a detailed distribution of these characteristics by sex, age, and demographic variables, see Appendices D and E.

The characteristics that satisfied Selection Criterion II (those characteristics mentioned at least twice)¹ but did not satisfy Selection Criterion I are:²

Attentive	(5)	Like tough games	(3)
Introverted	(4)	Fiction reader	(3)
Irresponsible	(4)	Careful	(3)
Sex segregation in games	(4)	Hard working	(3)
Identify with older people	(3)	Like to be outstanding	(3)
Generous	(3)	Competitive	(3)
Healthy	(3)	Conformism	(3)
Sexual curiosity	(3)	Short attention span	(3)
Do not like to participate in activities	(3)	Alert	(3)
Argue with other children	(3)	Not motivated	(3)
Full of complexities	(3)	Honest	(2)
Mature	(3)	Well-behaved	(2)
Need teacher's attention	(3)	Laugh too frequently	(2)
Identify with adult roles	(2)	Confused	(2)
Dependent	(2)	Smart	(2)
Punctual	(2)	Sweet	(2)
Unstable	(2)	Join mixed groups	(2)
Good observer	(2)	Need of recognition	(2)
Helpful	(2)	Jealous between sexes	(2)
Jolly-fellow	(2)	Low academic achievement	(2)
Still	(2)	Sensitive	(2)
Afraid of change	(2)	Organized	
Compulsive	(2)	Share	(2)
Humble	(2)	Quiet	(2)
Fearless	(2)	Withdrawn	(2)
Need love	(2)	Naive	(2)
Apathetic	(2)	Negative	(2)
Humanitarian	(2)	Like to gain attention	(2)
Innocent	(2)	Docile	(2)
Kind	(2)	Moody	(2)
Reserved	(2)	Sensible	(2)
Worried about their hair	(2)	Judicious	(2)
Intrigued	(2)	Like to talk about boy friend	(2)

¹See Appendix F for a distribution of these characteristics by sex.

³Numbers in parentheses represent frequency of mention.

The final list of behavioral characteristics used in Parts II (judges' agreement) and III (observers' agreement) of the study was developed from those behavioral characteristics that satisfied at least one of the aforementioned selection criteria. The list comprised 105 behavioral characteristics and was used to design and develop the questionnaire submitted to judges and observers for consideration. (See Appendices B and C.)

Summary of Findings: Students' Socioeconomic Level

The final list of behavioral characteristics was analyzed in terms of students' socioeconomic level to determine whether there was a difference in the distribution of characteristics by sex, grade, and socioeconomic level. The criterion used to determine the students' socioeconomic level was the school categories described in Chapter III (p. 48). The distribution of characteristics by school category, age, and socioeconomic level is shown in Appendices G (boys) and H (girls). Findings by grade and socioeconomic level were as follows:

Low-Socioeconomic-Level Students

First grade:

- a. Boys: PASSIVE (045), FEARLESS (049), GOOD (059), SHORT ATTENTION SPAN (079), and KIND (099).
- b. Girls: HYPERACTIVE (017), OBEDIENT (027), NEED TEACHER'S ATTENTION (028), ATTENTIVE (040), PASSIVE (045), WELL-BEHAVED (055), and APATHETIC (078).
- c. Boys and girls: UNSTABLE (039), INNOCENT (074), and INTERESTED IN LEARNING (101).

Third grade:

- a. Boys: PUNCTUAL (038), PASSIVE (045), LIKE TO GAIN ATTENTION (064), and SHORT ATTENTION SPAN (079).
- b. Girls: ANXIOUS (023), NEED TEACHER'S ATTENTION (028), COMPULSIVE (030), UNSTABLE (039), PASSIVE (045), HELPFUL (048), DOCILE (066), QUARRELSOME (080), NEGATIVE (090), STILL (102), RESERVED (105), and MATURE (183).
- c. Boys and girls: OBEDIENT (027), JOLLY-FELLOW (052), QUARRELSOME (080), and JOIN MIXED GROUPS (091).

Sixth grade:

- a. Boys: QUARRELSOME (080), DON'T LIKE TO PARTICIPATE IN ACTIVITIES (087), NOT MOTIVATED (092), LOW ACADEMIC ACHIEVEMENT (095), and SENSITIVE (096).
- b. Girls: HYPERACTIVE (017), COMPULSIVE (030), NOT INTERESTED IN SCHOOL (034), ATTENTIVE (040), LAUGH TOO FREQUENTLY (058), FULL OF COMPLEXITIES (070), MOODY (072), JOIN MIXED GROUPS (091), INTERESTED IN LEARNING (101), RESERVED (105), and MATURE (183).
- c. Boys and girls: NOT INTERESTED IN TOYS (107).

Middle-Socioeconomic-Level Students

First grade:

- a. Boys: No characteristic named for elementary school students was observed only in first-grade boys from the middle socioeconomic level.
- b. Girls: FICTION READERS (060), LIKE TO GAIN ATTENTION (064), and SWEET (076).
- c. Boys and girls: No characteristic named for elementary school students was observed only in middle-socioeconomic-level first-grade boys and girls.

Third grade:

- a. Boys: FEARLESS (049).
- b. Girls: NAIVE (089) and NEED RECOGNITION (093).
- c. Boys and girls: CONFUSED (061).

Sixth grade:

- a. Boys: INTERESTED (043), NAIVE (089), and NEED RECOGNITION (093).
- b. Girls: ARGUE WITH OTHER CHILDREN (069) and INTRIGUED (109).
- c. Boys and girls: GOOD (059) and ORGANIZED (097).

Upper-Middle-Level Students

First grade:

- a. Boys: FRIENDLY (021), SINCERE (025), UNSTABLE (039), GOOD OBSERVER (046), and QUARRELSOME (080).
- b. Girls: No characteristic named for elementary school students was observed only in first-grade girls from the upper-middle socioeconomic level.
- c. Boys and girls: IMITATOR (016), IMMATURE (020), CAREFUL (065), SMART (067), and JUDICIOUS (100).

Third grade:

- a. Boys: IMITATOR (016), SINCERE (025), GENEROUS (041), SEX SEGREGATION IN GAMES (044), and FICTION READER (060).
- b. Girls: IDENTIFY WITH ADULT ROLES (033) and SMART (067).
- c. Boys and girls: FRIENDLY (021), HUMANITARIAN (053), HARDWORKING (068), CONFORMIST (084), HEALTHY (085), SHARING (103), and QUIET (104).

Sixth grade:

- a. Boys: FICTION READER (060).
- b. Girls: PUNCTUAL (038).
- c. Boys and girls: SINCERE (025), IDENTIFY WITH ADULT ROLES (033), CAREFUL (065), LIKE TO BE OUTSTANDING (071), SENSIBLE (075), and WORRIED ABOUT THEIR HAIR (108).

Behavioral Characteristics Shared by
Elementary School Students of All
Socioeconomic Levels¹

First grade:

- a. Boys: RESTLESS (001), COMPLAINER (018), IMMATURE (020), and EXTROVERTED (026).
- b. Girls: IMITATOR (016).
- c. Boys and girls: No characteristic named for elementary school students was observed in first-grade children of all socioeconomic levels.

Third grade:

- a. Boys: RESTLESS (001), CURIOUS (008), ANXIOUS (023), SINCERE (025), and HUMBLE (036).
- b. Girls: SHY (005) and RESPONSIBLE (006).
- c. Boys and girls: TALKATIVE (002), LOVING (003), and COOPERATIVE (004).

Sixth grade:

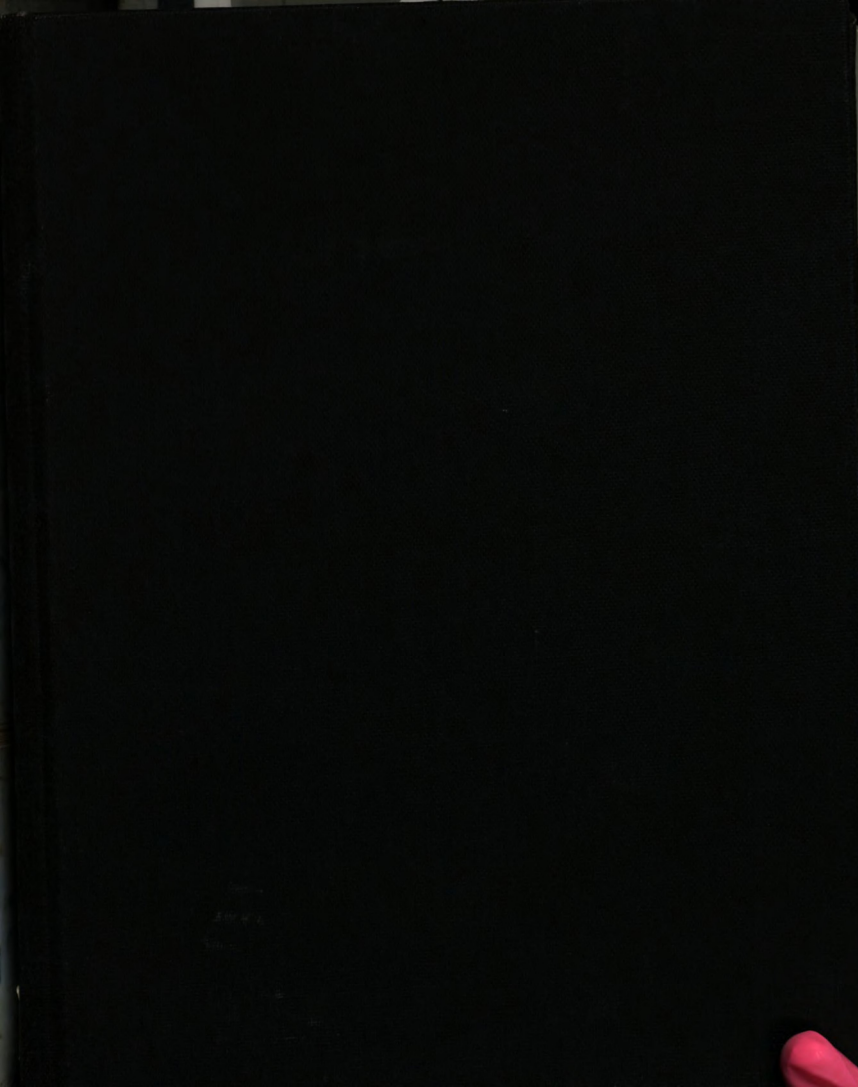
- a. Boys: TALKATIVE (002).
- b. Girls: INTERESTED IN THE OPPOSITE SEX (013) and STUDIOUS (056).
- c. Boys and girls: No characteristic named for elementary school students was observed in sixth-grade children of all socioeconomic levels.

¹To be considered common to students of two or more socioeconomic levels, the characteristics must have been named for at least one of the age levels included in any grade and for each socioeconomic level.

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Behavioral Characteristics Shared
by Low- and Middle-Socioeconomic-
Level Students

First grade:

- a. Boys: RESPONSIBLE (006), SENTIMENTAL (019), COMPULSIVE (030), and ATTENTIVE (040).
- b. Girls: No characteristic named for elementary school students was observed in or shared by low- and middle-socioeconomic-level first-grade girls only.
- c. Boys and girls: SHY (005), ACTIVE (010), and SPONTANEOUS (015).

Third grade:

- a. Boys: SPONTANEOUS (015), HYPERACTIVE (017), INSECURE (022), and IRRESPONSIBLE (042).
- b. Girls: SHY (005), SENTIMENTAL (019), ARGUE AMONG THEMSELVES (081), and NEED RECOGNITION (093).
- c. Boys and girls: RESPONSIBLE (006).

Sixth grade:

- a. Boys: EXPRESSIVE (007).
- b. Girls: FRIENDLY (021).
- c. Boys and girls: PLAYFUL (012).

Behavioral Characteristics Shared
by Low- and Upper-Middle-Socioeconomic-
Level Students

First grade:

- a. Boys: DEPENDENT (037).
- b. Girls: CALM (024), LOVABLE (031), and SOCIABLE (050).
- c. Boys and girls: EXPRESSIVE (007) and EXTROVERTED (026).

Third grade:

- a. Boys: EXPRESSIVE (007), AGGRESSIVE (011), HUMBLE (036), SOCIABLE (050), WITHDRAWN (082), and CONFORMIST (084).
- b. Girls: FRIENDLY (021), CHEERFUL (032), IDENTIFICATION WITH OLDER PEOPLE (057), and LIKE TO TALK ABOUT BOYFRIEND (106).
- c. Boys and girls: RESPECTFUL (009), INTERESTED IN THE OPPOSITE SEX (013), INATTENTIVE (014), CALM (024), HONEST (054), and COMPETITIVE (083).

Sixth grade:

- a. Boys: NOT INTERESTED IN SCHOOL (034), NEAT (062), and SEXUAL CURIOSITY (086).
- b. Girls: INTERESTED IN THE OPPOSITE SEX (013), EXTROVERTED (026), and INTROVERTED (029).
- c. Boys and girls: No characteristic named for elementary school students was observed in or common to low- and upper-middle-socioeconomic-level sixth-grade children.

Behavioral Characteristics Shared
by Students From the Middle and Upper-
Middle Socioeconomic Levels

First grade:

- a. Boys: RESTLESS (001), COMPLAINER (018), IMMATURE (020), and EXTROVERTED (026).
- b. Girls: IMITATOR (016) and CAREFUL (065).
- c. Boys and girls: No characteristic named for elementary school students was observed in or common to middle- and upper-socioeconomic-level first-grade children.

Third grade:

- a. Boys: RESTLESS (001), ANXIOUS (023), SINCERE (025), HUMBLE (036), and COMPETITIVE (083).
- b. Girls: SHY (005), RESPONSIBLE (006), and HARD-WORKING (068).
- c. Boys and girls: TALKATIVE (002), LOVING (003), COOPERATIVE (004), and CURIOUS (008).

Sixth grade:

- a. Boys: TALKATIVE (002).
- b. Girls: INTERESTED IN THE OPPOSITE SEX (013) and STUDIOUS (056).
- c. Boys and girls: No characteristic named for elementary school students was observed in or common to middle- and upper-middle-socioeconomic-level sixth-grade children.

Conclusions

In this analysis, the researcher was primarily concerned with the level of acceptance of the behavioral characteristics observed in elementary school children. For this reason, conclusions were drawn in terms of socially accepted and not socially accepted behavioral characteristics.

Socially accepted characteristics were defined as those behaviors that conform to social rules, regulations, and expectations that govern the public school setting, especially the classroom setting, and/or that facilitate the child's acceptance by peers, teachers, and other school personnel. Not socially accepted characteristics, then, are those behaviors or characteristics that interfere with the school's social rules, regulations, and expectations or with the acceptance of the child by peers, teachers, and/or other school personnel.

The following conclusions, by reference grade and sex, were drawn from the analysis by socioeconomic level:¹

¹Those interested in which behavioral characteristics were named for each level are referred to Appendices H, I, and J.

Low Socioeconomic Level

First grade:

a. Boys

--Twelve behavioral characteristics most commonly observed in low-socioeconomic-level first-grade boys (RESPONSIBLE, EXPRESSIVE, ACTIVE, SENTIMENTAL, SPONTANEOUS, ATTENTIVE, PASSIVE, FEARLESS, GOOD, INNOCENT, KIND, and INTERESTED IN LEARNING) were socially accepted, and nine (RESTLESS, SHY, COMPLAINER, IMMATURE, COMPULSIVE, DEPENDENT, UNSTABLE, and SHORT ATTENTION SPAN) were not socially accepted.

--Four of those socially accepted behavioral characteristics (RESPONSIBLE, ACTIVE, SPONTANEOUS, and SENTIMENTAL) and two not socially accepted ones (SHY and COMPULSIVE) were also observed in middle-socioeconomic-level first-grade boys.

--Two socially accepted behavioral characteristics (EXPRESSIVE and EXTROVERTED) and one not socially accepted characteristic (DEPENDENT) were observed in upper-middle-socioeconomic-level first-grade boys.

--Three not socially accepted characteristics (RESTLESS, COMPLAINER, and IMMATURE) were observed in first-grade boys of all socioeconomic levels.

--Low-socioeconomic-level first-grade boys shared four socially accepted behavioral characteristics (RESPONSIBLE, EXPRESSIVE, SPONTANEOUS, and PASSIVE) and two not socially accepted ones (RESTLESS and SHORT ATTENTION SPAN) with low-socioeconomic-level third-grade boys.

--Low-socioeconomic-level first-grade boys shared only one socially accepted behavioral characteristic (EXPRESSIVE) with low-socioeconomic-level sixth-grade boys and no not socially accepted characteristics.

b. Girls

--Thirteen behavioral characteristics most commonly observed in low-socioeconomic-level first-grade girls (EXPRESSIVE, ACTIVE, SPONTANEOUS, CALM, EXTROVERTED, OBEDIENT, LOVABLE, ATTENTIVE, PASSIVE, SOCIABLE, WELL-BEHAVED, INNOCENT, and INTERESTED IN LEARNING) were socially accepted behaviors, five (SHY, HYPERACTIVE, NEED OF TEACHER'S ATTENTION,

UNSTABLE, and APATHETIC) were not socially accepted, and one (IMITATOR) was not clearly defined as socially accepted or not.

- Five socially accepted behavioral characteristics (EXPRESSIVE, CALM, EXTROVERTED, LOVABLE, and SOCIABLE) but no not socially accepted ones were also observed in upper-middle-socioeconomic-level first-grade girls.
- The characteristic not clearly identified as socially accepted or not (IMITATOR) was observed in girls of all socioeconomic levels.
- Low-socioeconomic-level first-grade girls shared three socially accepted behavioral characteristics (CALM, OBEDIENT, and PASSIVE) and three not socially accepted ones (SHY, NEED TEACHER'S ATTENTION, and UNSTABLE) with low-socioeconomic-level third-grade girls.
- Low-socioeconomic-level first-grade girls shared three socially accepted behavioral characteristics (EXTROVERTED, ATTENTIVE, and INTERESTED IN LEARNING) and one not socially accepted behavior (HYPERACTIVE) with low-socioeconomic-level sixth-grade girls.

c. Boys and girls

- Low-socioeconomic-level first-grade children, as a group, shared eight socially accepted behavioral characteristics (EXPRESSIVE, ACTIVE, SPONTANEOUS, EXTROVERTED, ATTENTIVE, PASSIVE, INNOCENT, and INTERESTED IN LEARNING) and two not socially accepted ones (SHY and UNSTABLE).

Third grade:

a. Boys:

- Nineteen behavioral characteristics most commonly observed in low-socioeconomic-level third-grade boys (LOVING, COOPERATIVE, RESPONSIBLE, EXPRESSIVE, CURIOUS, RESPECTFUL, SPONTANEOUS, CALM, SINCERE, OBEDIENT, HUMBLE, PUNCTUAL, PASSIVE, SOCIABLE, JOLLY-FELLOW, HONEST, COMPETITIVE, and JOIN MIXED GROUPS) were socially accepted, 12 (RESTLESS, TALKATIVE, AGGRESSIVE, INATTENTIVE, HYPERACTIVE, INSECURE, ANXIOUS, IRRESPONSIBLE, LIKE TO GAIN ATTENTION, SHORT ATTENTION SPAN, and WITHDRAWN) were not socially accepted, and two (INTERESTED IN THE OPPOSITE SEX and CONFORMIST) were not clearly identified as socially accepted or not.

- Five of these socially accepted behavioral characteristics (LOVING, COOPERATIVE, CURIOUS, SINCERE, and HUMBLE) and three not socially accepted ones (RESTLESS, TALKATIVE, and ANXIOUS) were observed in third-grade boys of all socioeconomic levels.
- Two socially accepted behavioral characteristics (RESPONSIBLE and SPONTANEOUS) and three not socially accepted ones (HYPERACTIVE, INSECURE, and IRRESPONSIBLE) were also observed in middle-socioeconomic-level third-grade boys.
- Six socially accepted behavioral characteristics (EXPRESSIVE, RESPECTFUL, CALM, SOCIABLE, HONEST, and COMPETITIVE) and three not socially accepted characteristics (AGGRESSIVE, INATTENTIVE, and WITHDRAWN) were also observed in upper-middle-socioeconomic-level first-grade boys.
- Two behavioral characteristics not clearly identified as socially accepted or not (INTERESTED IN THE OPPOSITE SEX and CONFORMIST) were observed in upper-middle-socioeconomic-level third-grade boys.
- Low-socioeconomic-level third-grade boys shared four socially accepted behavioral characteristics (RESPONSIBLE, EXPRESSIVE, SPONTANEOUS, and PASSIVE) and two not socially accepted characteristics (RESTLESS and SHORT ATTENTION SPAN) with low-socioeconomic-level first-grade boys.
- Low-socioeconomic-level third-grade boys shared one socially accepted characteristic (EXPRESSIVE) and one not socially accepted characteristic (TALKATIVE) with low-socioeconomic-level sixth-grade boys.

b. Girls

- Nineteen behavioral characteristics most commonly observed in low-socioeconomic-level third-grade girls (LOVING, COOPERATIVE, RESPONSIBLE, RESPECTFUL, SENTIMENTAL, FRIENDLY, CALM, OBEDIENT, CHEERFUL, PASSIVE, HELPFUL, JOLLY-FELLOW, HONEST, IDENTIFY WITH OLDER PEOPLE, DOCILE, COMPETITIVE, JOIN MIXED GROUPS, STILL, and MATURE) were socially accepted behaviors, ten (TALKATIVE, SHY, INATTENTIVE, ANXIOUS, NEED TEACHER'S ATTENTION, COMPULSIVE, UNSTABLE, QUARRELSOME, ARGUE AMONG THEMSELVES, and NEGATIVE) were not socially accepted, and four (INTERESTED IN THE OPPOSITE SEX, NEED RECOGNITION, RESERVED, and LIKE TO TALK ABOUT BOYFRIEND) were not clearly identified as socially accepted or not.

--Two socially accepted behavioral characteristics (LOVING and COOPERATIVE) and two not socially accepted characteristics (TALKATIVE and SHY) were observed in girls of all socioeconomic levels.

--Two socially accepted behavioral characteristics (RESPONSIBLE and SENTIMENTAL) and one not socially accepted characteristic (ARGUE AMONG THEMSELVES) were also observed in middle-socioeconomic-level third-grade girls. Seven socially accepted behavioral characteristics (RESPECTFUL, FRIENDLY, CALM, CHEERFUL, HONEST, IDENTIFY WITH OLDER PEOPLE, and COMPETITIVE) and one not socially accepted characteristic (NEED OF RECOGNITION) were also observed in upper-middle-socioeconomic-level third-grade girls.

--Two behavioral characteristics not clearly identified as socially accepted or not (INTERESTED IN THE OPPOSITE SEX and LIKE TO TALK ABOUT BOYFRIENDS) were also observed in upper-middle-socioeconomic-level third-grade girls, and one (NEED OF RECOGNITION) in middle-socioeconomic-level third graders.

--Low-socioeconomic-level third-grade girls shared three socially accepted behavioral characteristics (CALM, OBEDIENT, and PASSIVE) and three not socially accepted characteristics (SHY, NEED TEACHER'S ATTENTION, and UNSTABLE) with low-socioeconomic-level first-grade girls.

--Low-socioeconomic-level third-grade girls shared three socially accepted behavioral characteristics (FRIENDLY, JOIN MIXED GROUPS, and MATURE), one not socially accepted characteristic (COMPULSIVE), and two not clearly identified as socially accepted or not (INTERESTED IN THE OPPOSITE SEX and RESERVED) with low-socioeconomic-level sixth-grade girls.

c. Boys and girls

--Low-socioeconomic-level third-grade children, as a group, shared ten socially accepted behavioral characteristics (LOVING, COOPERATIVE, RESPONSIBLE, RESPECTFUL, CALM, OBEDIENT, HONEST, JOLLY-FELLOW, COMPETITIVE, and JOIN MIXED GROUPS), two not socially accepted characteristics (TALKATIVE and INATTENTIVE), and one not clearly identified as socially accepted or not (INTERESTED IN THE OPPOSITE SEX).

Sixth grade:

a. Boys

--Two behavioral characteristics most commonly observed in low-socioeconomic-level sixth grade boys (EXPRESSIVE and NEAT) were socially accepted behaviors, seven (TALKATIVE, PLAYFUL, NOT INTERESTED IN SCHOOL, QUARRELSOME, DON'T LIKE TO PARTICIPATE IN ACTIVITIES, NOT MOTIVATED, and LOW ACADEMIC ACHIEVEMENT) were not socially accepted, and three (SEXUAL CURIOSITY, SENSITIVE, and NOT INTERESTED IN TOYS) were not clearly identified as socially accepted or not.

--No socially accepted behavioral characteristic but one not socially accepted characteristic (TALKATIVE) was observed in sixth-grade boys of all socioeconomic levels.

--One socially accepted behavioral characteristic (EXPRESSIVE) and one not socially accepted characteristic (PLAYFUL) were also observed in middle-socioeconomic-level sixth-grade boys.

--One socially accepted behavioral characteristic (NEAT) and one not socially accepted characteristic (NOT INTERESTED IN SCHOOL) were also observed in upper-middle-socioeconomic-level sixth-grade boys.

--One behavioral characteristic not clearly identified as socially accepted or not (SEXUAL CURIOSITY) was observed in upper-middle-socioeconomic-level sixth-grade boys.

--Low-socioeconomic-level sixth-grade boys shared one socially accepted behavioral characteristic (EXPRESSIVE) but no not socially accepted characteristic with low-socioeconomic-level first-grade boys.

--Low-socioeconomic-level sixth-grade boys shared one socially accepted behavioral characteristic (EXPRESSIVE) and one not socially accepted characteristic (TALKATIVE) with low-socioeconomic-level third-grade boys.

b. Girls

--Seven behavioral characteristics most commonly observed in low-socioeconomic-level sixth-grade girls (FRIENDLY, EXTROVERTED, ATTENTIVE, STUDIOUS, JOIN MIXED GROUPS, INTERESTED IN LEARNING, and MATURE) were socially accepted behaviors, six (PLAYFUL, HYPERACTIVE, INTROVERTED, COMPULSIVE, NOT INTERESTED IN SCHOOL, and FULL OF

COMPLEXITIES) were not socially accepted, and five (INTERESTED IN THE OPPOSITE SEX, LAUGH TOO FREQUENTLY, MOODY, RESERVED, and NOT INTERESTED IN TOYS) were not clearly identified as socially accepted or not.

- One socially accepted behavioral characteristic (STUDIOUS) but no not socially accepted characteristic was observed in girls of all socioeconomic levels.
- One socially accepted behavioral characteristic (FRIENDLY) and one not socially accepted characteristic (PLAYFUL) were also observed in middle-socioeconomic-level sixth-grade girls.
- One socially accepted behavioral characteristic (EXTROVERTED) and one not socially accepted characteristic (INTROVERTED) were also observed in upper-middle-socioeconomic-level sixth-grade girls.
- One behavioral characteristic not clearly identified as socially accepted or not (INTERESTED IN THE OPPOSITE SEX) was observed in sixth-grade girls of all socioeconomic levels.
- Low-socioeconomic-level sixth-grade girls shared two socially accepted behavioral characteristics (ATTENTIVE and INTERESTED IN LEARNING) and one not socially accepted characteristic (HYPERACTIVE) with low-socioeconomic-level first-grade girls.
- Low-socioeconomic-level sixth-grade girls shared three socially accepted behavioral characteristics (FRIENDLY, JOIN MIXED GROUPS, and MATURE), one not socially accepted characteristic (COMPULSIVE), and two characteristics not clearly identified as socially accepted or not (INTERESTED IN THE OPPOSITE SEX and RESERVED) with low-socioeconomic-level third-grade girls.

c. Boys and girls

- Low-socioeconomic-level sixth-grade children, as a group, shared one not socially accepted behavioral characteristic (PLAYFUL) and one not clearly identified as socially accepted or not (NOT INTERESTED IN TOYS).

Middle Socioeconomic Level**First grade:****a. Boys**

- Six behavioral characteristics most commonly observed in middle-socioeconomic-level first-grade boys (RESPONSIBLE, ACTIVE, SPONTANEOUS, SENTIMENTAL, EXTROVERTED, and ATTENTIVE) were socially accepted behaviors, and five (RESTLESS, SHY, COMPLAINER, IMMATURE, and COMPULSIVE) were not socially accepted.
- One of these socially accepted behavioral characteristics (EXTROVERTED) and three not socially accepted characteristics (RESTLESS, COMPLAINER, and IMMATURE) were observed in boys of all socioeconomic levels.
- Five socially accepted behavioral characteristics (RESPONSIBLE, ACTIVE, SPONTANEOUS, SENTIMENTAL, and ATTENTIVE) and two not socially accepted characteristics (SHY and COMPULSIVE) were also observed in low-socioeconomic-level first-grade boys.
- No characteristic most commonly observed in middle-socioeconomic-level first-grade boys was also observed in upper-middle-socioeconomic-level first-grade boys.
- Middle-socioeconomic-level first-grade boys shared two socially accepted behavioral characteristics (RESPONSIBLE and SPONTANEOUS) and one not socially accepted characteristic (RESTLESS) with middle-socioeconomic-level third-grade boys.
- Middle-socioeconomic-level first-grade boys shared no behavioral characteristic with middle-socioeconomic-level sixth-grade boys.

b. Girls

- Five behavioral characteristics most commonly observed in middle-socioeconomic-level first-grade girls (ACTIVE, SPONTANEOUS, FICTION READER, CAREFUL, and SWEET) were socially accepted behaviors, two (SHY and LIKE TO GAIN ATTENTION) were not socially accepted, and one (IMITATOR) was not clearly identified as socially accepted or not.

- Two socially accepted behavioral characteristics (ACTIVE and SPONTANEOUS) and one not socially accepted characteristic (SHY) were also observed in low-socioeconomic-level girls.
- One socially accepted behavioral characteristic (CAREFUL) but no not socially accepted characteristic was also observed in upper-middle-socioeconomic-level first-grade girls.
- No socially accepted or not socially accepted behavioral characteristic most commonly observed in middle-socioeconomic-level first-grade girls was observed in girls of all socioeconomic levels.
- Middle-socioeconomic-level first-grade girls shared no socially accepted behavioral characteristic with middle-socioeconomic-level third-grade girls, but they did share one not socially accepted characteristic (SHY).
- Middle-socioeconomic-level first-grade girls shared no behavioral characteristic with middle-socioeconomic-level sixth-grade girls.

c. Boys and girls

- Middle-socioeconomic-level first-grade girls, as a group, shared two socially accepted behavioral characteristics (ACTIVE and SPONTANEOUS) and one not socially accepted characteristic (SHY).

Third grade:

a. Boys

- Nine behavioral characteristics most commonly observed in middle-socioeconomic-level third-grade boys (LOVING, COOPERATIVE, RESPONSIBLE, CURIOS, SPONTANEOUS, SINCERE, HUMBLE, FEARLESS, and COMPETITIVE) were socially accepted behaviors, and seven (RESTLESS, TALKATIVE, HYPERACTIVE, INSECURE, ANXIOUS, IRRESPONSIBLE, and CONFUSED) were not socially accepted.
- Four socially accepted behavioral characteristics (LOVING, COOPERATIVE, SINCERE, and HUMBLE) and three not socially accepted characteristics (RESTLESS, TALKATIVE, and ANXIOUS) were observed in third-grade boys of all socioeconomic levels.

- Two socially accepted behavioral characteristics (RESPONSIBLE and SPONTANEOUS) and three not socially accepted ones (HYPERACTIVE, INSECURE, and IRRESPONSIBLE) were also observed in low-socioeconomic-level third-grade boys.
- Two socially accepted behavioral characteristics (CURIOS and COMPETITIVE) but no not socially accepted characteristics were also observed in upper-middle-socioeconomic-level third-grade boys.
- Middle-socioeconomic-level third-grade boys shared two socially accepted behavioral characteristics (RESPONSIBLE and SPONTANEOUS) and one not socially accepted characteristic (RESTLESS) with middle-socioeconomic-level first-grade boys.
- Middle-socioeconomic-level third-grade boys shared no socially accepted behavioral characteristic with sixth-grade boys, but they did share one not socially accepted characteristic (TALKATIVE).

b. Girls

- Seven behavioral characteristics commonly observed in middle-socioeconomic-level third-grade girls (LOVING, COOPERATIVE, RESPONSIBLE, CURIOS, SENTIMENTAL, HARD-WORKING, and NAIVE) were socially accepted behaviors, four (TALKATIVE, SHY, CONFUSED, and ARGUE AMONG THEMSELVES) were not socially accepted, and one (NEED OF RECOGNITION) was not clearly identified as socially accepted or not.
- Two socially accepted behavioral characteristics (LOVING and COOPERATIVE) and two not socially accepted characteristics (TALKATIVE and SHY) were observed in third-grade girls of all socioeconomic levels.
- Two socially accepted behavioral characteristics (RESPONSIBLE and SENTIMENTAL), and one not socially accepted characteristic (ARGUE AMONG THEMSELVES) were also observed in low-socioeconomic-level third-grade girls.
- Two socially accepted behavioral characteristics (CURIOS and HARD-WORKING) but no not socially accepted characteristic were also observed in upper-middle-socioeconomic-level third-grade girls.

--One of the behavioral characteristics not clearly identified as socially accepted or not (NEED OF RECOGNITION) was also observed in low-socioeconomic-level third-grade girls.

--Middle-socioeconomic-level third-grade girls shared no socially accepted behavioral characteristics with middle-socioeconomic-level first-grade girls, but they did share one not socially accepted characteristic (SHY).

--Middle-socioeconomic-level third-grade girls shared no behavioral characteristics with middle-socioeconomic-level sixth-grade girls.

c. Boys and girls

--Middle-socioeconomic-level third-grade children, as a group, shared four socially accepted behavioral characteristics (LOVING, COOPERATIVE, RESPONSIBLE, and CURIOUS) and two not socially accepted characteristics (TALKATIVE and CONFUSED).

Sixth grade:

a. Boys

--Five behavioral characteristics most commonly observed in middle-socioeconomic-level sixth-grade boys (EXPRESSIVE, ALERT, GOOD, NAIVE, and ORGANIZED) were socially accepted behaviors, two (TALKATIVE and PLAYFUL) were not socially accepted, and one (NEED OF RECOGNITION) was not clearly defined as socially accepted or not.

--No socially accepted behavioral characteristic but one not socially accepted characteristic (TALKATIVE) was observed in sixth-grade boys of all socioeconomic levels.

--One socially accepted behavioral characteristic (EXPRESSIVE) and one not socially accepted characteristic (PLAYFUL) were also observed in low-socioeconomic-level sixth-grade boys.

--No behavioral characteristic most commonly observed in middle-socioeconomic-level sixth-grade boys was also observed in upper-middle-socioeconomic-level sixth-grade boys.

--Middle-socioeconomic-level sixth-grade boys shared no behavioral characteristic with middle-socioeconomic-level first-grade boys.

--Middle-socioeconomic-level sixth-grade boys shared no socially accepted behavioral characteristic with middle-socioeconomic-level third-grade boys, but they did share one not socially accepted characteristic (TALKATIVE).

b. Girls

--Four behavioral characteristics most commonly observed in middle-socioeconomic-level first-grade girls (FRIENDLY, STUDIOUS, GOOD, and ORGANIZED) were socially accepted behaviors, one (TALKATIVE) was not socially accepted, and three (INTERESTED IN THE OPPOSITE SEX, ARGUE WITH OTHER CHILDREN, and INTRIGUED) were not clearly identified as socially accepted or not.

--One socially accepted behavioral characteristic (STUDIOUS) but no not socially accepted characteristic was observed in sixth-grade girls of all socioeconomic levels.

--One socially accepted behavioral characteristic (FRIENDLY) and one not socially accepted characteristic (PLAYFUL) were also observed in low-socioeconomic-level sixth-grade girls.

--No behavioral characteristic most commonly observed in middle-socioeconomic-level sixth-grade girls was also observed in upper-middle-socioeconomic-level sixth-grade girls.

--One behavioral characteristic not clearly identified as socially accepted or not (INTERESTED IN THE OPPOSITE SEX) was also observed in girls of all socioeconomic levels.

--Middle-socioeconomic-level sixth-grade girls shared no behavioral characteristic with middle-socioeconomic-level first-grade girls.

--Middle-socioeconomic-level sixth-grade girls shared no behavioral characteristic with middle-socioeconomic-level third-grade girls.

c. Boys and girls

--Middle-socioeconomic-level sixth-grade children, as a group, shared two socially accepted behavioral characteristics (GOOD and ORGANIZED) and one not socially accepted characteristic (PLAYFUL).

Upper-Middle Socioeconomic Level

First grade:

a. Boys

- Eight behavioral characteristics most commonly observed in upper-middle-socioeconomic-level first-grade boys (EXPRESSIVE-FRIENDLY, SINCERE, EXTROVERTED, GOOD OBSERVER, CAREFUL, SMART, and JUDICIOUS) were socially accepted behaviors, six (RESTLESS, COMPLAINER, IMMATURE, DEPENDENT, UNSTABLE, and QUARRELSOME) were not socially accepted, and one (IMITATOR) was not clearly identified as socially accepted or not.
- One socially accepted behavioral characteristic (EXTROVERTED) and three not socially accepted characteristics (RESTLESS, COMPLAINER, and IMMATURE) were observed in first-grade boys of all socioeconomic levels.
- Two socially accepted behavioral characteristics (EXPRESSIVE and EXTROVERTED) and one not socially accepted characteristic (DEPENDENT) were also observed in low-socioeconomic-level first-grade boys.
- No behavioral characteristic most commonly observed in upper-middle-socioeconomic-level first-grade boys was also observed in middle-socioeconomic-level first-grade boys.
- Upper-middle-socioeconomic-level first-grade boys shared two socially accepted behavioral characteristics (EXPRESSIVE and SINCERE) and one not socially accepted behavior (RESTLESS) with upper-middle-socioeconomic-level third-grade boys.
- Upper-middle-socioeconomic-level first-grade boys shared two socially accepted behavioral characteristics (SINCERE and CAREFUL) and no not socially accepted characteristics with upper-middle-socioeconomic-level sixth-grade boys.

b. Girls

- Eight behavioral characteristics most commonly observed in upper-middle-socioeconomic-level first-grade girls (EXPRESSIVE, CALM, EXTROVERTED, LOVABLE, SOCIABLE, CAREFUL, SMART, and JUDICIOUS) were socially accepted, and one (IMITATOR) was not clearly identified as socially accepted or not.

--No socially accepted or not socially accepted characteristic was observed in girls of all socioeconomic levels.

--Five socially accepted behavioral characteristics (EXPRESSIVE, CALM, EXTROVERTED, LOVABLE, and SOCIABLE) and no not socially accepted characteristics were also observed in low-socioeconomic-level first-grade girls.

--One socially accepted characteristic (CAREFUL) but no not socially accepted characteristic was also observed in middle-socioeconomic-level first-grade boys.

--One characteristic not clearly identified as socially accepted or not (IMITATOR) was observed in girls of all socioeconomic levels.

--Upper-middle-socioeconomic-level first-grade girls shared one socially accepted behavioral characteristic (SMART) but no not socially accepted characteristic with upper-middle-socioeconomic-level third-grade girls.

--Upper-middle-socioeconomic-level first-grade girls shared two socially accepted behavioral characteristics (EXTROVERTED and CAREFUL) but no not socially accepted characteristics with upper-middle-socioeconomic-level sixth-grade girls.

c. Boys and girls

--Upper-middle-socioeconomic-level first-grade children, as a group, shared five socially accepted behavioral characteristics (EXPRESSIVE, EXTROVERTED, CAREFUL, SMART, and JUDICIOUS) and one characteristic not clearly identified as socially accepted or not (IMITATOR).

Third grade:

a. Boys

--Nineteen behavioral characteristics most commonly observed in upper-middle-socioeconomic-level third-grade boys (LOVING, COOPERATIVE, EXPRESSIVE, CURIOUS, RESPECTFUL, FRIENDLY, CALM, SINCERE, HUMBLE, GENEROUS, SOCIABLE, HUMANITARIAN, HONEST, LIKE TO GAIN ATTENTION, HARD-WORKING, COMPETITIVE, HEALTHY, SHARE, and QUIET) were socially accepted behaviors, six (RESTLESS, TALKATIVE, AGGRESSIVE, INATTENTIVE, ANXIOUS, and WITHDRAWN) were not socially accepted, and five (INTERESTED IN THE OPPOSITE

SEX, IMITATOR, SEXUAL SEGREGATION IN GAMES, and CONFORM-IST) were not clearly identified as socially accepted or not.

- Five socially accepted behavioral characteristics (LOVING, COOPERATIVE, CURIOUS, SINCERE, and HUMBLE) and three not socially accepted characteristics (RESTLESS, TALKATIVE, and ANXIOUS) were observed in upper-middle-socioeconomic-level third-grade boys.
- Six socially accepted behavioral characteristics (EXPRESSIVE, RESPECTFUL, CALM, SOCIABLE, HONEST, and COMPETITIVE) and three not socially accepted characteristics (AGGRESSIVE, INATTENTIVE, and WITHDRAWN) were also observed in low-socioeconomic-level third-grade boys.
- Two socially accepted behavioral characteristics (CURIOUS and COMPETITIVE) but no not socially accepted characteristics were also observed in middle-socioeconomic-level third-grade boys.
- Two behavioral characteristics not clearly identified as socially accepted or not (INTERESTED IN THE OPPOSITE SEX and CONFORMIST) were also observed in low-socioeconomic-level first-grade boys.
- Upper-middle-socioeconomic-level third-grade boys shared three socially accepted behavioral characteristics (EXPRESSIVE, FRIENDLY, and SINCERE) and one not socially accepted characteristic (RESTLESS) with upper-middle-socioeconomic-level first-grade boys.
- Upper-middle-socioeconomic-level third-grade boys shared one socially accepted behavioral characteristic (SINCERE) and one not socially accepted behavior (TALKATIVE) with upper-middle-socioeconomic-level sixth-grade boys.

b. Girls

- Eighteen behavioral characteristics most commonly observed in upper-middle-socioeconomic-level third-grade girls (LOVING, COOPERATIVE, RESPONSIBLE, CURIOUS, RESPECTFUL, FRIENDLY, CALM, CHEERFUL, IDENTIFY WITH ADULT ROLES, HUMANITARIAN, HONEST, IDENTIFY WITH OLDER PEOPLE, SMART, HARD-WORKING, COMPETITIVE, HEALTHY, SHARING, and QUIET) were socially accepted behaviors, three (TALKATIVE, SHY, and INATTENTIVE) were not socially accepted,

and two (INTERESTED IN THE OPPOSITE SEX and LIKE TO TALK ABOUT BOYFRIEND) were not clearly identified as socially accepted or not.

- Seven socially accepted behavioral characteristics (RESPECTFUL, FRIENDLY, CALM, CHEERFUL, HONEST, IDENTIFY WITH OLDER PEOPLE, and COMPETITIVE) and one not socially accepted characteristic (INATTENTIVE) were observed in low-socioeconomic-level third-grade boys.
- Two socially accepted behavioral characteristics (CURIOUS and HARD-WORKING) but no not socially accepted characteristic were also observed in middle-socioeconomic-level third-grade girls.
- Two behavioral characteristics not clearly identified as socially accepted or not (INTERESTED IN THE OPPOSITE SEX and LIKE TO TALK ABOUT BOYFRIEND) were also observed in low-socioeconomic-level third-grade girls.
- Upper-middle-socioeconomic-level third-grade girls shared one socially-accepted behavioral characteristic (SMART) but no not socially accepted characteristic with upper-middle-socioeconomic-level first-grade girls.
- Upper-middle-socioeconomic-level third-grade girls shared one socially accepted behavioral characteristic (IDENTIFY WITH ADULT ROLES) but no not socially accepted characteristic with upper-middle-socioeconomic-level sixth-grade girls.

c. Boys and girls

- Upper-middle-socioeconomic-level third-grade children, as a group, shared 13 socially accepted behavioral characteristics (LOVING, COOPERATIVE, CURIOUS, RESPECTFUL, FRIENDLY, CALM, HUMANITARIAN, HONEST, HARD-WORKING, COMPETITIVE, HEALTHY, SHARING, and QUIET), two not socially accepted characteristics (TALKATIVE and INATTENTIVE), and one not clearly identified as socially accepted or not (INTERESTED IN THE OPPOSITE SEX).

Sixth grade:

a. Boys

- Eight behavioral characteristics most commonly observed in upper-middle-socioeconomic-level sixth-grade boys (SINCERE, IDENTIFY WITH ADULT ROLES, FICTION READER, CAREFUL, NEAT, LIKE TO BE OUTSTANDING, SENSIBLE, and

WORRIED ABOUT THEIR HAIR) were socially accepted behavior, two (TALKATIVE and NOT INTERESTED IN SCHOOL) were not socially accepted, and one (SEXUAL CURIOSITY) was not clearly identified as socially accepted or not.

--No socially accepted behavioral characteristic but one not socially accepted characteristic (TALKATIVE) was observed in sixth-grade boys of all socioeconomic levels.

--One socially accepted behavioral characteristic (NEAT) and one not socially accepted characteristic (NOT INTERESTED IN SCHOOL) were also observed in low-socioeconomic-level sixth-grade boys.

--No behavioral characteristic most commonly observed in upper-middle-socioeconomic-level sixth-grade boys was also observed in middle-socioeconomic-level sixth-grade boys.

--One of the behavioral characteristics not clearly identified as socially accepted or not (SEXUAL CURIOSITY) was also observed in low-socioeconomic-level sixth-grade boys.

--Upper-middle-socioeconomic-level sixth-grade boys shared two socially accepted behavioral characteristics with upper-middle-socioeconomic-level first-grade boys (SINCERE and CAREFUL), but they shared no not socially accepted characteristics.

--Upper-middle-socioeconomic-level sixth-grade boys shared one socially accepted behavioral characteristic (SINCERE) and one not socially accepted characteristic (TALKATIVE) with upper-middle-socioeconomic-level third-grade boys.

b. Girls

--Nine behavioral characteristics most commonly observed in upper-middle-socioeconomic-level sixth-grade girls (SINCERE, EXTROVERTED, IDENTIFY WITH ADULT ROLES, PUNCTUAL, STUDIOUS, CAREFUL, MOODY, SENSIBLE, and WORRIED ABOUT THEIR HAIR) were socially accepted behaviors, one was not socially accepted (INTROVERTED), and one was not clearly identified as socially accepted or not (INTERESTED IN THE OPPOSITE SEX).

--One socially accepted behavioral characteristic (EXTROVERTED) and one not socially accepted characteristic (INTROVERTED) were also observed in low-socioeconomic-level sixth-grade girls.

- One socially accepted behavioral characteristic (STUDIOUS) but no not socially accepted characteristic was also observed in middle-socioeconomic-level sixth-grade girls.
- One behavioral characteristic not clearly identified as socially accepted or not (INTERESTED IN THE OPPOSITE SEX) was also observed in girls of all socioeconomic levels.
- Upper-middle-socioeconomic-level sixth-grade girls shared two socially accepted behavioral characteristics (EXTROVERTED and CAREFUL) with upper-middle-socioeconomic-level first-grade girls.
- Upper-middle-socioeconomic-level sixth-grade girls shared one socially accepted behavioral characteristic (IDENTIFY WITH ADULT ROLES) with upper-middle-socioeconomic-level third-grade girls.

c. Boys and girls

- Upper-middle-socioeconomic-level sixth-grade children as a group shared six socially accepted behavioral characteristics (SINCERE, IDENTIFY WITH ADULT ROLES, CAREFUL, LIKE TO BE OUTSTANDING, SENSIBLE, and WORRIED ABOUT THEIR HAIR), but they shared no not socially accepted characteristic or one not clearly identified as socially accepted or not.

CHAPTER V

FINDINGS AND ANALYSIS: JUDGES'-OBSERVERS' AGREEMENT

Introduction

The second part of this research project (judges' agreement) was the design and development of a questionnaire based on the preliminary list of behavioral characteristics produced from teachers' perceptions. The purpose of this procedure was to seek judges' agreement concerning the behavioral characteristics identified in Part One as those most commonly observed in 5- to 13-year-old students.

People who worked directly with students in areas related to school life or out of the school setting were used as judges. The group of judges comprised a school counselor, a school social worker, and a school psychologist. This group of health professionals was considered to be in a better position than other school personnel to give an opinion concerning students' behavioral characteristics, apart from teachers. The scale used by judges in making their ratings was:

1. Very Frequently
2. Frequently
3. Less Frequently
4. Not Too Frequently
5. Not Frequently At All

In the third part of the study (observers' agreement), an attempt was made to corroborate, by means of direct observation in the

classroom setting, to what extent behavioral characteristics most commonly observed by teachers were present or observed in students during two-day observation sessions. Three grades (first, third, and sixth) of a representative school were selected for the observation sessions. The criterion used to select the observers was the same as that used for judges.

A modified version of the Judges' Questionnaire (see Appendix C) was developed and given to the observers. They were asked to observe and rate the behavioral characteristics they saw in the selected classrooms according to the following rating scale:

1. Very Frequently
2. Frequently
3. Sometimes
4. Never

The list of behavioral characteristics that will be used in designing and developing the Psychosocial Behavior Checklist for Puerto Rican Children in Kindergarten Through Sixth Grade was produced from judges' and observers' agreement concerning the behavioral characteristics most commonly observed in elementary school students. For this reason, the findings and the corresponding analysis are presented in three parts: judges' agreement, observers' agreement, and judges'/observers' agreement for each cluster of ratings.

Findings: Judges' and Observers' Agreement--Ratings 1 and 2

Judges' Agreement

The following procedure was used in analyzing results based on judges' agreement:

1. Responses or ratings were clustered in three groups: (a) behavioral characteristics rated by two or more judges as Very Frequently/Frequently observed, (b) characteristics rated by two or more judges as Sometimes observed, and (c) characteristics rated by two or more judges as being observed Not Too Frequently/Not Frequently At All.

2. To maintain consistency in the analysis, findings are presented not in terms of age but of grade levels. The same criterion used in Part One for converting age levels to reference grades was used in this part. (Findings by age levels are contained in Appendices L (boys) and M (girls).

Findings based on behavioral characteristics rated by two or more judges as being observed Very Frequently or Frequently for boys (see Table 5.1) are as follows:

1. RESPECTFUL, FRIENDLY, NEED TEACHER'S ATTENTION, GOOD OBSERVER, SHARING, COOPERATIVE, CALM, EXTROVERTED, DEPENDENT, FICTION READER, PLAYFUL, HELPFUL, STUDIOUS, HEALTHY, NAIVE, LOVING, RESPONSIBLE, CURIOUS, IMMATURE, SINCERE, OBEDIENT, LOVABLE, HONEST, WELL-BEHAVED, DOCILE, and INTERESTED IN LEARNING were rated Very Frequently or Frequently for first-grade boys.

2. RESPECTFUL, FRIENDLY, NEED TEACHER'S ATTENTION, GOOD OBSERVER, and SHARING were also rated Very Frequently or Frequently for boys of all reference grades.

Table 5.1.--Behavioral characteristics rated Very Frequently or Frequently for boys by two or more judges.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Respectful	009	x	x	x
Friendly	021	x	x	x
Need teacher's attention	028	x	x	x
Good observer	046	x	x	x
Sharing	103	x	x	x
Cooperative	004	x	x	
Calm	024	x	x	
Extroverted	026	x	x	
Dependent	037	x	x	
Fiction reader	060	x	x	
Talkative	002		x	x
Expressive	007		x	x
Spontaneous	015		x	x
Jolly-fellow	052		x	x
Humanitarian	053		x	x
Neat	062		x	x
Need of love	073		x	x
Competitive	083		x	x
Like tough games	088	x	x	
Like to talk about girlfriend	106		x	x
Playful	012	x		x
Helpful	048	x		x
Studious	056	x		x
Healthy	085	x		x
Naive	089	x		x
Loving	003	x		
Responsible	006	x		
Curious	008	x		
Immature	020	x		
Sincere	025	x		
Obedient	027	x		
Lovable	031	x		
Honest	054	x		
Well-behaved	055	x		
Docile	066	x		
Interested in learning	101	x		
Restless	001		x	
Active	010		x	
Good	059		x	

Table 5.1.--Continued.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Moody	072		x	
Join mixed groups	091		x	
Low academic achievement	095		x	
Inattentive	014			x
Introverted	029			x
Generous	041			x
Laugh too frequently	058			x
Hard-working	068			x
Sexually curious	086			x
Don't like to participate in activities	087			x
Need of recognition	093			x
Reserved	105			x
Mature	183			x

3. COOPERATIVE, CALM, EXTROVERTED, DEPENDENT, and FICTION READER were rated Very Frequently or Frequently for third-grade boys also, and PLAYFUL, HEALTHY, STUDIOUS, HELPFUL, and NAIVE for sixth graders.

4. RESPECTFUL, FRIENDLY, GOOD OBSERVER, SHARING, COOPERATIVE, CALM, EXTROVERTED, FICTION READER, HELPFUL, STUDIOUS, HEALTHY, NAIVE, LOVING, CURIOUS, SINCERE, OBEDIENT, LOVABLE, HONEST, WELL-BEHAVED, DOCILE, and INTERESTED IN LEARNING, which were rated Very Frequently or Frequently for first-grade boys, were socially accepted behavioral characteristics. NEED TEACHER'S ATTENTION, DEPENDENT, IMMATURE, and PLAYFUL were not socially accepted.

5. RESPECTFUL, FRIENDLY, NEED TEACHER'S ATTENTION, GOOD OBSERVER, SHARING, COOPERATIVE, CALM, EXTROVERTED, DEPENDENT, FICTION READER, TALKATIVE, EXPRESSIVE, SPONTANEOUS, JOLLY-FELLOW, HUMANITARIAN, NEAT, NEED OF LOVE, COMPETITIVE, LIKE TOUGH GAMES, LIKE TO TALK ABOUT GIRLFRIEND, RESTLESS, ACTIVE, GOOD, MOODY, JOIN MIXED GROUPS, and LOW ACADEMIC ACHIEVEMENT were rated Very Frequently or Frequently for third-grade boys.

6. Five of these behavioral characteristics were observed in boys of all reference grades (see Item 2).

7. Five of these characteristics were observed in first-grade boys (see Item 3).

8. TALKATIVE, EXPRESSIVE, SPONTANEOUS, JOLLY-FELLOW, HUMANITARIAN, NEAT, NEED OF LOVE, COMPETITIVE, LIKE TOUGH GAMES, and LIKE TO TALK ABOUT GIRLFRIEND were rated Very Frequently or Frequently for sixth-grade boys also.

9. RESPECTFUL, FRIENDLY, GOOD OBSERVER, SHARING, COOPERATIVE, CALM, EXTROVERTED, FICTION READER, EXPRESSIVE, SPONTANEOUS, JOLLY-FELLOW, HUMANITARIAN, NEAT, COMPETITIVE, ACTIVE, GOOD, and JOIN MIXED GROUPS, which were rated Very Frequently or Frequently, were socially accepted behavioral characteristics. However, NEED TEACHER'S ATTENTION, DEPENDENT, TALKATIVE, NEED OF LOVE, RESTLESS, and LOW ACADEMIC ACHIEVEMENT were not socially accepted. LIKE TOUGH GAMES, LIKE TO TALK ABOUT GIRLFRIEND, and MOODY were not clearly defined as socially accepted or not.

10. RESPECTFUL, FRIENDLY, NEED TEACHER'S ATTENTION, GOOD OBSERVER, SHARING, TALKATIVE, EXPRESSIVE, SPONTANEOUS, JOLLY-FELLOW, HUMANITARIAN, NEAT, NEED OF LOVE, COMPETITIVE, LIKE TOUGH GAMES, LIKE TO TALK ABOUT GIRLFRIEND, PLAYFUL, HELPFUL, STUDIOUS, HEALTHY, NAIVE, INATTENTIVE, INTROVERTED, GENEROUS, LAUGH TOO FREQUENTLY, HARD-WORKING, SEXUALLY CURIOUS, DON'T LIKE TO PARTICIPATE IN ACTIVITIES, NEED OF RECOGNITION, RESERVED, and MATURE were rated Very Frequently or Frequently for sixth-grade boys.

11. Five of these behavioral characteristics were observed in boys of all reference grades (see Item 2).

12. Five of these characteristics were observed in first-grade boys (see Item 3) and ten were seen in third graders (see Item 8).

13. RESPECTFUL, FRIENDLY, GOOD OBSERVER, SHARING, EXPRESSIVE, SPONTANEOUS, JOLLY-FELLOW, HUMANITARIAN, NEAT, COMPETITIVE, HELPFUL, STUDIOUS, HEALTHY, NAIVE, GENEROUS, HARD-WORKING, and MATURE, which were rated Very Frequently or Frequently for sixth-grade boys, were socially accepted behavioral characteristics. However, NEED TEACHER'S ATTENTION, TALKATIVE, NEED OF LOVE, PLAYFUL, INATTENTIVE, INTROVERTED, and DON'T LIKE TO PARTICIPATE IN ACTIVITIES were not socially accepted. LIKE TOUGH GAMES, LIKE TO TALK ABOUT GIRLFRIEND, LAUGH TOO FREQUENTLY, SEXUALLY CURIOUS, NEED OF RECOGNITION, and RESERVED were not clearly defined as socially accepted or not.

14. The percentages of behavioral characteristics shared by elementary school boys by grades were 58, 77, and 66 for first, third, and sixth graders, respectively.

Findings based on behavioral characteristics rated by two or more judges as being observed Very Frequently or Frequently for girls (see Table 5.2) are as follows:

1. COOPERATIVE, EXPRESSIVE, RESPECTFUL, PLAYFUL, WELL-BEHAVED, GOOD, CAREFUL, HEALTHY, NAIVE, INTERESTED IN LEARNING, ACTIVE, LOVING, FRIENDLY, CALM, EXTROVERTED, OBEDIENT, LOVABLE, FICTION READER, SWEET, SHARING, RESPONSIBLE, SENSIBLE, CURIOUS, SINCERE, DEPENDENT, and JOIN MIXED GROUPS were rated Very Frequently or Frequently for first-grade girls.

2. COOPERATIVE, EXPRESSIVE, RESPECTFUL, PLAYFUL, GOOD OBSERVER, HONEST, WELL-BEHAVED, GOOD, CAREFUL, HEALTHY, NAIVE, and INTERESTED IN LEARNING were rated Very Frequently or Frequently for girls of all reference grades.

3. ACTIVE, LOVING, FRIENDLY, CALM, EXTROVERTED, OBEDIENT, LOVABLE, FICTION READER, SWEET, and SHARING were rated Very Frequently or Frequently for third-grade girls also, and RESPONSIBLE and SENSIBLE for sixth graders.

4. COOPERATIVE, EXPRESSIVE, RESPECTFUL, GOOD OBSERVER, HONEST, WELL-BEHAVED, GOOD, CAREFUL, HEALTHY, NAIVE, INTERESTED IN LEARNING, ACTIVE, LOVING, FRIENDLY, CALM, EXTROVERTED, OBEDIENT, LOVABLE, FICTION READER, SWEET, SHARING, RESPONSIBLE, SENSIBLE, CURIOUS, SINCERE, and JOIN MIXED GROUPS, which were rated Very Frequently or Frequently for first-grade girls, were socially accepted behaviors. However, PLAYFUL and DEPENDENT were not socially accepted.

Table 5.2.--Behavioral characteristics rated Very Frequently or Frequently for girls by two or more judges.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Cooperative	004	x	x	x
Expressive	007	x	x	x
Respectful	009	x	x	x
Playful	012	x	x	x
Good observer	046	x	x	x
Honest	054	x	x	x
Well-behaved	055	x	x	x
Good	059	x	x	x
Careful	065	x	x	x
Healthy	085	x	x	x
Naive	089	x	x	x
Interested in learning	101	x	x	x
Active	010	x	x	
Loving	003	x	x	
Friendly	021	x	x	
Calm	024	x	x	
Extroverted	026	x	x	
Obedient	027	x	x	
Lovable	031	x	x	
Fiction reader	060	x	x	
Sweet	076	x	x	
Sharing	103	x	x	
Cheerful	032		x	x
Attentive	040		x	x
Jolly-fellow	052		x	x
Smart	067		x	x
Hard-working	068		x	x
Need love	073		x	x
Competitive	083		x	x
Organized	097		x	x
Kind	099		x	x
Judicious	100		x	x
Responsible	006	x		x
Sensible	075	x		x
Curious	008	x		
Sincere	025	x		
Dependent	037	x		
Join mixed group	091	x		
Intrigued	109		x	

Table 5.2.--Continued.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Spontaneous	015			x
Punctual	038			x
Generous	041			x
Studious	056			x
Neat	062			x
Worried about their hair	108			x
Mature	183			x

5. COOPERATIVE, EXPRESSIVE, RESPECTFUL, PLAYFUL, GOOD OBSERVER, HONEST, WELL-BEHAVED, GOOD, CAREFUL, HEALTHY, NAIVE, INTERESTED IN LEARNING, ACTIVE, LOVING, FRIENDLY, CALM, EXTROVERTED, OBEDIENT, LOVABLE, FICTION READER, SWEET, SHARING, CHEERFUL, ATTENTIVE, JOLLY-FELLOW, SMART, HARD-WORKING, NEED OF LOVE, COMPETITIVE, ORGANIZED, KIND, JUDICIOUS, and INTRIGUING were rated Very Frequently or Frequently for third-grade girls.

6. Twelve of these behavioral characteristics were observed in girls of all reference grades (see Item 2).

7. Ten of these characteristics were also observed in first-grade girls (see Item 3).

8. CHEERFUL, ATTENTIVE, JOLLY-FELLOW, SMART, HARD-WORKING, NEED OF LOVE, COMPETITIVE, ORGANIZED, KIND, and JUDICIOUS were rated Very Frequently or Frequently for sixth-grade girls also.

9. COOPERATIVE, EXPRESSIVE, RESPECTFUL, GOOD OBSERVER, HONEST, WELL-BEHAVED, GOOD, CAREFUL, HEALTHY, NAIVE, INTERESTED IN LEARNING,

ACTIVE, LOVING, FRIENDLY, CALM, EXTROVERTED, OBEDIENT, LOVABLE, FICTION READER, SWEET, SHARING, CHEERFUL, ATTENTIVE, JOLLY-FELLOW, SMART, HARD-WORKING, COMPETITIVE, ORGANIZED, KIND, and JUDICIOUS, which were rated Very Frequently or Frequently, were socially accepted behavioral characteristics. On the other hand, PLAYFUL and DEPENDENT were not socially accepted, and INTRIGUING was not clearly defined as being socially accepted or not.

10. COOPERATIVE, EXPRESSIVE, RESPECTFUL, PLAYFUL, GOOD OBSERVER, HONEST, WELL-BEHAVED, GOOD, CAREFUL, HEALTHY, NAIVE, INTERESTED IN LEARNING, CHEERFUL, ATTENTIVE, JOLLY-FELLOW, SMART, HARD-WORKING, NEED OF LOVE, COMPETITIVE, ORGANIZED, KIND, JUDICIOUS, RESPONSIBLE, SENSIBLE, SPONTANEOUS, PUNCTUAL, GENEROUS, STUDIOUS, NEAT, WORRIED ABOUT THEIR HAIR, and MATURE were rated Very Frequently or Frequently for sixth-grade girls.

11. Twelve of these behavioral characteristics were rated Very Frequently or Frequently for girls of all reference grades also (see Item 2).

12. Two of these behavioral characteristics were rated Very Frequently or Frequently for first-grade girls also (see Item 3).

13. Ten of these behavioral characteristics were rated Very Frequently or Frequently for third-grade girls also (see Item 8).

14. All behavioral characteristics rated Very Frequently or Frequently for sixth-grade girls, except PLAYFUL and NEED OF LOVE, were socially accepted.

15. The percentages of characteristics shared by elementary school girls were 79, 94, and 77 for first, third, and sixth graders, respectively.

The following characteristics were rated Very Frequently or Frequently for elementary school children:

1. RESPECTFUL and GOOD OBSERVER for children of all reference grades.
2. CALM, EXTROVERTED, and FICTION READER for first and third graders.
3. JOLLY-FELLOW, NEED OF LOVE, and COMPETITIVE for third and sixth graders.
4. CURIOUS and SINCERE for first graders and MATURE for sixth graders.

Based on the judges' agreement, it was concluded that elementary school children differed by grade and age levels in terms of behavioral characteristics that were very frequently or frequently observed. Only 5 of 62 behavioral characteristics (12%) were observed in boys of all reference grades, and 12 out of 46 (28%) in girls. This means that boys and girls, by themselves, had their own psychosocial profile by grade level. It can said, however, that this profile was not unique because boys as well as girls of any grade shared many behavioral characteristics with boys and/or girls of other grades.

It was also concluded that elementary school girls as a group had a profile that was less homogeneous than the boys' profile. This means that their profile was less unique (they shared more behavioral

characteristics--girls 74%, boys 48%) by grade levels than the boys' profile.

Finally, it was concluded that when boys or girls were considered by themselves, not much difference was noted, by grade, concerning the proportion of socially accepted and not socially accepted behavioral characteristics that were very frequently or frequently observed. However, it must be noted that boys, as a group, had a higher proportion of not socially accepted behavioral characteristics than girls.

Observers' Agreement

Findings based on behavioral characteristics rated Very Frequently or Frequently for boys (see Table 5.3) are as follows:

1. EXPRESSIVE, ACTIVE, PLAYFUL, FRIENDLY, EXTROVERTED, CHEERFUL, LAUGH TOO FREQUENTLY, NEAT, SMART, HARD-WORKING, RESTLESS, TALKATIVE, NEED TEACHER'S ATTENTION, RESPECTFUL, LOVING, CURIOUS, SPONTANEOUS, SINCERE, PUNCTUAL, ATTENTIVE, ALERT, HELPFUL, JOLLY-FELLOW, STUDIOUS, LIKE TO BE OUTSTANDING, SWEET, HEALTHY, KIND, INTERESTED IN LEARNING, INTERESTED IN THE OPPOSITE SEX, INATTENTIVE, IMITATOR, HYPERACTIVE, COMPLAINER, ANXIOUS, LOVABLE, HONEST, GOOD, FICTION READER, MOODY, INNOCENT, SENSIBLE, NAIVE, LIKE TO GAIN ATTENTION, SHORT ATTENTION SPAN, JOIN MIXED GROUPS, COOPERATIVE, RESPONSIBLE, OBEDIENT, GENEROUS, WELL-BEHAVED, COMPETITIVE, ORGANIZED, SHARING, and MATURE were rated Very Frequently or Frequently for first-grade boys.

Table 5.3.--Behavioral characteristics rated Very Frequently or Frequently for boys by two or more observers.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Expressive	007	x	x	x
Active	010	x	x	x
Playful	012	x	x	x
Friendly	021	x	x	x
Extroverted	026	x	x	x
Cheerful	032	x	x	x
Laugh too frequently	058	x	x	x
Neat	062	x	x	x
Smart	067	x	x	x
Hard-working	068	x	x	x
Restless	001	x	x	
Talkative	002	x	x	
Need teacher's attention	028	x	x	
Respectful	009		x	x
Loving	033	x		x
Curious	008	x		x
Spontaneous	015	x		x
Sincere	025	x		x
Punctual	032	x		x
Attentive	040	x		x
Alert	043	x		x
Good observer	046	x		x
Helpful	048	x		x
Jolly-fellow	052	x		x
Studious	056	x		x
Like to be outstanding	071	x		x
Sweet	076	x		x
Healthy	085	x		x
Kind	099	x		x
Interested in learning	101	x		x
Interested in opposite sex	013	x		
Inattentive	014	x		
Imitator	016	x		
Hyperactive	017	x		
Complainer	018	x		
Anxious	023	x		
Lovable	031	x		
Honest	054	x		
Good	059	x		
Fiction reader	060			

Table 5.3.--Continued.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Moody	072	x		
Innocent	074	x		
Sensible	075	x		
Naive	089	x		
Like to gain attention	064		x	
Short attention span	179		x	
Join mixed groups	091		x	
Cooperative	004		x	x
Responsible	006			x
Obedient	027			x
Generous	041			x
Well-behaved	055			x
Competitive	083			x
Organized	097			x
Sharing	103			x
Mature	183			x

2. EXPRESSIVE, ACTIVE, PLAYFUL, FRIENDLY, EXTROVERTED, CHEERFUL, LAUGH TOO FREQUENTLY, NEAT, SMART, and HARD-WORKING were rated Very Frequently or Frequently for boys of all reference grades.

3. RESTLESS, TALKATIVE, and NEED TEACHER'S ATTENTION were equally rated for third-grade boys.

4. LOVING, CURIOUS, SPONTANEOUS, SINCERE, PUNCTUAL, ATTENTIVE, ALERT, GOOD OBSERVER, HELPFUL, JOLLY-FELLOW, STUDIOUS, LIKE TO BE OUTSTANDING, SWEET, HEALTHY, KIND, and INTERESTED IN LEARNING were rated Very Frequently or Frequently for sixth-grade boys also.

5. EXPRESSIVE, ACTIVE, FRIENDLY, EXTROVERTED, CHEERFUL, NEAT, SMART, HARD-WORKING, RESPECTFUL, LOVING, CURIOUS, SPONTANEOUS, SINCERE,

PUNCTUAL, ATTENTIVE, ALERT, GOOD OBSERVER, HELPFUL, JOLLY-FELLOW, STUDIOUS, LIKE TO BE OUTSTANDING, SWEET, HEALTHY, KIND, INTERESTED IN LEARNING, LOVABLE, HONEST, GOOD, FICTION READER, INNOCENT, SENSIBLE, and NAIVE, which were rated Very Frequently or Frequently for boys, were socially accepted behavioral characteristics. But PLAYFUL, LAUGH TOO FREQUENTLY, RESTLESS, TALKATIVE, NEED TEACHER'S ATTENTION, HYPERACTIVE, COMPLAINER, and ANXIOUS were not socially accepted, and INTERESTED IN THE OPPOSITE SEX, IMITATOR, and MOODY were not clearly identified as socially accepted or not.

6. First-grade boys as a group shared 72% of their behavioral characteristics with boys of other grades.

7. EXPRESSIVE, ACTIVE, PLAYFUL, FRIENDLY, EXTROVERTED, CHEERFUL, LAUGH TOO FREQUENTLY, NEAT, SMART, HARD-WORKING, RESTLESS, TALKATIVE, NEED TEACHER'S ATTENTION, RESPECTFUL, LIKE TO GAIN ATTENTION, SHORT ATTENTION SPAN, and JOIN MIXED GROUPS were rated Very Frequently or Frequently for third-grade boys.

8. Ten of these behavioral characteristics were rated Very Frequently or Frequently for boys of all reference grades (see Item 2).

9. RESTLESS, TALKATIVE, and NEED TEACHER'S ATTENTION were equally rated for first-grade boys.

10. RESPECTFUL was rated Very Frequently for sixth-grade boys also.

11. EXPRESSIVE, ACTIVE, FRIENDLY, EXTROVERTED, CHEERFUL, NEAT, SMART, HARD-WORKING, RESPECTFUL, and JOIN MIXED GROUPS, which were rated Very Frequently or Frequently for third-grade boys, were socially

accepted behavioral characteristics. But PLAYFUL, LAUGH TOO FREQUENTLY, RESTLESS, TALKATIVE, NEED TEACHER'S ATTENTION, LIKE TO GAIN ATTENTION, and SHORT ATTENTION SPAN were not socially accepted.

12. Third-grade boys as a group shared 82% of their behavioral characteristics with boys of other grades.

13. EXPRESSIVE, ACTIVE, PLAYFUL, FRIENDLY, EXTROVERTED, CHEERFUL, LAUGH TOO FREQUENTLY, NEAT, SMART, HARD-WORKING, RESPECTFUL, LOVING, CURIOUS, SPONTANEOUS, SINCERE, PUNCTUAL, ATTENTIVE, ALERT, GOOD OBSERVER, HELPFUL, JOLLY-FELLOW, STUDIOUS, LIKE TO BE OUTSTANDING, SWEET, HEALTHY, KIND, COOPERATIVE, RESPONSIBLE, OBEDIENT, GENEROUS, WELL-BEHAVED, COMPETITIVE, ORGANIZED, SHARING, and MATURE were rated Very Frequently or Frequently for sixth-grade boys.

14. Ten of these behavioral characteristics were equally rated for boys of all reference grades (see Item 2).

15. Seventeen of these characteristics were rated Very Frequently or Frequently for first-grade boys also (see Item 4).

16. RESPECTFUL was rated Very Frequently for third-grade boys also.

17. All behavioral characteristics rated Very Frequently or Frequently for sixth-grade boys, except PLAYFUL and LAUGH TOO FREQUENTLY, were socially accepted.

18. Sixth-grade boys, as a group, shared 75% of their behavioral characteristics with boys of other grades.

Findings based on behavioral characteristics rated Very Frequently or Frequently for girls (see Table 5.4) are as follows:

1. LOVING, RESPECTFUL, FRIENDLY, SINCERE, OBEDIENT, CHEERFUL, ALERT, WELL-BEHAVED, GOOD, SMART, SWEET, INTERESTED IN LEARNING, TALKATIVE, COOPERATIVE, EXPRESSIVE, ACTIVE, SPONTANEOUS, LAUGH TOO FREQUENTLY, ORGANIZED, KIND, SHARING, RESPONSIBLE, LOVABLE, HUMBLE, ATTENTIVE, JOLLY-FELLOW, STUDIOUS, FICTION READER, NEAT, RESTLESS, PLAYFUL, IMITATOR, EXTROVERTED, PUNCTUAL, and INNOCENT were rated very Frequently or Frequently for first-grade girls.

2. LOVING, RESPECTFUL, FRIENDLY, SINCERE, OBEDIENT, CHEERFUL, ALERT, WELL-BEHAVED, GOOD, SMART, SWEET, and INTERESTED IN LEARNING were rated Very Frequently or Frequently for girls of all reference grades.

3. TALKATIVE, COOPERATIVE, EXPRESSIVE, ACTIVE, SPONTANEOUS, LAUGH TOO FREQUENTLY, ORGANIZED, KIND, and SHARING were equally rated for third-grade girls.

4. RESPONSIBLE, LOVABLE, HUMBLE, ATTENTIVE, JOLLY-FELLOW, STUDIOUS, FICTION READER, and NEAT were rated Very Frequently or Frequently for sixth-grade girls also.

5. Only four behavioral characteristics rated Very Frequently or Frequently for first-grade girls (TALKATIVE, LAUGH TOO FREQUENTLY, RESTLESS, and PLAYFUL) were not socially accepted, and one (IMITATOR) was not clearly identified as socially accepted or not.

6. First-grade girls, as a group, shared 83% of their behavioral characteristics with girls of other grades.

Table 5.4.--Behavioral characteristics rated Very Frequently or Frequently for girls by two or more observers.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Loving	003	x	x	x
Respectful	009	x	x	x
Friendly	021	x	x	x
Sincere	025	x	x	x
Obedient	027	x	x	x
Cheerful	032	x	x	x
Alert	043	x	x	x
Well-behaved	055	x	x	x
Good	059	x	x	x
Smart	067	x	x	x
Sweet	076	x	x	x
Interested in learning	101	x	x	x
Talkative	002	x	x	
Cooperative	004	x	x	
Expressive	007	x	x	
Active	010	x	x	
Spontaneous	015	x	x	
Laugh too frequently	058	x	x	
Organized	097	x	x	
Kind	099	x	x	
Sharing	103	x	x	
Good observer	046		x	x
Docile	066		x	x
Still	102		x	x
Responsible	006	x		x
Lovable	031	x		x
Humble	036	x		x
Attentive	040	x		x
Jolly-fellow	052	x		x
Studious	056	x		x
Fiction reader	060	x		x
Neat	062	x		x
Restless	001	x		x
Playful	012	x		
Imitator	016	x		
Extroverted	026	x		
Punctual	038	x		
Innocent	074	x		

Table 5.4.--Continued.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Dependent	037		x	
Careful	065		x	
Hard-working	068		x	
Healthy	085		x	
Naive	089		x	
Shy	005			x
Calm	024			x
Passive	045			x
Helpful	048			x
Conformist	084			x
Join mixed groups	091			x
Afraid of change	110			x
Mature	183			x

7. LOVING, RESPECTFUL, FRIENDLY, SINCERE, OBEDIENT, CHEERFUL, ALERT, WELL-BEHAVED, GOOD, SMART, SWEET, INTERESTED IN LEARNING, TALKATIVE, COOPERATIVE, EXPRESSIVE, ACTIVE, SPONTANEOUS, LAUGH TOO FREQUENTLY, ORGANIZED, KIND, SHARING, GOOD OBSERVER, DOCILE, STILL, DEPENDENT, CAREFUL, HARD-WORKING, HEALTHY, and NAIVE were rated Very Frequently or Frequently for third grade girls.

8. Twelve of these behavioral characteristics (see Item 2) were rated in the same way for girls of all reference grades.

9. Nine of these characteristics were rated Very Frequently or Frequently for first-grade girls also (see Item 3).

10. GOOD OBSERVER, DOCILE, and STILL were equally rated for sixth-grade girls.

11. All the behavioral characteristics rated Very Frequently or Frequently for third-grade girls except TALKATIVE, LAUGH TOO FREQUENTLY, and DEPENDENT were socially accepted.

12. Third-grade girls, as a group, shared 83% of their behavioral characteristics with girls of other grades.

13. LOVING, RESPECTFUL, FRIENDLY, SINCERE, OBEDIENT, CHEERFUL, INTERESTED IN LEARNING, GOOD OBSERVER, DOCILE, STILL, RESPONSIBLE, LOVABLE, HUMBLE, ATTENTIVE, JOLLY-FELLOW, STUDIOUS, FICTION READER, NEAT, SHY, CALM, PASSIVE, HELPFUL, CONFORMIST, JOIN MIXED GROUPS, AFRAID OF CHANGE, and MATURE were rated Very Frequently or Frequently for sixth-grade girls.

14. Twelve of these behavioral characteristics were rated in the same way for girls of all reference grades (see Item 2).

15. Eight of these characteristics were equally rated for first-grade girls (see Item 4).

16. GOOD OBSERVER, DOCILE, and STILL were rated Very Frequently or Frequently for third-grade girls also.

17. All behavioral characteristics rated Very Frequently or Frequently for sixth-grade girls, except AFRAID OF CHANGE and CONFORMIST, were socially accepted.

18. Sixth-grade girls, as a group, shared 90% of their behavioral characteristics with girls of other grades.

The characteristics that follow were rated Very Frequently or Frequently for elementary school children.

1. FRIENDLY, CHEERFUL, and SMART for children of all reference grades.
2. TALKATIVE for first and third graders.
3. ATTENTIVE, JOLLY-FELLOW, and STUDIOUS for first and sixth graders.
4. IMITATOR for first graders and MATURE for sixth graders.
5. Elementary school boys, as a group, shared more behavioral characteristics among themselves (46%) than girls did (36%).

Based on observers' agreement, it was concluded that elementary school children differed by grade and age level in terms of behavioral characteristics very frequently or frequently observed in them. Only 10 out of 56 behavioral characteristics (18) were observed in boys of all reference grades, and 12 out of 51 in girls (24%). It can be said, however, that neither the boys' nor the girls' profile was unique because boys as well as girls shared many characteristics by grade with boys/girls of other grades. The girls' psychosocial profile seems to be less unique or homogeneous (it has more shared behavioral characteristics) than the boys' profile.

Finally, it was concluded that there was a difference by grade level concerning the percentage of socially accepted/not socially accepted behavioral characteristics frequently observed in elementary school boys but not in girls. It is important to note that boys, as a group, had a higher percentage of not socially accepted behavioral characteristics (20%) than girls did (12%).

Judges'/Observers' Agreement

The next step in this research project was to determine the agreement between judges' and observers' ratings. The final list of behavioral characteristics Very Frequently or Frequently observed in elementary school boys and/or girls by grade level was developed from those characteristics that were rated identically by two or more judges and observers.

Findings based on behavioral characteristics on which there was agreement between judges and observers concerning their ratings as Very Frequently or Frequently observed in boys (see Table 5.5) are as follows:

1. Behavioral characteristics most frequently observed in first-grade boys, according to judges and observers, were: FRIENDLY, EXTROVERTED, NEED TEACHER'S ATTENTION, PLAYFUL, GOOD OBSERVER, HELPFUL, HEALTHY, LOVING, CURIOUS, CALM, SINCERE, LOVABLE, HONEST, STUDIOUS, GOOD, FICTION READER, SWEET, NAIVE, and INTERESTED IN LEARNING.
2. FRIENDLY was the only characteristic frequently observed in boys of all reference grades.
3. EXTROVERTED and NEED TEACHER'S ATTENTION were also frequently observed in third-grade boys.
4. PLAYFUL, GOOD OBSERVER, HELPFUL, and HEALTHY were also frequently observed in sixth-grade boys.
5. All behavioral characteristics frequently observed in first-grade boys, except PLAYFUL and NEED TEACHER'S ATTENTION, were socially accepted.

Table 5.5.--Behavioral characteristics on which there was agreement between judges and observers concerning their rating as Very Frequently or Frequently observed in boys, by grade level.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Friendly	021	x	x	x
Extroverted	026	x	x	x
Need teacher's attention	028	x	x	
Expressive	007		x	x
Respectful	009		x	x
Playful	012	x		x
Good observer	046	x		x
Helpful	048	x		x
Healthy	085	x		x
Loving	003	x		
Curious	008	x		
Calm	024	x		
Sincere	025	x		
Lovable	031	x		
Honest	054	x		
Studios	056	x		
Good	059	x		
Fiction readers	060	x		
Sweet	076	x		
Naive	089	x		
Interested in learning	101	x		
Restless	001		x	
Talkative	002		x	
Active	010		x	
Join mixed groups	019		x	
Spontaneous	015			x
Generous	041			x
Jolly-fellow	052			x
Laugh too frequently	058			x
Neat	062			x
Hard-working	068			x
Competitive	083			x
Sharing	103			x
Mature	183			x

6. First-grade boys as a group shared 32% behavioral characteristics with boys of other reference grades.

7. FRIENDLY, EXTROVERTED, NEED TEACHER'S ATTENTION, EXPRESSIVE, RESPECTFUL, RESTLESS, TALKATIVE, ACTIVE, and JOIN MIXED GROUPS were characteristics most frequently observed in third-grade boys, according to judges and observers.

8. EXTROVERTED and NEED TEACHER'S ATTENTION were also frequently observed in first-grade boys.

9. EXPRESSIVE and RESPECTFUL were also frequently observed in sixth-grade boys.

10. FRIENDLY, EXTROVERTED, EXPRESSIVE, RESPECTFUL, ACTIVE, and JOIN MIXED GROUPS were socially accepted behavioral characteristics that were frequently observed in third-grade boys. NEED TEACHER'S ATTENTION, RESTLESS, and TALKATIVE were not socially accepted.

11. Third-grade boys as a group shared 56% of their behavioral characteristics with boys of other reference grades.

12. FRIENDLY, EXPRESSIVE, RESPECTFUL, PLAYFUL, GOOD OBSERVER, HELPFUL, HEALTHY, SPONTANEOUS, GENEROUS, JOLLY-FELLOW, LAUGH TOO FREQUENTLY, NEAT, HARD-WORKING, COMPETITIVE, SHARING, and MATURE were most frequently observed in sixth-grade boys according to judges and observers.

13. PLAYFUL, GOOD OBSERVER, HELPFUL, and HEALTHY were other behavioral characteristics observed in first-grade boys.

14. EXPRESSIVE and RESPECTFUL were also observed in third-grade boys.

15. All behavioral characteristics frequently observed in sixth-grade boys, except PLAYFUL and LAUGH TOO FREQUENTLY, were socially accepted.

16. Sixth-grade boys as a group shared 24% of their behavioral characteristics with boys of other reference grades.

Findings based on behavioral characteristics on which there was agreement between judges and observers concerning their ratings as Very Frequently or Frequently observed in girls (see Table 5.6) are as follows:

1. Behavioral characteristics most frequently observed in first-grade girls, according to judges and observers, were: RESPECTFUL, WELL-BEHAVED, GOOD, INTERESTED IN LEARNING, LOVING, COOPERATIVE, EXPRESSIVE, ACTIVE, FRIENDLY, OBEDIENT, SWEET, SHARING, RESPONSIBLE, SINCERE, EXTROVERTED, LOVABLE, and FICTION READER.

2. RESPECTFUL, WELL-BEHAVED, GOOD, and INTERESTED IN LEARNING were frequently observed in girls of all reference grades.

3. LOVING, COOPERATIVE, EXPRESSIVE, ACTIVE, FRIENDLY, OBEDIENT, SWEET, and SHARING were also frequently observed in third-grade girls.

4. RESPONSIBLE was also frequently observed in sixth-grade girls.

5. All behavioral characteristics frequently observed in first-grade girls were socially accepted.

6. First-grade girls as a group shared 39% of their behavioral characteristics with girls of other reference grades.

Table 5.6.--Behavioral characteristics on which there was agreement between judges and observers concerning their rating as Very Frequently or Frequently observed in girls, by grade level.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Respectful	009	x	x	x
Well-behaved	055	x	x	x
Good	059	x	x	x
Interested in learning	101	x	x	x
Loving	003	x	x	
Cooperative	004	x	x	
Expressive	007	x	x	
Active	010	x	x	
Friendly	021	x	x	
Obedient	027	x	x	
Sweet	076	x	x	
Sharing	103	x	x	
Cheerful	032		x	x
Good observer	046		x	x
Smart	067		x	x
Responsible	006	x		x
Sincere	025	x		
Extroverted	026	x		
Lovable	031	x		
Fiction reader	060	x		
Playful	012		x	
Careful	065		x	
Hard-working	068		x	
Healthy	085		x	
Naive	089		x	
Organized	097		x	
Kind	099		x	
Attentive	040			x
Helpful	048			x
Jolly-fellow	052			x
Studios	056			x
Neat	062			x
Mature	183			x

7. RESPECTFUL, WELL-BEHAVED, GOOD, INTERESTED IN LEARNING, LOVING, COOPERATIVE, EXPRESSIVE, ACTIVE, FRIENDLY, OBEDIENT, SWEET, SHARING, CHEERFUL, GOOD OBSERVER, SMART, PLAYFUL, CAREFUL, HARD-WORKING, HEALTHY, NAIVE, ORGANIZED, and KIND were the behavioral characteristics most frequently observed in third-grade girls according to judges and observers.

8. Four of these characteristics were also frequently observed in girls of all reference grades (see Item 2).

9. Nine of these behavioral characteristics were also frequently observed in first-grade girls (see Item 3).

10. CHEERFUL, GOOD OBSERVER, and SMART were frequently observed in sixth-grade girls also.

11. All behavioral characteristics frequently observed in third-grade girls, except PLAYFUL, were socially accepted.

12. Third-grade girls as a group shared 45% of their behavioral characteristics with girls of other reference grades.

13. RESPECTFUL, WELL-BEHAVED, GOOD, INTERESTED IN LEARNING, CHEERFUL, GOOD OBSERVER, SMART, RESPONSIBLE, ATTENTIVE, HELPFUL, JOLLY-FELLOW, STUDIOUS, NEAT, and MATURE were behavioral characteristics most frequently observed in sixth-grade girls according to judges and observers.

14. Four of these behavioral characteristics were frequently observed in girls of all reference grades (see Item 2).

15. RESPONSIBLE was frequently observed in first-grade girls also.

16. CHEERFUL, GOOD OBSERVER, and SMART were frequently observed in third-grade girls also.

17. All the behavioral characteristics common to sixth-grade girls were socially accepted.

The following characteristics were frequently observed in elementary school children:

1. SINCERE, LOVABLE, and FICTION READER were observed in first graders.

2. JOLLY-FELLOW, NEAT, and MATURE were seen in sixth graders.

3. No behavioral characteristic was observed in children of all reference grades.

Other important findings concerning behavioral characteristics most frequently observed in elementary school boys and/or girls are as follows:

1. Elementary school girls as a group shared more frequently observed behavioral characteristics among themselves (49%) than boys did (27%).

2. The percentages of behavioral characteristics shared among elementary school boys, by grade, were 47% for first graders, 56% for third graders, and 44% for sixth graders.

3. The percentages of behavioral characteristics shared among elementary school girls, by grade, were 77% for first graders, 73% for third graders, and 57% for sixth graders.

4. The percentage of behavioral characteristics shared among elementary school boys and girls was 14%.

Conclusions. Based on judges'/observers' agreement, it was concluded that elementary school children differed by grade and age levels in terms of behavioral characteristics frequently observed in them. Only 1 out of 34 (3%) behavioral characteristics was observed in boys of all reference grades and 4 out of 33 (12%) in girls. It can be said, however, that the girls' profile seemed to be less exclusive or homogeneous (it has more shared behavioral characteristics) than the boys' profile.

It was also concluded that elementary school boys differed in terms of socially accepted and not socially accepted behavioral characteristics frequently observed by grade levels. Elementary school girls did not show such a clear difference as boys did. It should be noted that boys as a group had a higher percentage of not socially accepted behavioral characteristics (15%) than girls did (3%).

In general, it can be concluded that, because of the distribution of 44 frequently observed behavioral characteristics (see Table 5.7), it is possible to develop different profiles by sex and grade levels for elementary school students. This final list of behavioral characteristics will be used in developing the Psychosocial Behavior Checklist for Puerto Rican Children in Kindergarten Through Sixth Grade.

Judges'-Observers' Agreement: Ratings 4-5 and 3-4

Judges' Agreement: Ratings 4 and 5

The Psychosocial Behavior Checklist for Puerto Rican Children is conceived in terms of behavioral characteristics frequently observed

Table 5.7.--Final list of behavioral characteristics rated Very Frequently or Frequently by judges and observers, by sex and grade levels.

Behavioral Characteristic	Code	Judges'/Observers' Agreement				Teachers' Perceptions				
		Sex		Grade/Sex		Frequency				
		M	F	M	F	M	F	T	T	
Restless	001	x		III				36	16	52
Talkative	002	x		III		I, III		17	14	31
Loving	003	x	x	I		I		15	25	40
Cooperative	004	x	x	I		I, III		19	20	39
Responsible	006	x	x			I, VI		7	17	24
Expressive	007	x	x	III, VI		I, III		11	7	18
Curious	008	x		I				13	5	18
Respectful	009	x	x	III, VI		I, III, VI		6	4	10
Active	010	x	x	III		I, III		9	6	15
Playful	012	x	x	I, VI		III		12	5	17
Spontaneous	015	x		VI				8	5	13
Calm	024	x		I				2	7	9
Sincere	025	x	x	I		I		7	1	8
Extroverted	026	x	x	I, III		I		4	4	8
Obedient	027	x	x			III		3	5	8
Need teacher's attention	028	x		I				2	5	7
Lovable	031	x	x	I		I		1	5	6
Cheerful	032		x			III, VI		3	3	6
Attentive	040		x			VI		2	2	4
Generous	041	x		VI				3	1	4
Good observer	046	x	x	I, VI		III, VI		0	4	4

Table 5.7.--Continued.

Behavioral Characteristic	Code	Judges'/Observers' Agreement				Teachers' Perceptions			
		Sex		Grade/Sex		Frequency		Frequency	
		M	F	M	F	M	F	T	
Helpful	048	x	x	I	VI	2	1	3	
Jolly-fellow	052	x	x	VI	VI	2	1	3	
Honest	054	x		I		1	2	3	
Well-behaved	055	x	x		I, III, VI	2	1	3	
Studious	056	x	x	I	VI	1	2	3	
Laugh too frequently	058	x	x	VI		3	0	3	
Good	059	x	x	I	I, III, VI	2	1	3	
Fiction readers	060	x	x	I	I	2	1	3	
Neat	062	x	x	VI	VI	1	2	3	
Careful	065		x		III	1	2	3	
Smart	067		x		III, VI	1	3	4	
Hard-working	068	x	x	VI	III	1	1	2	
Sweet	076	x	x	I	I, III	1	1	2	
Competitive	083	x		VI		1	1	2	
Healthy	085	x	x	I		1	1	2	
Naive	089	x	x	I	III	1	1	2	
Join mixed group	091	x		III		1	1	2	
Organized	097		x		III	1	1	2	
Kind	099				III	0	3	3	
Interested in learning	101	x	x	I	I, III, VI	0	2	2	
Sharing	103	x	x	VI	VI	0	3	3	
Mature	183	x	x	VI	VI	0	3	3	

in elementary school students, as well as those not frequently observed. Using judges' and observers' ratings, an attempt was made to classify the behavioral characteristics named by teachers into two groups: frequently and not frequently observed behavioral characteristics. In this section, findings based on behavioral characteristics rated as being observed Not Too Frequently (4) or Not Frequently At All (5) by judges are presented. Only those characteristics on which there was agreement among two or more judges for two or more age levels included in the reference grades were selected. Findings by age levels are contained in Appendices N (boys) and O (girls).

Findings based on behavioral characteristics rated as being observed Not Too Frequently or Not Frequently At All for boys (see Table 5.8) are as follows:

1. HYPERACTIVE, HARD-WORKING, APATHETIC, CONFORMIST, INSECURE, COMPULSIVE, WITHDRAWN, DO NOT LIKE TO PARTICIPATE IN ACTIVITIES, NEGATIVE, NOT MOTIVATED, SHY, IDENTIFY WITH ADULT ROLES, LIKE TO GAIN ATTENTION, CAREFUL, SUFFERING FROM COMPLEXES, MOODY, ARGUE AMONG THEMSELVES, and NOT INTERESTED IN TOYS were rated Not Too Frequently or Not Frequently At All for first-grade boys.

2. HYPERACTIVE, HARD-WORKING, APATHETIC, and CONFORMIST were rated the same for boys of all reference grades.

3. INSECURE, COMPULSIVE, WITHDRAWN, DO NOT LIKE TO PARTICIPATE IN ACTIVITIES, NEGATIVE, and NOT MOTIVATED were rated Not Too Frequently or Not Frequently At All for third-grade boys also.

Table 5.8.--Behavioral characteristics on which there was agreement among judges concerning their rating as Not Too Frequently or Not Frequently At All observed in boys, by grade level.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Hyperactive	017	x	x	x
Hard-working	068	x	x	x
Apathetic	078	x	x	x
Conformist	084	x	x	x
Insecure	022	x	x	
Compulsive	030	x	x	
Withdrawn	082	x	x	
Do not like to participate in activities	087	x	x	
Negative	090	x	x	
Not motivated	092	x	x	
Passive	045		x	x
Fearless	049		x	x
Still	102		x	x
Shy	005	x		
Identify with adult roles	033	x		
Like to gain attention	064	x		
Careful	065	x		
Suffering from complexes	070	x		
Moody	072	x		
Argue among themselves	081	x		
Not interested in toys	107	x		
Aggressive	011		x	
Irresponsible	042		x	
Stodious	056		x	
Jealous between sexes	094		x	
Quiet	104		x	
Complainer	018			x
Immature	020			x
Argue with other children	069			x
Innocent	074			x
Quarrelsome	080			x

4. HARD-WORKING and CAREFUL, which were rated Not Too Frequently for first grade boys, were socially accepted. On the other hand, HYPERACTIVE, APATHETIC, INSECURE, COMPULSIVE, WITHDRAWN, DO NOT PARTICIPATE IN ACTIVITIES, NEGATIVE, NOT MOTIVATED, SHY, LIKE TO GAIN ATTENTION, SUFFERING FROM COMPLEXES, and ARGUE AMONG THEMSELVES were not socially accepted, and CONFORMIST, MOODY, and NOT INTERESTED IN TOYS were not clearly identified as socially accepted or not.

5. Fifty-six percent of those behavioral characteristics rated Not Too Frequently or Not Frequently At All for first-grade boys were rated the same for boys of other reference grades.

6. HYPERACTIVE, HARD-WORKING, APATHETIC, CONFORMIST, INSECURE, COMPULSIVE, WITHDRAWN, DO NOT LIKE TO PARTICIPATE IN ACTIVITIES, NEGATIVE, NOT MOTIVATED, PASSIVE, FEARLESS, STILL, AGGRESSIVE, IRRESPONSIBLE, STUDIOUS, JEALOUS BETWEEN SEXES, and QUIET were rated Not Too Frequently or Not Frequently At All for third-grade boys.

7. Some of these characteristics were rated the same for boys of all reference grades (see Item 2) as well as for first graders (see Item 3).

8. PASSIVE, FEARLESS, and STILL were rated Not Too Frequently or Not Frequently At All for sixth-grade boys also.

9. Six behavioral characteristics not frequently observed in third-grade boys were socially accepted (HARD-WORKING, FEARLESS, STILL, STUDIOUS, IDENTIFY WITH ADULT ROLES, and QUIET; 11 were not socially accepted (HYPERACTIVE, APATHETIC, INSECURE, COMPULSIVE, WITHDRAWN, DO NOT LIKE TO PARTICIPATE IN ACTIVITIES, NEGATIVE, NOT MOTIVATED,

PASSIVE, AGGRESSIVE, IRRESPONSIBLE, and JEALOUS BETWEEN SEXES); and one was not clearly identified as socially accepted or not (CONFORMIST).

10. Seventy-three percent of the behavioral characteristics rated Not Too Frequently or Not Frequently At All for third-grade boys received the same rating for boys of other reference grades.

11. HYPERACTIVE, HARD-WORKING, APATHETIC, CONFORMIST, PASSIVE, FEARLESS, STILL, COMPLAINER, IMMATURE, ARGUE WITH OTHER CHILDREN, INNOCENT, and QUARRELSOME were rated Not Too Frequently or Not Frequently At All for sixth-grade boys.

12. Some of these characteristics were rated the same for boys of all reference grades (see Item 2) and for third graders (see Item 8).

13. Four characteristics not frequently observed in sixth-grade boys (HARD-WORKING, FEARLESS, STILL, and INNOCENT) were socially accepted, seven not socially accepted (HYPERACTIVE, APATHETIC, PASSIVE, IMMATURE, COMPLAINER, ARGUE WITH OTHER CHILDREN, and QUARRELSOME), and one not clearly identified as socially accepted or not (CONFORMIST).

14. Fifty-eight percent of the behavioral characteristics rated Not Too Frequently or Not Frequently At All for sixth-grade boys were rated the same for boys of other reference grades.

Findings based on behavioral characteristics rated as being observed Not Too Frequently or Not Frequently At All for girls (see Table 5.9) are as follows:

1. SHY, HYPERACTIVE, COMPULSIVE, APATHETIC, IRRESPONSIBLE, PASSIVE, LIKE TO GAIN ATTENTION, SUFFERING FROM COMPLEXES, WITHDRAWN, NEGATIVE, NOT MOTIVATED, NOT INTERESTED IN TOYS, CONFORMIST, JEALOUS BETWEEN SEXES, INTERESTED IN THE OPPOSITE SEX, UNSTABLE, HARD-WORKING, MOODY, ARGUE AMONG THEMSELVES, QUIET, and MATURE were rated Not Too Frequently or Not Frequently At All for first-grade girls.

2. SHY, HYPERACTIVE, COMPULSIVE, and APATHETIC were rated Not Too Frequently or Not Frequently At All for girls of all reference grades.

3. IRRESPONSIBLE, PASSIVE, LIKE TO GAIN ATTENTION, SUFFERING FROM COMPLEXES, WITHDRAWN, NEGATIVE, NOT MOTIVATED, and NOT INTERESTED IN TOYS were rated Not Too Frequently or Not Frequently At All for third-grade girls also.

4. CONFORMIST and JEALOUS BETWEEN SEXES were rated the same way for sixth-grade girls also.

5. Three behavioral characteristics not frequently observed in first-grade girls were socially accepted (HARD-WORKING, STILL, and MATURE), 14 were not socially accepted (SHY, HYPERACTIVE, COMPULSIVE, APATHETIC, IRRESPONSIBLE, PASSIVE, LIKE TO GAIN ATTENTION, SUFFERING FROM COMPLEXES, WITHDRAWN, NEGATIVE, NOT MOTIVATED, JEALOUS BETWEEN SEXES, UNSTABLE, and ARGUE AMONG THEMSELVES), and 4 were not clearly defined as socially accepted or not (NOT INTERESTED IN TOYS, CONFORMIST, INTERESTED IN THE OPPOSITE SEX, and MOODY).

Table 5.9.--Behavioral characteristics on which there was agreement among judges concerning their rating as Not Too Frequently or Not Frequently At All observed in girls, by grade level.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Shy	005	x	x	x
Hyperactive	017	x	x	x
Compulsive	030	x	x	x
Apathetic	078	x	x	x
Irresponsible	042	x	x	
Passive	045	x	x	
Like to gain attention	064	x	x	
Suffering from complexes	070	x	x	
Withdrawn	082	x	x	
Negative	090	x	x	
Not Motivated	092	x	x	
Not interested in toys	107	x	x	
Aggressive	011		x	x
Insecure	022		x	x
Innocent	074		x	x
Conformist	084	x		x
Jealous between sexes	094	x		x
Interested in opposite sex	013	x		
Unstable	039	x		
Hard-working	068	x		
Moody	072	x		
Argue among themselves	081	x		
Still	102	x		
Mature	183	x		
Restless	001			x
Inattentive	014			x
Complainer	018			x
Anxious	023			x
Fearless	049			x
Argue with other children	069			x
Quarrelsome	080			x
Join mixed groups	091			x

6. Sixty-seven percent of the behavioral characteristics rated Not Too Frequently or Not Frequently At All for first-grade girls were rated in the same way for girls of other reference grades.

7. SHY, HYPERACTIVE, COMPULSIVE, APATHETIC, IRRESPONSIBLE, PASSIVE, LIKE TO GAIN ATTENTION, SUFFERING FROM COMPLEXES, WITHDRAWN, NEGATIVE, NOT MOTIVATED, NOT INTERESTED IN TOYS, AGGRESSIVE, INSECURE, and INNOCENT were rated Not Too Frequently or Not Frequently At All for third-grade girls.

8. Some of these behavioral characteristics were rated in the same way for girls of all reference grades (see Item 2) as well as for first graders (see Item 3).

9. AGGRESSIVE, INSECURE, and INNOCENT were also rated the same way for sixth-grade girls.

10. All the behavioral characteristics rated Not Too Frequently or Not Frequently At All for third-grade girls except INNOCENT and NOT INTERESTED IN TOYS were not socially accepted.

11. Seventy-one percent of the behavioral characteristics rated Not Too Frequently or Not Frequently At All for third-grade girls were rated the same for girls of other reference grades.

12. SHY, HYPERACTIVE, COMPULSIVE, APATHETIC, AGGRESSIVE, INSECURE, INNOCENT, CONFORMIST, JEALOUS BETWEEN SEXES, RESTLESS, INATTENTIVE, COMPLAINER, ANXIOUS, FEARLESS, ARGUE WITH OTHER CHILDREN, QUARRELSOME, and JOIN MIXED GROUPS were rated Not Too Frequently or Not Frequently At All for sixth-grade girls.

13. Some of these behavioral characteristics were rated in the same way for girls of all reference grades (see Item 4) and for third graders (see Item 9).

14. All behavioral characteristics rated Not Too Frequently or Not Frequently At All for sixth-grade girls except INNOCENT, CONFORM-IST, FEARLESS, and JOIN MIXED GROUPS were not socially accepted.

15. Fifty-three percent of the behavioral characteristics rated Not Too Frequently or Not Frequently At All for sixth-grade girls were rated the same for girls of other reference grades.

The characteristics that follow were rated as being observed not too frequently or not frequently at all for boys and girls:

1. APATHETIC was rated this way for children of all reference grades.

2. WITHDRAWN, NEGATIVE, and NOT MOTIVATED for first and third graders.

3. MOODY for first graders.

4. COMPLAINER, ARGUE WITH OTHER CHILDREN, and QUARRELSOME for sixth graders.

Conclusions. Based on judges' agreement, it was concluded that elementary school children differed by grade and age levels in terms of behavioral characteristics not frequently observed in them. Only 4 out of 31 (13%) behavioral characteristics were rated Not Too Frequently or Not Frequently At All for boys of all reference grades and 4 out of 32 (13%) for girls. The same pattern of uniqueness observed for behavioral characteristics rated Very Frequently or Frequently was observed

for behavioral characteristics rated Not Too Frequently or Not Frequently At All. The profile shown by boys as well as by girls, by grade level, was not a unique one because many behavioral characteristics not frequently observed in boys/girls of any grade were not observed in boys/girls of other reference grades either.

Finally, it was concluded that more socially accepted behavioral characteristics were not frequently observed in boys than in girls. The higher percentage of socially accepted behavioral characteristics not frequently observed in elementary school students was seen in third- and sixth-grade boys (33%) and the lower percentage in third-grade girls (7%).

Observers' Agreement: Ratings 3 and 4

Findings based on behavioral characteristics rated Sometimes or Never for boys (see Table 5.10) are as follows:

1. SHY, AGGRESSIVE, COMPLAINER, IMMATURE, CALM, INTROVERTED, COMPULSIVE, IDENTIFY WITH ADULT ROLES, NOT INTERESTED IN SCHOOL, HUMBLE, DEPENDENT, UNSTABLE, IRRESPONSIBLE, SEXUAL SEGREGATION IN GAMES, PASSIVE, FEARLESS, HUMANITARIAN, IDENTIFY WITH OLDER PEOPLE, CONFUSED, CAREFUL, DOCILE, HARD-WORKING, ARGUE WITH OTHER CHILDREN, SUFFERING FROM COMPLEXES, NEED OF LOVE, APATHETIC, QUARRELSOME, ARGUE AMONG THEMSELVES, CONFORMIST, SEXUALLY CURIOUS, LIKE TOUGH GAMES, NOT MOTIVATED, NEED OF RECOGNITION, JEALOUS BETWEEN SEXES, LOW ACADEMIC ACHIEVEMENT, SENSITIVE, JUDICIOUS, STILL, QUIET, RESERVED, LIKE TO TALK ABOUT GIRLFRIEND, and NOT INTERESTED IN TOYS were rated Sometimes or Never for boys of all reference grades.

Table 5.10.--Behavioral characteristics on which there was agreement among observers concerning their rating as Sometimes or Never observed in boys, by grade level.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Shy	005	x	x	x
Aggressive	011	x	x	x
Complainer	018	x	x	x
Immature	020	x	x	x
Calm	024	x	x	x
Introverted	029	x	x	x
Compulsive	030	x	x	x
Identifies with adult roles	033	x	x	x
Not interested in school	034	x	x	x
Humble	037	x	x	x
Dependent	037	x	x	x
Unstable	039	x	x	x
Irresponsible	042	x	x	x
Sex segregation in games	044	x	x	x
Passive	045	x	x	x
Fearless	049	x	x	x
Humanitarian	053	x	x	x
Identify with older people	057	x	x	x
Confused	061	x	x	x
Careful	065	x	x	x
Docile	066	x	x	x
Hard-working	068	x	x	x
Argue with other children	069	x	x	x
Suffering from complexes	070	x	x	x
Need of love	073	x	x	x
Apathetic	078	x	x	x
Quarrelsome	080	x	x	x
Argue among themselves	081	x	x	x
Conformist	085	x	x	x
Sexually curious	086	x	x	x
Like tough games	088	x	x	x
Not motivated	092	x	x	x
Need recognition	093	x	x	x
Jealous between sexes	094	x	x	x
Low academic achievement	095	x	x	x
Sensitive	096	x	x	x
Judicious	100	x	x	x
Still	102	x	x	x
Quiet	104	x	x	x

Table 5.10.--Continued.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Reserved	105	x	x	x
Like to talk about girlfriend	106	x	x	x
Not interested in toys	107	x	x	x
Responsible	006	x	x	
Obedient	027	x	x	
Generous	041	x	x	
Well-behaved	055	x	x	
Competitive	083	x	x	
Organized	097	x	x	
Mature	183	x	x	
Interested in opposite sex	013		x	x
Imitator	016		x	x
Hyperactive	017		x	x
Sentimental	019		x	x
Anxious	023		x	x
Honest	054		x	x
Fiction reader	060		x	x
Moody	072		x	x
Innocent	074		x	x
Sensible	075		x	x
Withdrawn	082		x	x
Naive	089		x	x
Negative	090	x		x
Playful	012	x		
Join mixed groups	091	x		
Loving	003		x	
Curious	008		x	
Spontaneous	015		x	
Sincere	025		x	
Lovable	031		x	
Punctual	038		x	
Attentive	040		x	
Alert	043		x	
Good observer	046		x	
Helpful	048		x	
Jolly-fellow	052		x	
Studios	055		x	
Good	059		x	
Like to be outstanding	071		x	

Table 5.10.--Continued.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Healthy	085		x	
Kind	099		x	
Interested in learning	101		x	
Sharing	103		x	
Restless	001			x
Cooperative	004			x
Need teacher's attention	028			x
Short attention span	079			x

2. Other behavioral characteristics rated Sometimes or Never for first-grade boys were: RESPONSIBLE, OBEDIENT, GENEROUS, WELL-BEHAVED, COMPETITIVE, ORGANIZED, MATURE, INATTENTIVE, PLAYFUL, and JOIN MIXED GROUPS.

3. RESPONSIBLE, OBEDIENT, GENEROUS, WELL-BEHAVED, COMPETITIVE, ORGANIZED, and MATURE were rated the same for third-grade boys also.

4. INATTENTIVE was rated Sometimes for sixth-grade boys also.

5. Twenty behavioral characteristics rated Sometimes or Never for first-grade boys (CALM, IDENTIFY WITH ADULT ROLES, HUMBLE, FEARLESS, HUMANITARIAN, IDENTIFY WITH OLDER PEOPLE, CAREFUL, DOCILE, HARD-WORKING, JUDICIOUS, STILL, QUIET, RESPONSIBLE, OBEDIENT, GENEROUS, WELL-BEHAVED, COMPETITIVE, JOIN MIXED GROUPS, ORGANIZED, and MATURE) were socially accepted; 26 were not socially accepted (SHY, AGGRESSIVE, COMPLAINER, IMMATURE, INTROVERTED, COMPULSIVE, NOT INTERESTED IN SCHOOL, DEPENDENT, UNSTABLE, IRRESPONSIBLE, PASSIVE, CONFUSED, ARGUE

WITH OTHER CHILDREN, SUFFERING FROM COMPLEXES, NEED OF LOVE, APATHETIC, QUARRELSOME, ARGUE AMONG THEMSELVES, CONFORMIST, LIKE TOUGH GAMES, NOT MOTIVATED, NEED OF RECOGNITION, JEALOUS BETWEEN SEXES, LOW ACADEMIC ACHIEVEMENT, INATTENTIVE, and PLAYFUL) and 6 were not clearly identified as socially accepted or not (SEXUALLY CURIOUS, SENSITIVE, RESERVED, LIKE TO TALK ABOUT GIRLFRIEND, NOT INTERESTED IN TOYS, and SEXUAL SEGREGATION IN GAMES).

6. Ninety-six percent of the behavioral characteristics rated Sometimes or Never for first-grade boys were rated the same for boys of other reference grades.

7. INTERESTED IN THE OPPOSITE SEX, IMITATOR, HYPERACTIVE, SENTIMENTAL, ANXIOUS, HONEST, FICTION READER, MOODY, INNOCENT, SENSIBLE, WITHDRAWN, NAIVE, NEGATIVE, LOVING, CURIOUS, SPONTANEOUS, SINCERE, LOVABLE, PUNCTUAL, ATTENTIVE, ALERT, GOOD OBSERVER, HELPFUL, JOLLY-FELLOW, STUDIOUS, GOOD, LIKE TO BE OUTSTANDING, HEALTHY, KIND, INTERESTED IN LEARNING, and SHARING, in addition to characteristics already mentioned (see Items 1 and 3), were rated Sometimes or Never for third-grade boys.

8. INTERESTED IN THE OPPOSITE SEX, IMITATOR, HYPERACTIVE, SENTIMENTAL, ANXIOUS, HONEST, FICTION READER, MOODY, INNOCENT, SENSIBLE, WITHDRAWN, NAIVE, NEGATIVE, and INATTENTIVE were rated Sometimes or Never for sixth-grade boys also.

9. Forty-three (54%) behavioral characteristics sometimes or never observed in third-grade boys were socially accepted, 28 (35%) not

socially accepted, and 9 (11%) not clearly defined as socially accepted or not.

10. Seventy-six percent of the behavioral characteristics rated Sometimes or Never for third-grade boys were rated the same for boys of other reference grades.

11. INATTENTIVE, RESTLESS, COOPERATIVE, NEED TEACHER'S ATTENTION, and SHORT ATTENTION SPAN, in addition to characteristics already mentioned (see Items 1, 4, and 8), were rated Sometimes or Never for sixth-grade boys.

12. Nineteen (32%) behavioral characteristics sometimes or never observed in sixth-grade boys were socially accepted, 32 (53%) not socially accepted, and 9 (15%) not clearly defined as socially accepted or not.

13. Ninety-three percent of the behavioral characteristics rated Sometimes or Never for sixth-grade boys were rated the same for boys of other reference grades.

Findings based on behavioral characteristics rated as being observed sometimes or never for girls (see Table 5.11) are as follows:

1. AGGRESSIVE, INTERESTED IN THE OPPOSITE SEX, HYPERACTIVE, COMPLAINER, SENTIMENTAL, IMMATURE, INSECURE, ANXIOUS, NEED TEACHER'S ATTENTION, INTROVERTED, COMPULSIVE, IDENTIFY WITH ADULT ROLES, NOT INTERESTED IN SCHOOL, UNSTABLE, IRRESPONSIBLE, SEXUAL SEGREGATION IN GAMES, FEARLESS, IDENTIFY WITH OLDER PEOPLE, CONFUSED, LIKE TO GAIN ATTENTION, ARGUE WITH OTHER CHILDREN, SUFFERING FROM COMPLEXES, MOODY,

NEED OF LOVE, SENSIBLE, APATHETIC, SHORT ATTENTION SPAN, QUARRELSOME, ARGUE AMONG THEMSELVES, WITHDRAWN, COMPETITIVE, SEXUALLY CURIOUS, DO NOT LIKE TO PARTICIPATE IN ACTIVITIES, NEGATIVE, NOT MOTIVATED, NEED OF RECOGNITION, JEALOUS BETWEEN SEXES, LOW ACADEMIC ACHIEVEMENT, SENSITIVE, QUIET, RESERVED, LIKE TO TALK ABOUT BOYFRIENDS, and NOT INTERESTED IN TOYS were rated Sometimes or Never for girls of all reference grades.

2. RESTLESS, SHY, INATTENTIVE, CALM, LOVABLE, PASSIVE, JOIN MIXED GROUPS, MATURE, CURIOUS, HUMANITARIAN, HARD-WORKING, LIKE TOUGH GAMES, JUDICIOUS, DEPENDENT, GOOD OBSERVER, CONFORMIST, and STILL were rated Sometimes or Never for first-grade girls.

3. RESTLESS, SHY, INATTENTIVE, CALM, LOVABLE, PASSIVE, JOIN MIXED GROUPS, and MATURE were rated Sometimes or Never for third-grade girls also.

4. CURIOUS, HUMANITARIAN, HARD-WORKING, LIKE TOUGH GAMES, and JUDICIOUS were rated the same for sixth-grade girls.

5. Sixteen (27%) behavioral characteristics sometimes or never observed in first-grade girls were socially accepted, 35 (56%) not socially accepted, and 9 (15%) not clearly defined as socially accepted or not.

6. Eighty-five percent of the characteristics rated Sometimes or Never for first-grade girls were rated the same for girls of other reference grades.

Table 5.11.--Behavioral characteristics on which there was agreement among observers concerning their rating as Sometimes or Never observed in girls, by grade level.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Aggressive	011	x	x	x
Interested in opposite sex	013	x	x	x
Hyperactive	017	x	x	x
Complainer	018	x	x	x
Sentimental	019	x	x	x
Immature	020	x	x	x
Insecure	022	x	x	x
Anxious	023	x	x	x
Need teacher's attention	028	x	x	x
Introverted	029	x	x	x
Compulsive	030	x	x	x
Identify with adult roles	033	x	x	x
Not interested in school	034	x	x	x
Unstable	039	x	x	x
Irresponsible	042	x	x	x
Sexual segregation in games	044	x	x	x
Fearless	049	x	x	x
Identify with older people	057	x	x	x
Confused	061	x	x	x
Like to gain attention	064	x	x	x
Argue with other children	069	x	x	x
Suffering from complexes	070	x	x	x
Moody	072	x	x	x
Need of love	073	x	x	x
Sensible	075	x	x	x
Apathetic	078	x	x	x
Short attention span	079	x	x	x
Quarrelsome	080	x	x	x
Argue among themselves	081	x	x	x
Withdrawn	082	x	x	x
Competitive	083	x	x	x
Sexually curious	086	x	x	x
Do not like to participate in activities	087	x	x	x
Negative	090	x	x	x
Not motivated	092	x	x	x
Need of recognition	093	x	x	x
Jealous between sexes	094	x	x	x
Low academic achievement	095	x	x	x

Table 5.11.--Continued.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Sensitive	096	x	x	x
Quiet	104	x	x	x
Reserved	105	x	x	x
Like to talk about boyfriends	106	x	x	x
Not interested in toys	107	x	x	x
Restless	001	x	x	
Shy	005	x	x	
Inattentive	014	x	x	
Calm	024	x	x	
Lovable	031	x	x	
Passive	045	x	x	
Join mixed groups	091	x	x	
Mature	183	x	x	
Talkative	002		x	x
Cooperative	004		x	x
Playful	012		x	x
Imitator	016		x	x
Punctual	038		x	x
Generous	041		x	x
Neat	062		x	x
Like to be outstanding	071		x	x
Innocent	074		x	x
Curious	008	x		x
Humanitarian	053	x		x
Hard-working	068	x		x
Like tough games	088	x		x
Judicious	100	x		x
Dependent	037	x		
Good observer	046	x		
Conformist	084	x		
Still	102		x	
Extroverted	026		x	
Humble	036		x	
Attentive	040		x	
Jolly-fellow	052		x	
Studios	056		x	
Fiction reader	060			x
Loving	003			x
Expressive	007			x

Table 5.11.--Continued.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Active	010			x
Spontaneous	015			x
Laugh too frequently	058			x
Careful	065			x
Naive	089			x
Kind	099			x
Sharing	103			x

7. TALKATIVE, COOPERATIVE, PLAYFUL, IMITATOR, PUNCTUAL, GENEROUS, NEAT, LIKE TO BE OUTSTANDING, INNOCENT, EXTROVERTED, HUMBLE, ATTENTIVE, JOLLY-FELLOW, STUDIOUS, and FICTION READER, in addition to characteristics already mentioned (see Items 1, 3, and 4), were rated Sometimes or Never for third-grade girls.

8. TALKATIVE, COOPERATIVE, PLAYFUL, IMITATOR, PUNCTUAL, GENEROUS, NEAT, LIKE TO BE OUTSTANDING, and INNOCENT were rated the same for sixth-grade girls also.

9. Twenty-two (33%) behavioral characteristics sometimes or never observed in third-grade girls were socially accepted, and nine (14%) were not clearly defined as socially accepted or not.

10. Ninety-one percent of the characteristics rated Sometimes or Never for third-grade girls were rated the same for girls of other reference grades.

11. LOVING, EXPRESSIVE, ACTIVE, SPONTANEOUS, LAUGH TOO FREQUENTLY, CAREFUL, NAIVE, KIND, and SHARING, in addition to

characteristics already mentioned (see Items 1, 4, and 8), were rated Sometimes or Never for sixth-grade girls.

12. Twenty-five (38%) characteristics sometimes or never observed in sixth-grade girls were socially accepted, 34 (52%) not socially accepted, and 7 (10%) not clearly identified as socially accepted or not.

13. Eighty-six percent of the behavioral characteristics rated Sometimes or Never for sixth-grade girls were rated the same for girls of other reference grades.

Findings based on behavioral characteristics rated Sometimes or Never for boys and girls are as follows:

1. AGGRESSIVE, COMPLAINER, IMMATURE, INTROVERTED, COMPULSIVE, IDENTIFY WITH ADULT ROLES, NOT INTERESTED IN SCHOOL, UNSTABLE, IRRESPONSIBLE, SEXUAL SEGREGATION IN GAMES, FEARLESS, IDENTIFY WITH OLDER PEOPLE, CONFUSED, ARGUE WITH OTHER CHILDREN, SUFFERING FROM COMPLEXES, NEED OF LOVE, APATHETIC, QUARRELSOME, ARGUE AMONG THEMSELVES, SEXUALLY CURIOUS, NOT MOTIVATED, NEED OF RECOGNITION, JEALOUS BETWEEN SEXES, LOW ACADEMIC ACHIEVEMENT, SENSITIVE, QUIET, RESERVED, LIKE TO TALK ABOUT SWEETHEARTS, and NOT INTERESTED IN TOYS were rated Sometimes or Never for boys and girls of all reference grades.

2. MATURE was rated Sometimes for first- and third-grade children.

3. IMITATOR and INNOCENT were rated Sometimes for third- and sixth-grade children.

4. ATTENTIVE, JOLLY-FELLOW, and STUDIOUS were rated Sometimes or Never for third-grade children.

Conclusions. Based on observers' agreement, it was concluded that elementary school students differed by grade level in terms of behavioral characteristics sometimes or never observed in them. The percentages of characteristics sometimes or never observed in boys of all reference grades (42%), as well as in girls (43%), was high as compared to the percentages for behavioral characteristics rated Very Frequently or Frequently observed. The profile shown of boys and/or girls was not unique because many behavioral characteristics sometimes or never observed in them were not observed in boys/girls of other grades either.

Finally, it was concluded that more socially accepted behavioral characteristics were sometimes or never observed in boys than in girls. The higher percentage of socially accepted behavioral characteristics sometimes or never observed in elementary school students was seen in third-grade boys (56%) and the lower percentage in sixth-grade boys (19%).

Judges'/Observers' Agreement:
Ratings 4-5 and 3-4

Findings based on behavioral characteristics on which there was agreement between judges and observers concerning their rating as Not Frequently or Never observed in boys (see Table 5.12) are as follows:

L. PASSIVE, HARD-WORKING, APATHETIC, CONFORMIST, INSECURE, COMPULSIVE, DO NOT LIKE TO PARTICIPATE IN ACTIVITIES, NOT MOTIVATED,

WORRIED ABOUT THEIR HAIR, SHY, LIKE TO GAIN ATTENTION, CAREFUL, SUFFERING FROM COMPLEXES, and ARGUE AMONG THEMSELVES were rated as not frequently observed¹ in first-grade boys.

2. PASSIVE, HARD-WORKING, APATHETIC, and CONFORMIST were rated as not frequently observed in boys of all reference grades.

3. INSECURE, COMPULSIVE, DO NOT LIKE TO PARTICIPATE IN ACTIVITIES, NOT MOTIVATED, and WORRIED ABOUT THEIR HAIR were rated as not frequently observed in third-grade boys also.

4. Three (21%) behavioral characteristics not frequently observed in first-grade boys were socially accepted, nine (64%) not socially accepted, and one (7%) not clearly identified as socially accepted or not.

5. Sixty-four percent of the behavioral characteristics not frequently observed in first-grade boys were not frequently observed in boys of other reference grades either.

6. HYPERACTIVE, FEARLESS, STILL, AGGRESSIVE, IRRESPONSIBLE, WITHDRAWN, NEGATIVE, JEALOUS BETWEEN SEXES, and QUIET, in addition to characteristics already mentioned (see Items 2 and 3) were rated as not frequently observed in third-grade boys.

7. HYPERACTIVE, FEARLESS, and STILL were rated as not frequently observed in sixth-grade boys, as well.

¹Henceforth, the phrase "not frequently observed" is used to denote judges' ratings of Not Too Frequently or Not Frequently at All, as well as observers' ratings of Sometimes or Never.

Table 5.12.--Behavioral characteristics on which there was agreement between judges and observers concerning their ratings of Not Too Frequently/Sometimes or Not Frequently At All/ Never observed in elementary school boys, by grade level.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Passive	045	x	x	x
Hard-working	068	x	x	x
Apathetic	078	x	x	x
Conformist	084	x	x	x
Insecure	022	x	x	
Compulsive	030	x	x	
Do not like to participate in activities	087	x	x	
Not motivated	092	x	x	
Worried about their hair	108	x	x	
Hyperactive	017		x	x
Fearless	049		x	x
Still	102		x	x
Shy	005	x		
Like to gain attention	064	x		
Careful	065	x		
Suffering from complexes	070	x		
Argue among themselves	081	x		
Aggressive	011		x	
Irresponsible	042		x	
Withdrawn	082		x	
Negative	090		x	
Jealous between sexes	094		x	
Quiet	104		x	
Complainer	018			x
Immature	020			x
Identify with adult roles	033			x
Argue with other children	069			x
Innocent	074			x
Quarrelsome	080			x

8. Five (28%) characteristics not frequently observed in third-grade boys were socially accepted, 12 (67%) were not socially

accepted, and 1 (5%) was not clearly identified as socially accepted or not.

9. Thirty-eight characteristics not frequently observed in third-grade boys were not observed in boys of other reference grades either.

10. COMPLAINER, IMMATURE, IDENTIFY WITH ADULT ROLES, ARGUE WITH OTHER CHILDREN, INNOCENT, and QUARRELSOME, in addition to characteristics already mentioned (see Items 2 and 7), were rated as not frequently observed in sixth-grade boys.

11. Five (38%) characteristics not frequently observed in sixth-grade boys were socially accepted, seven (54%) were not socially accepted, and one (8%) was not clearly identified as socially accepted or not.

12. Fifty-four percent of the characteristics not frequently observed in sixth-grade boys were not frequently observed in boys of other reference grades either.

Findings based on behavioral characteristics not frequently observed in elementary school girls (see Table 5.13) are as follows:

1. SHY, HYPERACTIVE, COMPULSIVE, APATHETIC, IRRESPONSIBLE, PASSIVE, LIKE TO GAIN ATTENTION, HARD-WORKING, SUFFERING FROM COMPLEXES, WITHDRAWN, DO NOT LIKE TO PARTICIPATE IN ACTIVITIES, NEGATIVE, NOT MOTIVATED, NOT INTERESTED IN TOYS, JEALOUS BETWEEN SEXES, INTERESTED IN THE OPPOSITE SEX, NOT INTERESTED IN SCHOOL, UNSTABLE, MOODY, ARGUE AMONG THEMSELVES, CONFORMIST, STILL, and MATURE were rated as not frequently observed in first-grade girls.

Table 5.13.--Behavioral characteristics on which there was agreement between judges and observers concerning their ratings as Not Too Frequently/Sometimes or Not Frequently At All/ Never observed in elementary school girls, by grade level.

Behavioral Characteristic	Code	Reference Grade		
		I	III	VI
Shy	005	x	x	x
Hyperactive	017	x	x	x
Compulsive	030	x	x	x
Apathetic	078	x	x	x
Irresponsible	042	x	x	
Passive	045	x	x	
Like to gain attention	064	x	x	
Hard-working	068	x	x	
Withdrawn	082	x	x	
Do not like to participate in activities	087	x	x	
Negative	090	x	x	
Not motivated	092	x	x	
Not interested in toys	107	x	x	
Aggressive	011		x	x
Insecure	022		x	x
Innocent	024		x	x
Jealous between sexes	094	x		x
Interested in opposite sex	013	x		
Not interested in school	034	x		
Unstable	039	x		
Moody	072	x		
Argue among themselves	081	x		
Conformist	084	x		
Still	102	x		
Mature	183	x		
Restless	001			x
Complainer	018			x
Anxious	023			x
Fearless	049			x
Argue with other children	069			x
Quarrelsome	080			x

2. SHY, HYPERACTIVE, COMPULSIVE, and APATHETIC were rated as not frequently observed in girls of all reference grades.

3. SHY, HYPERACTIVE, COMPULSIVE, APATHETIC, IRRESPONSIBLE, PASSIVE, LIKE TO GAIN ATTENTION, HARD-WORKING, SUFFERING FROM COMPLEXES, WITHDRAWN, DO NOT LIKE TO PARTICIPATE IN ACTIVITIES, NEGATIVE, NOT MOTIVATED, and NOT INTERESTED IN BOYS were rated as not frequently observed in third-grade girls either.

4. JEALOUS BETWEEN SEXES was not frequently observed in sixth-grade girls either.

5. Three (13%) characteristics not commonly observed in first-grade girls were socially accepted, 16 (70%) were not socially accepted, and 4 (17%) were not clearly identified as socially accepted or not.

6. Sixty-five percent of the characteristics not frequently observed in first-grade girls were not observed in girls of other reference grades either.

7. AGGRESSIVE, INSECURE, and INNOCENT, in addition to characteristics already mentioned (see Items 2 and 3), were rated as not frequently observed in third-grade girls.

8. AGGRESSIVE, INSECURE, and INNOCENT were not frequently observed in sixth-grade girls either.

9. Two (12%) characteristics not frequently observed in third-grade girls were socially accepted, 14 (82%) were not socially accepted, and 1 (6%) was not clearly identified as socially accepted or not.

10. All of the behavioral characteristics not frequently observed in third-grade girls were not observed in girls of other reference grades either.

11. RESTLESS, COMPLAINER, ANXIOUS, FEARLESS, ARGUE WITH OTHER CHILDREN, and QUARRELSOME, in addition to characteristics already mentioned (see Items 2, 4, and 8), were rated as not frequently observed in sixth-grade girls.

12. Two (14%) behavioral characteristics not frequently observed in sixth-grade girls were socially accepted, and 12 (86%) were not socially accepted.

13. Sixty-one percent of the behavioral characteristics not frequently observed in sixth-grade girls were not frequently observed in girls of other reference grades either.

Findings based on behavioral characteristics not frequently observed in elementary school children are as follows:

1. APATHETIC was not frequently observed in girls of all reference grades.

2. COMPULSIVE, DO NOT LIKE TO PARTICIPATE IN ACTIVITIES, NOT MOTIVATED, PASSIVE, and HARD-WORKING were not frequently observed in first- and third-grade children.

3. HYPERACTIVE was not frequently observed in third- and sixth-grade children.

4. SHY, LIKE TO GAIN ATTENTION, SUFFERING FROM COMPLEXES, ARGUE AMONG THEMSELVES, and CONFORMIST were not frequently observed in first-grade children.

5. AGGRESSIVE, INSECURE, IRRESPONSIBLE, WITHDRAWN, and NEGATIVE were not frequently observed in third-grade children.

6. COMPLAINER, FEARLESS, ARGUE WITH OTHER CHILDREN, INNOCENT, and QUARRELSOME were not frequently observed in sixth-grade children.

Conclusions. Based on judges'/observers' agreement, it was concluded that elementary school children differed by grade level in terms of behavioral characteristics rated as not frequently observed in them. Only 4 (14%) out of 29 behavioral characteristics were not frequently observed in boys of all reference grades, and 4 (13%) out of 32 in girls. The profile shown of boys and/or girls by grade was not an exclusive one because many characteristics not frequently observed in boys/girls of any grade were not observed in boys/girls of other reference grades either.

Finally, it was concluded that more socially accepted behavioral characteristics were not frequently observed in boys (28%) than in girls (16%). The higher percentage of socially accepted behavioral characteristics not frequently observed in elementary school students was seen in third-grade girls (19%) and the lower percentage in first graders (18%).

In general, it was concluded that, because of the distribution of behavioral characteristics that were not frequently observed in elementary school students (see Table 5.14), it is possible to develop different profiles by sex and grade levels for elementary school students. This final list of behavioral characteristics will also be

**used in designing and developing the Psychosocial Behavior Checklist
for Puerto Rican Children in Kindergarten Through Sixth Grade.**

Table 5.14.--Final list of behavioral characteristics rated as being observed Not Too Frequently/
Sometimes or Not Frequently At All/Never, by sex and grade levels.

Behavioral Characteristic	Code	Sex		Grade/Sex		Frequency			
		M	F	M	F	M	F		
								T	
Restless	001		x		VI		36	16	52
Shy	005	x	x	I	I,III,VI		19	14	33
Aggressive	011	x	x	III	CI		14	1	15
Interested in opposite sex	013								
Inattentive	014		x		VI				
Hyperactive	017	x	x	III,VI	I,III,VI		8	4	12
Complainer	018	x	x	VI	VI		7	5	12
Immature	020	x		VI			7	3	10
Insecure	022	x	x	I,III	III,VI		5	4	9
Anxious	023	x	x		VI		9	0	9
Compulsive	030	x	x	I,III	I,III,VI		4	2	6
Identify with adult roles	033			VI			2	4	6
Not interested in school	034	x					5	0	5
Unstable	039		x		I		3	1	4
Irresponsible	042		x		I		4	0	4
Passive	045	x	x	III	I,III		4	0	4
Hard-working	061	x	x	I,III,VI	I,III		0	4	4
Argue with other children	069	x	x	I,III	I		0	2	2
Fearless	049	x	x	VI	VI		0	3	3
Identify with older people	057	x		III,VI	VI		2	1	3
Careful	065	x		I,III			0	2	2
Suffering from complexes	070	x	x	I	I,III		0	3	3
Moody	072	x	x	I	I		0	3	3
Innocent	074	x	x	VI	III,VI		1	1	2
Apathetic	078	x	x	I,III,VI	I,III,VI		2	0	2
Quarrelsome	080	x	x	I	I		2	0	2
Argue among themselves	081	x	x	I	I		2	0	2

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Findings, Discussion, and Implications

The set of behavioral characteristics frequently observed and not frequently observed in elementary school children is consistent with the sociocultural profile of the Puerto Rican child described in Chapter II. Many behavioral characteristics frequently observed in elementary school children by teachers and mental health professionals were expected to be observed in Puerto Rican children. In addition, those behaviors not frequently observed were expected not to be observed in Puerto Rican children either.

The following set of behavioral characteristics was frequently observed in Puerto Rican children of both sexes: COOPERATIVE, LOVING, EXPRESSIVE, RESPECTFUL, ACTIVE, PLAYFUL, FRIENDLY, SINCERE, EXTROVERTED, LOVABLE, GOOD OBSERVER, LIKE TO HELP, JOLLY-FELLOW, STUDIOUS, GOOD, FICTION READER, NEAT, HARD-WORKING, SWEET, HEALTHY, NAIVE, INTERESTED IN LEARNING, SHARING, and MATURE. Some of these characteristics are closely associated with the expected qualities demanded from the child, such as obedience, dependency, passivity, control of aggressive feelings, "respeto," "machismo," and "marianismo."

As explained in Chapter II, child-rearing practices in the Puerto Rican culture tend to develop dependency in the child, with the correspondent social approval. Behavioral characteristics such as COOPERATIVE, LOVING, FRIENDLY, RESPECTFUL, LOVABLE, LIKE TO HELP, JOLLY-FELLOW, GOOD, SWEET, and SHARING may be associated with some kind of physical or emotional dependency. The child's search for help, attention, physical contact, or approval is behavior or attitude associated with dependency.

The idea that a good child is a docile one is strongly reinforced in the Puerto Rican culture. Docility is associated with control of aggressive feelings and passivity. Such behavioral characteristics as COOPERATIVE, RESPECTFUL, FRIENDLY, LOVABLE, GOOD, LIKE TO HELP, JOLLY-FELLOW, SWEET, INTERESTED IN LEARNING, STUDIOUS, SHARING, and MATURE are, to some extent, associated with this expected quality.

The belief that a good child is an obedient one is also held in respect to the Puerto Rican youngster. An obedient child should not contradict or disobey authority figures. Obedience presupposes conformity. To be COOPERATIVE, RESPECTFUL, FRIENDLY, GOOD OBSERVER (especially of appropriate role models), JOLLY-FELLOW, STUDIOUS, and GOOD are some behavioral characteristics associated with this expected quality.

"Respeto" (respect) is one of the most important ingredients in the child's interpersonal relationships, especially with adults and authority figures. "Respeto" means a sense of social distance, social

segregation, and a sort of fear. Failure to comply with this standard will elicit the labels of "malcriado" (spoiled) or "atrevido" (daring). "Respeto" is a cardinal rule for survival in the group and validates what is appropriate behavior. It is expected of all children in all social classes. Behavioral characteristics such as RESPECTFUL, LOVING, FRIENDLY, EXTROVERTED, JOLLY-FELLOW, SWEET, SHARING, and MATURE, for example, presuppose a sense of "respeto" in order to be sanctioned or accepted.

Behavioral characteristics not frequently observed in elementary school children as a group are: SHY, AGGRESSIVE, HYPERACTIVE, COMPLAINER, INSECURE, COMPULSIVE, IRRESPONSIBLE, PASSIVE, HARD-WORKING, ARGUE WITH OTHER CHILDREN, FEARLESS, SUFFERING FROM COMPLEXES, MOODY, INNOCENT, APATHETIC, QUARRELSOME, and ARGUE AMONG THEMSELVES. As can be observed, SHY, INSECURE, and SUFFERING FROM COMPLEXES, which are associated with docility, were the only behavioral characteristics that were expected to be frequently observed in Puerto Rican elementary school children.

Other behavioral characteristics frequently observed in boys were: RESTLESS, TALKATIVE, CURIOUS, SPONTANEOUS, CALM, NEED TEACHER'S ATTENTION, GENEROUS, HONEST, LAUGH TOO FREQUENTLY, COMPETITIVE, and JOIN MIXED GROUPS. It is important to bear in mind that the process of rearing the male child emphasizes outdoor experiences, open expression of feelings, and a demand for a strong masculine ("macho") image. It was expected, therefore, that AGGRESSIVE, ARGUE WITH OTHER CHILDREN, FEARLESS, QUARRELSOME, ARGUE AMONG THEMSELVES, IDENTIFY WITH ADULT

ROLES, and IDENTIFY WITH OLDER PEOPLE would be frequently observed in boys, but that was not the case. Sexually oriented behavioral characteristics were also expected. CURIIOUS and JOIN MIXED GROUP were the only behavioral characteristics that could be associated with sexually oriented behaviors.

Puerto Rican girls are supposed to reflect the attributes of the Virgin Mary ("marianismo"). They are expected to be pure, innocent, loyal, in need of protection, obedient, dependent, physically weaker, with low judgment and discernment, and socially ignorant. They are expected to show high concern for virginity and are restricted to a narrow vital space. Behavioral characteristics frequently observed only in girls were consistent with this profile. These were: RESPONSIBLE, OBEDIENT, WELL-BEHAVED, CAREFUL, SMART, ORGANIZED, KIND, CHEERFUL, and ATTENTIVE. Not frequently observed behavioral characteristics were also consistent with what is expected from girls. These were RESTLESS, INTERESTED IN THE OPPOSITE SEX, INATTENTIVE, ANXIOUS, NOT INTERESTED IN SCHOOL, and UNSTABLE. SHY, PASSIVE, HARD-WORKING, and INNOCENT were expected to be frequently observed in girls, but that was not the case.

In general, the final set of behavioral characteristics frequently observed and not observed in Puerto Rican elementary school children produced by means of this research corresponded, basically, to the sociocultural profile described in Chapter II. This means that this final set of behavioral characteristics constitutes an appropriate point of departure for development of the Psychosocial Behavior

Checklist for Puerto Rican Children in Kindergarten Through Sixth Grade.

Not only do these findings seem to support the theoretical assumptions made in this study, especially those concerned with the belief that all behaviors are learned in a particular sociocultural context and the importance of the environment and cultural groups, but also they have special implications for the development of assessment instruments. First, the findings suggest that it is very important to consider cultural differences in the construction of testing instruments if valid measurements are to result. Second, the findings demonstrate that assessment programs must be anthropological in nature--that man and his sociocultural setting must be the point of departure for any program or intervention that attempts to describe or understand his behavior.

Conclusions

The main concern of this research project was to develop a list of behavioral characteristics frequently observed and not frequently observed in elementary school students, by sex and grade levels, to be used in designing and developing the Psychosocial Behavior Checklist for Puerto Rican Children in Kindergarten Through Sixth Grade. It was concluded that the final list of behaviors frequently and not frequently observed in elementary school students comprises 71 behavioral

characteristics: 44 frequently observed and 27 not frequently observed (residual) characteristics.

Behavioral characteristics frequently observed in elementary school students, by sex, are the following:

<u>Boys</u>	<u>Girls</u>	<u>Boys and Girls</u>
Restless	Responsible	Cooperative
Talkative	Obedient	Loving
Curious	Well-behaved	Expressive
Spontaneous	Careful	Respectful
Calm	Smart	Active
Need teacher's attention	Organized	Playful
Generous	Kind	Friendly
Honest	Cheerful	Sincere
Laugh too frequently	Attentive	Extroverted
Competitive		Lovable
Join mixed groups		Good observer
		Helpful
		Jolly-fellow
		Studios
		Good
		Fiction reader
		Neat
		Hard-working
		Sweet
		Healthy
		Naive
		Interested in learning
		Sharing
		Mature

Behavioral characteristics not frequently observed in elementary school students, by sex, are:

Boys

Immature
 Identify with adult roles
 Identify with older people
 Careful

Girls

Restless
 Interested in opposite sex
 Inattentive
 Anxious
 Not interested in school
 Unstable

Boys and Girls

Shy
 Aggressive
 Hyperactive
 Complainer
 Insecure
 Compulsive
 Irresponsible
 Passive
 Hard-working
 Argue with other children
 Fearless
 Suffering from complexes
 Moody
 Innocent
 Apathetic
 Quarrelsome
 Argue among themselves

Two other conclusions were drawn from analyzing the final set of behavioral characteristics. First, some preliminary clusters of behavioral characteristics, based on personality traits concerning social adjustment in the elementary school setting and the outcomes (adaptive/maladaptive) they produce, may be developed from the final set of behavioral characteristics. Second, six different preliminary profiles for first-, third, and sixth-grade children may also be developed from this final set of behavioral characteristics.

The personality traits and their correspondent outcomes and behavioral-characteristic clusters are:¹

¹This classification was adapted from Clarizio and McCoy (1976, pp. 80-81).

1. DEPENDENCY

- a. Behavioral manifestation: commonly seek assistance, approval, physical proximity or contact, and recognition; low tolerance for ambiguity; whining.
- b. Adaptive outcomes: sense of trust, responsiveness to social reinforcers, warmth toward others.
- c. Maladaptive outcomes: dependence, passivity, submissiveness, inadequacy, mistrust.
- d. Cluster of behavioral characteristics:
 - (1) Adaptive--Generous, Loving, Lovable, Helpful, Studious, Hard-Working, Sharing, Cooperative, Friendly, Identify with Adult Roles, Fearless, Identify with Older People, and Join Mixed Groups.
 - (2) Maladaptive--Shy, Immature, Insecure, Passive, Suffering From Complexes, Need Teacher's Attention, and Complainer.

2. MORAL DEVELOPMENT

- a. Behavioral manifestation: Expresses remorse; resists temptation; is able to make moral adjustments; is capable of self-evaluation; engages in altruistic behavior.
- b. Adaptive outcomes: Realistic emotional reaction to transgression; adaptive, productive conformity, wholesome expression of basic desires; a sense of self-satisfaction; concern for others.

- c. Maladaptive outcomes: Chronic sense of failure or fear; low self-esteem; unable to enjoy life; inadequate self-regulation (fighting, overly self-critical).
- d. Cluster of behavioral characteristics:
 - (1) Adaptive--Generous, Honest, Respectful, Helpful, Jolly-Fellow, Studious, Good, Neat, Hard-Working, Sharing, Interested in Learning, Mature, Naive, Responsible, Obedient, Kind, Innocent, Well-Behaved, Attentive, and Interested in the Opposite Sex.
 - (2) Maladaptive--Shy, Immature, Insecure, Irresponsible, Apathetic, Talkative, Laugh Too Frequently, Playful, Inattentive, Aggressive, Hyperactive, Compulsive, Argue With Other Children, Quarrelsome, and Argue Among Themselves.

3. ANXIETY AND INSECURITY

- a. Behavioral manifestation: Physiological changes (e.g., heart rate, respiratory rate, motor-behaviors--tremors, jumping, fidgeting), verbal report about feelings of apprehension, embarrassment, and worry; marked sensitivity to criticism, easily discouraged.
- b. Adaptive outcomes: Facilitation of social and intellectual performance.
- c. Maladaptive outcomes: Severe conflicts; generalized behavioral constrictions (avoidance or escape from social or competitive situations, lack of enthusiasm; fearfulness; low tolerance for

error; undue caution); impaired high-level cognitive functioning.

d. Cluster of behavioral characteristics:

(1) Adaptive--Shy, Immature, Insecure, Anxious, Unstable, Irresponsible, Passive, Suffering From Complexes, Apathetic, Talkative, Laugh Too Frequently, Need Teacher's Attention, Aggressive, Inattentive, Hyperactive, Compulsive, Argue With Other Children, Moody, Quarrelsome, and Argue Among Themselves.

4. AGGRESSIVENESS

a. Behavioral manifestations: Fights with others physically or verbally; tries to hurt others; is cruel, disruptive, and unruly; is uncooperative and unproductive, submissive, pouts and procrastinates.

b. Adaptive outcomes: Self-assertiveness; competitiveness.

c. Maladaptive outcomes: Acting-out hostile behavior; delinquency; anxiety; compliance; concern about aggressive acts and feelings; neurotic-like problems; inability to defend rights.

d. Cluster of behavioral characteristics

(1) Adaptive--Calm, Respectful, Sincere, Studious, Like Competence, Fearless, Spontaneous, Active, Extroverted.

(2) Maladaptive--Anxious, Unstable, Irresponsible, Restless, Talkative, Playful, Laughs Too Frequently, Aggressive, Inattentive, Hyperactive, Argue With Other Children, Quarrelsome, and Argue Among Themselves.

5. ACHIEVEMENT MOTIVATION

- a. Behavioral manifestations: Strives to excel, has high standards, is confident, sets realistic goals, delays gratification, uses time and energy efficiently, is willing to take moderate risks.
- b. Adaptive outcomes: Striving and productive accomplishments; delay of gratification; curiosity about environment; persistence; satisfaction with accomplishments.
- c. Maladaptive outcomes: Demoralization, sense of powerlessness and hopelessness; obsession with achievements.
- d. Cluster of behavioral characteristics:
 - (1) Adaptive--Good Observer, Helpful, Jolly-Fellow, Studious, Hard-Working, Interested in Learning, Sharing, Curious, Competitive, Cooperative, Friendly, Responsible, Careful, Smart, Identify With Adult Roles, Identify With Older People, Fearless, Spontaneous, Active, Extroverted, Fiction Readers, Well-Behaved, Organized, and Attentive.
 - (2) Maladaptive--Shy, Immature, Insecure, Anxious, Unstable, Irresponsible, Passive, Suffering From Complexes, Apathetic, Need Teacher's Attention, and Inattentive.

6. AFFECTION

- a. Behavioral manifestations: Experience of emotions; shows pleasantness or unpleasantness with regard to specific stimulus; reacts emotionally to the experience; expression of

feelings, displaying of muscular, activity, and emotional excitement.

- b. Adaptive outcomes: Caring, loving, tender attachment but not extreme; express feelings openly and naturally; harmony in emotions and effects.
- c. Maladaptive outcomes: Inability to express feelings or emotions; assume or exhibit unnatural feelings; artificial behavior; sudden change in emotions; display emotions that are incompatible with the demands of the particular situation.
- d. Cluster of behavioral characteristics:
 - (1) Adaptive--Calm, Generous, Loving, Sincere, Lovable, Helpful, Good, Sweet, Sharing, Cooperative, Friendly, Kind, Cheerful, Innocent, Jolly-Fellow, Spontaneous, Expressive, and Extroverted.
 - (2) Maladaptive--Shy, Apathetic, Laugh Too Frequently, and Aggressive.

The preliminary profiles developed from the final set of behavioral characteristics are as follows:

- 1. First-grade boys' profile
 - a. Frequently observed characteristics
 - 1. Good observer
 - 2. Helpful
 - 3. Loving
 - 4. Curious
 - 5. Playful
 - 6. Friendly
 - 7. Calm
 - 8. Sincere
 - 9. Extroverted
 - 10. Need teacher's attention

11. Lovable
12. Honest
13. Studious
14. Good
15. Fiction reader
16. Sweet
17. Healthy
18. Naive
19. Interested in learning

b. Not frequently observed behavioral characteristics:

1. Shy
2. Insecure
3. Compulsive
4. Passive
5. Hard-working
6. Identify with older people
7. Careful
8. Suffering from complexes
9. Moody
10. Apathetic
11. Argue among themselves

2. Third-grade boys' profile

a. Frequently observed behavioral characteristics

1. Restless
2. Talkative
3. Cooperative
4. Expressive
5. Respectful
6. Active
7. Friendly
8. Extroverted
9. Join mixed groups

b. Not frequently observed behavioral characteristics

1. Aggressive
2. Hyperactive
3. Insecure
4. Compulsive
5. Irresponsible
6. Passive
7. Hard-working
8. Fearless
9. Identify with older people
10. Apathetic

3. Sixth-grade boys' profile**a. Frequently observed behavioral characteristics**

1. Expressive
2. Respectful
3. Playful
4. Spontaneous
5. Friendly
6. Generous
7. Good observer
8. Helpful
9. Jolly-fellow
10. Laugh too frequently
11. Neat
12. Hard-working
13. Competitive
14. Sharing
15. Mature

b. Not frequently observed behavioral characteristics

1. Hyperactive
2. Complainer
3. Immature
4. Identify with adult roles
5. Passive
6. Argue with other children
7. Fearless
8. Innocent
9. Apathetic

4. First-grade girls' profile**a. Frequently observed behavioral characteristics**

1. Talkative
2. Loving
3. Cooperative
4. Responsible
5. Expressive
6. Respectful
7. Active
8. Friendly
9. Sincere
10. Extroverted
11. Lovable
12. Well-behaved
13. Good

14. Fiction reader
15. Sweet
16. Interested in learning
17. Sharing

b. Not frequently observed behavioral characteristics

1. Shy
2. Hyperactive
3. Interested in the opposite sex
4. Compulsive
5. Not interested in school
6. Unstable
7. Irresponsible
8. Passive
9. Hard-working
10. Suffering from complexes
11. Moody
12. Apathetic
13. Argue among themselves

5. Third-grade girls' profile

a. Frequently observed behavioral characteristics

1. Talkative
2. Loving
3. Cooperative
4. Expressive
5. Respectful
6. Active
7. Playful
8. Friendly
9. Obedient
10. Cheerful
11. Good observer
12. Well-behaved
13. Good
14. Careful
15. Smart
16. Hard-working
17. Sweet
18. Naive
19. Organized
20. Kind
21. Interested in learning
22. Sharing

b. Not frequently observed behavioral characteristics

1. Shy
2. Hyperactive
3. Insecure
4. Compulsive
5. Irresponsible
6. Passive
7. Suffering from complexes
8. Innocent
9. Apathetic

6. Sixth-grade girls' profile**a. Frequently observed behavioral characteristics**

1. Responsible
2. Respectful
3. Cheerful
4. Attentive
5. Good observer
6. Helpful
7. Jolly-fellow
8. Well-behaved
9. Studious
10. Good
11. Neat
12. Smart
13. Interested in learning
14. Mature

b. Not frequently observed behavioral characteristics

1. Restless
2. Shy
3. Aggressive
4. Inattentive
5. Hyperactive
6. Complainer
7. Insecure
8. Anxious
9. Compulsive
10. Argue with other children
11. Fearless
12. Innocent
13. Apathetic
14. Quarrelsome

Recommendations for Further Research

Based on the results and conclusions of this study, it is recommended that cross-validation research for validity and reliability be developed for use in standardizing the final Psychosocial Behavior Checklist for Puerto Rican Children in Kindergarten Through Sixth Grade. It is also recommended that experimental and longitudinal research be conducted to determine the presence and stability of the behavioral characteristics included in the final Psychosocial Behavior Checklist.

This research provided information that may be used in developing other studies concerning the psychosocial behavioral patterns and characteristics of Puerto Rican elementary school children. A more detailed analysis of findings is suggested to answer additional research questions about such issues as:

1. psychosocial profiles by sex and age levels (5 through 13 years of age).
2. student profile based on teacher's academic level, age, and experience in the elementary school.
3. student profile based on child's socioeconomic level.
4. student profile based on the school area.
5. student profile based on the school counselor's perception.
6. student profile based on the school psychologist's perception.

7. student profile based on the school social worker's perception.

These issues may be addressed in terms of the various categories considered in the present research (i.e., urban-area versus rural-area boys' profile; boys' profile based on B.A.-degree teachers' perceptions versus boys' profile based on master's-degree teachers' perceptions). These analyses might help determine if teachers' as well as students' demographic variables must be considered when a child is being rated. Preliminary findings in the present research seemed to support this assumption, but a more detailed analysis and further research are required.

APPENDICES

APPENDIX A

TEACHERS' QUESTIONNAIRE

Fellow teacher:

I am conducting research as part of my doctoral studies in the area of urban counseling and mental health. This research forms part of my thesis, which proposes to design and develop a checklist to measure psycho-social behavior in Puerto Rican children at the elementary-school level. The age group to be studied includes boys and girls from kindergarten through sixth grade registered in the public schools on the island.

The first step in developing the scale is to construct a preliminary list of behavioral characteristics commonly observed in Puerto Rican children within this age group, based on the opinions, observations, and perceptions of those professionals who come into daily contact with this group of children at school. Thus, I am very interested in knowing which, in your judgment, are the two behaviors or characteristics most commonly or frequently observed in boys and girls in your classroom, by age group and sex. Your opinion should be based on each age group included in your class and not on any particular child.

This investigation has been authorized by the Department of Education in Puerto Rico. The information compiled will be used exclusively for professional purposes in the development of the above-mentioned scale.

Your cooperation will be greatly appreciated since you will be helping to produce an instrument based on a more precise and truer definition of our Puerto Rican child.

Thank you.

Roberto Ramos Meléndez
Doctoral Student
Michigan State University

Instructions

Please write in the spaces provided the two (2) characteristics and/or behaviors which, in your judgment, are most common in boys and girls in your classroom, by age group and sex. DO NOT THINK OF ANY CHILD IN PARTICULAR, ONLY THE AGE GROUP AND SEX, AS INDICATED. Try to be as precise and specific as possible in describing the characteristics and/or behaviors. If you teach more than one group or grade, select the one to which you dedicate more time in your daily work.

Age Groups	Behaviors and/or Characteristics			
	BOYS		GIRLS	
5	1	2	1	2
6				
7				
8				
9				
10				

Behaviors and/or Characteristics			
Age Groups	BOYS		GIRLS
	1	2	1 2
11			
12			
13			

B. Please write the characteristics and/or behavior of those children who, because of their age, are not included in the preceding Table. Follow the instructions previously given.

Age Groups	BOYS		GIRLS
	1	2	1 2

C. The following information is important for the analysis and interpretation of the results of this study. Select the answers that best apply in your case.

1. Grade taught: _____
2. Grade for which questionnaire was answered: _____
3. Academic preparation:
_____ less than a Bachelor's degree
_____ Bachelor
_____ Master degree
_____ Doctorate
4. Experience as elementary level teacher:
_____ less than 5 years
_____ 5-10 years
_____ 11-20 years
_____ more than 20 years
5. Age:
_____ less than 20 years old
_____ 21-45 years old
_____ 46-60 years old
_____ over 60 years old
6. Sex:
_____ Male _____ Female
7. School area where you work: _____ rural _____ urban

APPENDIX B

JUDGES' QUESTIONNAIRE

JUDGES' QUESTIONNAIRE

Fellow Counselor/Social Worker/ Psychologist:

I am conducting research as part of my doctoral studies in the area of urban counseling and mental health. This research forms part of my thesis dissertation which proposes to design and develop a checklist to measure psychosocial behavior in Puerto Rican children at the elementary school level. The age group to be studied includes boys and girls from kindergarten through sixth grade registered in the public schools on the island.

The first step in developing the checklist is to construct a preliminary list of behavioral characteristics commonly observed in Puerto Rican children within this age group, based on the opinions, observations and perceptions of those professionals who come into contact with this group of children at school. Thus, I am very interested in knowing which of the following list of behaviors and/or characteristics named by elementary schools teachers, in your judgement are the most commonly observed in children with which you come in contact in your work as school counselor, school social worker or school psychologist, by age group and sex. You should also indicate the intensity with which these behaviors and/or characteristics are frequently observed by means of the following intensity scale:

1. Very Frequently
2. Frequently
3. Sometimes
4. Not Too Frequently
5. Not Frequently At All

Your opinions must be based on each age group included in your class and not on any particular child.

This investigation has been authorized by the Department of Education in Puerto Rico. The information compiled will be used exclusively for professional purposes in the development of the above-mentioned checklist.

Your cooperation will be greatly appreciated since you will be helping to produce an instrument based on a more precise and truer definition of our Puerto Rican child.

Thank you.

Roberto Ramos Meléndez
Doctoral Student
Michigan State University

Following is a list of behaviors and/or characteristics that have been named by elementary school teachers in Puerto Rico as the most commonly observed in kinder through sixth grade children. You are asked to check, based on your experience as counselor, social worker or psychologist, which of these behaviors and/or characteristics are most commonly observed in Puerto Rican children, by age group and sex. DO NOT THINK OF ANY PARTICULAR CHILD, ONLY ON EACH AGE GROUP CONSIDERED. Use the following intensity scale to indicate in the corresponding space, your rating for each behavioral characteristic:

1. Very Frequently
2. Frequently
3. Sometimes
4. Not Too Frequently
5. Not Frequently At All

If you feel that any of these behavioral characteristics is commonly observed in Boys and/or Girls of different age levels (i.e. 5, 7, 13 years) you should indicate your rating for each age level and sex.

Example:

Behavioral Characteristics	5		6		7....			12		13	
	M	F	M	F	M	F	...	M	F	M	F
Restless		1			3	4				1	1
Shy	3								1		
Competitive				5				4		5	5

Your help will be greatly appreciated.

Thank you.

The information that is now required will be useful in the analysis and interpretation of results. Please select the answer that best applies in your case.

1. Academic preparation or level

- Less than B.A.
 Bachelor's degree (B.A.)
 Master's degree
 Doctorate

2. Occupation

- Social worker
 Counselor
 Psychologist

3. Experience in elementary school

- Less than 5 years
 5-10 years
 11-20 years
 More than 20 years

4. Age

- Less than 20 years
 20-35 years
 36-45 years
 46-60 years
 More than 60 years

5. Sex

- Male Female

6. School area in which you work

- Urban Rural

APPENDIX C

OBSERVERS' RATING FORM

Observers' Rating Form

Fellow Counselor/ Social Worker/ Psychologist:

I am conducting research as part of my doctoral studies in the area of urban counseling and mental health. This research forms part of my thesis dissertation which proposes to design and develop a checklist to measure psychosocial behavior in Puerto Rican children at the elementary school level. The age group to be studied includes boys and girls from kindergarten through sixth grade registered in the public schools on the island.

The first step in developing the checklist is to construct a preliminary list of behavioral characteristics commonly observed in Puerto Rican children within this age groups, based on the opinions, observations and perceptions of those professionals who come into contact with this group of children at school. Thus, I am interested in knowing which of the following list of behavioral characteristics named by elementary school teachers are seen in a selected group of first, third and sixth grade children you are asked to observe and rate. You are also asked to indicate the frequency with which these behavioral characteristics are observed by means of the following frequency scale:

1. Very Frequently
2. Frequently
3. Sometimes
4. Never

Your opinion must be based not on any particular child but on the observation of the group.

This investigation has been authorized by the Department of Education in Puerto Rico. The information compiled will be used exclusively for professional purposes in the development of the above mentioned checklist.

Your cooperation will be greatly appreciated since you will be helping to produce an instrument based on a more precise truer definition of our Puerto Rican child.

Thank you.

Roberto Ramos Meléndez
Doctoral Student
Michigan State University

Following is a list of behavioral characteristics that have been named by elementary school teachers in Puerto Rico as the most commonly observed in Kindergarten through sixth-grade children. You are asked to check based on your observations which of these behavioral characteristics are seen in children of each grade observed. DO NOT CONCENTRATE ON ANY PARTICULAR CHILD but on the group. Use the following frequency scale to indicate, in the space available, your rating for each behavioral characteristic.

1. Very Frequently
2. Frequently
3. Sometimes
4. Never

Your help will be greatly appreciated.

Thank you.

The information that is now required will be useful in the analysis and interpretation of results. Please select the answer that best applies in your case.

1. Academic preparation or level

- Less than B.A.
 Bachelor's degree (B.A.)
 Master's degree
 Doctorate

2. Occupation

- Social worker
 Counselor
 Psychologist

3. Experience in the elementary school

- Less than 5 years
 5-10 years
 11-20 years
 More than 20 years

4. Age

- Less than 20 years
 20-35 years
 36-45 years
 46-60 years
 More than 60 years

5. Sex

- Male Female

6. School area in which you work

- Urban Rural

APPENDIX D

**BEHAVIORAL CHARACTERISTICS THAT SATISFIED
SELECTION CRITERION I FOR BOYS**

Behavioral Characteristics That Satisfied Selection Criteria I For Boys

Behavioral Characteristics	Code	Teachers Demographic Variables							School Area
		Sex	Grade	Age	Experience	College Level			
1. Restless	001	5, 6, 7, 8, 9, 10, 12	5, 6, 7, 8, 9, 10, 12	5, 6, 7, 8, 9, 10, 12	6, 7, 8, 9, 10, 12	5, 6, 7, 8, 9, 10, 12	5, 6, 7, 8, 9, 10, 12	5, 6, 7, 8, 9, 10, 12	
2. Talkative	002	5, 7, 8, 9, 11, 13	5, 7, 9, 10, 11, 13	5, 6, 7, 8, 9, 10, 12	5, 7, 8, 9, 10, 11	5, 7, 8, 9, 10, 11	5, 6, 7, 9, 10, 11	5, 6, 7, 9, 10, 11	
3. Loving	003	5, 6, 7, 8, 9	5, 6, 7, 8, 9, 10, 11	5, 6, 7, 8, 9, 10, 11	5, 7, 8, 9, 10, 11	5, 6, 7, 8, 9, 10, 11	5, 7, 8, 9, 10, 11	5, 7, 8, 9, 10, 11	
4. Cooperative	004	7, 8, 9, 10	7, 8, 9, 10	7, 8, 9, 10	7, 8, 9, 10	7, 8, 9, 10	7, 8, 9, 10	7, 8, 9, 10	
5. Shy	005	5, 6, 7, 8, 9, 10, 11, 12, 13	5, 6, 7, 8, 9, 10, 12, 13	5, 6, 7, 8, 9, 10, 12, 13	5, 6, 7, 8, 9, 10, 12, 13	5, 6, 7, 8, 9, 10, 12, 13	5, 6, 7, 8, 9, 10, 12, 13	5, 6, 7, 8, 9, 10, 12, 13	
6. Responsible	006	6, 7, 8, 10	6, 7, 8, 9, 10	7, 10	7, 8, 10	7, 8, 9, 10	6, 7, 8, 9, 10	6, 7, 8, 9, 10	
7. Expressive	007	5, 6, 7, 8	5, 6, 7, 8, 11	5, 6, 7, 8, 11	5, 6, 7, 8, 11	5, 6, 7, 8, 11	5, 6, 7, 8, 11	5, 6, 7, 8, 11	
8. Curious	008	6, 8, 9, 10	6, 9, 10	6, 8, 9, 10	6, 8, 9, 10	6, 8, 9, 10	6, 8, 9, 10	6, 8, 9, 10	
9. Respectful	009	7, 9	7, 8, 9, 10	7	8, 9	7, 8, 9	7, 8, 9	7, 8, 9	
10. Active	010	5, 6, 8, 9, 11, 12	5, 6, 8, 9, 11, 12	6, 8, 9, 12	5, 6, 8, 9, 11, 12	5, 6, 8, 9, 11, 12	5, 6, 8, 9, 11, 12	5, 6, 8, 9, 11, 12	
11. Aggressive	011	6, 7, 8, 9, 11	6, 7, 8, 9, 11	6, 7, 8, 9	6, 7, 8, 9, 11	6, 7, 8, 9, 11	6, 7, 8, 9, 11	6, 7, 8, 9, 11	
12. Playful	012	8, 10, 11	8, 10, 11	8, 10, 11	8, 10, 11	8, 10, 11	8, 10, 11	8, 10, 11	
13. Interested in the opposite sex	013	9, 10, 11, 12, 13	9, 10, 11, 12	9, 10, 11, 12, 13	11, 12, 13	11, 12, 13	11, 12, 13	9, 10, 11, 12, 13	

Behavioral Characteristics	Code	Sex	Teachers Demographic Variables					School Area
			Grade	Age	Experience	College Level		
14. Inattentive	014	6, 7, 9, 10	6, 7, 8, 9, 10	6, 7, 8, 9, 10	7, 8, 9, 10	7, 8, 10	6, 7, 8, 9, 10	
15. Spontaneous	015	6, 7, 9	6, 7, 9	6, 7, 9		6, 7	7, 9	
16. Hyperactive	017	6, 7	6, 11	6, 7, 11	6, 7	6, 7, 11	6, 7, 11	
17. Complainer	018	7, 9	7	9	7, 9	9	9	
18. Sentimental	019	7, 9	7, 8, 9	7, 8, 9		7, 8, 9	7, 8, 9	
19. Immature	020	5, 6	5, 6	6	5		5, 6	
20. Insecure	022	5, 9	5, 9					
21. Anxious	013	6, 7, 9, 10	6, 7, 9, 10	6, 7, 9, 10	6, 7, 9, 10	6, 7, 9, 10	6, 7, 9, 10	
22. Sincere	025		7, 10		7, 10	7	7, 10	
23. Extroverted	026	7, 13	7, 13	12, 13	13	7, 13	13	
24. Affectionate	031	6, 8	6, 8	6	6	6	6	
25. Cheerful	032	9, 10	9, 10	9			9, 10	

Cont. Appendix D

Behavioral Characteristics	Code	Teachers' Demographic Variables						
		Sex	Grade	Age	Experience	College Level	School Area	
26. Not interested in School	034	8, 9, 10, 11, 13	8, 9, 10, 11, 13	8, 9, 10, 11, 13	10, 11, 13	8, 9, 10, 11, 13	8, 10, 11, 13	
27. Sociable*	050	7, 8	8, 9	8	7	7, 8		
28. Good	059	7, 12	7, 12					
29. Neat	062	6, 12	6, 12	6, 12	6, 12	6, 12	6, 12	
30. Quarrelsome	080	7, 9	7, 9, 12	9, 12	9, 12	7, 9, 12	7, 9, 12	

*Not submitted to Judges-Observers' Agreement.

APPENDIX E

BEHAVIORAL CHARACTERISTICS THAT SATISFIED

SELECTION CRITERION II FOR GIRLS

Behavioral Characteristics That Satisfied Selection Criteria II For Girls

Behavioral Characteristics	Code	Sex	Grade	Age	Experience	College Level	School Area
1. Restless	001	6, 7, 8, 9, 10	6, 7, 8, 9, 10	5, 6, 7, 8, 9, 10	6, 7, 8, 9, 10	6, 7, 8, 9, 10	6, 7, 8, 9, 10
2. Talkative	002	5, 6, 8, 9, 10, 11, 13	5, 6, 7, 8, 9, 10, 11, 13	5, 7, 8, 9, 10, 11, 13	5, 8, 9, 10, 11, 13	5, 7, 8, 9, 10, 11, 13	5, 7, 9, 10, 11, 13
3. Loving	003	5, 6, 7, 8, 9, 10, 11	5, 6, 7, 8, 9, 10, 11	5, 6, 7, 8, 9, 10, 11	5, 7, 8, 9, 10, 11	5, 6, 7, 8, 9, 10, 11	5, 6, 7, 8, 9, 10, 11
4. Cooperative	004	7, 8, 9, 10	5, 6, 7, 8, 9, 10	5, 6, 7, 8, 9, 10, 11, 13	5, 6, 7, 8, 9, 10, 11, 13	5, 6, 7, 8, 9, 10, 11, 13	5, 6, 7, 8, 9, 10, 11, 13
5. Shy	005	6, 2, 9, 10, 11	5, 6, 7, 8, 9, 10	5, 6, 7, 8, 9, 10, 11, 13	5, 6, 7, 8, 9, 10, 11, 13	5, 6, 7, 8, 9, 10, 11, 13	5, 6, 7, 8, 9, 10, 11, 13
6. Responsible	006	6, 7, 8, 9, 10, 11, 13	7, 8, 9, 10, 11, 13	6, 7, 8, 9, 10, 11, 13	7, 8, 9, 10, 11, 13	6, 7, 8, 9, 10, 11, 13	6, 7, 8, 9, 10, 11, 13
7. Expressive	007	5, 6, 7, 8	5, 6, 7, 8	5, 6, 7, 8	6	5, 7, 8	5, 6, 7, 8
8. Curious	008	6, 8, 9	6, 8, 9	8, 10	6, 8, 9, 10	8, 9, 10	9, 10
9. Respectful	009	7, 8, 9	7, 9, 10	8, 9	9	7, 8, 9	7, 8, 9
10. Active	010	5, 6, 9, 11	5, 6, 8, 9, 11	6, 8, 9	6, 11	5, 6, 8, 9, 11	11
11. Interested in the opposite sex	013	9, 10, 11, 13	9, 10, 11, 13	9, 10, 11, 13	10, 11, 13	9, 10, 11, 13	9, 10, 11, 13
12. Inattentive	014	6, 7, 9, 10, 11	6, 7, 9, 10, 11	9, 10, 11	9, 10, 11	6, 7, 9, 10, 11	6, 7, 9, 10, 11

Appendix E (Cont.)

Behavioral Characteristics	Code	Sex	Demographic Variables						
			Grade	Age	Experience	College Level	School Area		
13. Spontaneous	015	6, 7, 9	6, 7, 9, 10	6, 7, 9	7, 9	7, 9		6, 7, 9	
14. Imitator	016	5, 6, 7	5, 7, 8	5, 6, 7, 8	5, 8	5, 6, 7, 8		5, 6, 7, 8	
15. Hyperactive	017	6	6, 11		6, 7	6		6, 7	
16. Sentimental	019	7, 8, 9	7, 8, 9	7, 8, 9	7, 8, 9	7, 8, 9		7, 8, 9	
17. Immature	020	5, 6	6	6		5, 6		5, 6	
18. Friendly	021	8, 10	7, 8, 10	8, 10	7, 8, 10	7, 8, 10		7, 8, 10	
19. Insecure	012	5, 9	5, 9						
20. Anxious	023	5, 9	6, 10	9	6, 9, 10	6, 9, 10		9, 10	
21. Calm	024	7, 9	7, 9	7, 9	7	7, 9		7, 9	
22. Obedient	027	6, 7, 8, 10	6, 7, 8, 10	6, 7, 8	7, 8	6, 7, 8, 10		6, 7, 8	
23. Affectonate	031	6	6, 8	6, 8	6, 8	6		6, 8	
24. Cheerful	032	10	10	9, 10	9, 10	9, 10		9, 10	

Appendix E. (Cont.)

Behavioral Characteristics	Code	Sex	Teachers Demographic Variables				
			Grade	Age	Experience	College Level	School Area
25. Sociable*	050	7	7, 8	7	8		7, 10
26. Studious	056	6, 7	6, 7	6	7	6	6, 7
27. Interested in Learning	101	6, 7	6, 7	7	6, 7	6, 7	6

*Not submitted to Judges-Observers agreement

APPENDIX F

BEHAVIORAL CHARACTERISTICS THAT SATISFIED

SELECTION CRITERION II

Behavioral Characteristics That Satisfied Selection

Criteria II

Behavioral Characteristics	Frequencies			
	Code	Boys	Girls	Total
Attentive	040	3	2	5
Introverted	029	3	1	4
Irresponsible	042	3	1	4
Sex segregation in games	044	2	2	4
Identify with older people	057	2	1	3
Generous	041	2	1	3
Healthy	085	2	1	3
Sexual curiosity	086	2	1	3
Don't like to participate in activities	087	2	1	3
Like tough games	088	2	1	3
Fiction readers	060	1	2	3
Careful	065	1	2	3
Hardworking	068	1	2	3
Like to be outstanding	071	1	2	3
Like competence	083	1	2	3
Conformism	084	1	2	3
Short span of attention	079	3	0	3
Interested	043	0	3	3
Lack of motivation	092	0	3	3
Argue with other children	069	0	3	3
Full of complexities	070	0	3	3
Mature	183	0	3	3
Need of teachers attention	028	1	1	2
Identify with adults roles	033	1	1	2
Dependant	037	1	1	2
Punctual	038	1	1	2
Instability	039	1	1	2
Good observers	046	1	1	2
Helpful	048	1	1	2
Fellowship	052	1	1	2
Humanitarian	053	1	1	2
Honest	054	1	1	2
Honest	054	1	1	2
Good behavior	055	1	1	2
Laugh too frequently	058	1	1	2
Confused	061	1	1	2

Behavioral Characteristics	Frequencies			
	Code	Boys	Girls	Total
Smart	067	1	1	2
Sweet	076	1	1	2
Argue among themselves	081	1	1	2
Make mixed groups	091	1	1	2
Need of acknowledge	093	1	1	2
Jealous between sex	094	1	1	2
Low academic achievement	095	1	1	2
Susceptible	096	1	1	2
Organized	097	1	1	2
Share	103	1	1	2
Quite	104	1	1	2
Not interested in toys	107	1	1	2
Afraid of change	110	1	1	2
Compulsive	030	2	0	2
Humbles	036	2	0	2
Fearless	049	2	0	2
Need love	073	2	0	2
Apathetic	078	2	0	2
Withdrawn	082	2	0	2
Naive	089	2	0	2
Negative	090	2	0	2
Like to gain attention	064	0	2	2
Docile	066	0	2	2
Changeable	072	0	2	2
Innocent	074	0	2	2
Sensible	075	0	2	2
Kind	099	0	2	2
Judicious	100	0	2	2
Quiet	102	0	2	2
Reserved	105	0	2	2
Like to talk about their hair	108	0	2	2
Worried about their hair	108	0	2	2
Intrigued	109	0	2	2

APPENDIX G

**BEHAVIORAL CHARACTERISTICS MOST FREQUENTLY
OBSERVED ($f \geq 2$) IN BOYS BY SCHOOL
CATEGORY AND SOCIOECONOMIC LEVEL**

BEHAVIORAL CHARACTERISTICS MOST FREQUENTLY OBSERVED ($f \geq 2$) IN BOYS BY SCHOOL CATEGORY AND

SOCIOECONOMIC LEVEL

Behavioral Characteristics	Socioeconomic Level					
	Small Towns Urban Schools (1)	Public Housing and Special Urban Sector Schools (2)	Private-Housing- Complex Schools (3)	Other Metropolitan Area Schools (2)	Rural Parcel/Lots Schools (1)	Counterside-Area Schools (1)
	Code					
Restless	001	5, 7, 8, 9, 10	6, 7, 9	6, 7, 8, 9	6, 8, 10, 12	6, 7, 8, 9, 10 5, 6, 7, 8, 10, 11, 12
Talkative	002	9	11	9, 10, 11	5, 9, 11, 13	7, 10, 11
Loving	003	5, 7, 10	8	5, 7, 8	9, 11	
Cooperative	004		13	7, 8, 9, 10, 11	9	5, 7 7, 8, 9, 10
Shy	005	8	7, 13		6	6, 7, 8, 9, 10, 12, 13
Responsible	006	6			7, 10	10

(1) - Low socioeconomic level

(2) - Middle-socioeconomic level

(3) - Upper-middle socioeconomic level

Behavioral Characteristics	Code	Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools
Expressive	007		11	5, 6, 7, 8	11		7, 8
Curious	008	6		8, 9	10		6
Respectful	009	7		9		13	5, 9, 10
Active	010	11, 12	8	9	5		5, 6
Aggressive	011	12, 13	8, 10			11	8, 9, 10
Playful	012	8, 10	6, 9	9, 10	12		8, 10, 11
Interested in the opposite sex	013	13		9			10, 11, 12, 13
Inattentive	014	7, 8, 9, 10	11	9		9	5, 6, 7
Spontaneous	015				6, 10		6, 9
Imitator	016			5, 8			
Hyperactive	017	9			8	11	6, 7, 10, 11

<u>Behavioral Characteristics</u>	<u>Code</u>	<u>Small Towns Urban Schools</u>	<u>Public Housing and Special Urban Sector Schools</u>	<u>Private-Housing- Complex Schools</u>	<u>Other Metropolitan Area Schools</u>	<u>Rural Parcel/Lots Schools</u>	<u>Counterside-Area Schools</u>
<u>Complainer</u>	018	9	7	6			7, 9
<u>Sentimental</u>	019			7		7, 8, 9	
<u>Immature</u>	020		5, 6	5, 6			5, 8, 12
<u>Friendly</u>	021		6, 10				
<u>Insecure</u>	022		5	9		12	
<u>Anxious</u>	023	9	10	10		6, 7	9
<u>Calm</u>	024		7, 9			9	10
<u>Sincere</u>	025		7, 10, 12	10			7, 8
<u>Extroverted</u>	026	8, 10, 11, 13	7	7, 8		6	
<u>Obedient</u>	027						9, 10
<u>Need of teacher's attention</u>	028						

Behavioral Characteristics	Code	School Types					
		Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools
<u>Introverted</u>	029	10	12		8		
<u>Compulsive</u>	030				7, 8		8, 11, 12
<u>Lovable</u>	031	6	8				
<u>Cheerful</u>	032		12		9		
<u>Identify with adult roles</u>	033		11				
<u>Not interested in school</u>	034	5, 8, 10, 11, 13	11				9, 10
<u>Humble</u>	036		9		10		
<u>Dependent</u>	037		6				7
<u>Punctual</u>	038						9
<u>Unstable</u>	039		7				8
<u>Attentive</u>	040	6, 7, 13			7		7

Behavioral Characteristics	Code	Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools
<u>Generous</u>	041			8			
<u>Irresponsible</u>	042	13			8		9, 12
<u>Alert</u>	043				11, 12	10	
<u>Sexual segregation in games</u>	044			9			
<u>Passive</u>	045						8
<u>Good observer</u>	046			6			
<u>Helpful</u>	048						
<u>Fearless</u>	049				10		7
<u>Sociable</u>	050		7, 12	8			8
<u>Jolly-fellow</u>	052						8
<u>Humanitarian</u>	053			9			

Behavioral Characteristics	Code	Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools
Honest	054	9		10			8
Well-behaved	055						
Studious	056	6		11			10
Identify with older people	057			10			13
Laugh too frequently	058			10		11	
Good	059		7		12		
Fiction reader	060			9, 12			
Confused	061				10		
Neat	062		12, 13	12			6
Like to gain attention	064	9					
Careful	065			6, 11			8

Behavioral Characteristics	Code	Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing-Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools
Docile	066						
Smart	067			7			
Hardworking	068			8, 10			
Argue with other children	069						
Suffering from complexes	070						
Like to be outstanding	071			11			
Moody	072						
Need of love	073						
Innocent	074						6
Sensible	075			11			
Sweet	076						

Behavioral Characteristics	Code	Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Pural Parcel/Lots Schools	Counterside-Area Schools
Apathetic	078			7			
Short attention span	079	7	1				7,8
Quarrelsome	080	9,12		7			
Argue among themselves	081						
Withdrawn	082			8		8	
Competitive	083	10		9	9		
Conformism	084				10		9
Healthy	085			10			12
Sexual curiosity	086			12			9,13
Do not like to participate in activities	087						10
Like tough games	088	5		10	6		

Behavioral Characteristics	Code	Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools
Naive	089				11		
Negative	090						
Join mixed groups	091	10			11		
Not motivated	092						11, 12, 13
Need of recognition	093				12		
Jealous between sexes	094						
Low academic achievement	095						12
Sensitive	096	11					
Organized	097					13	
Kind	099	7					
Judicious	100			7			

Behavioral Characteristics	Code	School Type					
		Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools
Restless	101						6
Still	102						
Sharing	103			8, 10			
Quiet	104			8			
Reserved	105						
Like to talk about boyfriends	106			10			
Not interested in toys	107					12	
Worried about their hair	108			11			
Intrigued	109						
Hardworking	110						
Mature	183						

APPENDIX H

BEHAVIORAL CHARACTERISTICS MOST FREQUENTLY
OBSERVED ($f \geq 2$) IN GIRLS BY SCHOOL
CATEGORY AND SOCIOECONOMIC LEVEL

BEHAVIORAL CHARACTERISTICS MOST FREQUENTLY OBSERVED (f ≥ 2) IN GIRLS BY SCHOOL CATEGORY AND

SOCIOECONOMIC LEVEL

Behavioral Characteristics	Code	Socioeconomic Level					
		Small Towns Urban Schools (1)	Public Housing and Special Urban Sector Schools (2)	Private-Housing- Complex Schools (3)	Other Metropolitan Area Schools (2)	Rural Parcel/Lots Schools (1)	Counterside-Area Schools (1)
Restless	001	6, 7, 8, 11	8	7, 8		6, 7, 8, 9	7, 10, 11
Talkative	002	8, 13	8, 9	10	5, 6, 9		6, 10, 11
Loving	003	5, 7, 8, 11	7	5, 6, 7, 8, 9, 10, 11	9, 10	6, 7	5, 6, 7, 10
Cooperative	004	7	7, 9	7, 9, 10	9, 10	7, 8, 9, 12	7, 8, 10
Shy	005	9, 10	9	10	6, 7, 9		5, 6, 9, 11, 12
Responsible	006	7, 9, 11, 13	8, 9, 10, 11	8, 9, 10	10	13	6, 7, 8, 9

- (1) - Low socioeconomic level
- (2) - Middle-socioeconomic level
- (3) - Upper-middle socioeconomic level

Behavioral Characteristics	Code	Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools
<u>Expressive</u>	007		13	6, 8			6
<u>Curious</u>	008	6		8	7, 8, 9		9
<u>Respectful</u>	009	7		8, 9	11		9
<u>Active</u>	010	11		9	6	13	5, 9, 12
<u>Aggressive</u>	011			7			
<u>Playful</u>	012	11			11		11
<u>Interested in the opposite sex</u>	013	10, 12, 13	12	9, 11	12	10	10, 11
<u>Inattentive</u>	014	9, 10, 11		9		7	6
<u>Spontaneous</u>	015				5		6, 9
<u>Imitator</u>	016	5		7	6, 7	6	5, 9
<u>Hyperactive</u>	017					6	6, 7, 12

Behavioral Characteristics	Code	Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools
Complainer	018	8, 10, 13		7	8		7
Sentimental	019				9	6, 7, 8, 9	
Innate	020			5, 6			
Friendly	021	7, 8, 10		8, 9, 10	12		12
Insecure	022			5	9, 11		8
Anxious	023	9, 10					
Calm	024	5		7, 9		9	6, 7
Sincere	025			11			
Extroverted	026		12	7, 12		7	12
Obedient	027	6, 7, 8	6, 10, 13			7	
Need of teacher's attention							

Behavioral Characteristics	Code						
	Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools	
Introverted	11		12		11	11	11
Compulsive						10, 13	
Lovable			6, 8, 9				
Cheerful	10		8, 9, 10				
Identify with adult roles			9			11	
Not interested in school	12						
Humble		13	8				
Dependent				8		7	
Punctual	6		12				
Unstable						8	
Attentive	7					7, 13	

Behavioral Characteristics	Code	Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools
Generous	041						
Irresponsible	042						
Alert	043						
Sexual Segregation in games	044						
Passive	045						5
Good observer	046				10		5
Helpful	048	9					
Fearless	049						
Sociable	050		7				6
Jolly-fellow	052						9
Humanitarian	053			8, 9			

Behavioral Characteristics	Code	Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools
Honest	054			10		8	
Well-behaved	055		7				
Stydious							
Identify with older people	057	5		10			9
Laugh too frequently	058	11, 13					
Good	059						7
Fiction readers	060					12	
Confused	061					6	
Neat	062					11	
Like to gain attention	064	11, 13		12		6	
Careful	065	9				5, 6, 7	7

Behavioral Characteristics	Code	Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools
Docile	066	12					7, 8
Smart	067		7, 8				
Hardworking	068		8, 10		7, 9		
Argue with other children	069				11		
Suffering from complexes	070						11
Like to be outstanding	071		11				
Moody	072					12	12
Need of love	073						
Innocent	074						7
Sensible	075		11				
Sweet	076			6			

Behavioral Characteristics	Code	Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools
Apathetic	078						6
Short attention span	079						
Quarrelsome	080	9					
Argue among themselves	081		8		9, 10		
Withdrawn	082						
Competitive	083	9		9			
Conformist	084			10			
Healthy	085			8, 9			
Sexual curiosity	086						
Do not like to participate in activities	087						
Like tough games	088						

Behavioral Characteristics	Code	Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools
Naive	089				10		9
Negative	090						
Join mixed groups	091	10					
Not motivated	092						
Need of recognition	093	10			8		
Jealous between sexes	094						
Low academic achievement	095						
Sensitive	096						
Organized	097				12		
Kind	099						
Judicious	100						7

Behavioral Characteristics	Code	Small Towns Urban Schools	Public Housing and Special Urban Sector Schools	Private-Housing- Complex Schools	Other Metropolitan Area Schools	Rural Parcel/Lots Schools	Counterside-Area Schools
Restless	101	7, 11	6				6, 7
Still	102			7			
Sharing	103			8, 10			
Quiet	104			8			
Reserved	105						9
Like to talk about boyfriends	106	9, 11		10			
Not interested in toys	107					12	
Worried about their hair	108			11			
Intrigued	109						11, 12
Hardworking	110						
Mature	183						8, 12, 13

APPENDIX I

**BEHAVIORAL CHARACTERISTICS MOST FREQUENTLY OBSERVED
($f \geq 2$) AND SHARED BY LOW-SOCIOECONOMIC-LEVEL
CHILDREN BY REFERENCE GRADE AND LEVEL OF
SOCIAL ACCEPTANCE**

Behavioral Characteristics * Most Frequently Observed ($f \geq 2$) And Shared By Low Socioeconomic

Level Children By Reference Grades And Level Of Social Acceptance

		Reference Grade/ Socioeconomic Levels											
		First Grade				Third Grade				Sixth Grade			
		Low Only	All Levels	Low/Middle	Low/Upper-Middle	Low Only	All Levels	Low/Middle	Low/Upper-Middle	Low Only	All Levels	Low/Middle	Low/Upper-Middle
Boys	049 (+)	001 (-)	006 (+)	037 (-)	038 (+)	001 (-)	015 (+)	007 (+)	080 (-)	002 (-)	007 (+)	034 (-)	
	059 (+)	018 (-)	019 (+)	011 (-)	045 (+)	008 (+)	017 (-)	011 (-)	087 (-)			062 (+)	
	079 (-)	020 (-)	030 (-)	050 (+)	064 (-)	013 (-)	022 (-)	050 (+)	092 (-)			086 (+)	
	099 (+)			082 (-)	079 (-)	025 (+)	042 (-)	082 (-)	095 (-)				
				084 (+)	036 (+)				096 (+)				
Girls	017 (-)	016 (+)	N/A	024 (+)	023 (-)	005 (-)	019 (+)	021 (+)	017 (-)	013 (+)	021 (+)	026 (+)	
	027 (+)			031 (+)	028 (-)		081 (-)	032 (+)	030 (-)	056 (+)		029 (-)	
	028 (-)			050 (+)	030 (-)		093 (+)	057 (+)	034 (-)				
	055 (+)				045 (+)			106 (+)	040 (+)				
	078 (-)				048 (+)				058 (+)				
					066 (+)				070 (-)				
				080 (-)				072 (+)					
				090 (-)				091 (+)					
				102 (+)				101 (+)					
				105 (+)				105 (+)					
				183 (+)				183 (+)					

*Only code number is shown. For identification of characteristics see Code List.

Reference Grade/ Socioeconomic Levels

	First Grade			Third Grade			Sixth Grade			
	Low Only	Low/ Middle	Low/ Upper- Middle	Low Only	All Levels	Low/ Middle	Low/ Upper- Middle	Low Only	All Levels	Low/ Upper- Middle
Boys and Grls	039 (-) 040 (+) 045 (+) 074 (+) 101 (+)	005 (-) 010 (+) 015 (x)	007 (+)	027 (+) 052 (+) 091 (+)	002 (-) 003 (+) 004 (-)	006 (+)	009 (+) 013 (+) 014 (-) 024 (+) 054 (+) 083 (+)	107 (+)	N/A	012 (-) N/A

(+) = Socially accepted

(-) = Not socially accepted

(x) = Not clearly identify as socially accepted or not

APPENDIX J

**BEHAVIORAL CHARACTERISTICS MOST FREQUENTLY OBSERVED
($f \geq 2$) AND SHARED BY MIDDLE-SOCIOECONOMIC-LEVEL
CHILDREN BY REFERENCE GRADE AND LEVEL OF
SOCIAL ACCEPTANCE**

*
Behavioral Characteristics Most Frequently Observed (f ≥ 2) And Shared By Middle Socioeconomic
Level Children By Reference Grade And Level Of Social Acceptance

		Grade/Socioeconomic Levels											
		First Grade				Third Grade				Sixth Grade			
Middle Only	All Levels	Low/Middle	Middle/Upper-Middle	Middle Only	All Levels	Low/Middle	Middle/Upper-Middle	Middle Only	All Levels	Low/Middle	Middle/Upper-Middle	Middle Only	All Levels
Boys	N/A	001 (-) 018 (-) 020 (-) 026 (+)	006 (+) 019 (+) 030 (+) 040 (+)	N/A	049 (+)	001 (-) 023 (-) 025 (+) 036 (-)	015 (+) 017 (-) 022 (-)	083 (+)	043 (+) 089 (+) 093 (+)	002 (-) 007 (+)	N/A		
Girls		060 (+) 064 (-) 076 (+)	016 (+)	065 (+)	089 (+)	019 (+) 081 (-) 093 (+)	068 (+)	069 (+) 109 (+)	013 (-) 056 (+)	021 (+)	N/A		
Boys and Girls	N/A	N/A	005 (-) 010 (+) 014 (+)	N/A	016 (-) 003 (+) 004 (+)	N/A	008 (+)	059 (+) 097 (+)	N/A	012 (-)	N/A		

(+) = Socially-accepted

(-) = Not-socially-accepted

(+) = Not clearly identified as socially accepted or not

* Only code number are shown. For identification of characteristics see code list (Appendix P).

APPENDIX K

BEHAVIORAL CHARACTERISTICS MOST FREQUENTLY OBSERVED
($f \geq 2$) AND SHARED BY UPPER-MIDDLE-SOCIOECONOMIC-
LEVEL CHILDREN BY REFERENCE GRADE AND LEVEL OF
SOCIAL ACCEPTANCE

Behavioral Characteristics* Most Frequently Observed (f ≥ 2) and Shared By Middle

Socioeconomic Level Children By Reference Grade And Level Of Social Acceptance

	Grade/Socioeconomic Levels											
	First Grade				Third Grade				Sixth Grade			
	All Levels	Low/Upper-Middle	Middle/Upper-Middle	Upper-Middle Only	All Levels	Low Upper-Middle	Middle/Upper-Middle	Upper-Middle Only	All Levels	Low/Upper-Middle	Middle/Upper-Middle	Upper-Middle Only
021 (+)	001 (-)	037 (-)	N/A	016 (+)	001 (-)	007 (+)	083 (+)	060 (+)	002 (-)	034 (-)	056 (+)	
025 (+)	018 (-)			025 (+)	008 (+)	011 (-)	083 (+)	025 (+)	013 (+)	062 (+)	056 (+)	
039 (-)	020 (-)			041 (+)	023 (-)	050 (+)		038 (+)	056 (+)	086 (+)		
046 (+)	026 (+)			044 (+)	025 (+)	082 (-)						
080 (-)				064 (+)	036 (+)	084 (+)						
N/A	016 (+)	024 (+)	065 (+)	033 (+)	005 (-)	025 (+)	068 (+)	038 (+)	013 (+)	026 (+)	056 (+)	356
		031 (+)		067 (+)	032 (+)				056 (+)	029 (-)		
		050 (+)			057 (+)							
					106 (+)							
016 (+)	N/A	007 (+)	N/A	021 (+)	002 (-)	009 (+)	008 (+)	025 (+)	N/A	N/A	N/A	
067 (+)		026 (+)		053 (+)	003 (+)	013 (+)		033 (+)				
100 (+)				068 (+)	004 (+)	014 (-)		065 (+)				
				085 (+)		024 (+)						
				103 (+)		054 (+)						
				104 (+)		083 (+)						

(+) = Socially accepted

(-) = Not socially accepted

(±) = Not clearly identified as socially accepted or not.

* Only code members are shown. For identification of characteristics see Code List (Appendix P).

APPENDIX L

JUDGES' RATINGS 1 AND 2 BY AGE LEVELS FOR BOYS

Judges' Ratings 1 And 2 By Age Levels For Boys

Behavioral Characteristics	Code	Age									
		5	6	7	8	9	10	11	12	13	
Restless	001				x	x					
Talkative	002				x	x	x	x	x	x	
Loving	003		x	x						x	
Cooperative	004	x	x	x		x	x	x			
Responsible	006	x	x	x							
Expressive	007				x	x	x	x	x	x	
Curious	008	x	x								
Respectful	009	x	x	x	x	x	x		x	x	
Active	010					x				x	
Playful	012										
Inattentive	014					x	x	x	x		
Spontaneous	015			x	x	x	x	x	x	x	
Imitator	016						x		x		
Complainer	018					x					
Immature	020										
Friendly	021	x	x	x	x		x	x	x	x	
Calm	024	x	x			x					
Sincere	025	x	x			x		x			
Extroverted	026		x			x					

Behavioral Characteristics	Code	Age								
		5	6	7	8	9	10	11	12	13
Obedient	027	x	x	x						
Need of teachers' attention	028	x	x			x	x	x	x	x
Introverted	029						x	x	x	x
Lovable	031	x	x	x						
Cheerful	032					x		x		
Dependent	037	x	x	x	x					
Punctual	038					x				
Generous	041					x	x	x	x	x
Irresponsible	042						x	x		
Good Observer	046	x	x	x	x		x	x	x	x
Helpful	048	x	x	x			x	x	x	x
Jolly-fellow	052			x	x	x	x	x	x	x
Humanitarian	053					x	x	x	x	x
Honest	054	x	x	x	x	x				x
Well-behaved	055	x	x	x	x	x			x	x
Studious	056		x	x	x				x	x
Laugh too frequently	058					x			x	x
Good	059	x	x	x	x	x	x		x	
Fiction readers	060	x	x	x	x		x	x		

Behavioral Characteristics	Code	Age									
		5	6	7	8	9	10	11	12	13	
Neat	062					x	x	x	x		
Careful	065			x							
Docile	066	x	x	x			x				
Smart	067							x			
Hardworking	068							x	x	x	
Moody	072						x	x	x		
Need of love	073					x	x	x	x	x	
Sweet	076	x	x								
Quarrelsome	080	x									
Competitive	083						x	x	x	x	
Healthy	085	x	x	x	x			x	x	x	
Sexual curiosity	086								x	x	
Do not like to participate in activities	087									x	
Like tough games	088						x	x	x	x	
Naive	089	x	x	x	x				x	x	
Make mixed groups	091										
Not motivated	092						x				
Need of recognition	093								x	x	
Low academic achievement	095						x	x			

APPENDIX M

JUDGES' RATINGS 1 AND 2 BY AGE LEVELS FOR GIRLS

JUDGES' RATINGS 1 AND 2 BY AGE LEVELS FOR GIRLS

Behavioral Characteristics	Code	Age									
		5	6	7	8	9	10	11	12	13	
Talkative	002								x		
Loving	003	x	x	x	x	x	x	x	x	x	
Cooperative	004	x	x	x	x	x	x	x	x	x	x
Responsible	006	x	x	x			x				x
Expressive	007	x	x	x	x	x	x	x	x	x	x
Curious	008	x	x								
Respectful	009	x	x	x	x	x	x			x	x
Active	010		x	x		x			x		
Playful	012	x	x				x	x	x		
Inattentive	014								x		
Spontaneous	015								x	x	x
Complainer	018	x							x		
Immature	020								x		
Friendly	021	x	x	x	x	x	x	x			
Calm	024	x	x	x	x	x	x				
Sincere	025	x	x	x							
Extroverted	026	x		x		x	x	x			
Obedient	027	x	x	x	x	x	x	x			
Lovable	031				x		x	x	x	x	x

Behavioral Characteristics	Code	Age								
		5	6	7	8	9	10	11	12	13
Not interested in school	034						x			
Humble	036					x				
Dependent	037	x	x	x	x	x				
Punctual	038					x	x		x	x
Attentive	040					x	x	x	x	x
Generous	041						x		x	x
Irresponsible	042							x		
Good observer	046	x	x	x	x	x	x	x	x	x
Helpful	048	x	x	x			x	x	x	x
Jolly- fellow	052			x	x	x	x	x	x	x
Honest	054	x	x	x	x	x	x	x	x	x
Well- behaved	055		x		x		x		x	x
Studious	056								x	x
Identify with older people	057								x	x
Laugh too frequently	058					x				
Good	059	x	x	x	x	x	x		x	x
Fiction readers	060	x	x	x	x		x	x		
Neat	062		x	x		x	x	x	x	x
Careful	065		x	x		x	x	x	x	x

Behavioral Characteristics	Code	Age									
		5	6	7	8	9	10	11	12	13	
Docile	066		x								
Smart	067					x	x	x	x	x	
Hardworking	068							x	x	x	
Like to be outstanding	071									x	x
Need of love	073							x	x		x
Sensible	075		x	x						x	x
Sweet	076	x	x			x	x	x			
Quarrelsome	080	x									
Withdrawn	082									x	
Competitive	083							x	x	x	x
Healthy	085		x	x	x			x	x	x	x
Naive	089	x	x	x	x	x		x	x	x	x
Join mixed group	091				x			x			
Jealous between sex	094								x		
Sensitive	096								x		
Organized	097					x		x		x	x
Kind	099							x	x	x	x
Judicious	100							x	x	x	x
Restless	101		x	x	x	x		x	x	x	x

APPENDIX N

JUDGES' RATINGS 4 AND 5 BY AGE LEVELS FOR BOYS

JUDGES' RATINGS 4 AND 5 BY AGE LEVELS FOR BOYS

Behavioral Characteristics	Code	Age								
		5	6	7	8	9	10	11	12	13
Talkative	002	x								
Shy	005	x	x	x	x					
Aggressive	011		x		x	x				
Hyperactive	017	x	x	x	x	x	x	x	x	x
Complainer	018								x	x
Sentimental	019							x		
Immature	020						x	x	x	
Insecure	022	x	x	x	x	x				
Anxious	023						x	x		
Compulsive	030	x	x	x	x	x				
Identify with adult roles	033							x	x	x
Not interested in school	034			x	x					
Unstable	039	x		x	x					
Generous	041			x	x	x				
Passive	045	x	x	x	x	x		x	x	x
Fearless	049					x	x		x	x
Confused	061					x				
Neat	062					x				
Like to gain attention	064	x	x	x	x					

Behavioral Characteristics	Code	Age								
		5	6	7	8	9	10	11	12	13
Careful	065		x	x	x					
Suffering from complexes	070	x	x	x	x					
Like to be outstanding	071			x						
Moody	072		x	x	x					
Innocent	074			x	x			x	x	x
Sensible	075	x								
Apathetic	078	x	x	x	x	x		x	x	x
Quarrelsome	080						x	x	x	x
Argue among themselves	081	x	x	x	x					
Withdrawn	082		x	x	x		x			
Conformist	084	x		x	x	x		x	x	x
Do not like to participate in activities	087	x		x	x	x				
Negative	090	x		x	x	x				
Join mixed groups	091							x	x	x
Not motivated	092	x		x	x	x				
Jealous between sexes	094			x	x	x				
Susceptible	096	x				x				
Organized	097				x					
Still	102			x	x	x	x	x	x	x

APPENDIX 0

JUDGES' RATINGS 4 AND 5 BY AGE LEVELS FOR GIRLS

JUDGES' RATINGS 4 AND 5 BY AGE LEVELS FOR GIRLS

Behavioral Characteristics	Code	Age								
		5	6	7	8	9	10	11	12	13
Restless	001			x					x	x
Talkative	002			x						
Shy	005	x	x	x	x	x	x	x	x	x
Aggressive	011				x	x	x	x	x	x
Inattentive	014								x	x
Hyperactive	017	x	x		x	x	x	x	x	x
Complainer	018								x	x
Insecure	022				x	x				
Anxious	023						x	x		x
Compulsive	030	x	x	x	x	x			x	x
Not interested in school	034	x	x	x	x			x		
Unstable	039	x		x	x					x
Irresponsible	042	x	x	x	x		x			
Passive	045	x	x	x	x	x				
Fearless	049					x	x	x	x	x
Confused	061				x					
Like to gain attention	064	x	x	x	x	x				
Careful	065	x			x					
Argue with other children	069							x	x	x

APPENDIX P

BEHAVIORAL CHARACTERISTICS MOST FREQUENTLY OBSERVED
($f \geq 2$) IN ELEMENTARY-SCHOOL CHILDREN: CODING LIST

Behavioral Characteristics Most Frequently Observed (f ≥ 2)In Elementary School Children: Coding List

Code Number	Behavioral Characteristics	Spanish Words
001	Restless	Inquieto
002	Talkative	Hablador
003	Loving	Cariñoso
004	Cooperative	Cooperador
005	Shy	Tímido
006	Responsible	Responsable
007	Expressive	Expresivo
008	Curious	Curioso
009	Respectful	Respetuoso
010	Active	Activo
011	Aggressive	Agresivo
012	Playful	Juguetón
013	Interested in the opposite sex	Interés por el sexo opuesto
014	Inattentive	Distraído
015	Spontaneous	Espontáneo
016	Imitator	Imitador
017	Hyperactive	Hiperactivo
018	Complainer	Dan mucha queja
019	Sentimental	Sentimental
020	Immature	Inmaduro
021	Friendly	Amigable
022	Insecured	Inseguro
023	Anxious	Ansioso
024	Calm	Tranquilo
025	Sincere	Sincero
026	Extroverted	Extrovertido
027	Obedient	Obediente
028	Need of teacher's attention	Necesita atención de la maestra
029	Introverted	Introvertido
030	Compulsive	Compulsivo
031	Lovable	Amoroso
032	Cheerful	Alegre
033	Identify with adult roles	Se identifica con roles de adultos
034	Not interested in school	No tiene interés en la escuela
035	N/A	N/A
036	Humble	Humilde
037	Dependent	Dependiente

Code Number	Behavioral Characteristics	Spanish Words
038	Punctual	Puntual
039	Unstable	Inestable
040	Attentive	Atento
041	Generous	Generoso
042	Irresponsible	Irresponsable
043	Interested	Interesado
044	Sex segregation in games	Separación de juegos por sexo
045	Passive	Pasivo
046	Good observer	Observador
047	N/A	N/A
048	Helpful	Le gusta ayudar
049	Fearless	Atrevido
050	Sociable	Sociable
051	N/A	N/A
052	Jolly-fellow	Compañerismo
053	Humanitarian	Humanitario
054	Honest	Honado
055	Well-behaved	Buena conducta
056	Studious	Aplicado
057	Identify with older people	Se identifica con los mayores
058	Laugh too frequently	Ríe mucho
059	Good	Bueno
060	Fiction reader	Gusta cuentos de ficción
061	Confused	Confuso
062	Neat	Pulcro
063	N/A	N/A
064	Like to gain attention	Gusta llamar la atención
065	Careful	Cuidadoso
066	Docile	Dócil
067	Smart	Despierto
068	Hardworking	Trabajador
069	Argue with other children	Discute con otros niños (niñas)
070	Full of complexities	Acomplejado
071	Like to be outstanding	Le gusta destacarse
072	Moody	Variable
073	Need Love	Necesita cariño
074	Innocent	Inocente
075	Sensible	Sensible
076	Sweet	Dulce
077	N/A	N/A
078	Apathetic	Apático

Code Number	Behavioral Characteristics	Spanish Words
079	Short attention span	Período de atención corto
080	Quarrelsome	Pelear mucho
081	Argue among themselves	Discutir entre sí
082	Withdrawn	Retraído
083	Competitive	Le gusta la competencia
084	Conformist	Conformista
085	Healthy	Saludable
086	Sexual curiosity	Curiosidad por lo sexual
087	Do not like to participate in activities	No le gusta participar en actividades
088	Like tough games	Gusta de juegos fuertes
089	Naive	Sanos de mente
090	Negative	Negativo
091	Join mixed groups	Hace grupos mixtos
092	Not motivated	Falta de motivación
093	Need of recognition	Deseo de reconocimiento
094	Jealous between sexes	Celos entre sexos
095	Low academic achievement	Bajo rendimiento académico
096	Sensitive	Susceptible
097	Organized	Ordenado
098	N/A	N/A
099	Kind	Amable
100	Judicious	Juicioso
101	Interested in learning	Interés por aprender
102	Still	Quieto
103	Sharing	Compartir
104	Quite	Callado
105	Reserved	Reservado
106	Like to talk about boys- friends/ girlfriends	Gusta hablar de enamorados
107	Not interested in toys	No le interesan los juguetes
108	Worried about their hair	Le preocupa su pelo
109	Intrigued	Intrigado
110	Afraid of change	Temeroso al cambio
183	Mature	Maduro

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