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# A validity study for the revision of the Joseph Self-Concept Scale for Young Children

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# A VALIDITY STUDY FOR THE REVISION OF THE JOSEPH SELF-CONCEPT SCALE FOR YOUNG CHILDREN

by
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# ABSTRACT

**Patricia C. Colna**

**A Validity Study for the revision of the Joseph Self-Concept Scale for Young Children**

**1999**

**Dr. Klanderman**
**Dr. Dihoff**

**School Psychology**

**This project was a validity study for the purpose of assisting in the development of national norms for the revision of the Joseph Self-Concept Scale for Young Children (JSSYC). The study consist of 60 pre-school children, ages 3-5 years of age, 30 in a low socio-economic family and 30 in a higher socio-economic family. The students were given the JSSYC which consists of 21 questions. One teacher rated the children on the Social Skills Rating Survey (SSRS), including the Behavioral Section. The results were significant with the prediction of the study. Those children whose self-concept rated high on one of these scales also rated high on the other scale. There was a significance between the children who rated as behavioral problems on the SSRS displaying low self-esteem on the JSSYC. This study also found no correlation between socio-economic status of children and their self-concept.**

# MINI-ABSTRACT

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## ACKNOWLEDGEMENTS

**To my husband Steve, for holding me up high so I could fly.**

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# CHAPTER I

## THE PROBLEM

Millions of young children start pre-school every year bringing with them a construct of their nature and character, experiences, desires, failures, and successes. This construct represents their self-concept or mental image of themselves.

As educators, we require not only knowledge of teaching methods, materials, and curricula, but also an understanding of our pupils as total entities with feelings, emotions, attitudes and abilities. Although Abrams was referring to learning disabled children when he described this emotional dimension as "ego status", or the child's self-concept, this definition can be applied to all children (Abrams, 1970).

When a child is accepted, approved, respected, and liked for who he is, his opportunities are greater to acquire an attitude of self-acceptance and respect for himself. When he is able to acquire this attitude, then he will be able to use his intellectual capacities to their fullest (Leviton, 1979).

Physical development of the child and acquisition of skills by the child are complex. Children generally grow bigger as they grow older. It is surprising that at birth infants are nearly one-third of their adult height: by age 2 they are almost half as tall as they will be as adults. From birth to maturity, children grow in spurts rather than at a constant rate (Kiester, 1985). Development of skills in one area affects development in other areas. Adult expectations may be influenced by a

child's size and shape, attractiveness and physical skills. Physical skills, or absence of them, can have a major effect on a child's self-concept (Essa, 1983).

Developmental change evolves more slowly in early childhood, (the period from 2 to 6 years of age), than in infancy (Kiester, 1985). At this age they present bewildering patchwork of vulnerability and ability, logic and magic, insight and ignorance. They develop theories about everything, and these are constantly measured against the world around them. However, in spite of their growing independence, they need assistance from the adults in their world. Children during this period understand relatively little about the world in which they live and have little or no control over it. They are prone to fears and they combat their growing self-awareness of being small by wishful, magical thinking (Rybak, 1989).

The influence both parents and teachers have on early childhood age children is enormous in developing their self-concept. The proverb, "As the twig is bent, so grows the tree" parallels this. If forces in the environment bend a sapling (young child) long enough, the tree (child) may become so bent that its leaves cannot receive the sun's light, and it will not flower and reproduce. Yet, if the forces bending the tree (child) cease, or if a gardener (parents and/or teachers) stakes the tree upright, the only lasting effect may be a slight bend in the trunk. The tree (child) will prosper and make a genuine contribution to its environment.

## THE NEED FOR THIS PROJECT

Parents are the first teachers and "sculptors" of a child. How they treat the child physically and psychologically will greatly affect his growth into adulthood.

One of the first words in a young child's vocabulary is "no". "No" reflects the negative environment in which many children spend much of their time. Young children today also spend much time in front of the television. The way in which television shows are constructed, a child's attention span is actually shortened and his perception of problem solving distorted (Kiester, 1985).

Between the ages of three (3) and five (5), the child's sense of self begins to affect every action. New skills are tried, and mastery of his environment is attempted. Through his successes and through positive feedback from caregivers who are important to the child, a positive self-image is constructed (Kimmel, 1985). If he is taught in a negative home environment that he is not worthwhile or, if through excessive television watching he has been taught that problems can be settled through violence, then he will build a negative self-image and possess poor coping skills. Day care workers and nursery school teachers in our society have become surrogate parents. If the years before the age of six are the years of greatest accelerated learning; if the child's basic personality is formed by age six or seven; if a sense of security and self-worth are formed from birth to six years, then these are vital years in the human psychological make-up. If self-worth and self-esteem do seriously affect learning and performance, this image must be carefully and painstakingly molded. The teacher of the pre-school age child has the opportunity and the responsibility to help the child develop his self-concept.

## THE PURPOSE FOR THIS PROJECT

This project is a small part of a much bigger project. Dr. Jack Joseph, author

of the self-concept instrument entitled The Joseph Self-Concept Scale for Young Children (JSSYC), decided to revise this test in conjunction with Western Psychological Services. Every so many years screening tests need revisions, which includes the development of new national norms. The new norms must demonstrate reliability and validity.

This project is considered a validity study for the revised scale. The JSSYC will be correlated with the Social Skills Rating Survey (SSRS), the preschool teacher rating section.

The JSSYC has been considered to be the best scale of its kind on the national market. It is an individually administered scale designed to objectively assess the self-concept levels of young children.

The purpose of this study was to measure and compare the child's idea of his own self-concept with the teachers rating of the child's self-concept, including sixty co-ed children, ages three (3), four (4) and five (5).

The study attempted to determine if there was any relationship between the child's image of his self-concept and the teacher's image of the child's self-concept. Also, the study attempted to determine if there was any relationship between the self-concept of a child in a high socio-economic group and the self-concept of a child in a low socio-economic group.

## HYPOTHESES

The hypotheses for this study will incorporate different aspects of pre-schooler's self-concept and how the teacher's self-concept rating of each child

correlates to the child's own self-concept ratings and how the child views his own self-concept. This study also includes the difference in the self-concept of low socio-economic class children to the higher socio-economic class children. There will be an inverse relationship between the JSSYC and the "Problem Behavior" Section of the SSRS. There is a high degree of validity in the present Joseph Self-Concept Scale for Young Children.

## RESEARCH QUESTIONS

1. What are the components of a child's self-concept?
2. At what age does self-concept begin to develop?
3. What and who are the critical factors in determining one's self-concept?
4. Do pre-school children see their self-concepts different than their teachers do?

## THEORY

By the age of four (4), children make evaluative judgments about two (2) different aspects of themselves- their cognitive and physical competence and their social acceptance by peers and parents (Essa, 1983).

What children believe about themselves usually determines how they act. Children need to acquire valid information and establish a positive self-concept. They need to learn about themselves to develop a solid foundation for a successful life. This foundation is developed early in a child's life, and it is the responsibility of his parents, teachers, caregivers and extended family to supply the tools for the child to build this foundation. Internal and external factors are equally important.

Theorists and researchers have reflected on the meaning of self-concept for

many years (Adler, 1927; Coopersmith 1967; Erikson, 1950). Many definitions can be cited depending on the theorist's orientation. Most theorists, however, define the term "self-concept" as the perceptions and feelings one holds regarding one's attributes and abilities (Coopersmith, 1967; Folker, 1974, Silvernail, 1981). In addition, the self-concept is described as multi-dimensional, consisting of (a) body self, (b) social self, (c) cognitive self, and (d) self-esteem. When combined, these key dimensions comprise what is referred to as the general self-concept.

Initially, the development of the self-concept stems from interactions between child and parent. Later, the experiences and interactions between children and teachers play a pivotal role in the overall formation of the self-concept (Dreyer & Haupt, 1966; Erikson, 1950). With the increasing enrollment of young children in preschool and day-care programs, the experiences in early childhood education are playing a key role in the development of self-concepts in young children.

## DEFINITIONS

At-risk children - Children whose mother is a single parent and household income is low (State of Illinois criteria).

Caregivers - Any adult person other than his parents who has the responsibility for a child during the course of a day.

Congruence - A healthy state of unison between one's total organismic experience and a self-concept that is free of conditions of worth.

Criterion Contamination- - Teacher rating bias resulting from knowing the child for an extended period of time (Anastasi, 1997).

**Criterion Validity** - Criterion upon which you get a validity coefficient. This validation indicates the effectiveness of a test in predicting an individual's performance in specified activities (Anastasi, 1997).

**Identity** - A complicated inner state that includes conscious feelings of individuality and uniqueness, a sense of inner wholeness and indivisibility, an unconscious striving for inner sameness and continuity from past to future and a sense of inner solidarity with the ideals and values of some group. Identity has both positive and negative aspects, with a preponderance of the former indicative of a healthy personality. But since there is no feeling of being alive without a sense of identity, even a negative one will seem preferable to none at all (Ewan, 1993).

**Locus of Control** - The belief that we are in control of our own life (inner locus) or at the mercy of outside events (external locus) (Kagan, 1984).

**Physical competence** - The child's ability with such things as puzzles, counting, swinging, tying shoes, etc.

**Pre-school age child** - A child from birth through six years of age.

**The Purdue Self-Concept Scale for Preschool Children (PSCS)** - A 40-item test in which children are asked to point to one of two pictures which is most like them. (Cicirelli, 1974).

**Self-concept** - A learned conscious sense of being separate and distinct from other people and things. The growing infant expands its experimental field and learns to perceive himself as a separate and distinct entity. The self-concept is entirely conscious and represents part of the constantly flowing mountain of subjective

**experience (Ewan, 1993). The self-concept moves from the more external traits and behaviors to more internal personality characteristics in childhood. (Pettijohn, 1992).**

**Self-esteem - The emotional evaluation one has of oneself ranging from positive evaluation (high self-esteem) to negative evaluation (low self-esteem).**

**Social acceptance - The child's acceptance by his friends, peers, family, etc.**

## ASSUMPTIONS

**The teacher that rated the individual children will use the same parameters when dealing with each and every child.**

**Assumptions will be made about a family's socio-economic standing because of the lack of definite income information for each child's family**

**The teacher rating the children is fair, competent, and knowledgeable about the children in her care.**

## LIMITATIONS

**The children will be tested at different times of the day and different days of the week, and the children may have had environmental factors affecting his test scores, such as fatigue, etc.**

**There is a lack of definite income information of each child, although the general yearly income amounts are correctly assessed.**

**The income used in this report does not include any money received from a "live-in companion".**

**The teacher rating the children may have limited experience with a certain**

child who has been in school for only a short time.

There is a chance for criterion contamination because the teacher rating the scores on the Social Skills Rating Survey has known many of the children being tested for a length of time.

## OVERVIEW

By the age of four (4), children make evaluative judgments about two (2) different aspects of themselves- their cognitive and physical competence and their social acceptance by peers and parents (Essa, 1983). Literature will be reviewed in Chapter 2 on the subject of the development of self-concept and its importance in a child's life and future success. Research will be reviewed from different schools of thought in psychology, such as psychoanalytic and person-centered (Ryckman, 1997). Research in education attests to the fact that self-concept does affect learning and motivation, positively or negatively (Herganhahn, 1997).

Currently, there is much more emphasis being placed on the development of self-concept in pre-school age children and its effect on their future success. There are various opinions as to the degree that self-concept has developed by age six, but all agree that it is important.

Chapter 3 will be devoted to the methods used for this project. Two pre-schools will be utilized that will provide a cross-section of children, their background, environments and socio-economic classes. This project will compare the results of teacher ratings of their self-concept and the results of the individual scores taken on a pre-school self-concept scale.

**Chapter 4 will be devoted to administration of the test to the pre-school children and an analysis of results. This project will demonstrate validity to the Joseph Self-Concept Scale for Young Children.**

**Chapter 5 will be devoted to summarizing and providing conclusions to the results of the testing.**

## CHAPTER II

## THEORETICAL RESEARCH

Despite the thousands of self-concept studies conducted with older students, there has been little research conducted with children younger than 10 years (Marsh, Craven, & Debus, 1991). There is a need for early childhood studies because the importance of self-concept to present and future functioning has been well documented in literature (Coopersmith, 1967; Harter, 1983)

Several theories on the development of self-concept exist; however, many are derived from the ideas of William James. James felt the ego was the person's sense of identity. He also believed that the self included spiritual, material, and social aspects. The spiritual self included mental faculties while the material self was comprised of material possessions. The social self was based on the esteem and regard that an individual perceives others hold for him (Donnelly, 1992). James viewed the self-concept as self-as-object (attitudes, feelings, perceptions) or self-as-process (thinking, perceiving) (Pettijohn, 1992).

Freud believed that the development of the self occurred as a result of the identification with the opposite sex and that the ego is the center of personality (Kagan, 1984).

Mead (1934) viewed the self as an object of awareness. He believed that individuals respond to themselves as others respond to them. The way an individual

feels about himself is dependent upon the way others react to him. This develops one's self-conscious. Mead also suggested that the self can be differentiated depending on the environment. A school self is developed based on educational experiences. Social attitudes expressed by peers and others develop a social self in the same manner that home attitudes develop a home self (Pettijohn, 1992).

Kempler asserted that infants have no sense of self until a sense of being is developed through physical and social interaction with the environment (Fox, 1979). The self develops as the result of the attention a child receives from significant others. A self-image appears as a consequence of setting standards which are not the standards of the individual in order to gain approval from others (Perls, 1969).

Rogers (Ewan, 1993) defined the self-concept as "an organized configuration of perceptions of the self that are admissible to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities; the percepts and concepts of the self in relation to others and the environment; the value qualities that are perceived as associated with experiences and objects; and goals and ideals that are perceived as having positive and negative valence." The self is a learned attribute. It is the awareness of one's being or functioning. Rogers believed that individuals behave according to the way they see themselves. Although information about the self may be unconscious, it only influences behavior when the individual is aware of it (Ewan, 1993).

It is generally believed that one is not born with a positive or negative self-concept. Rather, research suggests that the self-concept begins to form at birth, and

is essentially complete before middle childhood (Coopersmith, 1967; Samuels, 1977; Wylie, 1961). Due to the early development and stability of the self-concept, early childhood has been identified as the crucial period for the development of the self-concept (Erikson, 1950; Freud, 1962; Piaget & Inhelder, 1969; Samuels, 1977).

## PRESCHOOL SELF-CONCEPT DEVELOPMENTAL PROGRAM STUDY

There is a great need for informative programs that can be used by early childhood educators for the purpose of enhancing positive self-concepts in their young students. To date, very few programs have been developed and tested for effectiveness with preschool children. The self-concept enhancement programs, which have been studied, have involved school-age children and have produced mixed results (Medway & Smith, 1978; Silvernail, 1981).

Three studies were conducted to evaluate the Marvelous Me-Preschool Edition Curriculum (MM-PE), a 12-session program designed to enhance the self-concept of preschool children (Sullivan-Temple, 1991).

The first study consisted of 158 preschool children from 10 classrooms in one nursery school in a large Midwestern metropolitan area, serving primarily middle-class to upper middle-class Jewish families. Each of the 10 classrooms of children was randomly assigned to either a control or experimental group. Children's ages ranged from 36 months to 72 months old. A pre-test and a post-test of The Purdue Self-Concept Scale for Preschool Children (PSCS) (Cicirelli, 1974) was administered to all of the children in both groups four weeks apart. Within the four weeks, the

experimental group participated in a 45-minute session of MM-PE three times a week. In addition, the parents, participants and teachers of the experimental group filled out questionnaires. The results of this study stated that the experimental group students did not exhibit a higher gain in self-concept scores as a result of the MM-PE intervention. There also were no significant differences between the mean gains of the three age groups (3, 4, and 5). The teacher checklists revealed that there were no significant increases in positive self-concept behaviors, although they did report that they gained valuable information regarding self-concept enhancement as a result of their participation in this study.

The second study consisted of 58 Chicago inner city "at-risk" black preschool children. They were grouped as 30 experimental and 28 control students, ages 36 - 48 months. They regularly attended preschool for 2 1/2 hours daily. Both groups were given a pre-test and post-test of the PSCS, this time 6 weeks apart. The experimental group was administered the MM-PE curriculum. The teachers and parents of participants also filled out student evaluation forms. The results indicated that both groups scored significantly higher, but the experimental group's gain was highly significant ($p = .0001$). The results of this study indicated that the MM-PE curriculum is effective in enhancing the self-concept of at-risk preschool children, as measured by the PSCS.

The third study consisted of 31 preschool children, ages 36 months to 60 months, from one day-care center near a large midwestern metropolitan area, serving primarily middle to upper-middle class white families. These participants

were divided into a control and experimental group. Pre-test and post-test of both the PSCS and the JSSYC were administered 6 weeks apart, with the experimental group participating in a 45-minute session of the MM-PE, twice a week. The results revealed that the pretest of the experimental and control groups using the PSCS and the JSSYC were almost identical (PSCS - 35.07 and 36.19, respectively; JSSYC - 25.07 and 26.13, respectively). The results from an independent t-test on both tests revealed no significance for either measure.

These three studies yield conflicting results. One conclusion is that the MM-PE curriculum is more effective with at-risk children than with children from higher socioeconomic groups. There was also a pattern observed in which the 3 year olds showed a larger positive gain than the 4 year olds, although more research is needed in this area.

## SELF-CONCEPT AND PEER RELATIONSHIPS

The potential role that children's peers play in their school adjustment is paramount (Ladd, 1990). In addition to children's academic and career potential, early social adjustment in the peer group seems to predict adult social adjustment (Rogers & Ross, 1986). Hartup (1992) suggested that peer relationships contribute significantly to both social and cognitive development and to the effectiveness with which individuals function as adults. Because young children constantly gather information concerning their value as persons through their interactions with the significant adults and peers in their lives, home environments as well as school settings influence those perceptions (Kostelnik, Stein, & Whiren, 1988).

A study (Grymes, 1993) examining 345 kindergartners' self-concepts and their perceptions of interactions with peers indicated that most of the subjects exhibited high self-concepts, and typically perceived themselves as accepted by the group. Children with low self-concepts tended to perceive themselves as rejected by peers, whereas, those with high self-concepts tended to perceive themselves as accepted. An unexpected finding in this study was that low self-concept children were more likely to desire to be rejected by peers.

## THE ROLE OF EARLY CHILDHOOD EDUCATORS IN THE DEVELOPMENT OF A CHILD'S SELF-CONCEPT

Once the child enters school, additional significant others influence the development of one's self-concept. Teachers and caregivers are seen as significant others who, through their daily interaction with students, may exert either a positive or negative effect on the child's developing self-concept (VanKoughnett and Smith, 1969). Perkins (1957) saw parents, siblings, teachers, and peers all exerting a pervasive influence on formation and alteration of self-concept.

A study conducted by Davidson and Lang (1960) indicated that a child's self-appraisal is significantly related to his perception of his teacher's feelings. Such a finding was probably anticipated in view of the fact that one role of the early childhood teacher or caregiver, at least at the preschool level, is that of a "parent substitute".

Because social development begins in the early years, it is appropriate for all early childhood programs to include regular assessment of children's social

competence.

Early childhood educators have traditionally given high priority to enhancing young children's social development (McClelland & Katz, 1993). Young children's beliefs about their competence also influence the way in which they approach new situations. Their success in new situations affects the way they perceive themselves-- in a seemingly circular process (Marsh, 1984). Marshall and Weinstein (1984) advocate that classroom structure and teachers' control orientations may influence children's self-concepts as well. Marshall (1989) suggested steps likely to enhance the self-concepts of young children which include: 1) Help children feel that they are of value, 2) Help children feel that they are competent, 3) Help children feel that they have some control, 4) Help children learn interpersonal skills (peer relationships), and 5) Become aware of your own expectations for children.

Cunningham and Andrews (1988) found that children who were popular in their peer group were rated as highly attached by their teachers, and they also found that the reverse was true. Making new friends in the classroom was associated with gains in school performance. Early peer rejection forecasted less favorable school perceptions, higher levels of school avoidance, and lower performance levels over the school year (Patterson, Kupersmidt, and Griesler, 1990). Children who are unable to sustain close relationships with other children and who cannot establish a place for themselves in the peer culture are considered to be "at-risk" for school failure (Hartup, 1992). Schwartzberg (1988) reported that

studies in which children were followed over time have indicated that approximately one-third of rejected children will be rejected five years later.

Because children in our school and preschool centers come from diverse cultural and family backgrounds, they need help in bridging their differences and in finding ways to learn from and enjoy the company of one another. Teachers have the responsibility to be proactive rather than laissez -faire in creating a classroom community that is open, honest and accepting.

Ozehosky and Clark (1971) conducted a study involving a comparison between criterion-related validity of a verbal (sentence-completion test) and a non-verbal (Pictorial) measure of self-concept. The Quantified Self-Concept Inventory (Wattenberg and Clifford, 1962) along with a new, non-verbal test was administered to each child at the kindergarten level (Ozehosky and Clark 1971). The teachers also rated the children in the area of self-concept. There was congruence between the teachers' ratings of kindergarten children's self-concept and as assessed by a non-verbal instrument, the U-scale. The U-scale was designed by Ozehosky and Clark to measure self-perceptions of preschool and kindergarten children. The basic conception in the formation of this non-verbal test was the development of one central character, the "you" with which boys and girls could identify. A female 'you" and a male "you" were created. The "you's" were depicted in scenes which are commonly experienced by all children in the western cultures and that represent variables related to adjustment. The final sample consisted of one hundred children. The extreme dichotomy of self-concept thus attained was established

primarily to test the validity of the non-verbal and verbal tests of self-concept utilized the Ozehosky-Clark study. Because Ozehosky and Clark found no congruence between teachers' ratings of self-concept and self-concept measured by the sentence-completion test, he suggests that the differences found here may reflect differences in verbal fluency rather than differences in their phenomenal selves.

## SELF-CONCEPT AND FAMILY STRUCTURE

One's perception of self does appear to be related to one's perception of how others perceive the self. Grymes and Lawler (1990) examined self-concept and peer status as a function of family structure. Their sample included 92 children (50 males, 42 females) from 6 kindergartens in a mid-sized mid-south city. The Woolner Preschool Self-Concept Picture Test (WPSCPT, Woolner, 1966) was utilized to collect self-concept data from each child. Results indicated that the majority of the children exhibited a positive and consistent self-concept. Also, analysis of variance procedures were used to determine differences in either self-concept or peer popularity when using family structure as the independent variable. The analysis suggested that family structure accounted for a significant amount of the variance.

Pliner (1983) found no significant relationship between the self-concept of kindergarten children and their verbal ability, but there is a significance between a child's self-concept and language ability. She postulates that the reasons for this may be that children possessing high language ability and high self-concept are encouraged to converse openly and frequently in their home environment and that

their comments, ideas, and opinions are welcomed into discussions and are valued. In other words, they are important components of the family machine.

In a study conducted by Jersild (1952), children frequently mentioned home and family relationships in describing their own self-perceptions. Jersild felt that if the children were able to reconstruct experiences, which had determined their attitudes toward themselves, the incidence would have been almost one hundred percent. Dinkmeyer and Dreikurs (1963) claimed that it is the attitudes and convictions which children acquire through interaction with their families that form the basis for their manner of perceiving themselves in relation to society.

## SELF-CONCEPT AND SOCIOECONOMIC STATUS

Investigations and evaluations, which have attempted to determine the relationship between self-concept and socioeconomic status (SES), yielded mixed findings. An investigation was conducted by Soares and Soares (1969) to study the direction and intensity of self-perceptions of disadvantaged children and to make a comparison of this to the self-perceptions of children who were not disadvantaged. Results of the study indicated that both groups appear to have positive self-esteem. Despite the home environments of the disadvantaged subjects, they had higher means for all the self-perception scores (i.e. self-concept, ideal concept, and related self) than the advantaged group.

Hare (1980) investigated socioeconomic variations in academic performance and self-perceptions among children in a desegregated setting. Results indicated that lower SES children had general and area specific (i.e. school, peer, and home)

self-esteem as high as that of middle-class children and higher self-concept of ability than middle-class children. Possible explanations suggested that disadvantaged children are exposed only to other disadvantaged children at home and in school. The student functions according to the expectations of his parents and teacher. The expectations placed on the disadvantaged child may be lower than the expectations placed upon the advantaged child. The expectations of the advantaged group may be too high and as a result their self-esteem is lowered. The disadvantaged students may feel accepted rather than threatened by expectations that they are unable to meet. In the case of the advantaged students, a greater feeling of threat of peer competition may lower their self-concept.

Other researchers suggest that lower-class children have self-conceptions which tend to be negative in comparison to that of middle-class children (Long & Henderson, 1968; Wylie, 1963). Wylie (1963) attributed the findings to be a "logical" reflection of a miserable environment and poor school achievement. Long and Henderson (1968) suggested that social discrimination, broken families, and poor living conditions produced low self-concepts of disadvantaged children.

Coopersmith (1968) was interested in the manner in which parents shape the level of self-esteem, and how self-esteem influences the personal conduct of grade school boys. Among other findings, Coopersmith (1968) found that the boys' self-esteem depended weakly, if at all, on family income level or social position.

In a study by Cordier (1978), he found strong relationships between self-control and locus of control to assess the extent to which a person believes these

forces to be benevolent or malevolent. He found that the facade ideal-self is an attempt to defend the lowly real-self. There is a trend for the socioeconomically disadvantaged individual, who wishes to be socially accepted, to deny fault for failure (Cordier, 1978). The externally oriented individual believes that his luck will prevail and has developed this belief into a defensive behavior in an attempt to allow psychological preservation of his self-concept in the face of failure and frustration (Ewan, 1993).

## SELF-ESTEEM AND SELF-CONCEPT

Self-esteem appears to be the domain implied by most investigators when they refer to self-concept (Smith, 1960). The level of self-esteem seems to be consistent with the stability of self-concept. An unstable self-concept is more likely to be associated with low self-esteem.

The determinants of the self-evaluative structure of self-esteem are related to the closeness of the perceptions of others' opinions of the self (the "looking glass self"). The effects of others' opinions carry great weight in changing the self-conception. The referent self-esteem group can apply sufficient pressure to disregard the accuracy of one's self-perception or self-evaluation (Webster and Sobieszek, 1974). The pressure is directly related to the attractiveness of the referent group. The effects of others' opinions on an individual would therefore appear to have influence upon the accuracy of perception of consequences. Low status individuals will take extraordinary risks with little hope of success if the referent self-esteem group is the cause of the anxiety producing dilemma (Coppersmith,

1959).

Socioeconomically disadvantaged children were more likely to encounter failure experiences as they entered school (Leventhal, 1962), to have greater expectancies of failure and correspondingly lower levels of self-esteem (Milgram, Shore, Ridel, and Malasky, 1970; Webster 1974). The disadvantaged socioeconomic environment is perpetuated by family and social-other figures. There are destructive consequences of long term unemployment on the personality of the parent and its effects are usually demeaning. This is communicated to the children of disadvantaged adults. Children with a history of this economic and cultural deprivation are more likely to have a low self-esteem. This is a class-tied problem which was more prevalent in lower socioeconomic areas (Webster, 1974).

No difference has been found between disadvantaged black and white youths, but disadvantaged youths in general were characterized by higher and less accurate levels of aspiration and by less internality in their perception of locus of control (Milgram, Shore, Riedel, and Malasky, 1970).

Individuals whose self-concepts are unstable do not see themselves as highly valued by the self, but perceive themselves as too lowly valued by the group (Lake, 1973). They fear the group and that fear motivates a defensive behavior. This defensive behavior in a disadvantaged child evolves with few alternatives. His environment does not give rise to a richness in variety of personal expression. Dependence on others by young children for instrumental help and emotional development is necessary and natural, over-dependence is detrimental (Berger,

1952). Fromm has stated that authoritarian upbringing tends to suppress individual spontaneity in behavior (Ewan 1993). Through parental control a child may learn a physical means for coping. This is a defense against anxiety producing situations and an assertion of the self. The disadvantaged child is often punished for negative as well as the lack of positive events. He is not only punished for doing wrong, but also for not doing well. This is a characteristic occurrence among those low in self-esteem. The instability of this punishment system propagates a threatened or envious feeling toward those individuals who are more prestigious (Ewan, 1993).

The self-concept continues to develop and change throughout life, but since it continues to develop in the direction in which it started, early childhood is a critical period in its growth (Caplin, 1969). Therefore, in addition to home and family influences, school experiences greatly affect this growth. There are a number of general ways in which social interaction and the self-concept might be related. The most obvious and important possibility is that one's self-concept is shaped through interaction with others. Theories of this sort have been stated by Mead (1934), and many more recent self-theorists. It is important to note that the converse type of relationship might also be true, i.e., one's self-concept might influence one's interactions with others. This point is important to consider when one reviews the results of self-concept tests and questionnaires. If this possibility is not taken into account and acted upon, then all the testing in the world is of absolutely no benefit to the child or teacher.

## SUMMARY

There has been little research conducted to demonstrate the importance of self-concept of pre-school age children. Most educators, psychologists, theorists and parents agree that the self-concept is such an important component in the development of the child and his future success. The research that has been documented has determined that there are important factors including parenting techniques, the culture in which the child is raised, the environment of the child, his family's socioeconomic status, and his caregivers at an early age are so very important in the development of a child's self-concept. Because of the increase of single parent households and the need for both parents to work in the traditional household, the early childhood educator becomes a very important part in the development of the self-concept of her students. Of course, much more research needs to be devoted to ways in which a child's self-concept may be enhanced by educators and parents together.

## CHAPTER III

## DESCRIPTION OF THE SUBJECTS

Sixty (60) children, (twenty (20) three year olds, twenty (20) four year olds, and twenty (20) five years olds) from two small towns in southern New Jersey with populations under 20,000 people, participated in this study. The children are all students of a private nursery school (with wrap-around child care) that has three (3) sites. Student sample consisted of thirty-two (32) boys and twenty-eight (28) girls, sixty percent (60%) Caucasian children, 40 percent (40%) African-American children. The socioeconomic conditions of this sample group range from extremely low to upper-middle class. Thirty (30) students from the low socioeconomic class and thirty (30) students from the upper-middle class participated in this study. The thirty (30) students considered in this study to be from the low socioeconomic class have their tuition either fully or partially paid by government subsidies. The thirty (30) students considered in this study to be from the middle socioeconomic class have their tuition fees paid by their parents with no government subsidies.

## DATA GATHERING INSTRUMENTS

The data gathering instruments used in this study were the Social Skills Rating System (SSRS) and the Joseph Self-Concept Scale for Young Children (JSSYC).

The Social Skills Rating System provides a broad, multirater assessment of

student social behaviors that can affect peer acceptance and academic performance. These standardized, norm-referenced scales may be used with pre-school, elementary and secondary students. The SSRS documents the perceived frequency and importance of behaviors influencing the student's development of social competence and adaptive functioning at school and at home. The SSRS emphasizes positive behaviors and prosocial skills. National norms have been compiled on a diverse sample of more than 4000 children (Conoley, 1995).

Three approaches to reliability were used in the test development of the SSRS: Internal consistency, test-retest, and interrater agreement (Gresham, 1990). Teacher forms showed the highest degree of reliability; internal consistency coefficients and test-retest correlations ranged from .82 to .95 (Gresham, 1990).

Three approaches to validity were used in the development of the SSRS: content validity, criterion-related validity, and construct validity. Content validity was demonstrated by previous research (Gresham, 1990) and supported by the standardization analyses (Gresham, 1990). Substantial evidence was offered to show that the SSRS correlated significantly with many other measures (the criterion measures) such as the Social Behavior Assessment (Stephens, 1978), the Harter Teacher Rating Scale (Harter, 1978), the Piers-Harris Children's Self-Concept Scale (Piers, 1984), and various forms of the Child Behavior Checklist (Achenbach & Edelbrock, 1983, 1986, 1987). The results were consistent with theoretical expectations.

Several studies were conducted to evaluate the construct validity of the

SSRS. These studies included developmental changes, sex differences, internal consistency, correlation with other tests, factor analyses, convergent and discriminate correlation analysis, and comparisons of contrasted groups. The consistent findings of these studies contributes strong evidence in support of the construct validity of the SSRS.

An example of an item on the SSRS is:

| | Never | Sometimes | Very Often |
|---|---|---|---|
| 14. Cooperates with peers without prompting. | 0 | 1 | 2 |

The answers are given in a rating system of 1) Never, 2) Sometimes, or 3) Very Often. The teacher marks the appropriate answer.

The second portion of the SSRS has to do with the teacher rating problem behaviors of each child. An example of an item in this section is:

| | Never | Sometimes | Very Often |
|---|---|---|---|
| 31. Has temper tantrums. | 0 | 1 | 2 |

The teacher again will mark the appropriate answer for each child. This study is stating that there will be an inverse relationship between this section and the scores of the JSSYC.

The Joseph Self-Concept Scale for Young Children was originally developed and designed specifically for preschool children. The author, Dr. J. Joseph was interested in the social-emotional development of young children and that interest prompted its inception.

The JSSYC features a preschool-primary age section for ages 36 months to 95 months that maintains a pictorial format composed of two parts: an Identity

Reference Drawing (IRD) and a set of 21 self-concept situation items. The "unisex" IRD form is represented by a line drawing of a figure with a blank face and shoulder outline. The 21 scale items utilize a forced-choice self-report format, 20 of which are illustrated with dichotomous pairs of gender-appropriate pictures, one picture in each pair representing a positive self-concept situation and one a negative one. Each age addition offers a set of boy and girl minority cards, the examiner choosing the most appropriate set for each child.

A test-retest reliability coefficient of .87 was seen on the JSSYC for a limited sample of 18 preschoolers with a four week interval between administrations (Joseph, 1998). The Kuder-Richardson (KR) formula was also used in estimating the internal consistency reliability of the JSSYC. KR coefficients for the JSSYC ranged from .59 to .81 with a median correlation of .73. An item analysis was conducted with item-discrimination coefficients ranging from 0.30 for one item to 0.70 for another item. Median correlation's tended to fall in the low 0.50's range. All items on the scale showed correlation coefficients that significantly contributed to overall test score performance with p values ranging from an .01 level of confidence to the .001 level for the better items.

The JSSYC used two (2) forms of validity, construct and criterion-related, in the establishment of the test. Construct validity was established by correlating Global Self Concept Scores with scores derived from two self-concept rating scales that were completed by teachers. Scores from the Inferred Self-Concept Judgment Scale were correlated to JSSYC global scores. The correlation coefficient between

the scores of the two tests was .51, significant at the .01 level of confidence.

The Behavior Rating Form (Coopersmith, 1967) was also correlated with the JSSYC, resulting in a correlation coeffiencent of .65. The criterion-related validity was demonstrated with the Global Self Concept Scores correlating significantly with the Slosson Intelligence Test(r=.66; p=.001), and scores from the Developmental Test of Visual-Motor Integration (r=.69; p= .001).

Correlations were also noted on both the fine-motor and gross-motor scales of the Denver Developmental Screening Test such that in a Chi-Square Test of Combined probabilities, the .05 level of confidence was reached.

An example of an item on the JSSYC: one page divided into two equal parts, one side a picture of a boy dressed neat and clean, the other side a picture of a disheveled boy. The test administrator asks the child, "Which is more like you"? The test administrator marks the answer sheet with the given answer.

The subjects in this study were pre-school age children. The SSRS scale used in this study was the pre-school teacher rating version, which has a high degree of reliability as has been previously stated.

The author of this study predicts a significant relationship exists between the SSRS and the JSSYC. The teacher rater has known these children for anywhere from one (1) month to five (5) years. The independent variable is the children (ages 3, 4, and 5) . They will be tested in familiar surroundings, with a teacher familiar to them rating their scores. The children's scores on the tests is the dependent variable.

## DESIGN

This is a correlational study designed to demonstrate validity for the JSSYC by using the SSRS. Testing will take place within a five (5) week period, each child being tested by both tests within 48 hours. There will be twenty (20) three year old children, twenty (20) four year old children, and twenty (20) five year old children.

Information about the socioeconomic status of the child's family will be collected to see if there is a difference between the self-concept of children of differing socioeconomic classes. The instrument used to separate the children into each group will be the Eligibility Chart for child-care subsidy for the Family Development Program and the Cares For Kids Program developed by the New Jersey Department of Human Services. See Appendix A for this chart. The children in the higher socioeconomic group will be those whose parents pay for the entire child care cost themselves with no government subsidy, and any child whose family is receiving a child-care government subsidy as described above will be considered in the low socioeconomic group.

## TESTABLE HYPOTHESES

There is no relationship between a teacher's rating scores of students on the SSRS and the student's scores on the JSSYC.

There is a relationship between a teacher's rating scores of students on the SSRS and the student's scores on the JSSYC.

There is not a high congruence between a teacher's rating of students on the

**SSRS and the student's scores on the JSSYC.**

**There is a high congruence between a teacher's rating of students on the SSRS and the student's scores on the JSSYC.**

**There will be no inverse relationship between the JSSYC and the "Problem Behavior" section of the SSRS.**

**There will be an inverse relationship between the JSSYC and the "Problem Behavior" section of the SSRS.**

**There will be no relationship between the self-concept scores of children of low socioeconomic class versus a higher socioeconomic class.**

**There will be a relationship between the self-concept scores of children of low socioeconomic class versus a higher socioeconomic class.**

## SUMMARY

**This is a correlational study designed to carry out a validity assessment between the SSRS and the JSSYC for the purpose of renorming the JSSYC. Testing will take place within a five (5) week period with each child being tested with the SSRS and the JSSYC within 48 hours. It is the anticipated outcome of this research that the scores from testing the children with the SSRS and the JSSYC will provide, l) information that will demonstrate that there is a high congruence between the JSSYC and the SSRS, 2) information that will demonstrate that there is a difference in the self-concept of children of different socioeconomic families, and 3) there is an inverse relationship between a child's self-concept and problem behaviors.**

# CHAPTER IV

## ANALYSIS OF RESULTS

This project is a validity study for the revision of the JSSYC. The JSSYC has been correlated with the SSRS, pre-school teacher rating section. The purpose of this study was to measure and compare the child's idea of his own self-concept with the teachers rating of the child's self-concept, using sixty children, ages three, four, and five. Also, this study attempted to determine if there was any relationship between the self-concept of a child in a high socioeconomic group and the self-concept of a child in a low socioeconomic group.

The first hypothesis stated that there is a relationship between a teacher's rating scores of students on the SSRS and the student's scores on the JSSYC. Using a Pearson (r) correlation, results showed the correlation is significant at the 0.05 level (2-tailed). These figures are represented in Table 4.1. This is a realistic outcome; the order of the outcome was similar, but not identical. The self-concept of each child correlated for the most part, with the teachers rating of the self-concept of that child. These findings are comparable to the content validity research study performed for the standardization of the original JSSYC (Joseph, 1998). A scattergram (Fig. 4.1) represents information provided in Table 4.1.

**Table 4.1**

| | | JOSEPH | SSRS |
|---|---|---|---|
| Pearson Correlation | JOSEPH | 1.000 | .301* |
| | SSRS | .301* | 1.000 |
| Sig. (2-tailed) | JOSEPH | . | .019 |
| | SSRS | .019 | . |
| N | JOSEPH | 60 | 60 |
| | SSRS | 60 | 60 |

* Correlation is significant at the 0.05 level (2-tailed).

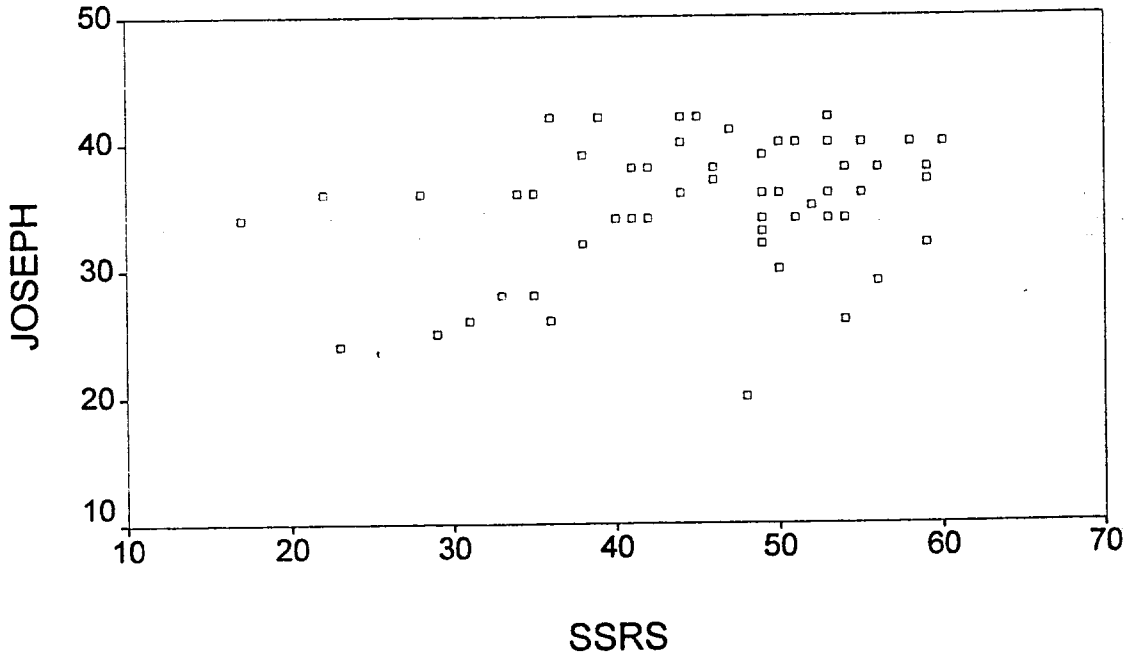


**Figure 4.1 Correlation between JSSYC and SSRS**
**Correlation is significant at the 0.05 level (2-tailed)**

**The second hypothesis stated that there will be an inverse relationship between the scores on the JSSYC and the SSRS behavior rating scale. As the scores of unacceptable behavior go up, the rate of scores of the self-concept for that particular child goes down. Table 4.2 showed that the correlation was significant at the 0.05 level (2-tailed). Figure 4.2 depicts this inverse relationship.**

**Table 4.2**
**Correlation is significant at the 0.05 level (2-tailed).**

| | | JOSEPH | BEHAVIOR |
|---|---|---|---|
| Pearson Correlation | JOSEPH | 1.000 | -.319* |
| | BEHAVIOR | -.319* | 1.000 |
| Sig. (2-tailed) | JOSEPH | | .013 |
| | BEHAVIOR | .013 | |
| N | JOSEPH | 60 | 60 |
| | BEHAVIOR | 60 | 60 |

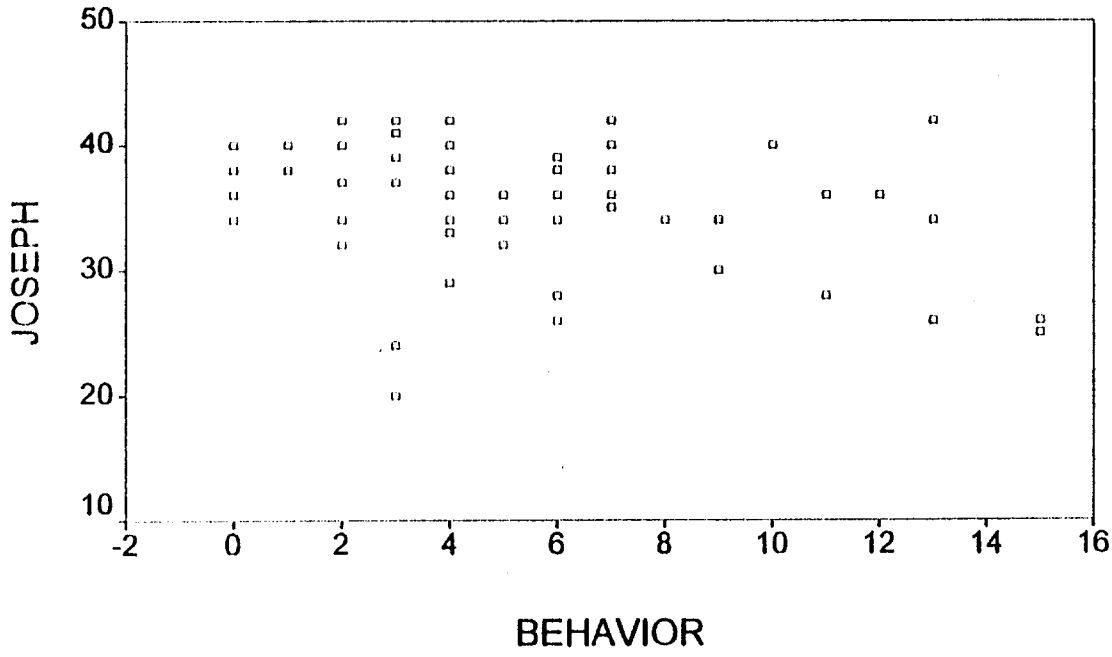


**Figure 4.2 Correlation between JSSYC and SSRS, Behavior Section**
**Correlation is significant at the 0.05 level (2-tailed)**

**The third hypothesis states that there will be a relationship between the self-concept scores of children of low socioeconomic class versus a high socioeconomic class. The Pearson correlation was again used (Table 4.3). Children of separate socioeconomic situations have the same levels of self-concept as each other.**

**Table 4.3**
**Correlation between self-concepts of children of high and low socioeconomic classes**

| | | SSRS | socio-economic level |
|---|---|---|---|
| Pearson Correlation | SSRS | 1.000 | -.097 |
| | socio-economic level | -.097 | 1.000 |
| Sig. (2-tailed) | SSRS | . | .462 |
| | socio-economic level | .462 | . |
| N | SSRS | 60 | 60 |
| | socio-economic level | 60 | 60 |

# CHAPTER V

## DISCUSSION

Millions of young children start pre-school every year bringing with them a construct of their nature and character, experiences, desires, failures, and successes. This construct represents their self-concept, or mental image of themselves. When a child is accepted, approved, respected, and liked for who he is, his opportunities are greater to acquire an attitude of self-acceptance and respect for himself. When he is able to acquire this attitude, then he will be able to use his intellectual capacities to their fullest (Leviton, 1979). Development of skills in one area affects development in other areas. Adult expectations may be influenced by a child's size and shape, attractiveness, and physical skills. Physical skills, or absence of then, can have a major effect on a child's self-concept (Essa, 1983). These are just some of the major reasons why it is important to be able to determine the level of a young child's self-concept. If we can detect any abnormalities in the child's self-concept, we as educators and parents may be able to elicit some positive change for the child.

Many more studies about the children's self-concept have been researched in recent years. Society dictates the importance it places on children, and fortunately, in our culture, the development of the young child is now seen as the fundamentally most important time to dedicate our energy, time, and commitment. We can see this by the mandates many states are initiating for pre-school programs and full day

kindergarten. Universal pre-school programs may well be included in a platform in the next national elections. What is alarming is the lack of early childhood educators nationwide that are needed to not only educate our youngest people, but to produce and deliver developmentally sound programs in which children's self-concept may be formed most positively.

## CONCLUSIONS

It was hypothesized in this study that there would be a correlation between the scores of the JSSYC and the SSRS, teacher rating portion. The correlation was significant and this is important because the feelings and thoughts that a teacher has for his student can affect the self-concept of a child. The experiences and interactions between children and their caregivers play a pivotal role in the overall formation of the self-concept (Dreyer & Haupt, 1966; Erikson, 1950). Davidson and Lang (1960) indicated that a child's self-appraisal is significantly related to his perception of his teacher's feelings. This seems natural when you take into consideration that one of the roles of an early childhood educator is that of a "substitute parent".

There is a great need for informative programs that can be used by early childhood educators for the purpose of enhancing positive self-concepts in their young students. To date, very few programs have been developed and tested for effectiveness with preschool children. The programs that have been developed indicate that self-concept curriculums are effective in enhancing the self-concept of all children, including at-risk children (Sullivan-Temple, 1991). This is an area full

of research and development opportunities.

The second hypothesis stated that if a child's score on his JSSYC test was low, meaning he had a low (or negative) self-concept, he would have a high score on the behavior portion of the teacher rating SSRS, meaning his behavior was at unacceptable levels. He would be aggressive, disruptive, etc. in his everyday behavior. The results of this correlation were significant. The results are logical. What we must consider is how can we affect positive changes in the behavior of these children. Programs can be developed to address this behavior by positively changing the self-concept of the child.

Educators can not do this alone. Parents play a most significant role. Dinkmeyer and Dreikurs (1963) claimed that it is the attitudes and convictions which children acquire through interaction with their families that form the basis for their manner of perceiving themselves in relation to society.

School districts are developing parent training classes. Head Start has had training programs for parents for over twenty years.

The third hypothesis states that there will be a relationship between the self-concept scores of children of low socioeconomic class versus a high socioeconomic class. This correlation was not significant. It would seem that children living in lower socioeconomic households may have a lower self-concept because of the daily hardships faced by their parents just to satisfy basic needs. Maslow addressed this issue with his Hierarchy of Needs (Ryckman, 1997). He says that few poor people are involved in the quest for self-actualization because they need to use all their

in finding enough work to feed themselves and their families. When these needs are relatively satisfied, a set of safety needs is presumed to emerge, including the need for protection, law, order and freedom from fear, anxiety, and chaos. When safety needs are met the need for belongingness and love tend to emerge. After these needs are met, self-esteem needs, the last of Maslow's basic urges, begin to emerge. He divided self-esteem into two sets: esteem based on respect for our own competence, independence, and accomplishments, and esteem based on others' evaluations. When these needs are met then a person will achieve self-actualization (Ryckman, 1997). Soares and Soares' (1969) research confirmed the hypothesis that there is no correlation between socioeconomic situations and self-concept; both groups appeared to have positive self-esteem. Possible explanations include: 1) that disadvantaged children are exposed only to other disadvantaged children at home and in school, 2) the student functions according to the expectations of his parents and teachers, 3) the expectations placed on the disadvantaged child may be lower than the expectations placed upon the advantaged child, and, 4) the disadvantaged students may feel accepted rather than threatened by expectations that they are unable to meet. Long and Henderson's (1968) assessment differed from Soares and Soares when their work suggested that social discrimination, broken families, and poor living conditions produced low self-concepts of disadvantaged children. This is another area of study that needs exploration and research.

## SUMMARY

**We as a society value children highly and recognize the importance of the early development of our children. We need to develop our children intellectually, physically, morally, mentally and emotionally. This needs the commitment not only of parents, but of legislators and educators. The need to instill a positive self-concept in young children is something to which all adults should strive. Developmental programs need to be explored and initiated to help us in this endeavor. The self-concept testing measurements are more than adequate to suggest a starting point in the development of age-appropriate curriculums. Remember, "As the twig is bent, so grows the tree."**

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# APPENDIX A

DEPARTMENT OF HUMAN SERVICES

Effective: 7/1/98

# CLIENT INCOME ELIGIBILITY and CO-PAYMENT SCHEDULE for SUBSIDIZED CHILD CARE ASSISTANCE or SERVICES

| Full-Time Child Care | | | | Part-Time Child Care | | | | | Family Size and Annual Income | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Weekly Co-Payment | | Monthly Co-Payment | | Weekly Co-Payment | | Monthly Co-Payment | | Percent of 1998 Federal Poverty Index | 1 or 2 | 3 | 4 | 5 | 6 |
| First Child 100% | Second Child 75% | First Child 100% | Second Child 75% | First Child 100% | Second Child 75% | First Child 100% | Second Child 75% | | | | | | |
| $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0% | 0 | 0 | 0 | 0 | 0 |
| $2.10 | $1.60 | $9.10 | $6.80 | $1.05 | $0.80 | $4.55 | $3.45 | 1% - 17% | 1 - 1,845 | 1 - 2,321 | 1 - 2,797 | 1 - 3,273 | 1 - 3,749 |
| $5.40 | $4.05 | $23.40 | $17.55 | $2.70 | $2.05 | $11.70 | $8.90 | 18% - 33% | 1,846 - 3,581 | 2,322 - 4,505 | 2,798 - 5,429 | 3,274 - 6,353 | 3,750 - 7,277 |
| $7.60 | $5.70 | $32.90 | $24.70 | $3.80 | $2.85 | $16.45 | $12.35 | 34% - 50% | 3,582 - 5,425 | 4,506 - 6,825 | 5,430 - 8,225 | 6,354 - 9,625 | 7,278 - 11,025 |
| $10.90 | $8.20 | $47.20 | $35.40 | $5.45 | $4.10 | $23.60 | $17.75 | 51% - 67% | 5,426 - 7,270 | 6,826 - 9,146 | 8,226 - 11,022 | 9,626 - 12,898 | 11,026 - 14,774 |
| $13.10 | $9.85 | $56.70 | $42.55 | $6.55 | $4.90 | $28.35 | $21.20 | 68% - 83% | 7,271 - 9,006 | 9,147 - 11,330 | 11,023 - 13,654 | 12,899 - 15,978 | 14,775 - 18,302 |
| $16.40 | $12.30 | $71.00 | $53.25 | $8.20 | $6.15 | $35.50 | $26.65 | 84% - 100% | 9,007 - 10,850 | 11,331 - 13,650 | 13,655 - 16,450 | 15,979 - 19,250 | 18,303 - 22,050 |
| $20.80 | $15.60 | $90.05 | $67.55 | $10.40 | $7.80 | $45.05 | $33.75 | 101% - 117% | 10,851 - 12,695 | 13,651 - 16,971 | 16,451 - 19,247 | 19,251 - 22,523 | 22,051 - 25,799 |
| $25.20 | $18.90 | $109.10 | $81.25 | $12.60 | $9.45 | $54.55 | $40.90 | 118% - 133% | 12,696 - 14,431 | 15,972 - 18,155 | 19,248 - 21,879 | 22,524 - 25,603 | 25,800 - 29,327 |
| $30.70 | $23.05 | $132.95 | $99.70 | $15.35 | $11.50 | $66.45 | $49.80 | 134% - 150% | 14,432 - 16,275 | 18,156 - 20,475 | 21,880 - 24,675 | 25,604 - 28,875 | 29,328 - 33,075 |
| $36.20 | $27.15 | $156.75 | $117.55 | $18.10 | $13.60 | $78.35 | $58.90 | 151% - 167% | 16,276 - 18,120 | 20,476 - 22,796 | 24,676 - 27,472 | 28,876 - 32,148 | 33,076 - 36,824 |
| $41.70 | $31.30 | $180.55 | $135.40 | $20.85 | $15.65 | $90.30 | $67.75 | 168% - 175% | 18,121 - 18,988 | 22,797 - 23,888 | 27,473 - 28,788 | 32,149 - 33,688 | 36,825 - 38,588 |
| $41.70 | $31.30 | $180.55 | $135.40 | $20.85 | $15.65 | $90.30 | $67.75 | 176% - 183% | 18,989 - 19,856 | 23,889 - 24,980 | 28,789 - 30,104 | 33,689 - 35,228 | 38,589 - 40,352 |
| $48.30 | $36.25 | $209.15 | $156.85 | $24.15 | $18.10 | $104.60 | $78.35 | 184% - 200% | 19,857 - 21,700 | 24,981 - 27,300 | 30,105 - 32,900 | 35,229 - 38,500 | 40,353 - 44,100 |

FOR USE ONLY IN REDETERMINING CONTINUATION OF SERVICES

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $56.00 | $42.00 | $242.50 | $181.90 | $28.00 | $21.00 | $121.25 | $90.95 | 201% - 217% | 21,701 - 23,545 | 27,301 - 29,621 | 32,901 - 35,697 | 38,501 - 41,773 | 44,101 - 47,849 |
| $63.70 | $47.80 | $275.80 | $206.85 | $31.85 | $23.90 | $137.90 | $103.50 | 218% - 233% | 23,546 - 25,281 | 29,622 - 31,805 | 35,698 - 38,329 | 41,774 - 44,853 | 47,850 - 51,377 |
| $68.10 | $51.10 | $294.90 | $221.20 | $34.05 | $25.55 | $147.45 | $110.65 | 234% - 250% | 25,282 - 27,125 | 31,806 - 34,125 | 38,330 - 41,125 | 44,854 - 48,125 | 51,378 - 55,125 |

NOTE: A child under the child protective service (CPS) supervision of DYFS is eligible to receive subsidized assistance or services whenever child care is required as part of a case treatment plan. If family income exceeds the client income eligibility level, services may be provided without regard to income and the co-payment assessed is based upon the highest amount indicated in the the appropriate child care co-payment scale for the size of the family. For children who are in DYFS-paid foster placement, the co-payment is assessed based on the income of the child. Since in most cases, the child has no income, the assessed co-payment is almost always $0. For DYFS/CPS children who are residing with a related or unrelated caregiver or para-home care provider, the co-payment is assessed on the basis of family size and income. For DYFS/CPS children residing in their own home with their own parents, the co-payment is assessed on the basis of family size and income. If it has been determined that payment of the full co-payment amount will cause undue hardship to the CPS family or place the child, the siblings or the protective service treatment plan in jeopardy, the DYFS Case Manager may reduce or waive the co-payment on a case-by-case basis.

A Tier A: A child who has been initially determined eligible on the basis of the annual gross income of the family, which must be at or below 150% of the current Federal Poverty Income Guidelines (FPI).

B Tier B: A child who has been initially determined eligible on the basis of the annual gross income of the family, which must be between 151% and 175% of the current FPI.

C Tier C: A child who has been initially determined eligible on the basis of the annual gross income of the family, which must be between 176% and 200% of the current FPI.

D Tier D: A child who has been redetermined eligible on the basis of the annual gross income of the family, which must be between 201% and 250% of the current FPI.

Full time care is defined as six (6) or more hours of care per day.

Part-time care is defined as less than six (6) hours of care per day.