DETERMINING THE SUCCESS OF PERSONAL DEVELOPMENT SKILLS PROGRAMMES IN PRIMARY SCHOOLS.

PRINCIPAL'S SABBATICAL REPORT
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There is a variety of programmes available to schools today that have been developed to teach social skills, values, character, virtues, personal competencies, thinking and learning skills. As a result it is difficult to determine what programme to select, if any, and what focus it requires within the school programme to be successful in achieving results.
New Zealand schools have traditionally been at the forefront of developing programmes to meet each school's unique need and it would appear from my investigation that this happens with these programmes also. Schools look at a variety of programmes, select what is relevant to their needs and adapt these to create their own. Identifying and contacting schools that were teaching the specific programmes that I decided to look at was therefore difficult.

Purpose of Research:
The main aim of this proposal was to investigate some of the personal skills development programmes being used by primary schools and how schools determine what difference the programme is making to their pupils. From this research I hoped to develop a system to monitor what is happening in our school.
Included in the investigation of the programmes was to look at the background theory and underlying research, development and skills covered, the implementation into schools and monitoring and evaluation processes.

Background:
When first appointed to Maungatapere School there was a need to develop social skills and lift the perception the community had of the school. With the pupils we developed simple school rules based on 'respect' and 'responsibility'. We used the Reaching Out and Reaching Forward programmes at the start of each year (adapted on alternate years) to establish classroom and school expectations and tone. With the high expectations relating to 'respect' and 'responsibility' our pupils have responded well and now take considerable pride in their school and the positive feedback they receive from visitors and the community.
The next step for us has been to develop our key words into our learning – respect for the different ways we learn and responsibility for our own and others learning.
Our school has grown and changed in the last four years and our pupils are generally very successful in their academic, social and sporting and cultural lives. What they now need to develop are the skills that will make them successful in their future lives.
Our school Charter includes the following goals:
- ❑ To develop and encourage the concepts of goal setting, self improvement, self assessment and planning for their own learning.
- ❑ To develop sound social skills, good communication, and high self esteem.
- ❑ To develop self discipline, responsibility and respect for others.

In 2004 I attended The Pacific Institute "Investment in Excellence" course, which is a personal development programme aimed at giving you the tools to achieve your goals both personally and professionally.

Nearly all our school staff have since attended and the feedback has always been the same – It is the best course they have been on!

These same tools are what our pupils need to achieve to be the best they can be, but they needed to be adapted to a primary school level.

In 2005 we introduced the 'It Starts with Me' and 'It's Up to Me' programmes throughout the school and are now going through the process of determining what difference the programme is making to our pupils. These programmes are based on the 10 key concepts of Investment in Excellence, which was developed by The Pacific Institute.

Activities:

During the time of my sabbatical I have undertaken the following activities –
- Internet research of programmes and background articles
- Visits to schools in the Auckland/Northland area
- Discussion with experts and practitioners in the relevant programmes
- Professional reading – books, teacher resources, articles
- Lots of reflection!

Programmes:

From initial reading and discussion with people, it is important to clarify the difference between teaching the personal skills and character traits needed to achieve, and teaching values. The programme we have focused on at Maungatapere is not a values programme and as such I have tried to select similar programmes to research. At the same time all programmes have an underlying values base, as do all schools.

The New Zealand Curriculum Framework states 'The school curriculum, through its practices and procedures, will reinforce the commonly held values of individuals and collective responsibility which underpin New Zealand's democratic society'. This is reinforced in the new draft curriculum which states what students are 'encouraged to value'.

Values are variable as they are influenced by beliefs, race, religion and justification – they can be specific to an individual.

The key competencies as stated in the New Zealand Curriculum (Draft) 2006 aim to develop 'the capabilities people need in order to live, learn, work and contribute as active members of their communities.' This to me is more about 'developing skills and character traits' rather than values.

From ancient Greek and Hebrew times until today, your character has traditionally been what makes you what you are. It is the inbuilt, underlying essential "stuff" that guides your thoughts, your decisions and behaviours.

Plato believed that the State would ultimately reflect the character of its citizens: "States are as people are: they grow out of human character."

Giving our pupils the tools to develop the character and competencies to allow them to successfully contribute to our society and to have the ability to reach their potential would see us moving toward achieving our goals.

From making contact or trying to make contact with key people relating to a variety of programmes I have focused on four - Habits of Mind, Cornerstone Values, It Starts with Me /It's Up to Me, Reaching Up/Reaching Forward/Reaching Out.

Brief overviews of the programmes
HABITS OF MIND
Programme Aims: To provide students with the skills to behave intelligently when confronted with problems – i.e. any situation where the answer is not immediately known. It involves knowing how to behave when you 'don't know' and knowing how to act on information.
Theoretical Background: Developed by Art Costa, Ed. D and Bena Kallick, Ph. D. It is based on observations of how people react in unknown situations and the skills they employ. This is from research undertaken on effective, efficient thinking and intelligent behaviours demonstrated by successful people in all walks of life. The following - Feuerstein (1980), Glatthorn & Baron (1985), Sternberg (1985), Perkins (1985), Ennis (1985) identified characteristics of effective thinkers. From these characteristics the habits of mind have been developed.
It looks at selecting a pattern of behaviour appropriate to a situation based on value, inclination, sensitivity, capability and commitment.
There are strong links also to the work of Edward de Bono, Piaget, and Steven Covey. This is an American based programme but has strong links in Australia with adaptation to their curriculum and in New Zealand through Spectrum Education.
Links to NZ Curriculum (Particularly Key Competencies and skills): The following are the Habits of Mind identified in the programme and all link to the Key Competencies and values of the draft 2006 curriculum -
Persisting
Taking responsible risks
Managing impulsivity
Listening to others – with understanding & empathy
Co-operative learning –thinking interdependently
Learning continuously
Using all senses
Applying past knowledge to new situations
Metacognition –thinking about our thinking
Questioning and posing problems striving for accuracy and precision
Thinking flexibly
Creating, imagining, innovating
Wonderment
Humour

CORNERSTONE VALUES
Programme Aims: To develop a curricula that involves the teaching and practice of a set of simple values which inform and influence everything that happens in a school community. It encourages schools to develop an ethos built upon a shared set of values that are consistent, universal, transcultural and which inform an individual's actions and activities.
There are 8 cornerstone values – honesty and truthfulness, kindness, consideration and concern for others, compassion, obedience, responsibility, respect, duty.
The programme includes a 3 step decision making process and emphasizes the importance of accepting responsibility for one's own behaviour and actions.
It uses 'moral literacy' – stories and literature that demonstrate what values look like, what they are in practice, how to recognize them and how they work. Children develop in their mind a picture of the way things should be, and how people can act, when they are at their best.

The programme seeks to build character through the teaching of the 8 corner stone values and the law of consequences and rational decision making.

It aims to empower young people by making them aware that it is their own character that is at stake and challenges then to consider –

What kind of person am I becoming?

What kind of person do I want to be?

How shall I live with others?

The aim of the approach is to help young people to understand that 'character determines behaviour, just as behaviour demonstrates character'.

It enables them to develop the skills of rational decision making, cope with peer and societal pressure, accept responsibility and accountability for personal behaviour.

It aims to help them to become responsible and caring members of the community, encourages them to be concerned for others, for the greater good and to contribute to the well being of community.

It is a community based programme.

Theoretical Background: Marketed by the New Zealand Foundation for Character Education.

Available since October 1996 and developed from concern and apprehension about changes to student behaviour.

The programme is developed on the basic assumption that right and wrong do exist. In the 1880's German philosopher, Friedrich Nietzsche began to speak about values as moral beliefs & attitudes. Previous to this time 'values' referred to the value of something only. His work changed society's expectation of teaching consistent good character traits to the more individualism of values today.

C.S. Lewis in the 1940's researched cultures and civilizations and identified 8 objective values which they all had in common. He believed in the need to pass onto children a clear standard of right and wrong, admirable or ignoble. These have been adapted to the cornerstone values of the programme.

The programme was developed by John Heenan, a Primary school teacher/principal and head of the NZ Foundation for Character Education.

It is based on the idea that virtues, moral or objective values work in three interrelated parts; moral knowing, moral feeling, and moral behaviour. These three parts are linked to good character. Good character is the habit of knowing the good, the habit of desiring the good, and the habit of doing the good. Heenan notes that societies since the time of Plato have made character a deliberate aim in education. There has to be education for character as well as intellect, decency as well as literacy, virtues as well as skills and knowledge.

Considerable research through questionnaires of school communities relating to what they want their children to be like has been undertaken with strong levels of agreement shown in the results. It has been developed for New Zealand schools.

Links to NZ Curriculum (Particularly Key Competencies and skills): The programme links closely for the NZ Curriculum frame work and NEG 1 which directs schools to reflect, reinforce and develop values.

It naturally links to the revised Values statement (NZ Draft Curriculum) particularly to the following: Making ethical judgments and decisions, the community, respect and care, equity, integrity, excellence.

It also links to the revised draft Key Competencies – relating to others, managing self, participating and contributing.

REACHING UP/REACHING FORWARD/REACHING OUT
Programme Aims: There are three programmes – Reaching Up for Y1-3, Reaching Forward for Y3-6 and Reaching Out for Y7-8.

The Reaching Forward and Out programmes are currently being revised.

Reaching Up (5-7yr olds):

Aims to teach the initial social skills identified as important for school life;
- develop a positive self-concept and self-esteem
- develop ability to look after oneself and take responsibility for ones' well being
- develop ability to maintain friendships, respect others' ideas & opinions
- develop ability and attitude to accept diversity amongst peers
- acknowledge own feelings and act appropriately

Reaching Forward (7-10yr olds)

Aims to enhance the social development of young people and to build self esteem;
- students discover themselves and experience positive interactions with others
- explore ways of being more organized, problem solving and goal setting
- learn to make positive choices about their behaviour and relationships
- as students learn and progress their self esteem grows.

Reaching Out (10-13yr olds)

Aims to help students develop the skills and attitudes that will enable them to make positive choices about their lives;
- students identify their own strengths and qualities
- explore group interaction, feelings and responsibilities
- learn to deal with real issues e.g. peer pressure
- identify people they can ask for help when needed.

Theoretical Background: Developed and marketed by the New Zealand Child Development Foundation. The programmes have been NZ researched and written by teachers through the Child Development Foundation, a charitable educational trust established to develop, implement and promote educational programmes which are directed towards the development and enhancement of personal and social skills. Education consultant Helen Shaw undertook research which included student and teacher surveys. In 1998 research was also undertaken by Jon Stoddard, University of Auckland to identify the important social skills of 5-7 yr olds and look at children's levels of attaining these. This was done by researching teachers' perceptions of the social skills displayed by children. This helped identify the social skills to be a focus in the programme. This was followed by Curriculum writer Gill Patterson being contracted to develop a holistic social skills development strategy which included material for teachers, parents and students.

A working party of teachers completed the draft programmes which were then trialed in a wide range of schools throughout NZ.

Reaching Out was developed and trialed in 1986, and then launched 1987. It was updated 1995 when Reaching Forward was also launched.

Reaching Up was trialed and published in 2003.

The University of Auckland and Massey University have been involved in studies that have helped evaluate the currency of the programmes.

Links to NZ Curriculum (Particularly Key Competencies and skills): The programme is closely linked with the Health & Physical Education and Social Studies Curricula – there are clear connections included in the teacher guide.

A list of desired behaviours gained from research is provided at the back of each resource. It is also linked to the Essential Skills and attitudes and values in the current curriculum framework.

Direct links can be made to the draft Key Competencies – managing self, relating to others, participating and contributing, thinking and the draft Values – respect, integrity, innovation, inquiry and curiosity, excellence
Links have also been made to the Qualities of Character and/or Virtues as identified by Kavelin-Popov's research.

IT STARTS WITH ME!/IT'S UP TO ME!
Programme Aims: A primary school programme designed by teachers for use by teachers and based on 10 of the key concepts of the Investment in Excellence programme (developed by The Pacific Institute).
The aim is to develop the inter- and intra-personal skills of children by teaching them the thinking skills that build their self esteem and self belief. They also enable children to believe that they can set and achieve ambitions and goals for themselves, while being able to cope and, make choices in a fast changing world.
It is based on the premise that as children begin to appreciate their own worth; they also begin to treat those around them with more respect, tolerance and understanding. The programme aims to give students the opportunity to reach their full potential through respect of themselves and others.
The structure and layout of the programme has two purposes, firstly to engage the teacher in creating a culture and environment that enables the concepts to be embedded in the classroom, and secondly to engage the pupils to develop strategies and techniques what will enable them to achieve more to their potential.
The programme is developmentally progressed beginning with It Starts with Me! for 5-7 year olds and moving to It's Up to Me! for 7- 11 year olds. It provides more complexity with each year group.
Theoretical Background: Marketed by The Pacific Institute*.* Designed from the 'Investment in Excellence' programme, which was developed by The Pacific Institute (UK) to improve performance, effectiveness, self-efficacy, leadership and the ability to embrace change.
It has been trialed in schools where teachers have reported a change across a wide range of behaviours and attitudes.
The 10 concepts are based around research of some of the world's leading psychologists – Professor Albert Bandura at Stanford University, Dr Martin Seligman at University of Pennsylvania and Dr Gary Latham at University of Toronto.   The programme has a cognitive psychology base but touches on all theories of psychology. The concepts include perceptions and beliefs, how the brain works, self image, self esteem, goal setting and making change, accountability and relationships. The programme gives teachers the theoretical background behind each concept and provides opportunity for teacher individual reflection. It uses sound teaching strategies and works through a sequence in a natural learning progression. The progression is – experience it, what's it all about, work with it, finish it.
The programme was written by teachers in Western Australia alongside Pacific Institute staff and was put together to provide a resource that was linked to children's cognitive development (the concepts become increasingly more complex for each year group), and material s that are as easy as possible in terms of demand on teachers' time in relation to preparation and forethought. Teachers are able to choose and adapt activities as appropriate to the needs of their class.

Links to NZ Curriculum (Particularly Key Competencies and skills):
The programme is based on the Western Australian Curriculum Framework, particularly their Health strands of Concepts for a Healthy Lifestyle, Self Management skills and Interpersonal skills. It also links to their Society and Environment curriculum and Values.

The programme has strong links to the NZ Key Competencies of managing self, relating to others, participating and contributing, thinking, using language, symbols, and texts. It also covers the revised Values relating to respect, integrity, innovation, inquiry and curiosity, and excellence.

The Social Inquiry aspect and the Identity, Culture and Organisation of the draft Social Sciences curriculum are also covered along with the Relationships with other People strand from Health and Physical Education.

The programme includes a variety of strategies for learning, such as clustering, mnemonics, flow charts, interviewing, public speaking, mind mapping, project construction, planning and time management, and study skills. These are all important skills required in the development of higher order thinking skills and inquiry learning, which many schools are currently focusing on.

Findings:
It was difficult to make contact with schools that were using the specific programmes targeted in this small research project. The major reason for this appears to be that schools tend to 'create' their own programmes to meet their identified needs. They tend to use aspects of several different programmes and amalgamate these to create a 'new' programme particular to their school. These findings therefore reflect the small number of schools that I was able to contact or who responded to an area email request.

The Programmes – the four programmes identified all have a different focus and while the aims sometimes overlap it is impossible to compare one with the other. However all have been based on sound academic or practical research to meet an identified need.

The Reaching Up/Forward/Out programmes are generally run at the start of the year to develop learning and behaviour expectations and set ground rules which then are referred back to as needed throughout the year. The focus is on social skills.

The Cornerstone Values programme is an approach that underpins the whole philosophy of the school. It informs and directs everything that happens in the school and is part of the teaching, learning and behaviour of the staff, pupils and community. It relates more to implementing a vision based on moral values and character that promote responsible and active members of society, with an aim for excellence.

Habits of Mind is about teaching the skills needed to intelligently problem solve, this includes everyday small problems to world sized. It includes use of the social skills and values required to reach the best result.

It Starts with Me and Its Up to Me programmes are about teaching the skills needed to reach your potential and be the best you can be. It includes social skills, moral values, as well as problem solving and goal setting. It also teaches the skills/tools needed to make change to yourself and your beliefs and build self efficacy.

From what I have read about these four programmes, the first two focus more specifically on achieving a culture change within a school, while the last two focus more on achieving individual development but are inclusive of developing a positive culture. However all four programmes have an effect on both the culture of a school

and the personal development of a pupil. They also have an effect on the thinking of the wider school community and therefore the community culture.

Implementation of Programmes – Schools have implemented programmes to meet a variety of needs. These include working on pupils' social skills and developing positive, interactive, learning classrooms. This has usually been in response to concerns relating to bullying, violence and a lack of respect for self and others being apparent through behaviour incidents. Some schools aim to develop life skills so pupils can strive to achieve and utilise the skills throughout remainder of their life. This can be as an extension of a values programme or linked to curriculum as well as behaviour expectations. Programmes have also been implemented to develop goal setting skills to enable pupils to take ownership of their own programme and set goals as part of a school wide philosophy. Programmes then begin to form the basis of both learning and behaviour development within the school.

Ultimately, schools have selected programmes that meet a need or needs as identified by them. These are individual to each school, though there are often similarities or points in common.

Programmes have generally been implemented within the schools in similar ways. The most important of these, relates to the success of any programme to make change; programmes must be school wide and there must be ownership of the programme by all – that includes staff, pupils and the community.

Ownership is generally achieved by professional development and communication. Conferences and courses have lead to the development of lead teachers. Staff meetings and teacher only days have aimed to bring all staff on board before the implementation of the programme. On going professional development and focus is maintained by holding regular staff meetings that relate to the current areas of teaching focus.

Community are generally brought on board from the beginning by using parent information sessions, questionnaires, newsletters and involvement in school, class and homework activities. It is important that the community is seeing and hearing about aspects of the programme, especially the aims, goals and expectations via newsletters, parent notices, through and in children's work.

It is also important the pupils see and hear about the programme and the ideas around them – in classroom displays, related to their work and play, to their social interactions. The ideas, values, skills, and tools that are part of a programme need to be integrated into their daily life and modeled as to their use and application.

For programmes to be implemented successfully, they also need to be well resourced. This does not just include professional development resourcing but also the materials available to teachers and pupils to implement the programme into the classroom. Are resources user friendly? Do they include background information for the teacher, classroom activities and ideas for selection? Are they user friendly and not too demanding on teacher time in preparation?

The Reaching Up/Forward/Out programmes and It Starts with me/It's Up to Me programmes come with comprehensive resource materials inclusive of the package when purchased. These consist of teacher information, teaching activities and resources e.g. copy master material, CDs, videos, picture resources etc.

Resources for Habits of Mind and Cornerstone Values can be gathered and purchased from internet sources or from qualified experts and consultants who will provide training, and a variety of resources that can be purchased if they fit the schools' needs. Schools can also develop their own.

The schools I visited generally had the purchased programme resources for each classroom or a resource folder available to the classroom teacher with ideas and resources for teaching use.

Assessment/Evaluation – My main goal in visiting schools and looking at these programmes was to research how schools determine the success of the programmes they implement.

None of the schools I visited had gathered any class or school wide data before implementing the programme they were using. The majority were not monitoring the programme across the school or at selected year levels, but several were working toward this process as a goal in the future.

The assessment undertaken involved mostly self and peer assessment, some of which involved before and after self/peer assessment. This could include before and after the completion of a value focus, habit of mind focus or the programme as a whole.

The programmes themselves had a variety of assessment and evaluation processes that can be included in the development stage and then used as a monitoring tool down the track, or as ongoing checkpoints relating to individuals.

The Habits of Mind programme includes an Intelligent Behaviours survey outlining how well students practice each habit. This has been developed by Huffman and adapted from Costa & Kallick's Habits of Mind and is a self assessment tool.

Rubrics (created by Karen Boyes from Spectrum Education) are also available, based on the ability to practise a habit at Novice/apprentice/practitioner/expert levels. Pupils and teachers can use these for self or individual assessment.

Cornerstone Values has a range of intensive tools that can provide a wealth of information on which to base the establishment of the programme and observe change. There is a Parent survey that enables school to obtain quantitative information from parents concerning their attitude to character education and what they see as being important.

Strategies suggested for evaluating change include establishing data based information relating to such incidents as attendance, behavioural incidents, complaints, vandalism and achievement results. Some schools do monitor some of these aspects in relation to the programme making change.

A range of observation practices are included that can be effective in assessing the influence of the programme on a school along with staff questionnaires. These can be developed to suit school requirements.

School profile instruments developed by Dr Thomas Lickona, Director of the Center for the 4th and 5th R's , Cortland USA, can be used to provide a community perception of a school profile. These can be used before and after implementation of the programme as a long term monitoring method.

The New Zealand Foundation for Character Education surveyed 31 NZ schools using Cornerstone values. This was undertaken by Professor Gael McDonald through Unitech and looked at how schools felt programme had made an impact overall from a questionnaire – Character Education in New Zealand Schools. This has provided an independent evaluation of the programme but is not a tool available to individual schools wishing to monitor their own progress.

The It Starts With Me/ It's up to Me programmes include self assessment and thinking and action pages at the end of each section of the programme. These enable pupils to determine what they have learned and how it can be used. They also give the teacher some idea of the knowledge and understanding gained by pupils on individual level.

There is also a pupil Self efficacy questionnaire which rates how you feel about yourself and if used before and after the programme can demonstrate change in this area.

The Reaching Up/Forward/Out programmes include a variety of resources that can be used before and at the completion of the programme. These include parent consultation questions, needs assessment questionnaires for students (these can be used both before and after); needs assessment for teachers based on observation of students (can also be used before and after the programme).

Assessment activities are provided at the end of each module.

Student, parent and teacher evaluation forms that relate to the programme are also included in the resource.

Schools can use these resources as they want or a classroom teacher can use them to determine the success and progress of the programme.

Conclusion

In talking to principals, teachers and education facilitators, there are a wide variety of programmes relating to the teaching of what in the revised draft curriculum are labeled Key Competencies and Values. Our primary schools have continued to do what they are so good at – taking what they need from a selection of programmes and putting these together to create their own to meet what they consider to be their needs. Not all schools implement a 'programme' as such, but every school cannot avoid teaching an underlying culture relating to how things are done in that particular school, this includes such things as values, virtues, character traits and morals.

The key to developing the key competencies and values we want to focus on in our own schools is in the creation of a school culture where these are taught, modelled by staff and students, experienced in the way we all treat each other, and acknowledged when seen by others.

Changes in society and in the behaviour of our children are causing some schools to look more closely at ways of building positive, caring and respectful school environments. As a result schools are implementing programmes to address what they have identified as concerns or issues within their school community. Often, as in our situation, one programme has lead to another or to an amalgamation of different programmes.

As stated previously, I have only looked at four of these, and certainly not in any depth to become an expert. My findings indicate that schools have not monitored these programmes in relation to the difference they are making across the whole school, and have not gathered pre programme information to determine change. This can be a result of priority in other areas, the difficulty in getting what is identified as 'hard data', or the stage the school is at in implementing the programme. How do you determine change to attitude, character, and personal development? Have you changed the way you think about yourself and others, how you feel and act in different situations? It is not easy to gather information relating to this type of change. And should we? We already have huge demands in assessment and reporting without adding to this!

The programmes identified use mainly self assessment with some peer assessment and anecdotal observations from teachers and also parents. This is often being undertaken at an individual class level but is not analysed across year levels or schools. It could lend itself to this type of analysis, but we need to be aware of the unreliability of the data. It is highly susceptible to how you are feeling at the time of

completing the assessment and whether you are in a positive or negative state of mind.

At Maungatapere School we have introduced the It Starts with Me! and It's Up to Me! programmes. Our aim was to build on our positive school culture, which focuses on respect and responsibility, initially developed using the Reaching Forward and Reaching Out programmes. We now want to give our pupils the resources, skills, knowledge and tools to realise their strengths and abilities, improve their weaknesses and become the best they can be and contribute positively to society. Are we achieving this? Are these programmes making this happen? Are our pupils managing themselves, their lives and their learning better?

As a result of this research we have developed a questionnaire that asks pupils to respond to statements about this. (Attached). The questionnaire is related to pupils' feelings and attitudes to concepts taught and the statements made. It demonstrates how pupils feel about themselves and is reliant on honesty and therefore a climate in which pupils are comfortable with this. We want to determine if they are positive about their future.

I do not plan to use this school wide but would like to focus on one or two year levels to see if there is an upward trend in response to how pupils feel about themselves and the identified skills. As this programme becomes absorbed into our school culture will we see a change in learning and behaviour and will this have a positive effect on school culture as well as community perception and awareness?

The draft New Zealand Curriculum P29 states "The competencies should be assessed in the context of tasks that require students to use their knowledge and skills in new ways" and "Where possible, students should be involved in gathering evidence and making judgements about their own progress".

As school leaders we will need to consider this in the future.

MAUNGATAPERE SCHOOL
SELF DEVELOPMENT QUESTIONNAIRE
How I manage my life, my self efficacy and optimism.

(It's Up to Me !)

Give each statement a score from 0 to 10 to show how much it is like you or not like you:
How much do you agree/disagree that the statements are how you behave, react or feel:

0	1	2	3	4	5	6	7	8	9	10

Disagree   **Agree**   **Strongly Agree**
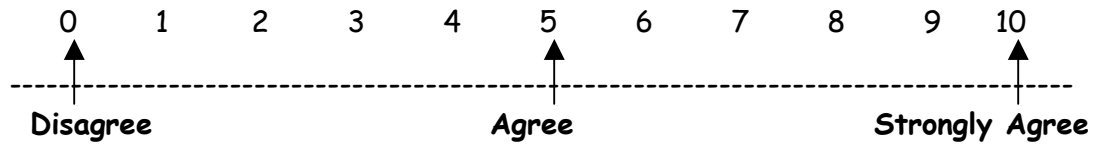
Score (0 to 10)

I like learning new stuff _____

When things go wrong I blame myself _____

I like trying new things & taking risks _____

I can't do any of the things I want to _____

I worry about what other people think of me _____

If I don't succeed on the first try, I keep trying until I do _____

If I am starting something new I always think it will go well _____

I plan and work toward something I want in the future _____

It's up to me how my life goes and what happens to me _____

I worry a lot _____

I react without thinking about what might happen _____

If I do badly at things it's not my fault _____

Other people stop me doing what I want to do _____

I listen with respect and think about others opinions _____

I think my life will be great _____

I am a flexible thinker and find new ways to think about things _____

I have lots of things that I am really looking forward to _____

I take pride in what I am doing _____

I work hard to do things I want to do _____

I have some really good friends who like me a lot _____

I try to be aware of how I am thinking when I'm trying new ways   _____

to solve a problem

I have a good life   _____

I'm not afraid to ask questions   _____

I think making mistakes is part of learning   _____

I think and speak clearly   _____

I come up with new ideas and ways of doing things   _____

I have a sense of fun and humour   _____

I work well with others   _____

I try to learn something new every day   _____

Parent/Teacher response (Are the responses most like your child/pupil?).

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        0   1   2   3   4   5   6   7   8   9   10
        ↑                   ↑                   ↑
     --------------------------------------------------------
     Not at all          Moderately          Absolutely
      like me             like me             like me
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