

CONTENTS

Acknowledgements	1
Introduction	2
1 THE SELF-CONCEPT: GENERAL CHARACTER- ISTICS AND THEORETICAL FOUNDATIONS	7
2 THE DEVELOPMENT OF THE SELF-CONCEPT	17
3 ASSESSMENT OF SELF-ESTEEM	32
4 SELF-ESTEEM, SCHOOLING AND ACADEMIC ACHIEVEMENT	50
5 ENHANCING SELF-ESTEEM IN CHILDREN WITH SPECIAL NEEDS I: INDIRECT INFLUENCES	66
6 ENHANCING SELF-ESTEEM IN CHILDREN WITH SPECIAL NEEDS II: GENERAL CLASSROOM STRATEGIES	82
7 PRACTICAL CLASSROOM ACTIVITIES RELATED TO SELF-ESTEEM FOR SPECIAL NEEDS CHILDREN	107
8 ENHANCING SELF-ESTEEM IN TEACHERS OF SPECIAL NEEDS CHILDREN	115
9 SUMMARY AND CONCLUSION	125
APPENDICES	
A SELF-ESTEEM INVENTORY (REVISED)	130

B	BEHAVIOUR RATING FORM (REVISED) - FINAL FORM	132
C	THE VERBAL BEHAVIOUR CATEGORY SYSTEM (VBCS)	134
D	A PERSONAL CONTRACT BETWEEN A SENIOR PUPIL AND A TEACHER AT ABBEY COMPRE- HENSIVE	137
E	STEPS TO SUCCESS: AN INTERPERSONAL PROBLEM SOLVING PROGRAMME	139
F	EXETER PROJECT ON SELF-ESTEEM: IN-SERVICE TRAINING WORKSHOPS	140
G	RESOURCE MATERIALS FOR SELF-ESTEEM ENHANCEMENT: A BRIEF LIST OF REFERENCES	143
	Bibliography	146
	Additional References	161
	Index	162