

# Development of Behavior Values Scale for Children in the Five-To-Six-Year-Old Age Group

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## Abstract

The purpose of this study was to develop a measurement tool to assess the exhibition of the values by children in the five-to-six-year-old age group, and to execute the reliability and the validity studies of the developed tool. For this purpose, the related literature was screened, the appropriate behaviors for the children in five-to-six-year-old age group related to the universal values and the values specific for the Turkish culture were determined, expert opinions were obtained, and the "Behavior Values Scale" was developed. The data obtained from 537 children were statistically analyzed, and the "Behavior Values Scale" was found to be a valid and reliable tool.

**Keywords:** Values, children, the reflection of values on the behavior

## 1. Introduction

Developing technology has given a great impetus to education in the process of knowledge creation and transfer. While the exchange of information between people is accelerating, the human to human relationship has been weakened, and has become secondary. Unfortunately, the tools for information transfer have failed to transfer values. This situation presents that there is a need for a strong emphasis on "values education" in educational institutions (Ages, 2010). Values determining social behavior such as social action, attitudes, ideology, evaluations, moral judgments and justifications, comparisons of self with others, self-expression to other people, attempts to influence the behavior of others are all acquired through education (Rokeach, 1973, Çağdaş and Seçer, 2005). This matter becomes even more important when it is considered that it is more difficult to change an incorrect-value in a child than equipping them with a new behavior (Baloğlu and Balgalmış, 2005; Feather, 1988)

Values are believed to be the criteria to meet the social needs for the good of society and individuals. They are also the impetus in the consciousness that guide the behavior (Özgüven, 2003). Responsibility, honesty, fairness, respect, helpfulness, and tolerance are examples of universally accepted values. Values shape the general framework for directing behavior, which in turn regulates the behavior of the individual towards others (Demirhaniscan, 2007). In this context, values are closely related to an individual's feelings, thoughts, and behavior dimensions. Ryan and Bohlin (1999) express value education as the development of skills and abilities, which gives students the possibility to carry the responsibilities and to make good

choices. The power derived from values is a kind of power that does not belittle or humiliate the people, and elevates human dignity.

Values that shape behavior affect people without social pressure. Behaviors are formed either as a result of external discipline, or by means of one's self-internalized values. For a dignified life, the main drive directing human the behavior should be values instead of fear and discipline. Values create internal discipline and this internal discipline remains unchanged unless the values are changed (Cüceloğlu, 1998). Depending on the effectiveness of values on both personal and interpersonal relationships, values education emerges as an important component of general education.

Childhood is the first period in which the information regarding values is established. Values develop with input from many sources, and especially in young children, it is important to have a wide variety of experiences for good behavior. Children learn about values throughout their lives, but the initial information is acquired in the early period. This process continues throughout life, but the core values are formed in early childhood (Balat and Dağal, 2006). The period of five-to-six years is a period in which the child begins to gain appropriate behavior and habits in accordance with the cultural structure of the society and the social values (Bilir and Bal, 1989). Positive early experiences provide the necessary basis for a healthy development of behavior and thought processes in the future (Gunnar and Barr, 1998). Scientific research has revealed that the first years of human life are very important from an individual and social point of view (Dinc, 2002; Senemoğlu, 1994).

The consistency of a learned the value is an indication that the value has been internalized and has transformed to a behavior. Behavior is shaped in accordance with one's values (Turan and Aktan, 2008), and the values play the role of an independent variable in behavior (Güngör, 1998). Values shape the general framework for directing behavior, which in turn regulates the behavior of the individual towards others (Demirhaniscan, 2007).

Beyond providing knowledge and skills, education is expected to assist individuals in contributing to the development and improvement of society, to adapt to the rapidly changing world, and to make the desired changes in their environment (Ada and Unal, 2000). In this respect, the task of schools is not only to equip the individuals with knowledge and skills, but to internalize the basic human values to the individuals, who transform these values into behavior (Çağlar, 2005; Lyons, 1978). However, it is controversial how teachers can support in the educational process in this regard, what the shortcomings are, and how to measure the transformation of the values into behavior (Thornberg, 2008; Lyons, 1978). In his study "The lack of professional knowledge in values education", as a result of interviews with teachers, Thornberg (2008) revealed that the teachers stated that-values education was only applied as a response to a particular problem, it was unplanned, it focused only on the behavior of students within the school, was only put into daily school life, and was mostly performed unconsciously. In this context, there is a need to determine students' educational needs, and develop a structured educational administration in this direction.

As a result of the literature search, it was discovered that the situations associated with the expression of the values in the form of behaviors were attempted to be measured using scales to measure social skills (Erken, 2009; Keskinöglü, 2008; Giren, 2008; Seçer, 2003; Powless and Eliot, 2002; Dilmaç, 1999; Feather, 1988), and no scales developed on the values for children in the five-to-six-year-old age group were found. As a result of the literature review, no test was found in Turkey developed for children 5-6 years of age on behaviors associated with

values in children. These findings suggest that both worldwide and in Turkey, there is a need for a measurement tool to assess the exhibition of generally accepted values by children. Such a measurement tool can assess the current situation of children prior to the training program and can be used to develop educational content to improve children's educational needs. It can also be used to measure the effectiveness of the program, and to evaluate, on an individual or group basis, the weak points requiring additional support. For this purpose, a literature review was conducted on the universally accepted appropriate values, and the values of the Turkish culture. The behaviors appropriate for the accepted universal and Turkish values in accordance with the developmental level of five-to-six-year-old children were determined. Afterwards, an item pool was created, and presented for expert opinion. The "Behavior Values Scale" was developed by organizing the items deemed appropriate by the experts.

## 2. Method

In this study, the "Behavior Values Scale" was developed for children aged five to six, and the reliability and the validity studies were conducted. In order to determine the validity, the content validity index, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA) were performed. In order to determine the reliability of the scale, the Cronbach's alpha reliability coefficient was calculated.

*2.1 Sample:* The study group consisted of randomly selected children of 5-6 years of age from different socio-economic districts in the city of Ankara. Of the 537 children, 266 (49.63%) were girls and 271 (50.37%) were boys. Of all the children, 302 (56.24%) were five years old, whereas 235 (43.76%) were six years old.

*2.2 Preparation of the Scale Items:* A literature review related to values and their reflection to the behavior was performed, and the values accepted worldwide and in the Turkish culture were determined. A pool of 48 items was established. During the preparation of the directive, the opinions of the experts on the measurement and evaluation, as well as the field experts were obtained, and the scale was organized in the five-grade Likert scale format. In the next step, in the light of the recommendations of experts, the necessary adjustments were made, and six items were removed from the scale. The directive and the publication of the scale were also completed in accordance with these instructions.

The "Behavior Values Scale" is completed by the teacher. The teacher reads the test items, and rates each item according to the status of the child exhibiting these behaviors. Rating is done by choosing one of the following answers: 1: Never, 2: Rarely, 3: Sometimes, 4: Often, 5: Always; and then the answers are scored. The lowest score obtained from an item is 1, and the highest possible score is 5. The scores of the test vary between 42 and 210. A high score indicates that the success of the child in the behavioral reflection of the gained values. Low scores indicate the child may be weak in this regard.

During the preparation of items of the scale, the language was kept simple and understandable. After the preparation of items of the scale, aspects such as linguistic compliance and clarity of the meaning were controlled by experts.

*2.3 Procedure:* The implementation of the scale was completed by 150 teachers from 15 different districts of Ankara, including: Altındağ, Çankaya, Gölbaşı, Keçiören, Mamak, Sincan, Yenimahalle, Nallıhan, Haymana, and Güdül. The teachers applied the items of the scale to the children in their classes and made the assessments. The assessments, in which the age of the child was unspecified, and which were double-scored or not scored, were excluded from study. Data from a total of 537 children were evaluated in this study.

The data were analyzed using the SPSS 20.00 and LISREL 8:51 package programs. For the analyses, the exploratory factor analysis, the confirmatory factor analysis (CFA), the Cronbach's alpha internal consistency, and the descriptive statistics techniques were

performed. As a result of the normality test, for the comparison of two groups without a normal distribution, the Mann-Whitney U-test was used. For the comparison of more than two groups without a normal distribution, the Kruskal-Wallis H Test with Bonferroni correction was used. A p value  $<0.05$  was considered statistically significant.

### **3. Results and Discussion**

In this section, the findings concerning the validity of the scale, namely, the scope validity index (SVI), the exploratory factor analysis (EFA), the confirmatory factor analysis (CFA), and the findings concerning the reliability of the scale are presented.

*3.1 Scope Validity Index (SVI):* In order to determine the scope validity index of the “Behavior Values Scale”, expert opinions were consulted. By assessing the views from a total of nine experts, the scope validity ratio (SVR) was calculated for each item. Then, the scope validity index (SVI) was determined by calculating the mean of the SVRs. This index is used to determine whether the experts consider a particular item necessary (Yurdugül, 2005). This value was calculated for the level of availability of the items.

Since there were nine experts, the items with a SVR value greater than 0.75 were considered to have a confirmed scope validity (Yurdugül, 2005). After calculation of the SVR values, the items 8, 37, 38, 41, 42 and 44 were deemed unacceptable by the experts. Therefore, these items were removed from the scale. The scale, which was originally prepared with a total of 48 items, consists of 42 items. The SVI value, calculated by taking the average of these items, was determined as 0.81. This value implies that the entire content of the scale draft with 42 items was required, and the scope of validity of the draft was provided.

In addition, the experts recommended that items 19, 26, 27, and 28 should be supported by examples, and items 23, 25, 31, 39, and 45 should be simplified and made more understandable.

*3.2 Exploratory Factor Analysis (EFA):* The exploratory factor analysis technique was used to detect statistical significance of the constructional validity of the scale. First, the KMO and the Bartlett test were performed in order to understand whether the scale was suitable for factor analysis. In this context, the result of the KMO test should be .50 or higher, and the Bartlett’s test of sphericity results should be statistically significant (Jeong, 2004: 70). As a result of this study, the result of KMO test was .97, and the Bartlett’s test of sphericity ( $p < 0.01$ ) was significant. Accordingly, there were high correlations between the variables, in other words, the data set from this study is suitable for the factor analysis (Kalaycı, 2009). It was concluded that the factor analysis can be performed for the scale. In the first analysis, five factors were found with an intrinsic value greater than 1. However, in Figure 1, a single dominant factor is seen with an intrinsic value higher than the other factors, and with a higher exploratory variance.

**Scree Plot**

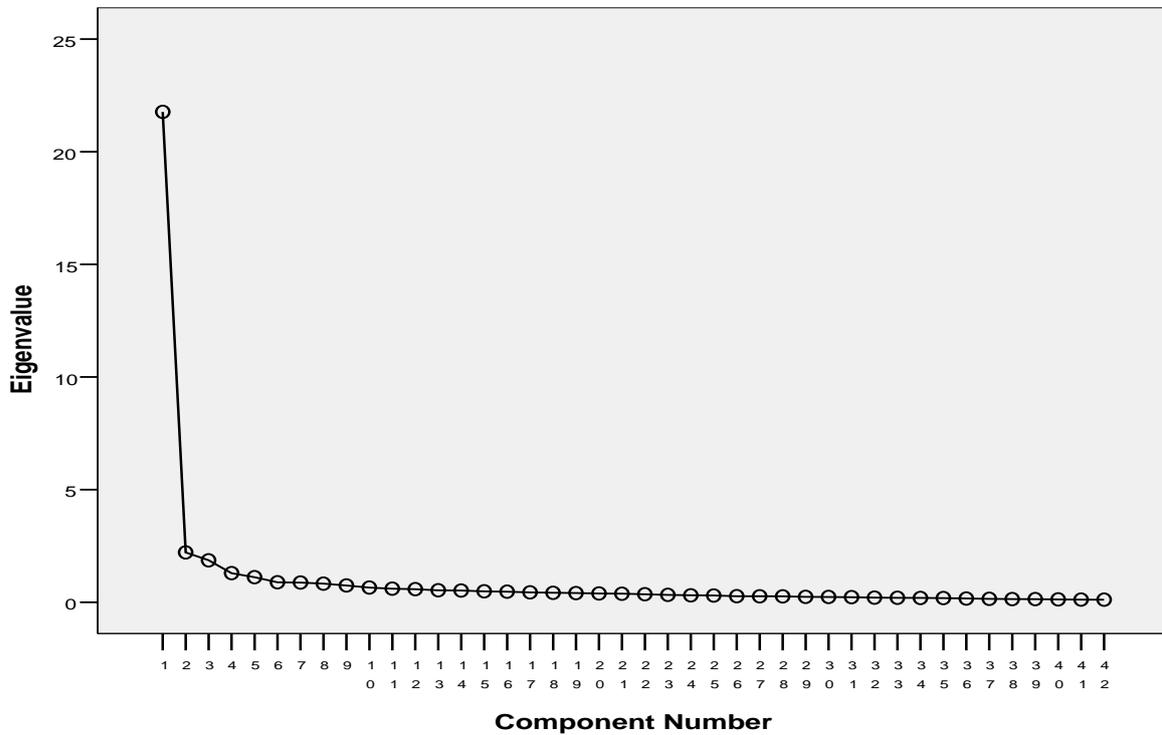


Figure 1: The scattering diagram depending on the intrinsic values of the factors

After determining the number of factors in the scale, the factor analysis was repeated. However, no rotating operation was performed since only one factor was involved. In the exploratory factor analysis, .30 was taken as the boundary-value for the load values for the involved items. All items with a factor load value below .30 should be removed from the analysis. However, as shown in Table 1, there are no items with a factor load value below .30. Therefore, no items were removed. The final findings of the exploratory factor analysis are presented in Table 1.

Table 1: The factor load values as a result of the Principal Component Analysis of the “Behavior Values Scale”

Item	Factor value	load	Item	Factor value	load
M14	.862		M23	.723	
M15	.839		M7	.722	
M2	.810		M28	.719	
M3	.808		M20	.717	
M41	.804		M10	.710	
M11	.804		M40	.698	

M1	.800	M19	.691
M9	.795	M12	.680
M37	.785	M16	.679
M8	.785	M24	.673
M31	.775	M17	.670
M13	.775	M39	.669
M25	.772	M38	.668
M26	.768	M18	.664
M42	.766	M29	.653
M27	.765	M30	.636
M32	.753	M34	.584
M21	.743	M33	.576
M22	.736	M4	.521
M6	.735	M36	.486
M5	.733	M35	.448

As a result of the exploratory factor analysis of the “Behavior Values Scale”, the scale was determined to have a single factor consisting of 42 items. This factor explains the 51.83% of the total variance of the scale. Büyüköztürk (2002: 119) stated that in single-factor scales, a variance of 30% or higher would be adequate. The data obtained from the factor analysis indicate that the scale has a high level of validity.

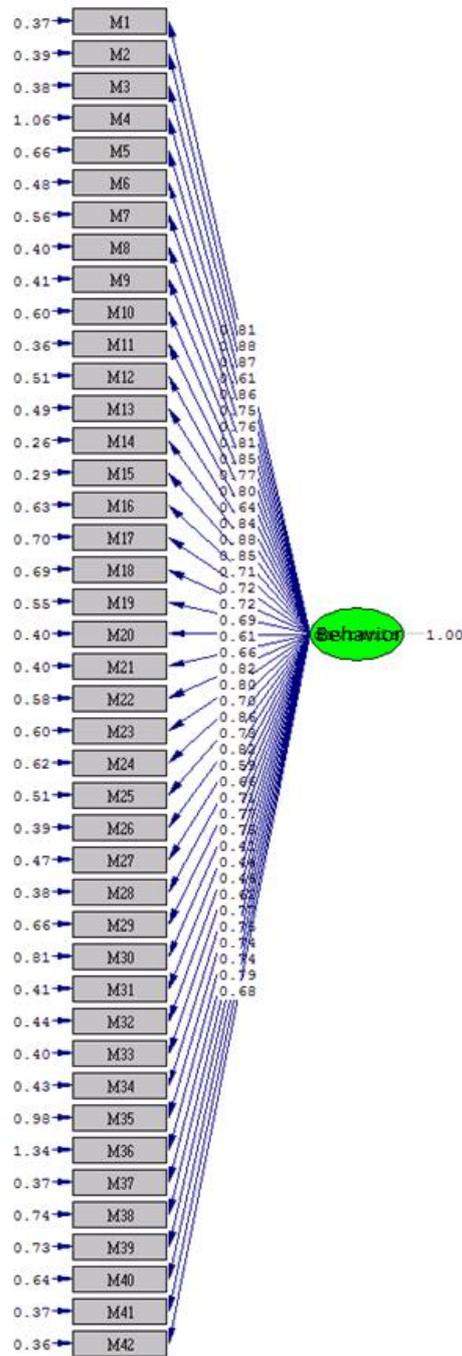
*3.3 Confirmatory Factor Analysis (CFA):* The construction validity of the scale as a single factor and 42-item structure was verified by the confirmatory factor analysis (CFA). CFA aims to assess the degree of compliance of a factorial model created by many observable variable factors (latent variables) with the actual data. The examined model can be determined using data from an empirical study or a structure constructed based on a theory (Sümer, 2000). In the CFA a large number of fit indices are used to assess the validity of the model. The most commonly used are the chi-square fit test (Chi-Square Goodness,  $\chi^2$ ), Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), Non-Normed Fit Index (NNFI), Normed Fit Index, NFI), Goodness of Fit Index (GFI) (Cole, 1987; Sümer, 2000). In the scale model, the values between the ranges  $X^2/d < 3$ ;  $0 < RMSEA < 0.05$ ;  $0.97 \leq NNFI \leq 1$ ;  $0.97 \leq CFI \leq 1$ ;  $0.95 \leq GFI \leq 1$  and  $0.95 \leq NFI \leq 1$  represent perfect harmony; and values between the ranges  $4 < X^2/d < 5$ ;  $0.05 < RMSEA < 0.08$ ;  $0.95 \leq NNFI \leq 0.97$ ;  $0.95 \leq CFI \leq 0.97$ ;  $0.90 \leq GFI \leq 0.95$  and  $0.90 \leq NFI \leq 0.95$  represent acceptable harmony (Kline, 2005; Sümer, 2000).

The CFA was applied to verify the single factor and the 42-item structure of the scale. In the first applied CFA, the items with a t-value that was not statistically significant were assessed. According to this assessment, there were no items with a non-significant t-value.

The obtained path diagram is given in Figure 2. The compliance indices were  $\chi^2 = 8086.80$ ,  $X^2/sd = 9.87$ , CFI=0.96, NNFI=0.96, NFI=0.95, and GFI=0.58, respectively. The coefficients showing the relationship between the observed variables of the model representing the factorial structure and the factors of the scale were evaluated. The  $X^2/sd$  and GFI indices were found to have a poor compliance. These compliance indices are highly affected by the size of the sample, although they are based on the chi-square distribution. Due to the relatively low sample size ( $n < 1000$ ), other compliance indices were taken into account rather than these two indices. The other compliance indices were found to be adequate. Considering the compliance statistics calculated by the CFA, the single-factor structure of the scale seems generally to be in harmony with the collected data.

In Figure 2, the final version of the scale consists of the single factor and 42 items.

**Figure 2:** Path diagram for the scale



The t-values and the regression values of the items are given in Table 2.

Table 2: Regression and T-values of CFA

Items	Regression values	t-values	Items	Regression values	t-values
M1	.81	22.40	M22	.82	19.73
M2	.88	22.99	M23	.80	19.19
M3	.87	22.92	M24	.70	17.31
M4	.61	12.56	M25	.86	21.10
M5	.86	19.45	M26	.73	20.71
M6	.75	19.77	M27	.82	20.96
M7	.76	19.00	M28	.59	18.35
M8	.81	21.80	M29	.66	16.19
M9	.85	22.26	M30	.71	15.81
M10	.77	18.69	M31	.77	21.21
M11	.80	22.27	M32	.75	20.24
M12	.64	17.32	M33	.41	13.60
M13	.84	21.10	M34	.44	13.82
M14	.88	25.29	M35	.46	10.13
M15	.85	24.20	M36	.62	11.44
M16	.71	17.46	M37	.77	21.68
M17	.72	17.00	M38	.75	17.02
M18	.72	16.49	M39	.74	16.93
M19	.69	17.88	M40	.74	17.81
M20	.61	18.27	M41	.79	22.07
M21	.66	19.38	M42	.68	20.46

Table 2 shows that the obtained regression coefficients and t-values were significant, and the model was verified.

*3.4 Reliability Study-Cronbach's Alpha Reliability Coefficient for Internal Consistency:* In order to determine the reliability of the scale, the Cronbach's alpha reliability coefficient was calculated. Since it is a single-factor scale, the reliability coefficient was calculated for the whole scale, which was found to be 0.98. Tezbaşaran (1997: 47) indicates that the reliability coefficient of a Likert-type scale should be close to 1 in order to consider it adequate. According to these results, it can be concluded that the entire scale has a high level of reliability.

*3.5 Results Regarding Gender, Socio-economic Level and Age:* The total scores of the Behavior Values Scale in terms of gender, socio-economic level, and age groups were as follows:

Table 3: Differences in total score with respect to gender

		Gender					Mann-Whitney U Test		
		n	Avg.	Min.	Max.	SD	Rank Avg.	U	p
Total score	Female	266	174.97	46	210	28.07	309.08	24850.5	0.000
	Male	271	159.06	54	210	31.96	227.38		

*There was a statistically significant difference between the genders in terms of behavior value scores ( $p < 0.05$ ). The total behavior value scores of girls were higher than that of boys.*

*Table 4: Differences in total score with respect to socio-economic status*

		Socio-economic status					Kruskal Wallis Test		
		n	Avg.	Min.	Max.	SD	Rank Avg.	U	p
Total score	Lower	214	165.98	72	210	31.14	262.14	1.123	0.570
	Middle	255	167.29	46	210	30.84	267.46		
	Higher	668	170.15	66	210	32.15	285.29		

*There was no statistically significant difference between the different socio-economic levels in terms of behavior value scores ( $p > 0.05$ ). Although there was no statistically significant difference, the children from a higher socio-economic level were found to have higher mean behavior value scores than the other socio-economic levels.*

*Table 5: Differences in total score with respect to age*

		Age					Mann-Whitney U-Test		
		n	Avg.	Min.	Max.	SD	Rank Avg.	U	p
Total score	5 years	302	163.82	46	210	30.82	250.53	29907	0.002
	6 years	235	171.14	56	210	31.05	292.74		

*There was a statistically significant difference between the age groups in terms of behavior value scores ( $p < 0.05$ ). The mean behavior value scores of 6-year-old children were higher than that of the younger children.*

#### **4. Conclusion**

This study was conducted to develop a measurement tool to assess the exhibition of the values by children in the five-to-six-year-old age group, and to execute the reliability and the validity studies of the developed tool.

For this purpose, the related literature was screened, the appropriate behaviors for the children in the five-to-six-year-old age group related to the universal values and the values specific for the Turkish culture were determined, and an item pool of 48 items was identified. The necessary corrections were completed according to the expert opinions, the unsuitable items were removed, and the "Behavior Values Scale" consisting of 42 items was developed.

The "Behavior Values Scale" is a 5-point Likert-type scale that is completed by the teachers. The teacher evaluates and scores the students in the class according to the test items. The total score ranges from 42-210. Statistical analyses were done for the data obtained from the 537 children, and the "Behavior Values Scale" was found to be a valid and reliable instrument. According to the exploratory factor analysis, the scale has a single-factor structure. The results of the factor analysis of the obtained data indicate that the scale has a high level of validity. The Cronbach's alpha reliability coefficient of the scale was found to be 0.98.

The total scale scores were analyzed for differences with regard to gender, socio-economic status, and age group. There was a statistically significant difference in favor of girls ( $p < 0.05$ ),

but no significant difference between the socio-economic levels ( $p > 0,05$ ), and a statistically significant difference between the age groups ( $p < 0.05$ ), in favor of the children of six years of age.

In the light of the results of this study, the developed "Behavior Values Scale" seems to be a valid and reliable instrument. The scale can assess the ability of children of five-to-six years of age to transform the gained values to behavior, as well as prior to a training program, to assess the level of readiness of children and to adjust the planned program according to the findings. It can also be applied as pretest-posttest, for measuring the effectiveness of the applied program. The "Behavior Values Scale" is a useful instrument for teachers and children of five-to-six years of age, and researchers, who work in values education, which is easy to implement.

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***Annex 1: The Form Of The Behavior Values Scale For Children (English)***
**The Behavior Values Scale For Children (Five-To-Six-Year-Old Age Group)**

Dear Teacher,

Below are sentences with some options. Read each sentence carefully. Score each behavior or state of the student referred in the sentence according to your student. Scores range from 1 to 5.

**(1: Never, 2: Rarely, 3: Sometimes, 4: Often, 5: Always)**

	1	2	3	4	5
1. Cooperates with friends.					
2. Is compatible within the group.					
3. Is respectful to the wishes and ideas of his friends.					
4. Does not force others to apply his desires and thoughts.					
5. Is patient to complete a task he has started.					
6. Accepts people as they are (regardless of being handicapped, economic status, etc.)					
7. Is sensitive to issues such as wasting water and electricity.					
8. Is sensitive to emotional reactions of others (grief, joy, etc.)					
9. Can sacrifice for an important need of a friend.					
10. Fulfills the responsibility of collecting toys after playing.					
11. Carries out the duties assigned to him.					
12. Completes the assigned homework and brings it to school.					
13. Uses the expressions of courtesy such as "please", "thank you", "sorry".					
14. Makes an effort to perform nice and acceptable behavior.					
15. Makes every effort to apply behavioral patterns shown as examples in the classroom in his daily life.					
16. Greets the others.					
17. When a question is asked, he turns his face and responds by establishing eye contact.					
18. Reflects his love by his behavior (e.g., tells someone he loves him/her)					
19. Listens to the others without interrupting.					
20. Can manage his personal care such as brushing his teeth, washing his face and hands.					
21. Can properly use a fork, spoon, and napkin.					
22. Tries to comfort others in moments of distress.					
23. Waits for his turn.					
24. Prefers to tell the truth despite his interest in conflict situations.					
25. Teaches what he knows to others (for example, helps a friend to understand a described in the topic in the classroom).					
26. Accepts the tasks when they are offered. (Does not try to refrain from duty continuously by keeping up with excuses).					
27. Is tolerant (tolerant of the faults of his friends).					
28. Washes his hands before and after a meal.					
29. Not talk with food in his mouth.					
30. Does not make disturbing sounds while eating.					

31. Becomes sad when something worrying happens to the others, is sensitive.					
32. Becomes happy with the success of those around, or when others have something new.					
33. Recognizes the flag.					
34. Gives the flag value (e.g. wants to hang it on national holidays, or hanging the flag will make him happy).					
35. Knows the name of the country.					
36. Does not try to attract attention with negative behavior.					
37. Helping his friends will make him happy.					
38. Likes to give small gifts to friends and teachers, such as a flower from the garden, or a self-drawn picture.					
39. Is capable of protecting his possessions (does not often lose things).					
40. Brings the materials from home for an event at the school in their entirety.					
41. Returns a borrowed toy or object -without any harm- when the time comes.					
42. Certain objects in the classroom can be entrusted to him to distribute these to the appointed friends.					

## *Annex 2: The Original Form Of The Behavior Values Scale For Children (Turkish)*

### **Çocuklar İçin Davranışta Değerler Ölçeği (5-6 Yaş Çocuklar İçin)**

Değerli öğretmenim,

Aşağıda bazı cümleler ve yanlarında da bazı seçenekler verilmiştir. Her cümleyi dikkatle okuyun. Cümlede ifade edilen davranış veya durumu öğrencinizin gerçekleştirme sıklığına göre puanlayın. Puanlar 1 ile 5 arasında değişmektedir.

( **1: Hiçbir zaman** **2: Nadir olarak** **3:Bazen** **4: Sık sık** **5: Her zaman**)

	1	2	3	4	5
1. Arkadaşlarıyla işbirliği yapar.					
2. Arkadaşlarıyla grup içinde uyumludur.					
3. Arkadaşlarının istek ve düşüncelerine karşı saygılıdır.					
4. Kendi istek ve düşüncelerini ısrar ederek zorla yaptırmaya çalışmaz.					
5. Başladığı etkinliği tamamlayabilmek için sabır gösterir.					

6. İnsanları olduğu gibi kabul eder (engel durumuna, ekonomik duruma, vb. bakmaksızın herkese değer verir)					
7. Suyun, elektriğin boşa harcanmaması gibi konularda duyarlıdır.					
8. Başkalarının duygusal tepkilerine (üzüntülerine, sevinçlerine, vb.) karşı duyarlıdır.					
9. Arkadaşının önemli bir ihtiyacı için fedakarlıkta bulunur.					
10. Dağıttığı oyuncaklarını toplama sorumluluğunu yerine getirir.					
11. Kendisine verilen görevleri yerine getirir.					
12. Ev için verilen görevleri tamamlayarak okula getirir.					
13. "Lütfen", "teşekkür ederim", "özür dilerim" gibi nezaket ifadelerini kullanır.					
14. Güzel ve doğru kabul edilen davranışları yapmak için çaba gösterir.					
15. Sınıfta gösterilen örnek davranış kalıplarını yaşantılarında uygulamak için gayret gösterir.					
16. Başkalarıyla karşılaştığında selam verir.					
17. Kendisine soru sorana yüzünü dönerek ve göz kontağı kurarak cevap verir.					
18. Çevresindekilere karşı sevgisini davranışlarıyla yansıtır (örn. Sevdiğini söyler)					
19. Kendisiyle konuşan kişiyi dinler, sözünü kesmez.					
20. Dış fırçalama, el-yüz yıkama gibi kişisel temizliğini yapar.					
21. Çatal, kaşık ve peçeteyi düzgün olarak kullanır.					
22. Başkalarının sıkıntılı anlarında onları rahatlatmaya çalışır.					
23. Sırasını bekler.					
24. Kendi çıkarına ters düşen durumlara rağmen doğruyu söylemeyi tercih eder.					
25. Bildiklerini başkalarına da öğretir (Örneğin sınıfta anlatılan konuyu anlayamayan arkadaşına yardımcı olur).					
26. Görev verildiği zaman kabul eder (sürekli bahaneler uydurarak görev almaktan kaçınmaya çalışmaz).					
27. Hoşgörülüdür (Arkadaşlarının hatalarına karşı müsamaha gösterir)					
28. Yemekten önce ve sonra ellerini yıkar.					
29. Ağızda yemek varken konuşmaz.					

30. Yemek yerken çevresini rahatsız eden sesler çıkarmaz.					
31. Çevresindekilerin başına üzücü bir olay geldiği zaman üzülür, duyarlılık gösterir.					
32. Çevresindekilerin başarısı ya da yeni bir şeye sahip olması karşısında sevinir.					
33. Bayrağını tanır.					
34. Bayrağına değer verir (Örn. Milli bayramlarda asmak ister ya da asılması onu mutlu eder).					
35. Ülkesinin adını bilir.					
36. Olumsuz davranışlarda bulunarak dikkat çekmeye çalışmaz.					
37. Arkadaşlarına yardımcı olmak onu mutlu eder.					
38. Arkadaşlarına ve öğretmenine bahçeden kopardığı bir çiçek, kendi çizdiği bir resim gibi küçük hediyeler vermekten hoşlanır.					
39. Eşyalarına sahip çıkar (sık sık eşyalarını kaybetmez).					
40. Okulda uygulanacak bir etkinlik için evden getirmesi gereken materyalleri eksiksiz getirir.					
41. Ödünç aldığı bir oyuncak ya da nesneyi- hiçbir zarar vermeden- zamanı geldiğinde geri verir.					
42. Sınıfta ona belli nesnelere emanet edilerek, bunları arkadaşlarına dağıtması için görevlendirilebilir.					