Self-esteem: What you probably don't know, but need to

Randall Grayson, Ph.D.

Contents at a glance

Introduction

Quick self-esteem 101 knowledge
- ❑ Self-concept
- ❑ Baseline versus barometric self-esteem
- ❑ Future sense of self

Self-esteem: The real scoop
- ❑ Self-esteem programs that don't work
- ❑ The problem with praise
- ❑ Notes from decades of self-esteem research
- ❑ Informal observation of campers' self-esteem

Influencing self-esteem: The reality and the challenge
- ❑ Study of self-esteem change and 37 camps
- ❑ Improving Self-esteem

Conclusion

Introduction

If you brought your car to a mechanic, you'd expect her to understand the workings of your car very well. If you went to a doctor for important surgery, you'd be sure to find one who excelled in their knowledge of the specific area, as well as one who had sufficient actual practice. In the same sense, it is important for camp personnel – especially administration – involved in a social intervention (camp improving self-esteem) to understand what self-esteem is and how it works.

To that end, "self-esteem 101" is presented in a few, short pages. Going the next step, applying that knowledge to what works and what doesn't follows. Finally, the incredible difficulty of making a lasting difference in self-esteem is discussed with camp examples and research.

Quick self-esteem 101 knowledge

Self-concept

People get confused about the idea of self-concept and self-esteem. It's important to understand the difference and what makes up the self-concept, so that how to increase self-esteem can be better understood. This is an extremely concise explanation. For more, please see a current developmental and social psychology textbook. The reader will likely have to read this very small section twice as each part is so dependent on the whole.

Like any attitude, self-esteem includes cognitive, affective, and behavioral components – described shortly. Self-esteem is a person's positive or negative feelings of personal value or self-worth. In practice, the three components of self-concept cannot be cleanly separated when examining self-esteem, because they make up an interdependent whole. For example, one's cognitive biases and categories may color how one views a particular behavioral act, which then, in turn, may influence one's evaluation of oneself - self-esteem. Self-esteem is the referent, but it is influenced by cognitive and behavioral factors. This point will become clear as the three components are understood.

Cognitive

The way one thinks impacts one's self-esteem. There are three important concepts here – self-complexity, centrality, and domains.

Self-complexity refers to how many items make up one's self-esteem. The more attributes and activities one ascribes to the self, the more resistant to degradation the self is. For example, if one's self-esteem is made up of 7 main elements, and any one of those takes a solid hit, self-esteem will be significantly impacted. However, if one has 30 elements to the self, then a hit on any one of them is going to have a wider buffer. At camp, children can gain more elements to their self, which should help act as a buffer. The caveat with that is that the elements gained at camp work better if they are applicable and valuable in the child's normal environment. So, archery likely doesn't qualify as a new self-complexity domain, but it may contribute to a general sense of self-efficacy (confidence).

Centrality refers to the fact that we weight different areas of ourselves differently. For example, one might weigh being a camp director, parent, and golfer as higher, while cooking, physical appearance, and ability at school or academics might be rated lower. Improving an area that carries little or less weight is not as effective as targeting a domain that carries more weight. At camp, finding out what elements are really important to a child and working on those is an effective strategy. To return to self-complexity, creating or boosting areas that will be central in the child's normal environment is especially valuable.

At the same time, working on domains that are low is also effective, especially if they also carry significant weight in the self-system. For children, there are eight domains that are pretty universally important. They are: school, athletic, social acceptance, physical appearance, behavioral conduct, intelligence, anxiety, and happiness and satisfaction.

Thus, camp should try and increase the number of elements in a child's concept of self (especially those that are also important at home, school, and with peers), work on areas that are important to the individual child, work on domains that are low, and shotgun as many areas that are generally important to children. That's quite the to do list! See the last section on improving self-esteem.

Behavioral

In essence, people observe their own behavior and then try and figure out (or attribute) why it occurred. Did I do well because of me, or was it luck? The answer to that question determines if the child will benefit or not from the same rather objective event. This whole idea is the study of attribution. The graphic might help explain the concept.

Question 1: Why did Lenny do so poorly on his math exam?
Question 2: Why did Annette criticize Lenny for his poor performance?

Internal Attributions

	STABLE	UNSTABLE
CONTROLLABLE	1. Lenny is a poor student who never studies for exams	1. Lenny stayed out too late the night before the exam
	2. Annette does not think about how she hurts other people	2. Annette was trying to make Lenny feel bad
UNCONTROLLABLE	1. Lenny is a poor student with no math ability	1. Lenny was upset and made some stupid errors in the exam
	2. Annette is insecure and insensitive	2. Annette was in a bad mood

External Attributions

	STABLE	UNSTABLE
CONTROLLABLE	1. The teacher is a very tough grader	1. The wrong test was administered
	2. Annette's mother taught her to be critical	2. The teacher told Annette to evaluate Lenny's test score
UNCONTROLLABLE	1. Math is a very difficult subject	1. Lenny had an unlucky day
	2. Lenny's stupidity irritated Annette	2. Someone had just accidentally stomped on Annette's foot

In general, people with high or good self-esteem have what is called a self-serving bias. They give themselves the benefit of the doubt even when an objective observer might think that doing so is unwarranted. We like ourselves and we'll give ourselves a break as long it doesn't stretch reality/the truth too far. People don't want to live in a dream world, but they still want to be a leading character, if not star, in their own movie. People with high self-esteem attribute success to internal, stable, and controllable causes, and failure to external, unstable, and uncontrollable causes.

When campers don't have a great self-serving bias, trained counselors can tell because they'll note that children won't give themselves the benefit of the doubt – they're far too real. Or, worse, they view themselves in a negative light and the "self-serving" bias works in reverse. This is fairly rare though and usually requires therapeutic interventions beyond what a normal camp can provide.

At camp, people can be trained to be on the lookout for the self-serving bias and help encourage, while not going too far, the idea that mistakes are external, unstable, and uncontrollable.

Self-esteem (how one feels about oneself) derives from the COMPARISON between an individual's ACTUAL self-concept and some IDEAL self-concept. The degree of discrepancy is one's self-esteem. For example, a beautiful woman might not consider herself attractive enough and an unattractive woman might be perfectly at peace with how she looks. Of the two, the latter would have a higher self-esteem in that domain, because her real and ideal were closer. Satisfaction equals reality minus expectations.

Camps can utilize the idea of the actual and ideal sense of self to try and reduce the discrepancy. Increasing the actual self is what camps often do with their programs. Reducing the ideal is rarely done, but is often just as effective. It's the tool that most camps don't use. For example, for body image, having the children watch the educational video "Slim Hopes" should help reduce the ideal. http://mediaed.sitepassport.net/

The cognitive and behavioral side directly influence how one feels about oneself – self-esteem. It is impossible to divorce self-concept from self-esteem, because they are inherently intertwined. Now that the reader understands this a bit better, re-read the self-concept (or whole section) pieces again for a clearer picture.

Baseline versus Barometric Self-esteem

Self-esteem is extremely stable throughout childhood, but it also definitely goes up and down. That degree of variation will be more evident depending on how much you "zoom in" on a given period of time, but when looking at years instead of days, weeks, or even months, self-esteem is, on average, pretty flat line.

While studies show that people's self-esteem scores are generally very stable from 8 – 18, they can also vary substantially on a day to day, week to week, or even month to month basis. A person's stable sense of self is often referred to as baseline self-esteem, while the fluctuating sense of self is called barometric self-esteem.
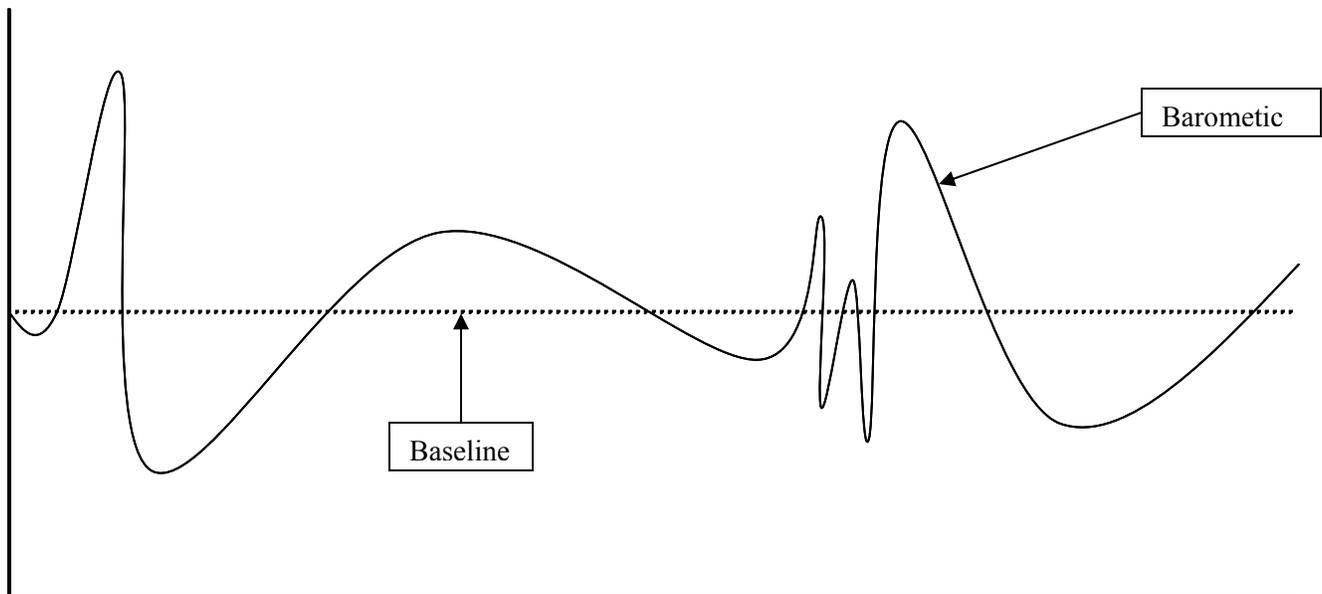
It may not seem intuitive that self-esteem stays so constant over time, but that is likely due to people's confusion between the two types. Take the graph as an example. The wavy line represents a person's self-esteem over a period of time. There are ups and downs as life hands us our successes and challenges. However, although a person, if measured, might be up or down at any given point, if you averaged them all out over time, you would arrive at a person's baseline self-esteem. Measuring at a point in time (or even two or more) might be tapping more into the barometric self-esteem than baseline.

This concept is important for camps interested in measuring their impact. When you measure children's self-esteem, how do you know if you are getting the baseline or barometric version? The answer to that is crucial, because the results might vary in an unmeaningful way if barometric self-esteem is tapped. For example, if you catch people when anxiety is up, self-esteem scores might be temporarily lower. Anxiety hurts self-esteem. Assessing self-esteem when it is back at baseline levels would lead the researchers to believe that self-esteem had gone up, when in reality they were just capturing an artifact of the nature of self-esteem. Likewise, capturing self-esteem at an up point and then at the baseline, would lead researchers to believe self-esteem had gone down.

It's a sticky problem. Being careful about how the self-esteem measure is chosen and administered make a big difference. When it is very important and there is reason to believe temporary fluctuations might be happening, assessing self-esteem at different points in time to get an accurate baseline is effective, but resource intensive. Another tactic is to examine the children's lives closely to gain insight into any major events that might swing a child's self-esteem, which would have little to do with camp, but might pollute the results.

The reader shouldn't come away with the idea that accurately measuring the impact camp has on self-esteem is impossible or exceedingly difficult. Utilizing a good measure, procedures, and measuring before camp, the end of camp, and some months after camp combined with a Life Events questionnaire will probably yield good information.

An approach likely to yield some inaccurate information is measuring roughly the first and last day of camp. Such a design probably taps barometric self-esteem. Children are probably happier at the end of camp, and thus their scores might be temporarily on the upswing. Also, building domains at camp (yielding an increased self-esteem) will likely only yield a transfer effect if those domains are relevant in the child's normal environment. The only way to tell is to measure after camp. There are other issues as well, which are detailed in the evaluation and measurement resources.

Future Sense of Self

Self-esteem does not differentiate between a lot of things it should. For example, gang members and prisoners should, one would think, have lower self-esteem. In fact, gang members and prisoners tend to have higher self-esteem scores than the general public.

What does differentiate between them and successful others is a positive future sense of self. When asked questions such as "What are the chances you will live to age 35, be married by age 25, be killed by age 21, graduate from college, get HIV or AIDS, and have a middle-class income by age 30," successful people rate their chances high. Gang members, delinquents, and prisoners rate their chances lower.

Knowing what a person's future sense of self is helps others understand where the person is headed. Often, such information is more valuable in predicting a person's future than self-esteem. Self-esteem is a relatively poor predictor when it is appropriately combined with things like future sense of self and emotional intelligence. Changing a future orientation (hope) usually requires therapeutic techniques in addition to improving the individual's capabilities and their environments.

Self-esteem: The real scoop

There are a lot of people with high self-esteem. Mass murders, prisoners, gang members, and delinquent children all have higher self-esteem, on average, than people in the general population of a similar age. While having a high self-esteem isn't everything, having a low or even middling self-esteem definitely isn't good. So, high self-esteem isn't the exclusive club of success that many people give it credit for, but low to moderate self-esteem is certainly unhealthy.

Self-esteem programs that don't work

To use schools as the example, there have been and are programs that attempt to increase self-esteem. Such programs have many, but not all, of these elements. These are just examples as there are many other elements to such programs.

- ➢ All people are treated equally
- ➢ No one is allowed to fail
- ➢ Competition is rarely done
- ➢ Feel good about yourself above all else
- ➢ Children don't have honor roles
- ➢ Everyone gets a trophy or award or certificate
- ➢ No scores kept on games for children under a certain age
- ➢ Make children feel special "Look at your hands. No one else has your hands. They are special and so are you"
- ➢ Children sing songs
     "Who I am makes a difference"
     "We are all heroes"
- ➢ Write warm fuzzies

Such activities have been going on for over 20 years. People have various opinions on the merits of such activities, but several studies have concluded that not only do such approaches not work, but they may be doing more harm than good. California spent 3 years and $750,000 to study self-esteem courses and programs. The result of this massive evaluation was that the programs made no difference in children's self-esteem or any other variable of interest.

It doesn't work. With a thorough understanding of self-concept, the fact that such things don't work makes perfect sense.

One last example is that in 1972, 25% of teens heading to college had an A or B average. In 1998, 75% had an A or B average. But, SAT scores are lower. If grades are a measure of self-worth, then a lot of children have better reason to like themselves, but performance hasn't gone up as a result. In fact, it has gone down.

The problem with praise

If people praise lavishly for doing easy things, why should it make them want to do hard things? Several studies confirm this thought. One example is a study that gave 5th graders an easy puzzle to solve, and then the researchers told them how smart they were. Another group was only told that they tried hard. Then, everyone was given a hard puzzle. Finally, all the kids were asked to take more tests. Kids who were praised for trying were eager to try more. Those who were just praised were reluctant to do any more tests. They could not handle setbacks. They didn't want to risk not being brilliant anymore. Thus, don't just tell Johnny he is brilliant, because it gets him caught up in being brilliant rather than learning.

When high-school children were asked about their performance compared to other countries in the world, they rated their ability on math and science as above average, even though they are almost last in industrialized countries. Korean children thought they weren't that good, but they were number one!

Self-esteem needs to be based in something real. Everyone has gifts and people find value in themselves based on their gifts. People aren't good at everything. Basing self-esteem on generalities, or fluff, doesn't do children any favors.

Praise is fine, but acknowledge the effort, not a child's traits. It is better to say "you worked really hard" (if they did), rather than "you are so smart." Children need, mostly, honest feedback. They need to learn that excellence comes from effort. Acknowledging high achievers is fine, but it must be based on real success.

Artificially high self-esteem is ***dangerous***. These people, when criticized, often become angry and aggressive. Conceited people get nasty when you burst their bubble of self-love. Having a high self-esteem is unlikely to reduce violence.

Notes from decades of self-esteem research

Roy Baumeister, Ph. D. has conducted numerous examinations of self-esteem as well as carefully reviewed the self-esteem (concept) literature. Among all in the field, he was chosen to write a prestigious review. A few relevant words on the topic at hand from a speech he gave about self-esteem are repeated below.

"All too often, this movement takes the form of uncritical self-celebration as an entitlement of being a human being, instead of applauding hard-earned achievements. Awarding trophies to all contestants or "socially promoting" students who haven't learned the material is not conducive to well-founded self-esteem. In fact, these practices may cultivate inflated views of self and entitlements, which constitute the dangerous form of high self-esteem. I see nothing wrong with praising a child (or adult) for an outstanding or brilliant performance. I see plenty wrong with praising everyone even when the actual achievements are mediocre."

"Can anyone benefit from self-esteem boosting, in school or therapy? Sure. Some people genuinely fail to recognize their abilities and achievements and might shortchange themselves. But these are a small minority. Many research findings show that most Americans already hold inflated opinions of themselves."

"My profound disappointment with the benefits of self-esteem has been partly offset by discovering something else that does seem to work. Self-control, as in being able to regulate one's emotions, impulses, performance patterns and thoughts, has plenty of positive payoff, for the individual and society. [part of emotional intelligence] Self-control problems are central to most problems in our society: teen pregnancy, drug abuse, violence, school failure, unsafe sex, alcohol abuse, money problems and debt, eating disorders, ill health, and more. My conclusion therefore echoes Seligman's call to discontinue school's self-esteem programs. Instead of dismantling them altogether though, I suggest we focus them on instilling the capacity to control, discipline and regulate oneself. Ironically, in the long run, that approach will even more probably do better for self-esteem. Self-control permits the individual to discipline the self to achieve goals and fulfill social and personal obligations. That creates a stronger basis for self-esteem than indiscriminate flattery."

Informal observation of campers' self-esteem

Self-esteem is usually measured via a self-report questionnaire that has been carefully, scientifically developed. The reason it is done that way is because others tend to be poor predictors of an individual's self-esteem. Professionals can sometimes do well in assessing another person's self-esteem, but the self-report survey is the gold standard, because it works best. Teachers and even parents are often not very good assessors, so I wanted to find out if counselors, supervisors, and directors could do it. Thus, I conducted several studies.

The method (which varied slightly in different studies) was to give the campers a self-esteem measure a month before camp, on the last day of camp, and then three months later. The measure and administration focused on baseline self-esteem.

At the end of the summer (or session), the staff (counselors, supervisors, and the director) reflected on the campers' experience. They completed a brief questionnaire predicting how individual camper's self-esteem changed over the summer as well as guessing the general level of the camper's self-esteem (within 1.5 standard deviations for the scientifically minded). For change, staff could choose among three options – up, down, or stayed the same.

Overall, staff were no better at predicting campers' self-esteem and change than you would have expected by pure chance. They were trying to predict the score at the end of camp, or the average of the score before camp and the last day of camp if they significantly differed.

This finding may have important ramifications for camp staff who believe they influence campers' self-esteem because they can see it. They might note fluctuations in barometric self-esteem, but it appears that baseline self-esteem needs to be scientifically assessed as an outcome, instead of just observed. Thus, to answer the question of whether or not your camp influences self-esteem, you must carefully assess it to know.

Influencing self-esteem: The reality and the challenge

Study of self-esteem change and 37 camps

A meta-analysis is the cumulative examination of quantitative, scientific studies in a mathematical manner. Just such a study was done of 37 different (conducted by different people, at different camps) scientific evaluations of camp's ability to influence self-esteem. That was all the quality evidence since before 1999.

In scientific parlance, know that an effect size is a universal metric for the influence of, in this case, camp on, in this case, self-esteem. The range is: .3 = small, .5 = medium, and .7 or higher = large. For example, you'd want your headache medicine to be at least .7, and the influence of commercials on your behavior to be less than .3.

The overall results of this study was an effect size of .1. That number is so small it is essentially meaningless. Exceptional camps in this study had an average effect size of .2.

Beyond the small effect size, there are further issues. For example, the vast majority of studies looked at self-esteem on roughly the first and last day of camp. Such a design flirts dangerously with the problems of barometric self-esteem discussed earlier. In a lab setting, people's self-esteem can be manipulated on the order of .3 or .5 within the span of 10 minutes, but the effect doesn't last.

Several studies have asked children to walk around with beepers. At random points in the day, the children get beeped and they have to fill out a self-esteem survey right away. During a day, but more commonly a week or more, small to medium fluctuations in self-esteem were evidenced. Thus, we have no idea if the small effect on self-esteem in the present meta-analysis lasted (baseline) or was temporary (barometric).

Marsh, P. E. (1999). What does camp do for kids?: A meta-analysis of the influence of the organized camping experience on the self constructs of youth. Master's thesis, Indiana University.

Improving Self-esteem

Up until this point, I've told you what self-esteem (concept) is, how difficult it is to influence baseline self-esteem, and that high self-esteem isn't all that it has been cracked up to be. So, why on earth would I proceed to tell you how to increase self-esteem? Because although a high self-esteem isn't necessarily a good thing, a low to moderate sense of self is not a good thing. A healthy, moderately high sense of self that isn't based on fluff is well worth having.

It is quite likely that most children who come to camp have a decent sense of self as it is, but depending on the population the camp draws from, there are also likely some children that could use a small boost in a real way. To that end, a few methods appropriate for camps are included below. *I would certainly encourage the reader to focus on improving camper and staff emotional intelligence, as the gains there will reap impressive dividends.*

This list will be limited to areas that camps have some chance of influencing. It is true that parents who are authoritative and who themselves have high self-esteem have children with high self-esteem, but conducting parent interventions, when necessary, is beyond the scope of most camp programs. However, camps can take away the point that counselors who are authoritative (see behavior management resource), who set firm limits and realistic expectations, and who are accepting, but not permissive, will have a better chance of helping children.

Praise

Knowing what does work is as important as knowing what does not. Simply feeling good about yourself and being told you are good tends not to affect baseline self-esteem, but rather barometric self-esteem. If baseline self-esteem is affected, it is usually a fragile and unhealthy sense of self-worth.

Again, don't just tell Johnny he is brilliant, because it gets him caught up in being brilliant rather than learning. Self-esteem needs to be based in something real. Everyone has gifts and people find value in themselves based on their gifts. People aren't good at everything. Basing self-esteem on generalities, or fluff, doesn't do children any favors. Pointing out true success based on effort is fine, as long as the feedback is accurate and not overstated.

Acknowledge the effort, not a child's traits. Better to say "you worked really hard" (if they did), rather than "you are so smart." Children need, mostly, honest feedback. They need to learn that excellence comes from effort. A dip in barometric self-esteem (okay, I'm not the greatest) is a small price to pay for a more healthy sense of self-esteem.

Opportunity for real competence

Having children do a lot of different activities for exposure is not going to help as much as programs where children have a real chance to gain a sufficient degree of expertise. It is important that children have a chance for competence, as opposed to just exposure. Competence in a valued area adds to self-complexity. The caveat is that the elements gained at camp work better if they are applicable and valuable in the child's normal environment. Creating or boosting areas that will be central in the child's normal environment is especially valuable.

Competence is often more easily accomplished in choice programs, because children pick niches where they are likely to eventually be successful. They'll make mistakes, but children will probably find an area or two where they excel. Camps often create a balance between choice and having children try a variety of activities, especially with younger children.

Other benefits of a choice program include practice with decision-making and planning skills. Choice also creates a more fun and task-oriented group in the activity, and thus yields an often better opportunity for a real sense of accomplishment. If children are given the opportunity to make choices about their daily activities and then act upon those choices, they should have an increased sense of control, which is a foundation element for self-esteem.

Concrete, specific requirements and objective criteria for evaluation are helpful as they foster the sense of real achievement. So, for example, there would be set levels in archery, canoeing, and arts and crafts with explicit criteria set forth to achieve a given level. As children gain enough levels in enough activities, they can be publicly commended for their real achievement. Participation in these programs is often voluntary.

Competition

While it is true that a lot of competition can lower self-esteem, it is often a barometric effect. The temporary loss of self-esteem (barometric) can be due to anxiety. Also, if competence in the activity were very central to the person's self-esteem, then a loss is objective information that runs against a valued component of one's self-system. Such a repeated experience might lower baseline self-esteem.

If the camp is a safe place to try new things, to experiment in being oneself, and where people are not judged on their ability in activity areas, a moderate amount of competition is unlikely to have a long-lasting influence on self-esteem for the better or worse. This is especially the case when the camp has children value their effort (an internal, stable characteristic) rather than the outcome. The Positive Coach (http://www.positivecoach.org) model is also something useful to institute.

Social support

Social support is important to people's self-esteem. Having a group of people who support and value the person can increase self-esteem in those *who don't already have this in their lives*. As folk wisdom says, everyone needs at least one person who is absolutely crazy about them and accepts them. This values the real self, and offers external belief in a positive future sense of self.

Positive behavior management

Punishment, guilt, and the logical consequences of one's actions all take control away from a person's control. Create a behavior management system that alters behavior without taking control away from the camper. Having an internal, stable, controllable means for controlling oneself and one's environment is a healthy cornerstone of self-esteem. A healthy system of behavior management also increases children's emotional intelligence. In order to fully understand this point, please see the behavior management resource, which details effective principles and methods.

De-emphasize physical attractiveness

Camps can utilize the idea of the actual and ideal sense of self to try and reduce the discrepancy. Increasing the actual self is what camps often do with their programs. Reducing the ideal is rarely done, but is often just as effective. It's the tool that most camps don't use effectively enough.

Physical attractiveness, friends, and popularity are some of the most potent forces influencing children's self-esteem. For girls, the culture and media worship thinness and beauty. Eighty percent of ten-year-old girls diet. The one wish for the majority of girls ages eleven to seventeen is to be thinner. Twenty years ago, fashion models weighed 8 percent less than the average female; today, models weigh 23 percent less. Clearly, the ideal figure that girls are bombarded with is likely far from their reality. Remember, the greater the discrepancy between the real and ideal self, the lower that aspect of self-esteem will be.

The Media Education Foundation produced a video called Slim Hopes that attacks the ideal. Reducing the ideal is as effective in raising self-esteem as raising the "real" self. http://mediaed.sitepassport.net/

Eye on self-serving bias

At camp, people can be trained to be on the lookout for the self-serving bias and help encourage, while not going too far, the idea that mistakes are external, unstable, and uncontrollable. The self-serving bias is necessary, as long as it doesn't excessively depart from reality.

Camper information form

The camp program is a broad brush. Finer detail allows greater camper support and improvement because campers' individual needs and differences can be better addressed. To that end, information about the camper can be gathered before camp begins. This information can then be used to truly offer individual attention.

The basic idea is to target the specific dimensions that matter to the camper as well as try to expand his horizons and self-complexity. Improving an area that carries little or less weight is not as effective as targeting a domain that carries more weight. For example, one child may be an athlete, another a bookworm, and another more middle of the road. Perhaps the child has some past failures or issues (like never being good at basketball which all the kids play at recess, not having many friends, or being socially shy) that the camp experience might be able to address. Camp might be able to take something that is weighing the child's self-esteem down and make it a strength, or at least neutral.

Understanding these traits and other information provided by the camper or his parents allows the camp director (and supervisors) to tailor that camper's program and counselors' interactions with him to maximize the camp experience.

Conclusion

This resource quickly covered the core concepts of self-concept and self-esteem, discussed what works and what doesn't, and described the difficult nature of improving core, baseline self-esteem. It was a very brief overview, but hopefully a useful one.

Camp can influence self-esteem. Along with school, parents, and peers, camps have an enormous capability to change the lives of children. However, they are only likely to do so if their processes and structures are specifically set up to impact self-esteem, and their implementation (where the rubber meets the road) is exceptional. Camps should pay attention to self-esteem, but like the true experts, I agree that the focus should be more so on raising children's emotional intelligence and other outcomes.

Other Vision Realization Resources	
See www.visionrealization.com for even more resources	
Evaluation 101	Provides an overview of the evaluation process. This resource should be the first one viewed as the others build off of it. If you're thinking of doing an evaluation, you'll get up to speed quickly here. The slide show combined with the audio annotations offers a thorough introduction.
Process maps	Utilizing this knowledge will help you understand and communicate what your camp does in an unprecedented way. The staff and campers will benefit enormously from this knowledge. View this slide show with audio annotations and reach a new plateau of understanding and effectiveness. This is not just about "evaluation."
Measuring outcomes	If you want to assess how well your camp is achieving its mission and outcomes, this knowledge is essential. Picking measures is hard to do, but this shows you the process and offers questions/criteria to make sure you pick a winner. Slide show with audio annotation explains and guides you through this sticky area.
Staff training best practices presentation	Learn how to take your camp training from good to best practice. Understand how to convey information so that it will be remembered and used. Learn how to sell the heart in addition to the mind. Understand how to make in-the-trenches training as effective as possible - includes guidelines for supervisors. Fortune 500 leadership training, Parent Effectiveness Training, and camp orientations don't achieve their objectives at an alarming rate. Learn why orientations, special trainings, and in-services fail and what to do about it.
Staff training best practices handout	This written summary compliments the presentation, rather than replacing it. Both offer plenty of principles, examples, and specifics.
Emotional intelligence	Brief information on what Emotional Intelligence (EQ) is, why it is so important, and how to develop it in presentation format. Also includes information on how to measure EQ in a valid and reliable way. Audio annotation is included.
Emotional intelligence handout	Detailed, but clear information about what Emotional Intelligence is, why it is crucial, and how to develop it. Information on applying it to interpersonal relationships is also included.
Behavior management	This resource is a comprehensive behavior management plan that is firmly rooted in developmental and counseling psychology. Elements of plans that work and don't, bases of power, 5 approaches to counseling, parenting styles, and a full description of a systematic plan for working with children are all included.