PASSPORT: Not a Panacea of Academic Achievement, School Violence, or Self-Actualization

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Abstract

Originally published in Contemporary Psychology: APA Review of Books, 1999, Vol 44(6), 540–541. This is a review of the books, “The PASSPORT Program: A Journey Through Emotional, Social, Cognitive, and Self-Development, Grades 1–5” (see record 1998-06651-000), “The PASSPORT Program: A Journey Through Emotional, Social, Cognitive, and Self-Development, Grades 6–8” (see record 1998-06649-000), and “The PASSPORT Program: A Journey Through Emotional, Social, Cognitive, and Self-Development, Grades 9–12” (see record 1998-06650-000). The intent of the three volumes of the PASSPORT Program is to develop rational thinking skills, to help [students] to increase self-acceptance, deal with troublesome emotions, and overcome self-defeating behaviors through principles based on Rational-Emotive Behavior Therapy. The PASSPORT Program is discussed in a set of three volumes targeting self-development, emotional development, social development, and cognitive development for Grades 1–12. In these volumes, cognitive development does not address academic or metacognitive issues but rather deals most directly with cause and effect relationships. The program does provide a nice resource for teachers (trained or not) to raise awareness of developmental issues that children and adolescents may face and that adults may view as trivial. The PASSPORT Program provides supplemental materials and developmental resources for teachers which, given teacher time and effort, may be adapted and intertwined with the state standards to provide a more balanced approach to academic tasks. (PsycINFO Database Record (c) 2006 APA, all rights reserved)

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Six schools were randomly sampled and one section of each grade was randomly chosen. Participants were 479 students of whom 235 were males and 244 were females. There was a significantly low correlation between self-esteem and academic achievement in the Global, General, Academic, and Parental self-esteem subscales, but no significant correlation was revealed between Social and Personal self-esteem subscales and academic achievement in the whole sample and in grades 10 and 11. Self-esteem is believed to play a significant role because it helps the individuals in adjusting and coping with the demands of their environment and maintain the appropriate behaviours.