

A PRESCRIPTIVE DEVELOPMENTAL COUNSELING APPROACH
WITH TITLE I ELEMENTARY
SCHOOL CHILDREN

By

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Oklahoma State University
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1970

Master of Science
Oklahoma State University
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1974

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
SPECIALIST IN EDUCATION
December, 1975

MAR 24 1976

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ACKNOWLEDGMENTS

Appreciation is expressed to all the people who contributed to the completion of this paper.

Special thanks goes to my chairman, Dr. Judith Dobson, who patiently guided and encouraged me in this endeavor as well as being an inspiration to me in pursuing the elementary school counseling field.

I also wish to thank my committee members Dr. Price Ewens, Dr. Phil Murphy and Dr. Bill Elsom for their valid critiques and positive suggestions.

Appreciation is expressed to my friends in Oklahoma and Oregon for their support, with a special note to Dick and Shar Holcomb for the sharing of their home and time with me in order to complete this task long distance.

Recognition goes to the Stillwater Public Schools and especially Jo Ann Cooper, Janis Dunn, Bill Salwaechter and Art Bieri for their work and participation. The students that were involved are also acknowledged, because due to their individual contributions, this program was a rewarding experience for all.

Sincere thanks goes to my families for their constant belief in me. And deep gratitude to my husband, Ray, for his love, understanding, and being there when I needed him.

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CHAPTER I

INTRODUCTION

How do human beings cope with change? Why are some people able to cope with and even control the course of their lives, while for other individuals, life seems to be a series of unmet crises?

Dimick and Huff (1970) see the two major objectives of the total guidance and counseling program as "(1) the prevention of maladjustment, and (2) the development of human potential." Nelson (1972) discusses the developmental approach in the elementary school guidance program as focusing on preventing problems from occurring or from escalating and on anticipating the difficulties that appear in the process of growing and maturing.

The central objectives of a guidance program met cooperatively by the school staff and counselor stated by Nelson (1972) are:

. . . (1) the facilitation of effective living in the present; (2) the development of understandings, concepts and skills that will result in responsible living in the future; and (3) the reduction of undue tensions and anxieties related to or inhibiting learning (p. 20).

In short, the objective of an elementary guidance and counseling program is reaching the individual child.

Statement of the Problem

This study was designed to provide an intensive, individualized guidance approach in an attempt to more effectively meet the needs of

students repeatedly referred for counseling.

Background of Study

The 1973-1974 school year was the second year of a part-time guidance program in Lincoln Elementary School in Stillwater, Oklahoma. Lincoln was a Title I school attended by children kindergarten through grade five. The part-time program was coordinated by the counselor to provide developmental individual and group counseling and classroom guidance, while affording remedial and crisis counseling as needed. The part-time program was also coordinated with the Payne County Guidance Center which provided consultation and assessment services by a school psychologist.

In December, 1973, a mid-year evaluation of the part-time school counseling program was made by the school counselor to assess how well the students' needs were being met. It was observed by the counselor and Lincoln school staff that a number of students, especially from the intermediate level, were continually referred for counseling. Due to these repeated referrals from school faculty and administration it became apparent that needs of these individual children were not being met in the existing part-time program.

During this mid-year evaluation process, brainstorming sessions were held with the school staff. The learning disabilities teacher became interested in an individualized counseling program, as there was a student with emotional handicaps assigned to her and there were no special alternatives available for him in the district. The concept of a counseling program in a play media setting during regular afternoon sessions for this student and other individual students began to develop.

The implementation of the concept would involve the counselor holding counseling sessions for identified students and coordinating activities with academic work in special and regular classes. The basic premise for developing a play-media program was that if these repeatedly referred students received more intensive, consistent counseling, their social and emotional development would improve.

In January, 1974, the idea of the play media room was presented to the Lincoln school principal who enthusiastically agreed that the program could possibly better meet the students' counseling needs. A meeting was held with the Lincoln staff to discuss the program and the school counselor explained goals of the project in a brief in-service meeting. The counselor met individually with teachers to consult on developmental needs of students referred to the play-media program. In order to coordinate services, three staffings were held with selected Payne County Guidance Center personnel, Stillwater school administration and Lincoln school staff. One result of these staffings was that the school psychologist would continue certain cases individually and coordinate family counseling through the Guidance Center for certain children in the school program.

Two staffings were also held in January with the Lincoln school counselor, an Oklahoma State University practicum counselor who was to work in Lincoln school during the 1974 Spring semester, and the University supervisor. The goal was to involve more developmental guidance and counseling activities in the part-time guidance program and to coordinate activities with the play media program. The practicum counselor and Lincoln school counselor worked closely throughout the spring term to provide services to Lincoln school students in both developmental

and remedial counseling.

Importance of the Study

An attempt was made to provide a rationale for individualizing a school counseling program when identified students indicated needs beyond those met in a part-time guidance program. The use of a more intensive, individualized counseling approach should facilitate great opportunity for growth of these students in some areas of their development. This counseling approach may demonstrate several areas of importance:

(1) by having a facility to work within, students and school staff can identify the project as a part of the part-time school guidance program and the school; (2) a play media approach can be implemented to facilitate more individualized counseling with a space set aside for counseling activities; (3) a guidance and counseling program can be coordinated to benefit children by using specialists and consultants with school staff in a team approach; and (4) more relevant school experiences for individuals will result by giving teachers and school administrators recommendations and feedback on students involved in the school counseling program.

Definition of Terms

Definition of terms, concepts and personnel employed in this study are listed below:

- (1) Counseling - As one aspect of the guidance program, counseling is the professional relationship between a counselor and a client in which the counselor aids the client in understanding

himself and his life space in order to make meaningful and informed choices consonant with his essential nature in those areas where choices are available to him (Stefflre and Matheny, 1968).

- (2) Guidance - Guidance encompasses the full range of personalized assistance given to the individual in seeking to expand his self-understanding and his understanding of others. This is the process of guiding for decision-making in areas in which society leaves the individual relatively free (Hill, 1965).
- (3) Prescriptive Developmental Counseling - This is an intensive, concentrated counseling approach with emphasis on all areas of the child's development. Individualized goals and objectives are planned by the counselor in coordination with school staff.
- (4) Play Media - Play media, as a primary intent, is a counseling approach that facilitates spontaneous expression and communication by the child. Insights gained by the counselor and therapeutic value experienced by the child are secondary benefits (Nelson, 1972).
- (5) Hobbitt Hill - Hobbitt Hill is the name of the prescriptive developmental counseling program and the room set aside to facilitate a play-media approach
- (6) Self-Concept - Self-concept is the individual's image or concept of himself as a unique person or self, different from every other self (Anderson, 1952).
- (7) Effective Human Behavior - Behavior that gives an individual the greatest possible long-term control over his environment

and the affective responses with him that are evoked by that environment (Dimick and Huff, 1971).

(9) Social Adjustment and Behavior - As measured by the Teacher

Referral Questionnaire and includes fourteen ratings:

- a) Participates in classroom activities;
- b) Is attentive;
- c) Seems to exert a positive influence on others (leadership);
- d) Shares his belongings with other pupils;
- e) Treats other pupils with friendliness and respect;
- f) Follows directions;
- g) Shows initiative in classroom discussion and projects;
- h) Seems to make friends easily;
- i) Works with independence and apparent self-confidence;
- j) Concentrates on a task;
- k) Appears to feel secure in his social relationships with peers;
- l) Waits his turn;
- m) Shows respect for the teacher;
- n) In terms of overall behavior and adjustment how do you evaluate this pupil's conduct;

(10) Learning Disabilities Students - Learning disabilities

students are those children with normal or potentially normal intelligence who, because of some neuro-psychological factor, are noted to have learning disabilities of a perceptual, conceptual, or integrative nature. Children with major sensory and motor deficits such as the blind, the deaf, the cerebral palsied, the mentally retarded or children whose

learning deficit clearly is of emotional origin without concomitant neuro-psychological factors, are excluded from this category (Special Education in Oklahoma, 1974).

(11) Title I Elementary School Children - Children qualify for the Title I classification if the family income is \$3,000 a year or below.

(12) Personnel Service Team - The personnel service team involved in the Hobbitt Hill program are identified as follows:

1. School Counselor - The person hired through the Title I project by the Stillwater School District to pilot a Cross-Age Education program and to coordinate guidance and counseling services on a three-fourths time basis in Lincoln and Skyline elementary schools for the 1973-74 school year.

2. School Psychologist - A doctoral level intern in school psychology at Oklahoma State University employed through Payne County Guidance Center and the Stillwater Schools for the 1973-74 school year.

3. Practicum Counselor - The person who served in Lincoln Elementary School during the Spring term of the 1974 school year to partially fill requirements for a Masters degree in elementary counseling from Oklahoma State University.

4. Learning Disabilities Teacher - The teacher who held classes on a lab basis for identified students at Lincoln Elementary School.

5. Classroom Teachers - The regular classroom teachers of students involved in the Hobbitt Hill program.

6. School Principal - The principal of Lincoln
Elementary School.

Research Questions

In order to carry out this study, the following research questions were formulated:

1. Will individualized objectives with a comprehensive guidance approach facilitate self-concept growth of children as measured by the Piers-Harris Self Concept Scale?

2. Will individualized objectives within a comprehensive guidance approach facilitate increased social adjustment and behavior as measured by the Teacher Referral Questionnaire?

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to discuss areas of literature related to this project and to give research support for this study. There are three major divisions of this chapter. The first section deals with a developmental approach to counseling, consultation and coordination. Next, literature pertaining to related counseling approaches will be presented. The chapter is concluded with a discussion of the use of the play-media approach in a counseling program.

A Developmental Approach

Counseling is a part of the affective aspect of the total educational process for the child. Tyler (1961) believes that the psychological purpose of counseling is to facilitate development. One basic assumption of developmental counseling is that human personality unfolds in terms of a healthy interaction between the growing organism and the culture on environment. Therefore, according to Blocker (1966), developmental counseling is an attempt to facilitate each individual toward maximizing his possible human freedom. As a second goal, developmental counseling seeks to develop behavior that maximizes human effectiveness. Developmental counseling aids the client in becoming an effective human being, striving for control over those aspects of his environment that he can manipulate, and for control over his affective

responses to those aspects of his environment that he cannot.

The counselor acts as a catalyst to the process of living by working with the client to develop skills and tools of his own to deal effectively with his life. In this view presented by Perls (1951), the emphasis is placed on the process of counseling as a responsibility of the counselor to the client. Some aspects of the process of counseling are to help the client gain insight, to determine alternatives, to make choices from alternatives, to develop a concept of self-awareness and acceptance, to determine individual counseling objectives and to develop interpersonal skills. Counseling facilitates growth and development for the client and the changes that may occur as a result of the client choosing to use the skills he has acquired on his own and during the counseling experience.

Since the adjustment process is not the same for each individual, Dimick and Huff (1970) suggest "counseling must be thought of in terms of individuals, not groups." Moustakes states (1959) that the counselor conveys respect for the child's individuality by the counselor's words and his actions:

These are your feelings. These are your ways. You have a right to cherish them because they belong to you. I hold your peculiarities, your loves and your hates, your mannerisms and your habits in esteem and honor as I do all aspects of your self (p. 5).

White (1973) agrees that since everyone differs and interactions are unique, clients must be treated individually.

Whether the individual is involved in group or individual counseling, by setting individual objectives for each child, the counselor can provide experiences that provide opportunities in needed areas of development. Boy (1974) stresses that by providing experiences

that meet the individual's needs with quality counseling sessions, the counselor can help keep the individual motivated.

The role of the counselor is not only to meet emotional-social needs of individuals, but coordinate the total development of the child. Coordinating counseling activities with the classroom teacher and other professionals promotes a total developmental approach. School motivation and achievement, according to Glasser (1969), can be encouraged when attempts are coordinated to provide individuals with successful educational experiences.

Dinkmeyer (1973) views consulting as providing counselors with a process for affecting their public image while becoming highly accountable to the full range of their clientele. Tyler and Fine (1974) found psychological consultation to be the most effective when intensive rather than when limited consultation was implemented. Effective communication and consultation with community agencies is vital to obtaining additional counseling services according to Carman (1973).

Dinkmeyer (1974) discusses the need for systematic education programs which facilitate the child's development by being involved with his total being: his intellect, feelings, attitudes, values, behaviors, and relationships with others. Through the developmental approach to guidance, the counselor can facilitate counseling, coordinate activities and consult with an emphasis on the individual. Through continually evaluating the process to meet the needs of the client, Miller (1970) views the counselor as maximizing the experience for the individual and keeping the process meaningful.

Related Counseling Approaches

Areas of concern in school counseling programs often involve exploring the students' fear of failure and their motivation in the classroom. Stamps (1973) acquired positive results with economically deprived males in grades four through six when he dealt with fear of failure and motivation in group counseling situations. The students developed internal patterns of positive reinforcement, feelings of competency and self-esteem as measured by more realistic levels of aspiration, increases in academic performance and decreases in fear of failure motivation. Pulvino and Miller (1973) found individual contracting to be an effective motivational technique as long as psychosocial aspects of students' development are considered along with academic goals.

The use of behavior modification techniques in school counseling can be effective in developing responsibility in children for their own actions. Krall and Floyd (1973) discovered that by combining a time-out technique and working conjointly as counselors, individual needs of disruptive students were met more effectively. Gumaer and Myrick (1974) found client-centered and behavior modification techniques can be applied to reduce disruptive behaviors when they conducted behavioral group counseling situations. After seven weekly sessions, disruptive behaviors in the three groups of eight subjects were reduced. Transfer of this learning to the classroom was noted by the students' teachers, also. Landreth (1974) conducted a group counseling study where students effectively assumed responsibility for individual behavior. He found that the group counselor must be able to facilitate the kind of climate

which not only allows but encourages group members to become involved in the process of determining what each will contribute.

The school counselor can benefit the development of students in the classroom using peer support and peer tutoring. Schmuck and Schmuck (1973) found that by the counselor working with the peers of a student in the classroom setting facilitated an environment that positively affected the social-emotional security and school performance. Coordination of classroom consultation groups was done using dimensions of peer climate (influence, attraction, norms and communication) and stages of peer climate development (inclusion, membership, shared decision-making and supportive group).

Horan and others (1974) conducted a study where peer tutoring had positive effects on a group of eighth grade students who were tutored twice a week in math by trained older peer tutors. The group that did not receive tutoring did not improve. Harris and Sherman (1973) found similar results in a study conducted using unstructured peer tutoring procedures on 24 fourth and 25 fifth graders who tutored each other daily in math sessions. A suggestion was made that the students profited socially from interactions made during tutoring as much as the academic improvement. Allen and Roberts (1973) suggest that serving as a tutor may be a particularly useful method for enhancing the academic performance of low achieving children. This was their conclusion after conducting a two-week study with one group receiving tutoring and one group studying alone.

Group counseling has been effective in contributing to a more positive self-concept and development also. Kern (1973) assigned children in grades four through six to three experimental groups. One

received group counseling, one participated in a non-counseling or halo concentration group and one was a control group. Pre and post testing with the Walter Behavior Identification Checklist and California Test of Personality showed significant improvement in the experiment groups.

To measure the effects of group counseling on self-concept and achievement of Title I elementary school children, Martin (1973) used the Piers-Harris Children's Self-Concept Scale. Due to the short duration of the study, significant results were not found. A study using the Piers-Harris Children's Self-Concept Scale was conducted by Eldridge (1973) to evaluate the effects of the Guidance Associates' Kit, Developing an Understanding of Self and Others (DUSO) on self-concept of second grade students over a five-week period. Significant differences were found only with the DUSO Affectivity Device for subjects in the DUSO program. Findings suggest that the California Test of Personality and Piers-Harris Children's Self-Concept Scale did not measure the same dimensions of self-concept. The DUSO program, however, provided structure for growth and development of self-concept. He reported that teachers' awareness of the student's individual development increased.

The Piers-Harris has been used in other related studies. Piers (1972) conducted a study using the Piers-Harris to evaluate parents' predictions of their child's self-esteem in a clinic setting. It was suggested that parent attitudes may be the most significant factor separating the parents of normal and disturbed children and that satisfaction with the child rather than just awareness of his feelings may be the crucial issue in the perception of him as needing or not needing professional help.

The Play Media Approach

Play media, according to Axline (1947), is based upon the premise that play is the child's natural medium of self-expression. Play media provides an opportunity to the child to play out his feelings and problems. Moustakes (1953) states that play media may be thought of as a set of attitudes in and through which children may feel free enough to express themselves fully, in their own way, so that eventually they may achieve feelings of security, adequacy and worthiness through emotional insight. A combination of counseling techniques are used in play media in order to meet individual needs of children according to Nelson (1972). Individual counseling activities progress according to the child's growth and development with a continuous evaluation of his needs.

Moustakes (1953) suggests that play media provides a counseling approach that is based upon a positive theory of the individual's ability. Play media is not limiting to the individual's growth. The approach begins where the individual is at the moment and allows the individual to go as far as he is able. This approach is centered around the child. Moustakes interprets this child-centered philosophy as not mainly being concerned with techniques and skills, but rather concerned with the kind of relationship which enables children to grow emotionally and to gain faith in themselves as feeling individuals. The three basic attitudes emphasized in child-centered play media are faith, acceptance and respect. There is no clear-cut formula by which the counselor conveys these attitudes since they blend imperceptibly into interpersonal interactions. Faith, acceptance and respect can be viewed as being

intimately bound in the counseling relationship. Without these aspects provided by the counselor, the play media approach would not be effective.

Axline (1947) outlines play media as being (1) directive in form, where the counselor assumes responsibility for guidance and interpretation; or (2) play media may be child-centered, where the counselor leaves responsibility and direction to the child. Child-centered, nondirective play therapy may be described as an opportunity that is offered to the child to experience growth under the most favorable conditions. When emotional confidence is achieved, the child begins to realize the power within himself to be an individual in his own right, thinking for himself, making his own decisions, becoming psychologically more mature, and by so doing, realizing selfhood.

Bosdell (1975) discusses that through self-expression and then through playing out solutions in the play media setting the child learns the required social skills as well as gains additional mastery of himself and his environment. Amster (1974) writes on the meaning of play presenting five uses of play in therapy. First, play can be utilized to gain a diagnostic understanding of the child that will supplement other historical material. One can observe the child's capacity to relate himself to others, his distractibility, his rigidity, his areas of preoccupation, his areas of inhibition, the direction of his aggression, his perception of people, and his wishes and his perception of himself. Second, play can be utilized to establish a working relationship. This use of play is helpful with the young child who lacks the adult's facility of verbal self-expression and with the older child who shows resistance or inability to articulate.

A third use of play mentioned by Amster (1974), can be breaking through a child's way of playing in his daily life and his defenses against anxiety. This use is helpful as an additional method of treating distortions in a child's manner of playing. Fourth, play can be used to help a child verbalize certain conscious material and to relieve the accompanying tension. This cathartic use of play deals with symbolic material which has significance to the child. The counselor must be aware of how much release in play the particular child can tolerate without panic and also must be aware of the kind of participation and interpretation he should make. Fifth, play can be used to develop a child's play interests which he can carry over into this daily life and which will strengthen him for his future life. This use of play has particular importance because of the correlation between the play and work capacities of an individual.

Bosdell (1973) expresses that it is essential to remember that just as words in and of themselves have no magic healing quality, neither does play in and of itself provide instant therapeutic gain. Primary to and essential for all counseling progress is the relationship that exists between the counselor and the child. Throughout the play situation and more specifically, throughout the relationship existing between the counselor and the child, the natural growth processes are freed which enable the child to progress naturally and normally toward maturity. It is the very state of being in process that offers the greatest challenge and the most promise for the child's growth.

CHAPTER III

METHODOLOGY AND INSTRUMENTATION

This chapter will present the processes employed and measures used to evaluate the progress of the individual students in the Hobbitt Hill program. The first section, the methodology, describes the methods used to evaluate the students with elaborations on a description of Hobbitt Hill, the administration of the Piers-Harris Self-Concept Scale, the completion of the Teacher Referral Questionnaire and the use of the play media approach. The second part of the chapter describes the instruments used: (1) Piers-Harris Children's Self-Concept Scale; (2) Teacher Referral Questionnaire; (3) Anecdotal Records, and (4) Consultation and Coordination Records.

Methodology

A Description of Hobbitt Hill

The counselor acquired the use of an unoccupied classroom upstairs in Lincoln Elementary School. Since the room was removed from the regular classrooms, distractions were minimized. As an extension of the established guidance program, the space allowed for a play media setting, as well as a room for regular developmental counseling activities at other times.

To project a positive image for the program and to avoid labels, the name "Hobbitt Hill" was chosen. The Hobbitt Hill program continued

for seventeen weeks, each regular school day between one and three o'clock. Four days were scheduled with the resident counselor. On the fifth day, the school psychologist from the Payne County Guidance Center met with individual students.

Individuals involved in the Hobbitt Hill program were chosen through teacher, principal, specialist referrals. The counselor then met with staff and specialists to discuss priorities and goals for the students.

There were twenty students, six females and fourteen males, from the third, fourth, and fifth grades involved in Hobbitt Hill. The students were scheduled according to individual needs. Part of the afternoon they worked with the learning disabilities teacher or the regular classroom teacher on academic skills. Close coordination and emphasis of activities for individual students was made between the classroom teachers and the learning disabilities teacher.

To test out of the program, a small number of students were involved in the first two weeks. As the program progressed, more students were involved. The number of students involved on a weekly basis fluctuated for various reasons: crisis intervention, continuous teacher referrals, changes in priorities, children moving away or transferring within the district.

A prescriptive developmental approach was taken which included: (1) individual student goals, collectively determined by the counselor, student's teacher(s) and personnel service team members involved dealing with social adjustment, behavior and self-concept; (2) individual contracts made between the student and counselor to provide structure to the counseling experience; and (3) counseling approaches individualized

to the student's needs including group and individual counseling, behavior modification and the use of logical consequences.

By coordinating the Hobbitt Hill program and the part-time guidance program, certain students met some of their goals through a total developmental approach. The third graders were tutored by fifth graders through the Cross-Age Education program coordinated by the counselor. Third graders were involved in small group counseling sessions with the practicum counselor. Fourth graders were involved in Glasser (1969) circles. These circles had an open discussion orientation.

Administration of the Self-Concept Scale

The Piers-Harris Self-Concept Scale (see Appendix A) was administered by the counselor in group sessions. Before administering the scale, the counselor talked with the students concerning the value of finding out how boys and girls feel about themselves, as directed in the Piers-Harris manual (Piers, 1971). Children were instructed to "answer the questions as you really feel you are, not as you think you ought to be." The counselor stressed that this was not a test, that there were no right or wrong answers, that results would not affect their school grades and that results would be kept confidential.

After the scale was distributed, the counselor checked to be sure that every child had a pencil and assisted the students in filling out identifying data. The counselor then read the instructions to the students, stressing that the students circle either yes or no for each item. The items were then read aloud by the counselor to the students at a pace they all could maintain. An item was repeated upon request.

The scale was scored by the counselor using the key provided. The number of items scored correctly of the total of eighty items made up the raw score.

Completion of the Teacher Referral Questionnaire

The Teacher Referral Questionnaire (see Appendix B) was given to the teachers of each student in the Hobbitt Hill program at the beginning and end of the program. Teachers were instructed by the counselor to check the appropriate response for each item to indicate her assessment of each pupil's social adjustment and behavior. Teachers also made additional comments that contributed to the referral. Teachers were requested but not required to fill out the form. Therefore, some teachers chose not to participate. However, since each child had more than one teacher in the rotating team approach at Lincoln School, adequate input was gained from the use of the Questionnaire.

The results of the Questionnaire pre and post were tallied individually for each student on a summary sheet. The Questionnaire tally, teacher input, anectoctal records and consultation summaries were kept in an individual file for each student.

The Play Media Approach

A play media approach was used to facilitate the counseling activities process. Play media was selected according to the interests and needs of the students.

Play equipment, loaned from the physical education program for indoor and outdoor activities, consisted of large playground balls, wrestling mats, and an indoor bowling game. Teachers contributed an autoharp, science equipment which included small microscopes and slides,

a checker game, a used violin, a record player and records, extra reading books, as well as, a paint easel and brushes. A Raggedy Ann doll, two party table games and an inflatable BOBO punching clown were purchased with trading stamps contributed by staff members. Puppets and props were used along with DUSO I and II kits, American Guidance Associates, provided through Title I funds. Chalkboards and supplies were available in the room. Play dough, crayons, paints, paper and scissors were supplied by the school

Instrumentation

Piers-Harris Children's Self-Concept Scale

The Piers-Harris Children's Self-Concept Scale entitled "The Way I Feel About Myself" was utilized to report children's self-attitudes. According to Piers (1969), this self-report instrument is designed for children over a wide age range and is generally completed within twenty minutes. Administered in group form, it requires approximately a third-grade reading knowledge. Administered on an individual basis, the authors suggest that it might be used below that level. As suggested by Piers (1969):

It may be administered and scored by responsible, educated non-psychologists, but should be interpreted only with the aide of someone knowledgeable in measurement and statistics, psychology of adjustment and self-theory (p. 2).

Development of the Piers-Harris

Piers and Harris (1964) originated the scale with items developed from Jersild's (1952) collection of children's statements concerning what they liked as simple declarative statements, e.g., "I am a happy person." At least half the items are negative in content in order to

reduce effects of acquiescence, but negative terms such as "don't" were avoided to reduce the confusion of a double negative.

The preliminary pool of 164 statements were administered in a pilot study to a sample of 90 children from third- fourth- and sixth-grade classes in a small school district. The pilot study established that the children understood the items and that the inventory could be completed in approximately thirty to thirty-five minutes. Following this administration, some items were dropped leaving 140 items, including the Lie scale.

In the standardization process, the 140-item scale was administered to four third-grade classes, four sixth-grade classes, and four tenth-grade classes in a large school system. In the elementary grades, classes were chosen from several different schools, representing a cross section of socioeconomic levels in the community.

As a preliminary approach to scoring, statements were classified by three judges as reflecting adequate (high) or inadequate (low) self-concept. Repetitious items originally included to estimate consistency were discarded and the Lie scale was put aside to be scored separately. Therefore, 100 items remained, of which 95 could be classified as reflective or adequate or inadequate self-concept. The other five items were retained, but their direction was not determined. These items were: "I am different from other people."

Piers (1969) found scoring for this sample of third, sixth and tenth grade students showed no significant sex differences and no significant differences at or beyond the .05 level between means for third and tenth grades. But there were significantly lower scores, less adequate self-concepts for students in grade six. Variability showed a

consistent decrease with age.

In the item analysis, the sixth grade sample of 127 students was used. The 30 highest and 30 lowest scores were identified and on each, Cureton's chi test (Lindquist, 1951) was applied to determine whether the item significantly discriminated between the high and low groups at the .05 level or better. In addition, only those items answered in the expected direction by half or over half of the high group were used. Eighty items met these two criteria and constitute the present scale, which can be administered in approximately twenty minutes. Three of the previously neutral items were dropped after this analysis.

Reliability of the Piers-Harris

Most of the reliability data on the Piers-Harris was collected from the original standardization study which used the 95-item scale. The Kuder-Richardson Formula 21, which assumes equal difficulty of items, was employed for internal consistency and to judge the homogeneity of the test. The resulting coefficients ranged from .78 to .93. As a check, the Spearman-Brown odd-even formula was applied with resulting coefficients ranging from .87 to .90.

To test stability, a retest after four months on one half the standardization sample resulted in coefficients of .72 and .71, which were judged satisfactory for a personality instrument in the experimental stage. The revised 80 item scale, though shorter, was shown to have better reliability. Wing (1966) found for both a two-month and four-month test-retest, coefficients of .77 for 244 fifth graders.

According to Piers (1969), the scale is thus judged to have good internal consistency and adequate temporal stability. This does not

mean, however, that individual changes in scores, or group differences can be taken at face value.

Validity of the Piers-Harris

In building content validity into the scale, items were written to cover all areas about which children reported qualifies their likes or dislikes about themselves according to Jersild (1952). During the item analysis by Piers (1969) non-discriminating items were dropped, so that the scale no longer covers every area to the same degree. The areas retained emphasized Jersild's last two groups, i.e., "Just me, Myself" and "Personality, Character, Inner Resources, Emotional Tendencies." These presumably are a better reflection of a child's general self-concept than such narrower categories as "Enjoyment of Recreation" or "Special Talents."

Mayer (1965) compared scores on the Piers-Harris with scores on Lipsitt's Children's Self-Concept Scale (1958) for a sample of 98 special education students, 12-16 years of age. He obtained a correlation of .68. Cox (1966) compared scores on the Piers-Harris with big problems checked on the SRA Junior Inventory for 97 children in grades 6-9. He obtained a correlation of .64.

Children's self-reports have typically corresponded only slightly with the way their teachers and peers rate them (Ullman, 1952; Powell, 1948). Piers (1965) obtained correlations with fourth- and sixth-graders which ranged from nonsignificant to .49. There was a slight tendency for greater correspondence with girls' ratings, and for peer ratings to correspond better than teacher ratings with self-report. Cox (1966) using subjects in grades 6 through 9 from 97 families, found

appreciable correlations between the Piers-Harris and teacher and peer ratings of socially effective behavior (.43 and .31). Even higher were the correlations with similar ratings of superego strength (.40 and .52).

Normative Data of the Piers-Harris

For normative data of the eighty-item scale, norms were established based on 1183 public school children in a Pennsylvania school district ranging from grade 4 to grade 12. No consistent sex and grade differences have been found (Piers-Harris, 1964; Piers, 1965; Millen, 1966; Farls, 1966). There is considerably more consistent evidence by Piers-Harris (1964) and Millen (1966) that variability of scores tends to decrease as grade level increases, but even here exceptions have been noticed. Piers (1969) states that evidence shows that at least by age eight, self-attitudes have a reasonable amount of stability. Since no consistent differences have been found, the scores were pooled for normative purposes.

Average scores are usually considered to be those between the 31st and 70th percentiles or between raw scores of 46 and 60. The mean of the sample is 51.84, and standard deviation is 13.87. The median is 53.43. Like many personality instruments, these measures of central tendency as interpreted by Piers (1969) reflect negative skewness, or the tendency of the general population to respond in a generally positive fashion.

Interpretation of the Piers-Harris

For interpretation of individual scores, the standard error of measurement should be employed. This can only be estimated at the present time since Wing's (1966) coefficient of .77 is the best

approximation to the stability of the test and Wing reported quartile, but no standard deviations. A difference in reported self-attitudes at the .05 level would require a change of almost twice the SE_m . It is recommended, therefore, that individual changes in scores of less than 10 points be ignored (Piers, 1969).

Changes in group means on a retest (up to 5 points) have been shown to be consistently in the direction of a higher score, toward a more positive self-concept. Such findings are not unusual in this area (cf. Tayler, 1955), and it has been suggested that increasing familiarity with the items might account for the change.

As this scale is designed for research, much caution must be taken in the interpretation of scores. Individual variables such as fatigue, mental attitude and self-awareness must be recognized and weighed.

For interpretation in a clinical or counseling setting, the Piers-Harris scale has been found useful when used on an individual basis as part of a test battery and other evaluation techniques. Little attention is paid to the total score unless it is very high or very low. Very high scores should be evaluated in terms of defensiveness as well as high self-esteem. Low scores can be considered as a confirmation of the need for help. Responses to individual items can be used as aides to diagnostic interviewing or counseling.

Since the Piers-Harris is quickly and easily administered to groups, it can be used as a screening device in schools to identify children in need of psychological referral. This would imply that only low scores would be generally attended to and even these should be considered tentative, and not made a part of the child's record.

It is strongly recommended that the scale not be used for

comparisons between children, or other individual uses unless great care is paid to the standard error of measurement and in the case of retesting, to the typically found higher score on retest.

Researchers working with special education students found means well within the normal range also. Mayer's (1965) special education groups, and boys at the North Carolina RE-ED school for the emotionally disturbed showed average mean scores. Therefore, the scale is not limited to normal populations.

Teacher Referral Questionnaire

A Teacher Referral Questionnaire for referral and follow-up is a descriptive rating form adopted from the Tulsa Public Schools. The Questionnaire measures the teacher's view through teacher observations of the student's social adjustment and behavior in the classroom. There are fourteen categories that deal with overt, rather than covert behaviors which are: (1) Participates in Class; (2) Is Attentive; (3) Exerts Positive Influence on Others; (4) Shares; (5) Shows Friendliness and Respect; (6) Follows Directions; (7) Shows Initiative in Class; (8) Makes Friends Easily; (9) Has Independence and Self-Confidence; (10) Concentrates; (11) Secure in Social Relations; (12) Takes Turns; (13) Respects Teacher; (14) Appropriate Social Adjustment.

Four teacher response dimensions are given for completing the Questionnaire. These are: Always (A); Usually (U); Seldom (S); and Never (N). Teachers were requested to fill out the forms at the beginning and again at the end of the program. There were usually more than one referral Questionnaire filled out per child, as all teachers working with the student were given a Questionnaire.

According to Cronback (1949), if the content of behaviors measured is overt, validity is increased in rating scales. The four-point checklist, according to Thronthike and Hagan (1955) provides more discrimination than a "yes-no" or forced choice questionnaire.

One common error in ratings is due to the limited opportunity for the rater to observe the person being rated, and specifically, in all the areas under consideration. This was not the case in this study as the teachers had a three-month period of time with daily contact with students to observe their behavior.

Another error to consider in rating scales is the halo effect according to Cronback (1969). The reader may consider this when reviewing the data.

A third common error in the use of rating scales is that raters may error in interpreting the alternatives and check them differently. This was handled in this study by consulting with teachers individually on how to fill out the Questionnaire and the meaning of the items and rating scale.

How a rating is used is a major consideration. The fact that ratings are used generally means that there is no better measure available to gain the amount of data made accessible through ratings. If the interest is in appraising how a person is reacted to by other people, ratings are reactions of these other people and are directly relevant to the point at issue.

Anecdotal Records

Individual anecdotal records were kept on each student in the program by the counselor. The format used by the counselor for writing anecdotal records included the student's (1) name, (2) age, (3) date of observation, (4) event, (5) interpretation of the student's response.

Thorndike and Hagan (1955) view an anecdotal record as a factual report with accurate information about events in the child's life, reported with enough of the setting and detail that it is a meaningful item of behavior. The anecdotal record provides accurate records as the human memory is fallible. The anecdotal record is a dependable source of datum that remains unchanged from the time it is made until the time it is needed for reference. Such a set of records provides stable evidence on which later appraisals can be based.

The anecdotal record is viewed as providing behavioral observations recorded in sequence with a more objective view of the child than a subjective, verbal report. Anecdotal records provide an informal and largely qualitative picture. Primary aspects of social functioning or adjustment to personal problems are illuminated by records of school behavior. According to Cronbach (1949), with records accumulated over a period of time, the incidents provide a richer picture of behavior than any other equally simple technique.

Nelson (1972) suggests anecdotal records serve a more valid purpose when the behaviors to be observed are sufficiently specified so that observations may be made. Cronbach (1949) identifies two responsibilities of the reporter that increase validity. One, the reporter must select incidents that are significant to the student's behavior. Exceptional actions are rarely reported in ratings and general impressions, but they are still significant. Two, the reporter must be objective, sorting out value judgments and interpretations, attempting to report the exact occurrences, including significant preceding events and environmental conditions. The report is valid only to that situation, and the results can be generalized to that specific instance only.

Thronrdike and Hagan (1955) view anecdotal records as becoming more meaningful when related to other facts known about the child. These include his health, intellectual ability, academic achievement, home surroundings and family pattern. Like any other evaluation procedure, anecdotal records are useful only if they are used. Care must be taken that the records are not an end in themselves, but made accessible and summarized periodically. When skill is used to select incidents and describe them objectively, when the mechanics of record keeping and summarizing are kept within reasonable bounds, and when the records are available for use by those whose concern it is to understand the individual pupil, anecdotal records can be a significant aid in understanding pupil behavior.

Consultation and Coordination Records

For each student in the Hobbitt Hill program, the counselor kept records of consultations made with school staff, administrators, Payne County Guidance Center personnel and parents. Records of all activities coordinated within the program were kept.

The counselor also recorded individualized objectives for each student. These objectives were stated and revised according to the individual student's needs on the basis of the pre Piers-Harris scores, pre teacher ratings and initial anecdotal records.

CHAPTER IV

DATA AND RESULTS

This chapter presents data and results of the evaluation of the twenty students A through T involved in the program Hobbitt Hill. In reviewing these results, the reader is reminded that the emphasis of this study is on the individual student, not the students as a group.

The first part of Chapter IV presents individual student summaries, including information on age, sex, grade, race, dates involved in the program, referral, objectives and a summary and results. Each summary is followed by a table presenting a Teacher Referral Questionnaire summary for each student.

The second section consists of a composite summary of results on: (1) the Piers-Harris Children's Self-Concept Scale (The Way I feel About Myself) pre and post scores; (2) the number of positive changes, negative changes, no changes and total of changes in behavior as rated by teachers on the Teacher Referral Questionnaire; (3) a tabulation of the no change category on the Teacher Referral Questionnaire; and (4) a tabulation of the number of guidance activities engaged in by individual Hobbitt Hill students.

Student A Summary

Age: 8 years 3 months

Sex: Female

Grade: Third

Race: Caucasian

Dates Involved: 1-10-74 to 4-30-74

Referral: Student A was observed having frequent conflicts with peers and showed up as an isolate in a class sociogram.

Objectives: To provide opportunities to develop self-awareness;

To improve social interactions.

Summary and Results: Student A was involved in 1 individual and 2 group counseling sessions with the counselor; 4 individual and 10 group counseling sessions with the practicum counselor; 2 classroom guidance sessions; and 7 Cross-Age education sessions. Five teacher, 6 practicum counselor, 1 school staff, and 1 school principal consultations were made. One conjoint home visit was made by the school counselor and practicum counselor to discuss emphasis between home and school on positive image building through positive praise and feedback. One play media activity observation was made by the counselor.

On teacher ratings for Student A positive changes were seen in the areas of leadership, sharing, friendliness and respect, security in social relations and taking turns by Teacher 2, and in attentiveness by Teacher 3. Teacher 2 also saw improvement in the areas of class initiative, making friends, independence and self-confidence, but Teacher 3 did not.

Student A obtained a pre-program score of 14 on the Piers-Harris. A significant 12-point increase was made with post-score of 26. A Piers-

Harris score of 26 is still indicative of an inadequate self-image.

Counselor observations made during the program were that Student A began wearing dresses and became more comfortable with feminine mannerisms. "A" interacted more often with female peers and developed effective relationships with students in the social skills groups. In the play media setting, Student A related personal concerns and explored alternative behaviors with the counselor. She also responded positively to the attention received from her fifth grade tutor.

Teacher 1 contributed greatly to Student A's ability to reinforce A positively for appropriate behaviors. Overall, Student A did show some improvements in her attitudes toward others and self-awareness. However, due to her improved but low self-concept, a recommendation for the following school year was made that Student A continue in counseling.

TABLE I

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT A

<u>Behavior Categories</u>	<u>Teacher 2</u>			<u>Teacher 3</u>		
	<u>Pre</u>	<u>Post</u>	<u>DC</u>	<u>Pre</u>	<u>Post</u>	<u>DC</u>
Participates in Class	U	U	0	U	U	0
Is Attentive	U	U	0	S	U	+
Exerts Positive Influence on Others	S	U	+	U	U	0
Shares	S	U	+	U	U	0
Shows Friendliness and Respect	S	U	+	U	U	0
Follows Directions	U	U	0	U	U	0
Shows Initiative in Class	S	U	+	U	S	-
Makes Friends Easily	S	U	+	U	S	-
Has Independence and Self-Confidence	S	U	+	U	S	-
Concentrates	U	U	0	U	U	0
Secure in Social Relations	S	U	+	S	S	0
Takes Turns	S	U	+	U	U	0
Respects Teacher	U	U	0	U	U	0
Appropriate Social Adjustment	U	U	0	U	U	0

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No Change
- = Negative Change
+ = Positive Change

Student B Summary

Age: 9 years 7 months

Sex: Male

Race: Caucasian

Grade: Third

Dates Involved: 1-10-74 to 5-3-74

Referral: Student B was referred because he lacked initiative and was not participating in class. He also appeared to lack self-confidence in social relations.

Objectives: To build self-confidence in social situations;
To increase participation in groups.

Summary and Results: Student B was involved in 4 individual and 8 group counseling sessions with the counselor, 11 group counseling sessions with the practicum counselor, 3 classroom guidance sessions, and 7 Cross-Age education sessions. Nine teacher, 4 practicum counselor, 2 school staff, 2 school principal consultations were made to encourage positive school attitudes for Student B. Two classroom observations of Student B were made by the counselor. One parent consultation was made to discuss ways for Student B's mother to provide emotional and academic support.

On teacher ratings for Student B, positive changes were seen by Teacher 2 in attentiveness, friendliness, respect, concentration and social relations; by Teacher 3 in teacher respect; and by Teachers 2 and 4 in sharing. Negative changes were seen by Teacher 3 in social relations, making friends, and following directions; by Teacher 4 in concentration, and taking turns; and by Teachers 3 and 4 in participation. Teachers 2 and 3 saw improvement toward appropriate social adjustment,

but Teacher 4 did not.

Student B obtained a pre Piers-Harris score of 38 and a post score of 62 with a significant increase of 24 points. A Piers-Harris score of 62 reflects an adequate self-concept score.

Counselor observations included Student B developing more self-confidence in group settings and contributing in positive ways to small group settings. Overall, "B" appeared to develop increased self-awareness and a recommendation was made that he be interviewed for counseling needs in the coming year.

TABLE II

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT B

Behavior Categories	Teacher 2			Teacher 3			Teacher 4		
	Pre	Post	DC	Pre	Post	DC	Pre	Post	DC
Participates in Class	S	S	0	U	S	-	A	U	-
Is Attentive	S	U	+	U	U	0	U	U	0
Exerts Positive Influence on Others	S	U	+	U	S	-	U	U	0
Shares	S	U	+	U	U	0	A	A	+
Shows Friendliness and Respect	S	U	+	U	U	0	U	U	0
Follows Directions	S	S	0	U	S	-	U	U	0
Shows Initiative in Class	S	S	0	S	S	0	U	U	0
Makes Friends Easily	S	S	0	U	S	-	U	U	0
Has Independence and Self-Confidence	S	S	0	U	U	0	U	U	0
Concentrates	S	U	+	U	U	0	A	U	-
Secure in Social Relations	S	U	+	U	S	-	U	U	0
Takes Turns	U	U	0	U	U	0	A	U	-
Respects Teacher	U	U	0	U	A	+	U	U	0
Appropriate Social Adjustment	S	U	+	U	A	+	A	U	-

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No Change
- = Negative Change
+ = Positive Change

Student C Summary

Age: 8 years 3 months

Sex: Female

Race: Negro

Grade: Third

Dates Involved: 1-10-74 to 4-23-74

Referral: Student C was referred because she was highly distractable in the classroom and displayed social conflicts with peers.

Objectives: To improve attitudes toward school;

To acquire more effective interaction skills.

Summary Results: Student C was involved in 3 individual and 4 group counseling sessions with the counselor, 10 group counseling sessions with the practicum counselor, 3 classroom guidance sessions, and 8 Cross-Age education sessions. Nine teacher, 4 practicum counselor, 2 school staff, and 2 school consultations were made. The counselor consulted with Student C's father about using consistent discipline techniques at home to coordinate with the emphasis on logical consequences being implemented at school. One play media observation was made by the counselor.

On teacher ratings for Student C, positive changes were noted in leadership, sharing, friendliness, respect, independence, self-confidence, concentration, taking turns, and social adjustment by Teacher 2. In participation, following directions, attentiveness, showing initiative, making friends, and social relations, positive changes were seen by Teacher 2, with negative changes noted in each of these categories by Teacher 3.

Student C obtained a single Piers-Harris post-score of 50, reflecting an adequate self-concept.

Observations made by the counselor were that Student C chose alternative responses to conflicts besides aggressive behaviors in play media activities. Student C began to assume more responsibility for her actions and became less manipulative in interpersonal interactions with adults and peers. "C" dealt with failure attitudes toward academics during Cross-Age tutoring sessions by discussing these feelings with the counselor.

An interview to appraise counseling needs at the beginning of the coming school year was recommended.

TABLE III

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT C

Behavior Categories	Teacher 2			Teacher 3		
	Pre	Post	DC	Pre	Post	DC
Participates in Class	S	U	+	U	S	-
Is Attentive	S	U	+	U	S	-
Exerts Positive Influence on Others	S	U	+	S	S	0
Shares	S	U	+	U	U	0
Shows Friendliness and Respect	S	U	+	U	U	0
Follows Directions	S	U	+	U	S	-
Shows Initiative in Class	S	U	+	U	S	-
Makes Friends Easily	S	U	+	U	S	-
Has Independence and Self-Confidence	S	U	+	S	S	0
Concentrates	S	U	+	S	S	0
Secure in Social Relations	S	U	+	U	S	-
Takes Turns	S	U	+	U	U	0
Respects Teacher	U	U	0	U	U	0
Appropriate Social Adjustment	S	U	+	U	U	0

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No Change
- = Negative Change
+ = Positive Change

Student D Summary

Age: 8 years 10 months

Sex: Male

Race: Caucasian

Grade: Third

Dates Involved: 1-2-74 to 4-12-74

Referral: Student D was not coping with the regular classroom as reflected in his emotional outbursts of anger over small incidents, loud tone of voice, inappropriate classroom behaviors and inability to perform academically, except when individually supervised. He transferred into the district from an out-of-state emotionally handicapped classroom.

Objectives: To facilitate opportunities for emotional development through counseling;

To improve social skills and peer relations;

To develop more appropriate classroom behaviors.

Summary and Results: Student D was involved in 13 individual and 15 group counseling sessions with the counselor, 4 individual and 3 group counseling sessions with the practicum counselor, 6 counseling sessions with the school psychologist, 2 classroom guidance sessions, and 3 Cross-Age education sessions. Eleven teacher, 16 learning disabilities teacher, 6 practicum counselor, 7 school staff, 10 school principal, 5 administration and 8 Payne County Guidance Center staff consultations were made. One parent conference was held, and two home visits were made conjointly by the counselor and learning disabilities teacher. Two counselor observations in the play media setting were noted.

As student D was involved between evaluation periods, teacher referral questionnaires were not completed. Student D obtained a pre-score of 33 and a post-score of 34 on the Piers-Harris. This is not a statistical difference, which may be explained by Student D's many emotional adjustments he needed to make. These scores reflect an inadequate self-concept.

Counselor observations of improvement was noted. Student D worked through coping with losing, and positive carry-over to the playground was commented on by school staff. Student D was observed building and maintaining peer relationships during Hobbitt Hill, with extended interactions outside of school. "D"'s ability to cope with academic frustrations improved to the point where he participated in regular class nonacademic activities such as art and music and physical education.

Student D's mother commented that "D" had made more progress in the program than in any school before, and that changes in his behavior were noticed at home. Student D moved out of the school district at the peak of his progress in the program. Follow-through was not possible, as the parent did not notify the school or request that records be transferred.

Student E Summary

Age: 8 years 4 months

Sex: Male

Race: Negro

Grade: Third

Dates Involved: 1-10-74 to 5-2-74

Referral: Student E was referred due to his aggressive ways of dealing with feelings and frustrations in the classroom.

Objective: To develop alternatives to dealing with frustrations, with an emphasis on verbal expression.

Summary and Results: Student E was involved in 4 individual and 8 group counseling sessions with the practicum counselor, 2 classroom guidance sessions, and 3 Cross-Age education sessions. Nine teacher, 4 practicum counselor, 2 school staff, 2 school principal, and 1 parent consultations were made. One counselor classroom observation was made.

On teacher ratings for Student E, positive changes were seen in friendliness and respect, taking turns, and respecting the teacher by Teacher 2, and inattentiveness by Teacher 3. In friendliness and respect, and making friends, positive changes were seen by Teacher 2, with negative changes in these categories seen by Teacher 3. Negative changes were seen in concentration by Teacher 2, and in participation, leadership, sharing, class initiative, and social adjustment by Teacher 3. Teachers 2 and 3 both saw negative changes in following directions.

Student E raised his Piers-Harris score 7 points from 66 to 73. This is not considered to be a significant increase in scores, and although the scores may reflect an adequate self-concept, such high

scores could also be interpreted as defensiveness.

The counselor observed Student E responded positively to play media activities where he could work through feelings on a non-verbal level first and then progress to verbal expressions. Musical instruments, role play and a punching bag were especially facilitative. A beginning awareness of verbal expression as an alternative to physical aggression was observed.

Recommendations for the coming year were made concerning ways the classroom teacher could encourage Student E in social situations that may present frustrations for him.

TABLE IV
PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT E

<u>Behavior Categories</u>	<u>Teacher 2</u>			<u>Teacher 3</u>		
	<u>Pre</u>	<u>Post</u>	<u>DC</u>	<u>Pre</u>	<u>Post</u>	<u>DC</u>
Participates in Class	S	S	0	U	S	-
Is Attentive	S	S	0	N	S	+
Exerts Positive Influence on Others	S	S	0	S	N	-
Shares	S	S	0	U	S	-
Shows Friendliness and Respect	S	U	+	U	S	-
Follows Directions	U	S	-	U	S	-
Shows Initiative in Class	S	S	0	U	S	-
Makes Friends Easily	S	U	+	U	S	-
Has Independence and Self-Confidence	S	S	0	U	U	0
Concentrates	U	S	-	U	U	0
Secure in Social Relations	U	U	0	U	U	0
Takes Turns	S	U	+	S	S	0
Respects Teacher	S	U	+	U	U	0
Appropriate Social Adjustment	U	U	0	U	S	-

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No Change
- = Negative Change
+ = Positive Change

Student F Summary

Age: 9 years 3 months

Sex: Male

Race: Caucasian

Grade: Third

Dates Involved: 1-10-74 to 5-2-74

Referral: Student F was referred due to his aggressive, nonconforming behaviors with peers and school staff as perceived in his hostile actions, negative attention getting behaviors and his low tolerance and frustration.

Objectives: To use a play media approach to acquire more self-responsibility for action;

To acquire less aggressive social skills by developing more effective verbal expressions.

Summary and Results: Student F was involved in 11 individual and 13 group counseling sessions with the counselor, 4 individual and 5 group counseling sessions with the practicum counselor, 4 classroom guidance sessions, and 7 Cross-Age education sessions. Six teacher, 7 learning disabilities, 2 practicum counselor, 3 school staff, 5 school principal and 2 Payne County Guidance Center staff consultations were made. The counselor consulted with "F"'s parents on disciplines to use at home. Three counselor play media observations were made.

On teacher ratings for Student F, positive changes were seen in sharing by Teacher 2 and following directions by Teacher 3. Teachers 2 and 3 both saw improvement in friendliness and respect. Negative changes were noted in participation and attentiveness by Teacher 2, and

in making friends and social adjustment by Teacher 3.

Student F showed a significant 14-point increase on the Piers-Harris from the pre-score of 41 and post-score of 55. A Piers-Harris score of 55 reflects an adequate self-concept according to Piers (1969).

The counselor observed Student F responded with enthusiasm to the program in his participation and motivation to change. "F" displayed increased abilities to share activities and to work through conflicts with peers more effectively.

As Student F showed progress and motivation to try alternatives, a recommendation was made for counseling to be continued in the coming year.

TABLE V
 PRE AND POST SUMMARY OF TEACHER REFERRAL
 QUESTIONNAIRE FOR STUDENT F

Behavior Categories	Teacher 2			Teacher 3		
	Pre	Post	DC	Pre	Post	DC
Participates in Class	U	S	-	U	U	0
Is Attentive	U	S	-	S	S	0
Exerts Positive Influence on Others	S	S	0	S	S	0
Shares	S	U	+	U	U	0
Shows Friendliness and Respect	S	U	+	S	U	+
Follows Directions	S	S	0	S	U	+
Shows Initiative in Class	S	S	0	S	S	0
Makes Friends Easily	U	U	0	U	S	-
Has Independence and Self-Confidence	S	S	0	S	S	0
Concentrates	S	S	0	S	S	0
Secure in Social Relations	S	S	0	S	S	0
Takes Turns	S	S	0	S	S	0
Respects Teacher	U	U	0	U	U	0
Appropriate Social Adjustment	S	S	0	U	S	-

Rating Key:

A = Always
 U = Usually
 S = Seldom
 N = Never

Director of Change (DC)

0 = No Change
 - = Negative Change
 + = Positive Change

Student G Summary

Age: 8 years 4 months

Sex: Female

Race: Caucasian

Grade: Third

Dates Involved: 4-17-74 to 5-10-74

Referral: Student G was referred as she reflected low self-confidence as expressed in interactions with peers. As her older brother was involved in counseling, home and sibling problems were evident and were affecting G's development emotionally.

Objectives: To develop coping skills for the home setting;

To improve the sibling relationship between Student G and her brother.

Summary and Results: Student G was involved in 1 individual counseling and 4 group counseling sessions with the counselor, 10 group counseling sessions with the practicum counselor, 3 classroom guidance sessions, and 7 Cross-Age education sessions. Five teacher, 1 practicum counselor, 1 school staff, 2 school principal, and 4 Payne County Guidance Center staff consultations were made. Two conferences were held with the counselor, father, grandmother, Payne County Guidance Center counselor and school staff present to coordinate services.

On the teacher ratings for Student G, positive changes were noted in leadership, friendliness and respect, making friends, independence and self-confidence, concentration, and taking turns by Teacher 2, and in respecting the teacher by Teacher 3. In social relations, Teacher 2 noted a positive change and Teacher 3 did not. Negative changes were

seen in class initiative and social adjustment by Teacher 3.

The short involvement of Student G in the Hobbitt Hill program was focused on "G"s problems rather than her relationship to her brother. Student G appeared to increase her self-awareness, but due to limited involvement, alternative behaviors were not developed. This may account for Student G's 34-point decline in the pre-score of 59 and post-score of 22 on the Piers-Harris. The adequate pre-score of 59 on the Piers-Harris may be interpreted as the most accurate estimate of self-concept.

The counselor observed that through insights gained by Student G about her peer interactions, and her family that her response to the group counseling was positive. "G" also gained more understanding of ways to deal with her brother, although he was resistant to working in the sessions.

The family was planning to continue in counseling with the Payne County Guidance Center over the summer.

TABLE VI

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT G

Behavior Categories	Teacher 2			Teacher 3		
	Pre	Post	DC	Pre	Post	DC
Participates in Class	U	U	0	U	U	0
Is Attentive	U	U	0	U	U	0
Exerts Positive Influence on Others	S	U	+	S	S	0
Shares	U	U	0	U	U	0
Shows Friendliness and Respect	S	U	+	U	U	0
Follows Directions	U	U	0	U	U	0
Shows Initiative in Class	U	U	0	U	S	-
Makes Friends Easily	S	U	+	U	U	0
Has Independence and Self-Confidence	S	U	+	U	U	0
Concentrates	S	U	+	U	U	0
Secure in Social Relations	S	U	+	U	S	-
Takes Turns	S	U	+	U	U	0
Respects Teacher	U	U	0	U	A	+
Appropriate Social Adjustment	U	U	0	A	U	-

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No Change
- = Negative Change
+ = Positive Change

Student H Summary

Age: 10 years 8 months

Sex: Male

Race: Negro

Grade: Third

Dates Involved: 2-8-74 to 5-7-74

Referral: Student H was observed as being aggressive with peers, limited in efficient verbal self-expression and becoming hostile easily. He seemed to lack motivation and confidence in school.

Objectives: To improve verbal skills of self-expression;

To develop self-confidence in social situations.

Summary and Results: Student H was involved in 3 individual and 8 group counseling sessions with the counselor, 1 individual and 3 group counseling sessions with the practicum counselor, 3 classroom guidance sessions, and 8 Cross-Age education sessions. Four teacher, 4 learning disabilities, 1 school staff and 4 school principal consultations were made. One counselor play media observation was made.

On teacher ratings for Student H, positive changes were noted in attentiveness, sharing, friendliness, respect, following directions, making friends, independence, self-confidence, concentration, taking turns, respecting the teacher, and social adjustment by Teacher 2. In leadership, Teacher 2 saw a positive change and Teacher 3 did not. A negative change was seen in class initiative by Teacher 3.

Student H showed an insignificant score increase of 4 points on Piers-Harris between the pre-score of 60 and post-score of 64. However, both scores of 60 and 64 are reflections of an adequate self-concept.

The counselor viewed Student H as having developed a beginning awareness of hostile feelings through the play media approach. Student H appeared to gain insights into how he affected peers and staff when he used nonconforming behaviors in counseling sessions. His overall behavioral progress was slow, but promising as shown in interactions with peers in social skill activities which were considerate and responsive to needs of others.

Recommendations for the coming year were to refer "H" for a speech checkup due to a slight impediment and to continue in counseling with an emphasis on effective social skills.

TABLE VII

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT H

<u>Behavior Categories</u>	<u>Teacher 2</u>			<u>Teacher 3</u>		
	<u>Pre</u>	<u>Post</u>	<u>DC</u>	<u>Pre</u>	<u>Post</u>	<u>DC</u>
Participates in Class	S	S	0	U	U	0
Is Attentive	S	U	+	U	U	0
Exerts Positive Influence on Others	S	U	+	U	S	-
Shares	S	U	+	U	U	0
Shows Friendliness and Respect	S	U	+	U	U	0
Follows Directions	S	U	+	U	U	0
Shows Initiative in Class	S	S	0	U	S	-
Makes Friends Easily	S	U	+	U	U	0
Has Independence and Self-Confidence	S	U	+	U	U	0
Concentrates	S	U	+	U	U	0
Secure in Social Relations	U	U	0	U	U	0
Takes Turns	S	U	+	S	S	0
Respects Teacher	S	U	+	U	U	0
Appropriate Social Adjustment	S	U	+	U	U	0

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No Change
- = Negative Change
+ = Positive Change

Student I Summary

Age: 8 years 4 months

Sex: Female

Race: Negro

Grade: Third

Dates Involved: 4-17-74 to 5-1-74

Referral: Student I was referred due to constant conflicts with peers and aggressive reactions to teachers. Student I often attempted to force peer relationships with threats.

Objectives: To find positive interpersonal skills;

To improve social relationships with peers and adults.

Summary and Results: Student I was involved in 2 individual and 5 group counseling sessions with the counselor, 10 group counseling sessions with the practicum counselor, 2 classroom guidance sessions, and 8 Cross-Age education sessions. Six teacher, 3 learning disabilities, 3 practicum counselor, 1 school staff, 2 school principal and 1 parent consultations were made. Two counselor play media observations were noted.

On teacher ratings for Student I, positive changes were seen in making friends by Teacher 2; concentration and social relations by Teacher 3; and in social adjustment by Teacher 4. Teachers 2 and 4 saw positive change in friendliness and respect. Teachers 3 and 4 saw positive changes in teacher respect. In school relations, Teacher 3 saw positive change and Teacher 2 did not. Negative changes were seen in independence and self-confidence by Teacher 2; and in leadership and class initiative by Teacher 3. Both Teachers 2 and 4 saw negative changes in participation and taking turns.

Student I showed a significant increase of 16 points on the Piers-Harris, as was noted with a pre-score of 30 and post-score of 46. A score of 46 reflects an adequate self-concept according to Piers (1969).

The counselor observed Student I as being improved in her teacher relationships, but still needing more development in relating to others without attempting to be manipulative. Student I became more aware of her own insecurities through the group counseling interactions and displayed improved consideration for others in play media activities. Student I gained interpersonally from working individually with a fifth grader in the tutoring program.

Due to the limited time involved in the Hobbitt Hill program, Student I was recommended for continued counseling in the coming year.

TABLE VIII

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT I

Behavior Categories	Teacher 2			Teacher 3			Teacher 4		
	Pre	Post	DC	Pre	Post	DC	Pre	Post	DC
Participates in Class	U	S	-	U	U	0	A	U	-
Is Attentive	S	S	0	U	U	0	U	U	0
Exerts Positive Influence on Others	S	S	0	U	S	-	U	U	0
Shares	U	U	0	U	U	0	U	U	0
Shows Friendliness and Respect	S	U	+	U	U	0	S	U	+
Follows Directions	S	S	0	U	U	0	U	U	0
Shows Initiative in Class	S	S	0	U	S	-	U	U	0
Makes Friends Easily	S	U	+	U	U	0	U	U	0
Has Independence and Self-Confidence	U	S	-	S	S	0	U	U	0
Concentrates	S	S	0	S	U	+	U	U	0
Secure in Social Relations	U	S	-	S	U	+	U	U	0
Takes Turns	U	S	-	U	U	0	U	S	-
Respects Teacher	U	U	0	U	A	+	U	A	+
Appropriate Social Adjustment	U	U	0	U	U	0	S	U	+

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No Change
- = Negative Change
+ = Positive Change

Student J Summary

Age: 8 years 10 months

Sex: Female

Race: Caucasian

Grade: Third

Dates Involved: 2-14-74 to 5-10-74

Referral: Student J was referred for crying frequently, having excessive absences, and appearing anxious and preoccupied in the classroom.

Objectives: To provide counseling for working through concerns;
To improve effective coping skills.

Summary and Results: Student J was involved in 2 individual and 3 group counseling sessions with the counselor, 10 group counseling sessions with the practicum counselor, 4 classroom guidance sessions, and 4 Cross-Age education sessions. Six teacher, 2 practicum counselor, 2 school staff, 2 school principal, and 4 Payne County Guidance Center staff consultations were made. One counselor play media observation was made.

On teacher ratings for Student J, positive changes were noted in sharing, friendliness, respect, following directions, making friends, concentration and teacher respect by Teacher 2. Negative changes were seen in participation and attentiveness by Teacher 2. Both Teacher 2 and 3 saw negative changes in leadership.

Student J showed a significant 43-point gain in the Piers-Harris scale with a pre-score of 28 and a post-score of 71. This gain may be accountable to the observed depressed state she was in at the beginning of the program, with the post-score being interpreted as possibly

defensiveness, as well as a more accurate estimate of self-esteem.

Student J was observed by the counselor as having improved emotionally, as shown in less frequent crying, increased attendance and a more relaxed attitude. Student J displayed more positive, effective coping skills by choosing to talk through concerns during counseling sessions as opposed to allowing feelings to build up and withdrawing.

No follow-up recommendation was made due to progress made during the program.

TABLE IX

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT J

Behavior Categories	Teacher 2			Teacher 3		
	Pre	Post	DC	Pre	Post	DC
Participates in Class	U	S	-	U	U	0
Is Attentive	U	S	-	U	U	0
Exerts Positive Influence on Others	U	S	-	U	S	-
Shares	S	U	+	U	U	0
Shows Friendliness and Respect	S	U	+	U	U	0
Follows Directions	S	U	+	U	U	0
Shows Initiative in Class	S	S	0	U	U	0
Makes Friends Easily	S	U	+	U	U	0
Has Independence and Self-Confidence	S	S	0	U	U	0
Concentrates	S	U	+	U	U	0
Secure in Social Relations	S	S	0	U	U	0
Takes Turns	S	S	0	U	U	0
Respects Teacher	S	U	+	U	U	0
Appropriate Social Adjustment	U	U	0	U	U	0

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No Change
- = Negative Change
+ = Positive Change

Student K Summary

Age: 8 years 8 months

Sex: Female

Race: Caucasion

Grade: Third

Dates Involved: 2-14-74 to 5-2-74

Referral: Student K was frequently absent, made psychosomatic complaints and seemed withdrawn in the classroom.

Objectives: To work through concerns and find adaptive solutions;
To gain in self-awareness and confidence in social situations.

Summary and Results: Student K was involved in 1 individual and 11 group counseling sessions with the counselor, 3 individual and 10 group counseling sessions with the practicum counselor, 1 classroom guidance session, and 5 Cross-Age education sessions. Four teacher, 2 practicum counselor, 1 school staff, and 3 school principal consultations were made. Two counselor play media observations were noted.

On teacher ratings for Student K, positive changes were seen in leadership, sharing, friendliness, respect, following directions, independence and self-confidence, taking turns and social adjustment by Teacher 3. Teachers 2 and 3 both noted positive changes in teacher respect. In making friends, Teacher 3 noted positive change, but Teacher 2 did not in these categories. Negative changes were seen in participation and social relations by Teacher 3.

Student K showed a significant increase of 26 points on her Piers-Harris scores, with a pre-score of 14 and a post-score of 40. A score

of 40 reflects a minimally adequate self-concept.

The counselor observed that "K" initially responded to individual counseling with caution, but progressed within time toward a less emotional, more action-oriented approach in dealing with her feelings and concerns.

A recommendation for continued counseling in the coming year was made.

TABLE X

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT K

Behavior Categories	Teacher 2			Teacher 3		
	Pre	Post	DC	Pre	Post	DC
Participates in Class	U	U	0	U	U	-
Is Attentive	U	U	0	U	U	0
Exerts Positive Influence on Others	S	S	0	S	U	+
Shares	U	U	0	S	U	+
Shows Friendliness and Respect	U	U	0	S	U	+
Follows Directions	U	U	0	S	U	+
Shows Initiative in Class	S	S	0	S	S	0
Makes Friends Easily	U	S	-	S	U	+
Has Independence and Self-Confidence	U	U	0	S	U	+
Concentrates	U	U	0	U	U	0
Secure in Social Relations	S	S	0	U	S	-
Takes Turns	U	U	0	S	U	+
Respects Teacher	U	A	+	S	U	+
Appropriate Social Adjustment	U	U	0	S	U	+

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No Change
- = Negative Change
+ = Positive Change

Student L Summary

Age: 10 years 3 months

Sex: Male

Race: Negro

Grade: Fourth

Dates Involved: 1-10-74 to 3-28-74

Referral: Student L was retained in the fourth grade for the 73-74 school year and was having social adjustment problems.

Objectives: To develop more effective social skills.

Summary and Results: Student L was involved in 2 individual and 7 group counseling sessions with the counselor, and 4 classroom guidance sessions. Five teacher, 3 learning disabilities, 1 school staff, and 2 school principal consultations were made. The school counselor consulted twice with the guidance counselor working with Student L's family through Payne County Guidance Center. One counselor play media observation was noted.

On teacher ratings for Student L, positive changes were seen in sharing, friendliness, respect, making friends, and taking turns by Teacher 2. In leadership and class initiative, Teacher 2 saw positive changes, and Teacher 4 did not. In teacher respect, Teacher 3 saw positive change and Teacher 2 did not. Negative changes were seen in attentiveness and following directions by Teacher 4. In independence and self-confidence, concentration, and social adjustment, Teachers 2 and 4 both saw negative changes.

A significant 12-point difference on the Piers-Harris was made between Student L's pre-score of 40 and 52, with a score of 52

reflecting an adequate self-concept.

The counselor noted Student L gained in social skills and used alternatives to fighting, such as verbal expression of feelings, negotiating and nonparticipation in conflict situations. Experiences in the play media setting provided social interactions that improved peer relations.

A recommendation was made that "L" be interviewed and assessed for counseling needs in the coming school year.

TABLE XI

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT L

Behavior Categories	Teacher 2			Teacher 3			Teacher 4		
	Pre	Post	DC	Pre	Post	DC	Pre	Post	DC
Participates in Class	U	U	0	U	U	0	A	A	0
Is Attentive	U	U	0	U	U	0	A	U	-
Exerts Positive Influence on Others	S	U	+	U	U	0	U	S	-
Shares	S	U	+	U	U	0	U	U	0
Shows Friendliness and Respect	S	U	+	U	U	0	U	U	0
Follows Directions	U	U	0	U	U	0	A	U	-
Shows Initiative in Class	S	U	+	U	U	0	A	U	-
Makes Friends Easily	S	U	+	U	U	0	U	U	0
Has Independence and Self-Confidence	U	S	-	U	U	0	A	U	-
Concentrates	U	S	-	U	U	0	A	U	-
Secure in Social Relations	U	U	0	U	U	0	U	S	-
Takes Turns	S	U	+	U	U	0	U	U	0
Respects Teacher	U	S	-	U	A	+	A	A	0
Appropriate Social Adjustment	U	S	-	U	U	0	A	U	-

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No Change
- = Negative Change
+ = Positive Change

Student M Summary

Age: 9 years 12 months

Sex: Male

Race: Caucasian

Grade: Fourth

Dates Involved: 2-8-74 to 5-10-74

Referral: Student M was referred due to excessive fighting and peer conflicts.

Objectives: To find alternatives to fighting by developing more effective social skills.

Summary and Results: Student M was involved in 2 individual and 4 group counseling sessions with the counselor, and 4 classroom guidance sessions. Five teacher, 3 learning disabilities teacher, 1 school staff, and 2 school principal consultations were made. One counselor small group observation was noted.

On teacher ratings for Student M, positive changes were seen in class initiative, independence and self-confidence by Teacher 2, and in attentiveness and teacher respect by Teacher 3. No negative changes were recorded.

Student M made a significant 20-point increase in his Piers-Harris score with a pre-score of 43 and a post-score of 63. A score of 63 reflects an adequate self-concept according to Piers (1969).

The counselor observed that Student M responded to the small peer group counseling sessions by exploring alternatives to aggressive behaviors through role play. Peer interactions seemed to broaden Student M's perspectives of the effects of his actions.

A recommendation was made to observe Student M in the coming year and assess his counseling needs at that time.

TABLE XII

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT M

<u>Behavior Categories</u>	<u>Teacher 2</u>			<u>Teacher 3</u>		
	<u>Pre</u>	<u>Post</u>	<u>DC</u>	<u>Pre</u>	<u>Post</u>	<u>DC</u>
Participates in Class	U	U	0	U	U	0
Is Attentive	U	U	0	U	A	+
Exerts Positive Influence on Others	U	U	0	U	U	0
Shares	U	U	0	U	U	0
Shows Friendliness and Respect	U	U	0	U	U	0
Follows Directions	U	U	0	U	U	0
Shows Initiative In Class	S	U	+	U	U	0
Makes Friends Easily	U	U	0	U	U	0
Has Independence And Self-Confidence	S	U	+	U	U	0
Concentrates	U	U	0	U	U	0
Secure in Social Relations	U	U	0	U	U	0
Takes Turns	U	U	0	U	U	0
Respects Teacher	U	U	0	U	A	+
Appropriate Social Adjustment	U	U	0	U	U	0

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No Change
- = Negative Change
+ = Positive Change

Student N Summary

Age: 9 years 9 months

Sex: Male

Race: Caucasian

Grade: Fourth

Dates Involved: 2-8-74 to 5-11-74

Referral: Student N was referred due to his quick temper, frequent fighting, and oversensitivity to peers.

Objectives: To find alternatives to anger besides fighting, with emphasis on verbal expressions;

To improve self-awareness of actions.

Summary and Results: Student N was involved in 3 individual and 1 group counseling sessions with the counselor, and 4 classroom guidance sessions. Five teacher, 4 learning disabilities, 2 school staff, and 3 school principal consultations were made. Two counselor play media observations were noted.

On teacher ratings for Student N, positive changes were seen on class participation and attentiveness by Teacher 3. In following directions, initiative in class, independence, self-confidence, and concentration, Teacher 3 saw positive changes, and Teacher 2 saw negative changes in these categories. However, Student N usually performed in these areas. A negative change was seen by Teacher 2 in making friends.

Student N obtained an insignificant increase of 1 point in Piers-Harris scores with a pre-score of 37 and a post-score of 38. These Piers-Harris scores reflect a moderately adequate self-concept according to Piers (1969).

Counselor observations included Student N being responsive to group discussions on fighting and working through peer conflicts using verbal alternatives to physical behaviors. "N" became more aware of negative assumptions he made about himself, such as "People don't like me when they disagree with me" and seemed to come in touch with his feelings more when angry.

To continue his developing self-awareness and further develop adaptive behaviors, it was recommended that he be interviewed for guidance needs at the beginning of the coming school year.

TABLE XIII

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT N

Behavior Categories	Teacher 2			Teacher 3		
	Pre	Post	DC	Pre	Post	DC
Participates in Class	U	U	0	U	A	+
Is Attentive	U	U	0	U	A	+
Exerts Positive Influence on Others	U	U	0	U	U	0
Shares	U	U	0	U	U	0
Shows Friendliness and Respect	U	U	0	U	U	0
Follows Directions	A	U	-	U	A	+
Shows Initiative in Class	A	U	-	U	A	+
Makes Friends Easily	U	S	-	U	U	0
Has Independence And Self-Confidence	A	U	-	U	A	+
Concentrates	A	U	-	U	A	+
Secure in Social Relations	U	U	0	U	U	0
Takes Turns	U	U	0	U	U	0
Respects Teacher	U	U	0	U	U	0
Appropriate Social Adjustment	U	U	0	U	U	0

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No change
- = Negative Change
+ = Positive Change

Student 0 Summary

Age: 10 years 2 months

Sex: Male

Race: Caucasian

Grade: Fourth

Dates Involved: 2-8-74 to 5-10-74

Referral: Student 0 was being raised by his mother, as his father was deceased. He seemed to lack independence and self-confidence in social situations.

Objectives: To develop increased independence in social settings;
To gain insights into his personal strengths.

Summary and Results: Student 0 was involved in 3 individual and 5 group counseling sessions with the counselor and 4 classroom guidance sessions. Four teacher and 1 school principal consultations were made.

On teacher ratings for Student 0, positive changes were seen in class initiative by Teacher 2. In attentiveness, Teacher 2 saw positive change, but Teacher 3 saw negative change. Negative changes were seen in participation and making friends by Teacher 2, and in concentration by Teacher 3. Both teachers 2 and 3 saw negative change in independence and self-confidence.

Some improvement was noted for Student 0 on the Piers-Harris, with a 9-point difference between the pre-score of 24 and the post-score of 33. However, the Piers-Harris scores reflect a low self-concept.

The counselor observed improved interactions by Student 0 as he became more relaxed and open about discussing feelings. Student 0

contributed to group sessions and served as a peer counselor to a peer who recently lost a parent.

Due to the low self-esteem reflected by Student O, a counseling follow-up for the coming year was recommended.

TABLE XIV

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT O

Behavior Categories	Teacher 2			Teacher 3		
	Pre	Post	DC	Pre	Post	DC
Participates in Class	U	S	-	U	U	0
Is Attentive	S	U	+	U	S	-
Exerts Positive Influence on Others	S	S	0	S	U	0
Shares	U	U	0	U	U	0
Shows Friendliness and Respect	U	U	0	U	U	0
Follows Directions	U	U	0	U	S	-
Shows Initiative in Class	S	U	+	U	U	0
Makes Friends Easily	U	S	-	U	U	0
Has Independence and Self-Confidence	U	S	-	U	S	-
Concentrates	S	S	0	U	S	-
Secure in Social Relations	U	U	0	U	U	0
Takes Turns	U	U	0	U	U	0
Respects Teacher	U	U	0	U	U	0
Appropriate Social Adjustment	U	U	0	U	U	0

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No Change
- = Negative Change
+ = Positive Change

Student P Summary

Age: 10 years 2 months

Sex: Male

Race: Negro

Grade: Fourth

Dates Involved: 1-17-74 to 3-3-74

Referral: Student P seemed to lack confidence in himself and was developing social problems with peers.

Objectives: To build self-confidence and awareness;

To develop effective social skills.

Summary and Results: Student P was involved in 3 individual and 10 group counseling sessions with the counselor and 4 classroom guidance sessions. Six teacher, 2 learning disabilities, 1 school staff, and 2 school principal consultations were made. One counselor play media observation was noted.

On teacher ratings for Student P, a positive change was noted in teacher respect by Teacher 3. Negative changes were seen in class initiative and social relations by Teacher 2, and in independence and self-confidence by Teacher 3. Both Teachers 2 and 3 saw a negative change in taking turns.

Student P's teacher ratings corresponded with the decrease of 8 points in his Piers-Harris score, with a 45 pre-score and 37 post-score.

The counselor observed Student P becoming more frustrated and less motivated with school. Student P did appear to gain insight into peer conflicts, but seemed to lack confidence in making changes. A factor believed to be contributing to his regressions may have been the lack

of support from the home.

Due to the need for emotional support, it was recommended that Student P receive counseling and, if possible, interact with an older male companion in the coming year.

TABLE XV

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT P

Behavior Categories	Teacher 2			Teacher 3		
	Pre	Post	DC	Pre	Post	DC
Participates in Class	U	U	0	U	U	0
Is Attentive	U	U	0	U	U	0
Exerts Positive Influence on Others	U	U	0	U	U	0
Shares	U	U	0	U	U	0
Shows Friendliness and Respect	U	U	0	U	U	0
Follows Directions	U	U	0	U	U	0
Shows Initiative in Class	U	S	-	U	U	0
Makes Friends Easily	U	U	0	U	U	0
Has Independence and Self-Confidence	S	S	0	U	S	-
Concentrates	U	U	0	U	U	0
Secure in Social Relations	U	S	-	U	U	0
Takes Turns	U	S	-	U	S	-
Respects Teacher	U	U	0	U	A	+
Appropriate Social Adjustment	U	U	0	U	U	0

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No Change
- = Negative Change
+ = Positive Change

Student Q Summary

Age: 9 years 4 months

Sex: Male

Race: Caucasian

Grade: Fourth

Dates Involved: 1-10-74 to 5-1-74

Referral: Student Q was observed as having difficulty adjusting to school, as reflected in his tense, nervous appearance, and nonparticipation in classroom activities. His father died two months previous.

Objectives: To provide counseling experiences that would increase self-awareness;

To increase participation in classroom activities.

Summary and Results: Student Q was involved in 6 individual and 4 group counseling sessions with the counselor and 2 classroom guidance sessions. Two counselor play media observations were noted.

On teacher ratings for Student Q, positive changes were seen in leadership, following directions and making friends by Teacher 2. No negative changes were noted.

Student Q's progress was also reflected in his Piers-Harris scores. An insignificant difference of 5 points between the pre-score of 46 and post-score of 51 was recorded. A score of 51 is an adequate reflection of self-concept.

Student Q responded positively to the counseling sessions as seen by the counselor in his increased expressions of self-awareness about his feelings, dealing with conflicts about the death of his father, his more relaxed body languages, and his attempts made in the classroom to

finish his work. "Q" benefited from group play media sessions as he seemed to expand his social relationships beyond a dependent identification with a cousin and increased participation in activities. Student Q increased his verbal contributions to the class guidance sessions also.

The counselor consulted with the classroom teachers, learning disabilities teacher, reading specialist and principal concerning fall placement. There was discussion of retention for the coming year, but due to the student's age, it was decided he would attend summer school to strengthen his skills and be promoted to the fifth grade.

TABLE XVI

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT Q

<u>Behavior Categories</u>	<u>Teacher 2</u>		
	<u>Pre</u>	<u>Post</u>	<u>DC</u>
Participates in Class	S	S	0
Is Attentive	S	S	0
Exerts Positive Influence on Others	S	U	+
Shares	U	U	0
Shows Friendliness and Respect	U	U	0
Follows Directions	S	U	+
Shows Initiative in Class	S	S	0
Makes Friends Easily	S	U	+
Has Independence and Self-Confidence	S	S	0
Concentrates	S	S	0
Secure in Social Relations	U	U	0
Takes Turns	U	U	0
Respects Teacher	U	U	0
Appropriate Social Adjustment	U	U	0

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change

0 = No Change
- = Negative Change
+ = Positive Change

Student R Summary

Age: 9 years 11 months

Sex: Male

Race: Negro

Grade: Fourth

Dates Involved: 1-10-74 to 5-1-74

Referral: Student R was referred due to a seeming low self-esteem and lack of family support in "R"s education.

Objectives: To gain insights into personal strengths;
To build self-confidence.

Summary and Results: Student R was involved in 4 individual and 10 group counseling sessions with the counselor and 3 classroom guidance sessions. Five teacher, 4 learning disabilities teacher, 1 school staff and 2 school principal consultations were made. One counselor play media observation was done.

On teacher ratings for Student R, positive changes were seen in teacher respect by Teacher 3, and in friendliness and respect by Teacher 4. In sharing and making friends, Teachers 2 and 4 saw positive changes. In teacher respect, Teachers 3 and 4 saw positive changes. In leadership, Teacher 4 saw positive change, and Teacher 3 saw negative change. Negative changes were seen in independence, self-confidence and taking turns by Teacher 3.

Student R exhibited an insignificant 8-point increase in his Piers-Harris, with a pre-score of 45 and post-score of 53. A score of 63 reflects an adequate self-concept.

The counselor observed Student R gained insight into being more

responsible for his feelings and actions in social interactions. He worked through family conflicts in individual sessions with the counselor. "R" expressed experiencing mixed emotions when he visited his father and then returned to live with his mother. "R" actively participated in classroom guidance sessions and achieved skills in self-expression by sharing experiences and feelings with the group. Student R responded positively to praise and encouragement from his teachers.

Overall, Student R appeared to obtain emotional support from the program. Due to the frequent inconsistencies noted in "R's home life, counseling for the coming year was recommended.

TABLE XVII

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT R

Behavior Categories	Teacher 2			Teacher 3			Teacher 4		
	Pre	Post	DC	Pre	Post	DC	Pre	Post	DC
Participates in Class	U	U	0	U	U	0	U	U	0
Is Attentive	U	U	0	U	U	0	U	U	0
Exerts Positive Influence on Others	U	U	0	U	S	-	S	U	+
Shares	S	U	+	U	U	0	U	A	+
Shows Friendliness and Respect	U	U	0	U	U	0	U	A	+
Follows Directions	U	U	0	U	U	0	U	U	0
Shows Initiative in Class	U	U	0	U	U	0	U	U	0
Makes Friends Easily	U	U	0	U	S	-	U	A	+
Has Independence and Self-Confidence	U	U	0	U	S	-	S	S	0
Concentrates	U	U	0	U	U	0	S	S	0
Secure in Social Relations	U	U	0	U	U	0	U	U	0
Takes Turns	U	U	0	U	S	-	U	U	0
Respects Teacher	U	U	0	U	A	+	U	A	+
Appropriate Social Adjustment	U	U	0	U	U	0	U	U	0

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No Change
- = Negative Change
+ = Positive Change

Student S Summary

Age: 11 years 2 months

Sex: Male

Race: Caucasian

Grade: Fifth

Dates Involved: 1-10-74 to 5-6-74

Referral: Student S was referred due to depressive behavioral symptoms, inability to stay with tasks and being socially withdrawn.

Objectives: To acquire self-awareness of behaviors and develop abilities to accept responsibilities for his actions;
To increase social participation;
To gain familial involvement and understanding of Student S's needs.

Summary and Results: This was the sixth time Student S was referred to the Payne County Guidance Center by private referral. The counseling program for "S" was closely coordinated between the school counselor, Guidance Center school psychologist, and Guidance Center counselor. As the student had a history of repeated failures in school setting, an intensive program was designed to facilitate change.

Student S was involved in 23 individual and 11 group counseling sessions with the counselor, 2 individual and 5 group counseling sessions with the practicum counselor, 5 counseling sessions with the school psychologist, 4 classroom guidance sessions and 6 Cross-Age education sessions. Eighteen teacher, 22 learning disabilities teacher, 4 practicum counselor, 5 school staff, 10 school principal, 21 Guidance Center staff, and 2 parent consultations were made. Three counselor

observations were noted in the play media setting.

Student S was involved in the Hobbitt Hill program four afternoons a week with the counselor and one afternoon with the school psychologist from the Guidance Center. "S" was seen at the Guidance Center by a counselor for individual and family sessions. Staffings were held with the counselors to discuss Student S's needs and set up consistent management approaches between home and school. Student S's academic work was coordinated by the learning disabilities teacher, who along with the classroom teachers, provided "S" with low pressure, success oriented academic tasks. A time-out room was set aside for Student S to use in the latter portion of the Hobbitt Hill involvement. The objective was to minimize adult attention for negative behaviors. Staffings were held to inform school staff of this approach and make revisions in the approach as needed. The staff supported the technique fairly consistently.

On teacher ratings for Student S, positive changes were noted in attentiveness and leadership by Teacher 2. In friendliness and respect and in teacher respect, Teacher 2 saw positive changes, while Teacher 4 saw negative changes. Negative changes were seen in participation by Teacher 2, and in class initiative, social relations and taking turns by Teacher 4. Overall, teacher ratings were low, showing a majority of "seldom" or "never" ratings of behavior for Student S.

Student S's pre-score of 10 on the Piers-Harris showed a significant 14 point increase with a 24 post-score. Even with this improvement, it must be noted that a score of 24 reflects an extremely low inadequate self-concept.

The counselor observed that "S" was able to cope with the regular classroom activities more effectively as the program progressed. In

Hobbitt Hill a nondirective play media setting was employed to provide opportunities for "S" to work through feelings and problems. "S" shared in a counseling group setting with another student that at times he could set worries aside for his counseling sessions and was then better able to concentrate in the classroom. Student S seemed to become more aware of his potentials and began assuming more responsibility for his actions.

The slow, minimal progress shown by Student S may be accounted for by several factors. One, repeated referrals made concerning adjustment problems may suggest a long pattern of attempting to cope in an ineffective manner. These patterns cannot be expected to change in three months time. Two, the limitations of time and control over all of Student S's activities made true consistency in behavioral management difficult. Three, teacher attitudes were well formed toward Student S, as he had been in the school setting for five consecutive years and several staff members had expressed they had tried and given up on "S". Overall, it was felt by the counselor that some impact was made on Student S as seen behaviorally and in his increased self-concept score. Also, the family had become actively involved with the Guidance Center and follow-up was planned to be continued over the summer and into the coming school year.

TABLE XVIII

PRE AND POST SUMMARY OF TEACHER REFERRAL
QUESTIONNAIRE FOR STUDENT S

Behavior Categories	Teacher 2			Teacher 4		
	Pre	Post	DC	Pre	Post	DC
Participates in Class	S	N	-	S	S	0
Is Attentive	N	S	+	S	S	0
Exerts Positive Influence on Others	N	S	+	N	N	0
Shares	U	U	0	U	U	0
Shows Friendliness and Respect	S	U	+	U	S	-
Follows Directions	N	N	0	S	S	0
Shows Initiative in Class	S	S	0	S	N	-
Makes Friends Easily	U	U	0	N	N	0
Has Independence and Self-Confidence	N	N	0	N	S	+
Concentrates	N	N	0	S	S	0
Secure in Social Relations	S	S	0	S	N	-
Takes Turns	U	U	0	U	S	-
Respects Teacher	S	U	+	U	S	-
Appropriate Social Adjustment	S	S	0	S	S	0

Rating Key:

A = Always
U = Usually
S = Seldom
N = Never

Director of Change (DC)

0 = No Change
- = Negative Change
+ = Positive Change

Student T Summary

Age: 10 years 8 months

Sex: Male

Race: Negro

Grade: Fifth

Dates Involved: 1-2-74 to 3-1-74

Referral: Student T was referred for he was not producing or participating in the classroom. "T" also appeared socially isolated and had few friends.

Objectives: To increase classroom participation;

To improve social skills and interactions.

Summary and Results: Student T was involved in 3 individual and 5 group counseling sessions with the counselor, 1 individual and 2 group counseling sessions with the practicum counselor and 1 classroom guidance activity. Four teacher, 5 learning disabilities, 2 practicum counselor, 1 school staff, 2 school principal and 3 Payne County Guidance Center staff consultations were made. One home visit was made and one conference held with Student T's mother by the school psychologist and counselor conjointly. The family was receiving services from Payne County Guidance Center. One counselor play media observation was done.

Teacher ratings for Student T were not available, as Student T changed schools and teachers in the Stillwater District in the middle of the program.

Student T obtained a significant 15 point difference on the Piers-Harris with a pre-score of 53 and a post-score of 68. A score of 68 reflects an adequate self-concept.

It was observed by the counselor that during the time "T" attended Lincoln School, he responded positively to the play media approach, especially when role play and nondirective techniques were employed. He was beginning to participate more actively in academic sessions with the learning disabilities teacher when he transferred to the other school.

A recommendation was made that Student T be interviewed for counseling needs at the beginning of the coming school year by the middle school counselor.

Composite Summaries

Table XIX presents the pre and post raw scores of the Piers-Harris Children's Self-Concept Scale (The Way I feel About Myself) for students A through T who were involved in the Hobbitt Hill program. The raw score point change is cited with a designation of significant differences of 10 points or more noted by an asterick.

In summary of Table XIX, an increase of 10 points or more is a significant indication of change at the .05 level according to Piers (1969). Eleven out of the twenty students, Students, A, B, F, I, J, K, L, M, P, S, and T, exhibited a significant change with increases ranging from 14 to 43. Seven students, Students D, E, H, N, O, Q, and R, exhibited a nonsignificant increase of between 1 and 9 points. One student, Student G, exhibited a negative change of -37 points.

According to Piers (1969), raw scores between 46 and 60 are usually considered to be average scores possibly reflecting an adequate self-image. Six students, Students C, F, I, L, Q, and R, obtained post-scores in this average range with scores ranging from 46 to 55. Six

TABLE XIX
 RAW SCORE RESULTS OF THE PIERS-HARRIS
 CHILDREN'S SELF-CONCEPT SCALE

Student	Pre Score	Post Score	Change
A	14	26	12*
B	38	62	24*
C	--	53	--
D	33	34	1
E	66	73	7
F	41	55	14*
G	59	22	-37
H	60	64	4
I	30	46	16*
J	28	71	43*
K	14	40	26*
L	40	52	12*
M	43	63	20*
N	37	38	1
O	24	33	9
P	45	37	10*
Q	46	51	5
R	45	53	8
S	10	24	14*
T	53	68	15*

*Significant at the .05 level.

students, Students B, E, H, J, M, and T, exhibited a post raw score above 60 ranging from 62 to 73. According to Piers (1969), these scores can be interpreted as above average reflections of self-concept or may reflect defensiveness. Eight students, Students A, D, G, K, N, O, P, and S, scored below 46 with scores ranging from 40 to 22. These scores, according to Piers (1969), reflect possibly inadequate self-concepts.

Table XX presents the number of student ratings by teachers involved in the Hobbitt Hill program that completed both pre and post Teacher Referral Questionnaires.

TABLE XX

THE NUMBER OF STUDENT RATINGS BY TEACHERS
INVOLVED IN THE HOBBITT HILL PROGRAM

	Teachers			
	1	2	3	4
Number of Teacher Ratings	0	18	16	5

In Table XX Teacher 1 did not complete any pre and post Questionnaires. Teacher 2 rated 18 students, Teacher 3 rated 16 students, and Teacher 4 rated 5 students in the Hobbitt Hill program.

Table XXI presents the composite of change of direction on pre and post Teacher Referral Questionnaires. The summations include all teachers involved in the study that completed pre and post questionnaires. The students tabulated are A through T with the exceptions of D and T, for whom pre and post information was not available. The table gives

TABLE XXI
 COMPOSITE OF DIRECTIONS OF CHANGE ON TEACHER
 REFERRAL QUESTIONNAIRES FOR
 HOBBITT HILL STUDENTS

<u>Rating Item</u>	<u>Positive Change</u>	<u>Negative Change</u>	<u>No Change</u>	<u>Total</u>
Participates in Class	2	11	26	39
Is Attentive	9	5	25	39
Exerts Positive Influence on Others	10	8	21	39
Shares	11	1	27	39
Shows Friendliness and Respect	15	2	22	39
Follows Directions	7	7	25	39
Shows Initiative In Class	6	10	23	39
Makes Friends Easily	12	8	19	39
Has Independence and Self-Confidence	8	9	22	39
Concentrates	7	6	26	39
Secure in Social Relations	5	8	26	39
Takes Turns	7	7	25	39
Respects Teacher	15	2	22	39
Appropriate Social Adjustment	6	6	27	39
Total	120	90	336	546

totals by behavior category on the Teacher Referral Questionnaire with positive change, negative change and no change composites shown. A total for each direction of change is given at the bottom of the table.

In discussion of Table XXII, the teacher ratings indicated a total of 120 positive changes in behavior. The total number of negative changes in behavior according to teacher ratings was 90. Teachers indicated no changes in behavior in 336 ratings. There were more positive than negative changes in behavior indicated. There were more ratings indicating no change than positive or negative ratings.

Positive changes were higher than negative changes in 7 out of the 14 items on the Teacher Referral Questionnaire. The seven items that showed more positive than negative changes were: (1) attentiveness with 9 positive and 5 negative changes; (2) exerting positive influences over others with 10 positive and 8 negative changes; (3) sharing with 11 positive and 1 negative change; (4) showing friendliness and respect with 15 positive and 2 negative changes; (5) making friends easily with 12 positive and 8 negative changes; (6) concentrating with 7 positive and 6 negative changes; and (7) respecting the teacher with 15 positive and 2 negative changes.

The same number of positive and negative changes in behavior were noted on 3 items: (1) following directions with 7 positive and 7 negative changes in behavior indicated; (2) taking turns with 7 positive and 7 negative changes in behavior indicated; and (3) making appropriate social adjustments with 6 positive and 6 negative changes in behavior indicated.

The total number of teacher rating changes in behavior was 546.

TABLE XXII

A TABULATION OF THE NO CHANGE CATEGORY ON
THE TEACHER REFERRAL QUESTIONNAIRE FOR
HOBBITT HILL STUDENTS

<u>Student</u>	<u>Always</u>	<u>Usually</u>	<u>Seldom</u>	<u>Never</u>	<u>Total</u>
A	--	15	1	--	16
B	--	17	6	--	23
C	--	6	3	--	9
D	--	--	--	--	--
E	--	6	6	--	13
F	--	5	15	--	20
G	--	16	1	--	17
H	--	12	3	--	15
I	--	20	6	--	26
J	--	14	4	--	18
K	--	11	4	--	15
L	2	21	0	--	21
M	--	24	0	--	24
N	--	17	0	--	17
O	--	16	2	--	18
P	--	21	1	--	23
Q	--	6	5	--	11
R	--	30	2	--	32
S	--	4	8	5	17
T	--	--	--	--	--
Totals	2	261	68	5	336

Table XXII presents a tabulation of the No Change category of the Teacher Referral Questionnaire for Hobbitt Hill Students A through T. The rating scale used was Almost Always, Usually, Seldom and Never appropriate behavior as a check list for the teachers. Total for the four ratings of no change at is at the bottom of the table.

As seen by these results, the number of activities each individual student was involved in varied from 40 to 141, according to the individual needs of the student.

The total number of teacher ratings in Table XXIII that indicated no changes in always (A) appropriate behaviors was 2. The total number of teacher ratings that indicated no changes in usually (U) appropriate behaviors was 261. The total number of teacher ratings that indicated no changes in seldom (S) appropriate behaviors was 68. And the total number of teacher ratings that indicated no changes in behaviors that are never (N) appropriate was 5. Although there was a higher total of no changes seen in the teacher ratings, 263 out of 336 no change ratings were almost always or usually appropriate behaviors.

Table XXIII presents an individualized tabulation of the number of guidance activities engaged in for Hobbitt Hill students. The first table is for Students A through J and the second table is for Students K through T. The total number of activities per student is given at the bottom of the table. A total for each activity is given in the last column on the second table following Student T.

In summary of Table XXIV, the number of individual counseling sessions with the counselor ranged from 1 to 23 with a total of 94. The number of individual counseling sessions with the practicum counselor ranged from 1 to 4 with a total of 19. The number of group

TABLE XXIII

A TABULATION OF THE NUMBER OF GUIDANCE ACTIVITIES
ENGAGED IN FOR HOBBITT HILL STUDENTS
LINCOLN ELEMENTARY SCHOOL 1973-74

Student	A	B	C	D	E	F	G	H	I	J
Individual Counseling with Counselor	1	4	3	13	4	11	1	3	2	2
Individual Counseling with Practicum Counselor	4			4		4		1		
Group Counseling with Counselor	2	8	4	15	8	13	4	8	5	3
Group Counseling with Practicum Counselor	10	11	10	3	10	5	10	3	10	10
Counseling with School Psychologist				6						
Classroom Guidance	2	3	3	2	2	4	3	3	2	4
Teacher Consultation	5	9	5	11	9	6	5	4	6	6
Learning Disabilities Teacher Consultation			3	16		7		4	3	
Practicum Counselor Consultation	6	4	2	6	4	2	1		3	2
School Staff Consultation	1	2	3	7	2	3	1	1	1	2
School Principal Consultation	1	2	1	10	2	5	2	4	2	2
Administration Consultation			1	5						
Guidance Center Staff Consultation				8		2	4			4
Parent Consultation		1		1	1	1	2		1	
Home Visit	1			2						
Cross-Age Education Involvement	7	7	8	3	7	7	7	8	8	4
Observation	1	2	1	2	1	3	1	1	2	1
Total Activities	41	53	44	114	50	73	41	40	45	40

TABLE XXIII CONTINUED

Student	K	L	M	N	O	P	Q	R	S	T	Total
Individual Counseling with Counselor	1	2	2	3	3	3	6	4	23	3	94
Individual Counseling with Practicum Counselor	3								2	1	19
Group Counseling with Counselor	11	7	4	1	5	10	4	10	11	5	138
Group Counseling with Practicum Counselor	10								5	2	99
Counseling with School Pshchologist									5		11
Classroom Guidance	1	4	4	4	4	4	2	3	4	1	59
Teacher Consultation	4	5	5	5	4	6	11	5	18	4	133
Learning Disabilities Teacher Consultation		3	3	4		2	3	4	22	5	79
Practicum Counselor Consultation	2								4	2	38
School Staff Consultation	1	1	1	2		1	2	1	5	1	38
School Principal Consultation	3	2	2	3	1	2	3	2	10	2	61
Administration Consultation							1				7
Guidance Center Staff Consultation		2					1		21	3	45
Parent Consultation					2		2		2	1	14
Home Visit										1	4
Cross-Age Education Invovlement	5								6		77
Observation	2	1	1	2		1	2	1	3	1	29
Total Activities	43	27	22	24	19	29	37	30	141	32	945

counseling sessions with the counselor ranged from 1 to 15 with a total of 138. The number of group counseling sessions with the practicum counselor ranged from 2 to 11 with a total of 99. The number of sessions with the school psychologist ranged from 5 to 6 with a total of 11. The number of classroom guidance sessions with the counselor ranged from 2 to 11 with a total of 99. The number of sessions with the school psychologist ranged from 5 to 6 with a total of 11. The number of classroom guidance sessions with the counselor ranged from 1 to 4 with a total of 59. The number of teacher consultations ranged from 4 to 18 with a total of 133. The number of learning disabilities teacher consultations ranged from 2 to 22 with a total of 79. The number of practicum counselor consultations ranged from 1 to 6 with a total of 38. The number of school staff consultations ranged from 1 to 7 with a total of 38. The number of school principal consultations ranged from 1 to 10 with a total of 61. The number of administration consultations ranged from 1 to 5 with a total of 7. The number of Guidance Center staff consultations ranged from 1 to 21 with a total of 45. The number of parent consultations ranged from 2 to 8 with a total of 14. The number of home visits was 4. The number of Cross-Age education involvement ranged from 3 to 8 with a total of 77. The number of observations ranged from 1 to 3 with a total of 29.

In addition, the total number of counseling, consultation and coordination contacts for Student A was 41; for Student B was 53; for Student C was 44; for Student D was 114; for Student E was 51; for Student F was 73; for Student G was 41; for Student H was 40; for Student I was 45; for Student J was 40 on the Table of Students A through J. On the continued table for Students K through T, the

number of total counseling consultation and coordination contacts for Student K was 43; for Student L was 27; for Student M was 22; for Student N was 24; for Student O was 19; for Student P was 29; for Student Q was 37; for Student R was 30; for Student S was 141; and for Student T was 32. A total of 945 guidance activities were engaged in by Hobbitt Hill students.

As seen by these results, the number of activities each individual student was involved in varied from 40 to 141, according to the individual needs of the student.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The main objective of this study was to supplement the part-time elementary guidance program by implementing the prescriptive developmental counseling program for identified Title I elementary school children. Play media was used in a designated room called Hobbitt Hill. A variety of counseling approaches were facilitated to meet individualized objectives set according to indicated needs of students. Counseling approaches included: (1) behavior modification techniques; (2) time-out procedures; (3) logical consequences orientation; (4) individual and group counseling for social skills, self-awareness, open discussion and problem-solving. The play media approach, employing directive and non-directive techniques, was facilitated with puppets, a punching clown, table games, art media, musical instruments and other play equipment. The role of the counselor also encompassed consultation and coordination to provide a team effort.

The program evaluation was four-fold on an individual basis. A Teacher Referral Questionnaire was requested from the students' teachers at the beginning and end of the program to record observed changes in behavior. The Piers-Harris Children's Self-Concept Scale for Children (The Way I Feel About Myself) was administered pre and post to the twenty students by the counselor. Anecdotal records were kept by

the counselor. Consultation and small coordination records were compiled.

In the situation of Students D, E, and S, the Hobbitt Hill program coordinated activities that enabled them to remain in the public school setting on a full-time basis. The opportunities provided in the project for individual and group counseling, family consultations, staff involvement and agency coordination, allowed the students specifically to grow in the areas where they were the most delayed and to work toward a more complete development.

The counselor observed that for Students H through R, small group counseling was effective in helping the students find alternatives to hostile feelings, expand their self-awareness, and allowed them to work through conflicts in the group rather than the classroom. Students A, B, C, E, G, I, J and K were observed by the practicum counselor as increasing effective social skills by participating in small counseling groups.

The classroom meetings, facilitated by the counselor and including Students H through R, allowed these children to interact with classmates and gave the class an opportunity to do group problem solving.

The involvements of Students A through K and S in the Cross-Age education program had several benefits. Student S, a tutor, gained in experiences of helping another student with academics. Students A through K, who received tutoring, appeared to benefit from the personal attention and interactions that they received during the tutoring sessions.

Conjoint counseling and team efforts of staff made in the Hobbitt Hill program provided more opportunity for the students to receive

counseling services. Close coordination with the Payne County Guidance Center expanded the counseling and consulting services for students, families and staff.

Positive changes in behavior were observed by teachers for individual students involved in the Hobbitt Hill program. Significant improvement in self-concept was also seen for Students A, B, F, I, J, K, L, M, P, S, and T which was 55% of the students. This significant difference may imply that in this setting for these individuals, positive developmental gains were made.

Conclusions

The results of this study indicated the following conclusions:

- (1) Individualizing the counseling and guidance activities resulted in an intensive experience and benefited the development of the Hobbitt Hill students.
- (2) The involvement of the school staff in this intensive counseling approach allowed opportunities for the staff to gain further insights into working with all students in the classroom. Appreciation by the staff was gained for concentrating on the total child, not only dealing with intellectual development. This appreciation was shown in the overall support given by the staff and administration.
- (3) In order to meet the individual needs of students in school, a comprehensive guidance program must be implemented. Such a program would involve activities that not only work directly with students, but include coordination and consultation with school staff, parents and outside agencies.

Recommendations

The Hobbitt Hill program contributed to the development of the individual students involved as well as added research ideas to the field of elementary counseling and guidance. However, further explorations are needed to continue to strive to meet individual counseling needs of elementary school children. Recommendations for further research are offered as follows:

- (1) Similar developmental prescriptive counseling approaches with individualized evaluations need to be implemented in the elementary school counseling field.
- (2) This study should be replicated and the results compared to further develop this individualized developmental prescriptive approach.
- (3) Continued refinements and research need to be made in the area of evaluation on self-concepts and the use of self-concept scales.
- (4) The use of a control group of students in the regular guidance program may be utilized to strengthen the evaluation of a developmental prescriptive approach.

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APPENDIXES

APPENDIX A

PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE

Here are a set of statements. Some of them are true of you and so you will circle the yes. Some are not true of you so you will circle the no. Answer every question even if some are hard to decide, but do not circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. My classmates make fun of me yes no
2. I am a happy person yes no
3. It is hard for me to make friends yes no
4. I am often sad yes no
5. I am smart yes no
6. I am shy yes no
7. I get nervous when the teacher calls on me yes no
8. My looks bother me yes no
9. When I grow up, I will be an important person yes no
10. I get worried when we have tests in school yes no
11. I am unpopular yes no
12. I am well behaved in school yes no
13. It is usually my fault when something goes wrong yes no
14. I cause trouble to my family yes no
15. I am strong yes no
16. I have good ideas yes no

APPENDIX A (CONTINUED)

- | | | |
|-----|--|--------|
| 17. | I am an important member of my family | yes no |
| 18. | I usually want my own way | yes no |
| 19. | I am good at making things with my hands | yes no |
| 20. | I give up easily | yes no |
| 21. | I am good in my school work | yes no |
| 22. | I do many bad things | yes no |
| 23. | I can draw well | yes no |
| 24. | I am good in music | yes no |
| 25. | I behave badly at home | yes no |
| 26. | I am slow in finishing my school work | yes no |
| 27. | I am an important member of my class | yes no |
| 28. | I am nervous | yes no |
| 29. | I have pretty eyes | yes no |
| 30. | I can give a good report in front of the class | yes no |
| 31. | In school I am a dreamer | yes no |
| 32. | I pick on my brother (s) and sister(s) | yes no |
| 33. | My friends like my ideas | yes no |
| 34. | I often get into trouble | yes no |
| 35. | I am obedient at home | yes no |
| 36. | I am lucky | yes no |
| 37. | I worry a lot | yes no |
| 38. | My parents expect too much of me | yes no |

APPENDIX A (CONTINUED)

39. I like being the way I am yes no
40. I feel left out of things yes no
41. I have nice hair yes no
42. I often volunteer in school yes no
43. I wish I were different yes no
44. I sleep well at night yes no
45. I hate school yes no
46. I am among the last to be chosen for games yes no
47. I am sick a lot yes no
48. I am often mean to other people yes no
49. My classmates in school think I have good ideas yes no
50. I am unhappy yes no
51. I have many friends yes no
52. I am cheerful yes no
53. I am dumb about most things yes no
54. I am good looking yes no
55. I have lots of pep yes no
56. I get into a lot of fights yes no
57. I am popular with boys yes no
58. People pick on me yes no
59. My family is disappointed in me yes no
60. I have a pleasant face yes no

APPENDIX (CONTINUED)

61. When I try to make something, everything seems to go wrong-yes no
62. I am picked on at home yes no
63. I am a leader in games and sports yes no
64. I am clumsy yes no
65. In games and sports, I watch instead of play yes no
66. I forget what I learn yes no
67. I am easy to get along with yes no
68. I lose my temper easily yes no
69. I am popular with girls yes no
70. I am a good reader yes no
71. I would rather work alone than with a group yes no
72. I like my brother (sister) yes no
73. I have a good figure yes no
74. I am often afraid yes no
75. I am always dropping or breaking things yes no
76. I can be trusted yes no
77. I am different from other people yes no
78. I think bad thoughts yes no
79. I cry easily yes no
80. I am a good person yes no

Score: _____

APPENDIX B

TEACHER REFERRAL QUESTIONNAIRE

Teacher's Name _____ Grade _____

Pupil's Name: _____

Please check the appropriate response for each item to indicate your evaluation of the above pupil's social adjustment and behavior in your classroom.

1. Participates in classroom activities
_____ Almost Always _____ Usually _____ Seldom _____ Almost Never
2. Is attentive
_____ Almost Always _____ Usually _____ Seldom _____ Almost Never
3. Seems to exert a positive influence on others (leadership)
_____ Almost Always _____ Usually _____ Seldom _____ Almost Never
4. Shares his belongings with other pupils
_____ Almost Always _____ Usually _____ Seldom _____ Almost Never
5. Treats other pupils with friendliness and respect
_____ Almost Always _____ Usually _____ Seldom _____ Almost Never
6. Follows directions
_____ Almost Always _____ Usually _____ Seldom _____ Almost Never
7. Shows initiative in classroom discussion and projects
_____ Almost Always _____ Usually _____ Seldom _____ Almost Never
8. Seems to make friends easily
_____ Almost Always _____ Usually _____ Seldom _____ Almost Never
9. Works with independence and apparent self-confidence
_____ Almost Always _____ Usually _____ Seldom _____ Almost Never
10. Concentrates on a task
_____ Almost Always _____ Usually _____ Seldom _____ Almost Never
11. Appears to feel secure in his social relationships with peers
_____ Almost Always _____ Usually _____ Seldom _____ Almost Never
12. Waits his turn
_____ Almost Always _____ Usually _____ Seldom _____ Almost Never

APPENDIX B (CONTINUED)

13. Shows respect for the teacher
_____ Almost Always _____ Usually _____ Seldom _____ Almost Never
14. In terms of overall behavior and social adjustment, how do you
evaluate this pupil's conduct?
_____ Almost Always _____ Usually _____ Seldom
_____ Appropriate _____ Appropriate _____ Appropriate
- _____ Almost Never
_____ Appropriate

VITA

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