

A SURVEY OF THE AMOUNT AND TYPES OF RELATED
SERVICES PROVIDED TO EMOTIONALLY
DISTURBED STUDENTS IN
OKLAHOMA'S PUBLIC
SCHOOLS

By

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CHAPTER I

INTRODUCTION

Background of the Problem

The definition of mental health conjures controversy. Some have thought the concept of mental health to be analogous to the medical concept of physical health. In medicine, health is seen as the absence of identified pathology. This concept is supported by the identification of specific diseases entities that have known causes, symptoms, and cures.

Mental health, however, does not have a consensus of definitions. There is considerable disagreement over what constitutes a mentally healthy individual. Criteria for categorizing behaviors as pathological have been based upon clinical judgement, and are not validated in an empirical sense. Ross and Pelham (1981) point out that research done with the traditional medically defined diagnostic categories has not produced converging and clearly interpretable results about mental and emotional dysfunction.

Jahoda (1950) described the mentally healthy person as one who actively masters his or her environment, demonstrates a considerable unity or consistency of personality, and is able to perceive self and the world realistically as

well as function effectively without making undue demands upon others.

Shoben (1957) added another aspect to this definition by stating that the healthy person is one who extends his or her functioning beyond self-control and personal responsibility into the area of social responsibility and commitment to some set of external values.

These views are focused entirely upon the individual. Caplan and Nelson (1973) criticize the person-centered orientation to mental health and mental illness as being a person-blame philosophy that focuses attention away from real sources of difficulty in the environment.

Some writers, such as Szasz (1961), Halleck (1971), and Sharma (1970), describe mental illness as a myth. This due to the fact that the concept is based on value judgements (Smith, 1961). Others such as Robert White (1973) argue that the concept should be discarded in favor of more precise and meaningful descriptive terms.

Some of these descriptive terms have emerged, such as self-actualization (Maslow, 1968), the mature personality (Allport, 1963), and the fully-functioning person (Rogers, 1962). The models that include these terms do provide greater specificity and elaboration than the mental health view, but like the mental health model, hold an intrapsychic view of human functioning.

During the past twenty years, psychological theory and research have added new approaches to viewing human

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functioning and human effectiveness. Personality theories that view human functioning as totally controlled within the organism have been supplemented or supplanted by theories that view behavior as the product of interaction between the individual and the environment (Mischel, 1973).

This revolution has been sparked by major developments in three areas. First is the growth of the theoretical orientation called behaviorism. It focuses upon the interaction between the individual and the reinforcing or nonreinforcing contingencies in the environment. Crucial events are perceived to be the immediate transactions between the individual and the environment.

A second major development in the mental health field is an experimental social psychology assumption that behavior is learned in social settings through modeling and the power of social role expectations. Child-rearing patterns, early socialization experiences in the school and home, and expectations of social groups are considered the most powerful determinants of behavior (Bandura, 1978).

A third powerful influence has been the so-called cognitive revolution. This view emphasizes the basic interdependence of three aspects of human functioning: thinking, feeling, and acting (Dember, 1974).

These new approaches with their emphasis upon the interaction between people and their environments have helped to foster the growth of the community mental health model. This model focuses upon helping people solve practical

problems of everyday living. It views psychopathology not as a result of a maladaptive personality style or deep-seated intrapsychic conflicts, but as a series of immediate situational problems demanding practical solution (Lehmann, 1971).

The community mental health model's approaches to treatment are organized to deal with a variety of factors affecting the performance or functioning of an individual. These can include the person's skills and competencies, family interaction patterns, and other relevant environmental variables.

Bronfenbrenner, (1979) described the ecological model of human development as the logical extension of the community mental health perspective. This approach views behavior as understandable primarily within and as part of the natural context within which it occurs. The appropriate unit for analysis of behavior is the ecosystem, the system within which person-environment interaction occurs (Warren, 1977). From this perspective, observation of and treatment for behavior disorders or mental illness is most appropriately accomplished within the natural environments in which the disorders occur.

The emergence of the ecological model has brought about a decline of the traditional clinical model. As a result, the role of schools in mental health has changed also.

The clinical model views abnormality as being rooted in the individual. Diagnosis and treatment are the two

distinct aspects of this model. Treatment is medical, not educational in orientation. Treatment is located outside the school, in the psychological clinic, or in severe cases outside the community, in mental hospitals (Levine & Levine, 1970). The role of the school's teachers and psychological workers is primarily to identify abnormality and refer (Meyers, Parsons, & Martin, 1979).

The ecological reorientation views dysfunctional behavior as a product of the transactions between the individual and the environment. Psychopathology can be learned in social settings (Brickman, 1970). The school as a major part of a child's ecosystem, and as a system that labels individuals as abnormal, can be seen as part of the problem rather than part of the solution (Hobbs, 1966). This raises questions about the nurturing and socializing nature of the school. These questions have redirected attention to the school. Efforts at prevention of psychopathology and treatment through the school are creating new roles and expectations for teachers and psychological workers (Alderson, 1971).

In the ecological model of mental health, educators join with other community members, both mental health professionals and lay persons who are members of a targeted ecosystem, to prevent mental illness and solve problems. In this type of inclusive and coordinated community mental health approach, the local schools can become the primary vehicle for intervention.

Kellam, Branch, Agrawal & Ensminger, (1975) give just such an example: the Woodlawn program of assessment, intervention, and evaluation. The program stressed both social adaptation and individual psychological well-being. The total community with all its members and social institutions was seen as the setting for intervention. Targets of intervention included both individuals and significant others in the family, the neighborhood, and classroom situations. Goals of the program were to strengthen children, improve their social and educational functioning in the classroom, and enhance relevant aspects of the classroom, school, and family environments.

Three modes of intervention were employed: 1) weekly consultations between mental health professionals and teachers and/or school administrators; 2) weekly classroom meetings with children, teachers and mental health professionals; and 3) sessions with parents conducted by mental health professionals.

A major finding of this six-year study was that one of the most important factors in the mental health of the child is the degree to which the child masters basic educational tasks and earns the approval of the classroom teacher. The implications seem to be that a primary mental health function of schools is to insure that all children master basic educational and social tasks and are given warm and personal recognition for doing so.

The Woodlawn program is an example of a community mental health approach that involves close cooperation among mental health professionals, educators and parents.

Special education programs designed to serve the needs of children defined as emotionally disturbed would undoubtedly benefit from a community mental health approach such as that used in the Woodlawn program.

Significance of the Problem

The provision of mental health services to children in our public schools has become a matter of significance since passage of P.L. 94-142, The Education of All Handicapped Children Act, in 1975. Seriously emotionally disturbed children are included among those termed handicapped.

This law mandates provision of free, appropriate education to handicapped children which emphasizes special education designed to meet the individual child's unique needs. P.L. 94-142 also orders provision of related services as may be required to assist a handicapped child to benefit from special education.

Related services that apply most frequently to seriously emotionally disturbed children include psychological services, counseling services, parent assistance and training, and social work services in the schools. This does not mean to infer that the other related services mentioned in P.L. 94-142 are not at times needed by seriously emotionally

disturbed children, but only that they are not within the scope of this study.

Statement of the Problem

The purpose of this study is to determine the amounts and type of related services received by children defined emotionally disturbed in Oklahoma's public schools.

Objectives

The problem is operationalized through attention to the following research questions:

- 1) Are the children placed in classes for the emotionally disturbed in Oklahoma's public schools receiving the related psychological, counseling, parent assistance, and social work services as mandated by P.L. 94-142?
- 2) What are the amounts and types of related psychological, counseling, parent assistance, and social work services currently programmed?
- 3) Is there a need for additional related psychological, counseling, parent assistance, and social work services?
- 4) What are those needs?

Limitations

The following limitations will in part define the boundaries of this study.

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- 1) This study is limited to only those emotionally disturbed children served by public LEA's in Oklahoma and not attending school in an institutional setting supervised under the jurisdiction of a public LEA.
- 2) Related services are limited to those as prescribed by P.L. 94-142 and further limited to those listed in the definition of terms as being included within the scope of this study.
- 3) It is understood that the generalizability of the study may be limited in two ways:
 - a) To the specific sampling frame which constitutes the survey population for this study.
 - b) To public special education programs for emotionally disturbed children in the state of Oklahoma due to the differential availability of public funds with which to support provision of related services.
- 4) The counseling and consultative interventions and strategies described in the review of the literature are not meant to represent an inclusive list of methods useful for helping emotionally disturbed children. They are simply examples that have proven successful with the characteristics of the emotionally disturbed child.

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Definition of Terms

Specific related services will include the following as defined by The Code of Federal Regulations, (1977): psychological services, counseling services, parent assistance and training services, social work in the school services.

Psychological Services

Psychological services may include any or all of the following activities:

- 1) Administering psychological and educational tests and other assessment procedures.
- 2) Interpreting assessment results.
- 3) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning.
- 4) Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations.
- 5) Planning and managing a program of psychological services, including psychological counseling for children and parents.

Parent Counseling and Training

Assisting parents in understanding the special needs of their child and providing parents with information about child development.

THEORY OF THE STATE

The state is a political organization that has the power to enforce laws and maintain order within its territory. It is characterized by a monopoly on the use of force and the ability to make binding decisions for its citizens.

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CONCLUSION

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THE STATE AND THE ECONOMY

The state plays a significant role in the economy, particularly in the provision of public goods and the regulation of markets. It is responsible for the creation and enforcement of laws that govern economic activity and the distribution of resources.

Social Work Services in Schools

Social work services in the schools may include any or all of the following activities:

- 1) Preparing a social or developmental history on a handicapped child.
- 2) Group and individual counseling with the child and family.
- 3) Working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school.
- 4) Mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program.

Counseling Services

Counseling services will be construed to mean any services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel. Other qualified personnel listed as appropriate to provide counseling services will be interpreted to include certified school psychologists, psychiatrists, and teachers certified to teach emotionally disturbed children.

There is considerable difficulty in defining counseling services. A continuum of activities can be proposed that is anchored at one end by psychotherapy and at the other end by guidance. Counseling is conceived to be in the middle of that continuum.

Abstract of the 1984 World Bank

The World Bank has been a major force in the development of the world's economies. It has provided financial assistance to over 100 countries, and has been instrumental in the development of many of the world's major infrastructure projects. The Bank's primary focus is on providing financial assistance to developing countries, and it has been successful in doing so for many years. The Bank's operations are based on the principle of self-help, and it has been successful in helping developing countries to develop their own economies. The Bank's operations are based on the principle of self-help, and it has been successful in helping developing countries to develop their own economies. The Bank's operations are based on the principle of self-help, and it has been successful in helping developing countries to develop their own economies.

Introduction

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World Bank, Washington, D.C.

Guidance has been defined as a series of services that include appraisal, counseling, placement, and follow-up. These services are most often requested as help with career decision problems and will not be included in this study.

Hansen, Stevic, and Warner, (1977), describe psychotherapy as a set of services for which the clientele is unspecified. In contrast, counseling often defines services in reference to the group served, such as family counseling. Traditionally, psychotherapy is perceived as focusing more on serious disorders, personality change, and individual interventions, whereas counseling presumably deals more with normal developmental problems and normal ranges of behavior.

For the purposes of this study, counseling will include services designed to treat both serious disorders and more normal problems and will include activities conceived as counseling and/or psychotherapy. Both of these terms are applicable because, for the majority of those children who are not institutionalized and who are still attending a public school setting, problem behaviors will most often be closer to the normal range anyway. Also, researchers and practitioners in recent years have developed short-term psychotherapy methods that are much more suitable for use with children in the school setting.

Emotionally Disturbed

Emotionally disturbed students will be defined by the Category Definitions, State Regulations, and Class Size

The first part of the document is a letter from the author to the editor of the journal. The letter discusses the author's interest in the journal and the work they have done. The author mentions that they have been working on a project related to the journal's focus and that they believe their work would be of interest to the readers. The author also mentions that they have been thinking about the journal for some time and that they are excited to have the opportunity to contribute. The letter concludes with a request for the editor to consider the author's work for publication.

The second part of the document is a letter from the editor to the author. The editor thanks the author for their letter and expresses interest in their work. The editor mentions that they will be looking at the author's work and that they will get back to the author as soon as possible. The editor also mentions that they are looking for more authors to contribute to the journal and that they are interested in the author's work. The letter concludes with a request for the author to send the author's work to the editor.

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section of the Policies and Procedures Manual for Special Education in Oklahoma (1985). The definition is as follows:

- 1) The term means a condition exhibiting one or more of the acts over a long period of time and to a marked degree, which adversely affects educational performance:
 - a) An inability to learn which cannot be explained by intellectual, sensory, or health factors.
 - b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - c) Inappropriate types of behavior or feelings under normal circumstances.
 - d) A general pervasive mood of unhappiness or depression.
 - e) A tendency to develop physical symptoms or fears associated with personal or school problems.
- 2) The term includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

Basic Assumptions

This study will adopt the following basic assumptions.

- 1) Public school programs in Oklahoma for emotionally disturbed students are typical of those nationwide.

the first time in the history of the world, the
people of the world are beginning to
understand that they are all part of
one family. This is the great hope
of the future.

The world is a vast and beautiful
place, full of life and hope. It is
our duty to protect and nurture
it, for it is our home and our
future.

Let us work together to build
a better world for all. Let us
share our resources and our
ideas, for together we can
achieve what we cannot do
alone.

Peace and harmony are the
foundation of a good society. Let
us strive for peace in our
hearts and in our world.

Let us remember that we are
all children of the same God,
and that we are all members
of the same family. Let us
love one another as we love
ourselves.

And with this, I bid you adieu.

May you all find happiness and
peace in the days ahead. May
your lives be filled with love
and joy. And may you all
contribute to the betterment
of our world.

- 2) Respondents to the questionnaire answered honestly with assurance of confidentiality.
- 3) Teachers certified to teach emotionally disturbed children have received training to enable them to provide counseling related services in the classroom.
- 4) Respondents to the questionnaire understood the purpose and structure of the survey instrument including terminology used and intent of specific questions.
- 5) Personnel qualified to provide the related services researched by this study were available to the special programs surveyed by this study.

CHAPTER II

REVIEW OF THE LITERATURE

Related Counseling Approaches

Introduction

A special education program designed to remediate and/or ameliorate a handicapping condition should address the characteristics of that condition. Counseling addresses many of the characteristics included in the definition of emotionally disturbed.

Inability to Learn

Of prime importance in the educational setting is the effect the handicapping condition has upon educational performance and the implication that the condition is preventing the child from achieving at a rate commensurate with ability.

Byrne (1963) states that a goal of counseling can be to help the individual maintain an adequate level of development, become and remain constructive, and develop his or her potential. In the school setting, academic development is of great importance. The findings of the Woodlawn project are in agreement that counseling helps in this area of development.

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If counseling can be said to have a single goal, it is to help each individual take charge of his or her own life (Krumboltz & Thoresen, 1976). Educators often state that poor academic performance is linked to motivation, the inner urge that prompts a person to action. For a child in the school setting, positive action is the successful completion of academic tasks. In the case of the child that is not prompted to positive action, counseling may provide the impetus.

Affective education is often a focus of counseling intent and the provision of affective education can be realized in both the individual and group setting. A program of affective education can, among other potential benefits, significantly improve the reading skills of targeted underachievers (Kilmann, Henry Scarbro, & Laughlin, 1979).

Unsatisfactory Interpersonal Relationships

Building and maintaining satisfactory interpersonal relationships is another goal of counseling. Promotion and development of feelings of being alike, sharing with, and getting and giving interactive rewards from other human beings is a legitimate counseling objective (Kell & Mueller, 1966). If the counseling goal of positive mental health is reached, the individual achieves positive identification with others (Shertzer & Stone, 1980).

Gumaer (1984) describes a small group counseling approach called developmental play, designed to increase self-

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data. The document also highlights the need for regular audits to identify any discrepancies or errors in the accounting process.

In addition, the document outlines the various methods used for recording financial data, such as double-entry bookkeeping. It explains how debits and credits are used to maintain the balance of the accounts. The document also discusses the importance of proper classification of expenses and revenues to ensure that the financial statements accurately reflect the company's performance.

Accounting Principles and Practices

The second part of the document focuses on the specific principles and practices that govern the accounting profession. It covers topics such as the accounting cycle, the matching principle, and the cost of sales. The document also discusses the importance of adhering to generally accepted accounting principles (GAAP) to ensure consistency and comparability of financial statements across different companies and industries.

concept, develop positive, loving interactions and attachments with important adults who then serve as models for children in learning how to relate to others. The group counseling, led by a counselor, is followed by consultation with the teacher who is an active participant in the counseling sessions. Research has found that with minimal training and supervision, teachers can become effective leaders of counseling groups using developmental play techniques. This approach has something to offer for professionals searching for methods to help children build satisfactory interpersonal relationships.

Inappropriate Types of Behavior

The inappropriate types of behavior exhibited by children defined as emotionally disturbed are listed on the Individual Education Plan. These behaviors are targeted for positive change. Patterson (1964), lists criteria for judging counseling goals as follows: 1) The goals of counseling should be capable of being stated differently for each individual. 2) The degree to which the goals of counseling are attained by each individual should be observable. These criteria match current special education practice and law which utilize the IEP. Counseling can be made accountable in terms of behavior change.

While little direct evidence exists to substantiate it, the major impression is that teachers expect counseling to

THE HISTORY OF THE

The first part of the history of the world is the history of the human race. It is a history of progress, of discovery, of invention, of conquest, of suffering, and of glory. It is a history of the human mind, of the human heart, and of the human soul. It is a history of the human race, of the human race, of the human race.

THE HISTORY OF THE

The second part of the history of the world is the history of the human race. It is a history of progress, of discovery, of invention, of conquest, of suffering, and of glory. It is a history of the human mind, of the human heart, and of the human soul. It is a history of the human race, of the human race, of the human race.

reduce or eliminate pupil behavior that causes classroom friction and disturbance (Shertzer & Stone, 1980).

Behavior change is indeed a goal of counseling. Inappropriate behavior is often viewed as a problem for the individual and the environment. Shertzer & Stone (1980), include as a goal of counseling the resolution of whatever problems were brought to the counseling relationship. If inappropriate behavior is a problem, counseling activities may include learning adaptive habits or unlearning unadaptive habits.

Classroom meetings, an informal group counseling approach used in the school setting, have proven to decrease inappropriate behavior during the meetings and there is carryover to the larger classrooms setting (Sorsdahl & Sanche, 1985).

Patton (1985), describes a model of rational behavior therapy utilizing didactic presentation, transparencies, role playing, and group discussions. Participants received positive reinforcement for rational thinking and behaving. Rational behavior therapy training using these techniques produced positive changes in learning and personality variables. The approach was especially effective in influencing learning of rational concepts of behavior and generalizing the concepts into personality structures.

Carl Rogers (1951) stated that therapy produces a change in personality organization and structure and a change in behavior, both of which are relatively permanent.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In addition, the document outlines the necessary steps for reconciling accounts. This involves comparing the internal records with the bank statements to identify any discrepancies. If a difference is found, it is crucial to investigate the cause immediately to prevent further errors.

Furthermore, the document highlights the need for regular audits. These audits help to detect any irregularities or potential fraud early on. By conducting audits on a consistent basis, the organization can maintain the integrity of its financial data.

The document also provides guidelines for handling cash transactions. It stresses the importance of counting the cash carefully and recording the amount accurately. Any cash received should be deposited in the bank promptly to ensure it is properly accounted for.

Finally, the document concludes by reiterating the importance of honesty and accuracy in all financial reporting. It encourages the organization to adhere to the highest standards of ethical conduct and to seek professional advice if needed.

The essential outcome is a more broadly based structure of self, an inclusion of experience as a part of self, and a more comfortable and realistic adjustment to life.

Fortune (1975), showed with a school-based study that counseling does have a positive effect on classroom behavior, especially in responses to the controlling efforts in a school. This positive behavior change was manifested as reduced classroom disturbance, less disrespect-defiance, and less external blame for inappropriate behavior.

Some inappropriate behavior can be attributed to irresponsibility. This in turn may be related to a very real deficit in the area of self-awareness. Gestalt therapy is based on the premise that individuals must find their own way in life and accept personal responsibility if they hope to achieve maturity (Pearls, 1973). Gestalt approaches can enhance self-awareness and responsibility as well as promote self-understanding (Passons, 1975).

Remer & Schrader (1981) have developed Gestalt approaches for use with children. A group counseling technique is used with program activities aimed at increasing awareness of the external environment, increasing awareness of internal experiences, and increasing awareness of own and other's emotions and the ability to express more effectively these emotions. After the group sessions, the counselor consults with the teacher to design follow-up activities.

Unhappiness or Depression

Counseling is also a tool that has been used to combat more specific behavioral symptoms such as depression that are included in the definition of emotionally disturbed. There is limited knowledge about intervention for childhood depression due to the recency of interest and the imprecise definition of the condition. Presently, treatment models resemble those used to treat adult depression. Most treatment models are based on either a behavioral or a cognitive orientation.

The use of behavioral techniques such as instruction, modeling, role playing and feedback make immediate, marked, and durable changes in depressive symptoms of lack of eye contact, poor speech quality, bland affect and inappropriate body position (Frame, Matson, Sonis, Fialkor, & Kazdin, 1982).

Cognitive approaches to treatment of childhood depression, fashioned after approaches used with adults, have been used for over thirty years (Ellis, 1983). This individual counseling treatment restructures the distorted thinking of the depressed child who is perceived as holding negative views of himself, the world, and the future. This technique has had some success with disturbed children.

From the social-learning view a psychoeducational technique has been used that is successful in improving symptoms of depression (Brown & Lewinsohn, 1983). The therapist(s), in a group setting, presents instruction of a

REVISION OF THE CONSTITUTION

The first step in the process of amending the Constitution is to propose a change. This can be done in two ways: by a two-thirds majority in both the House of Representatives and the Senate, or by a two-thirds majority in the Senate and a majority in the House. Once a proposal is made, it must be passed by a three-fourths majority in both the House and the Senate to become a proposed amendment.

After a proposed amendment is passed by Congress, it is sent to the states for ratification. There are two ways for the states to ratify an amendment: by a three-fourths majority in the legislatures of three-fourths of the states, or by a three-fourths majority in the legislatures of two-thirds of the states plus ratification by a majority in the legislatures of three-fourths of the states.

The process of amending the Constitution is a difficult one, designed to ensure that any change to the fundamental law of the land is made with the approval of a large majority of the people's representatives. This process has been used to amend the Constitution 27 times since its adoption in 1787. The most recent amendment, the Twenty-Seventh Amendment, was ratified in 1992.

course entitled "Coping with Depression." The course provides training in self-change methods, social skills, thinking, pleasant activities, and relaxation.

Physical Symptoms or Fears

Counseling is also effective with those children who display irrational fear, intense anxiety or somatic distress associated with personal or school problems. Treatment methods vary according to theoretical orientation with approaches from several orientations showing promising results.

Messer (1964) reports success, in terms of the child increasing length of stay at school, utilizing a psychodynamic approach that focuses on intensive individual and group therapy for the whole family. Coolidge, Brodie, & Feeny (1964) also report success with a psychodynamic approach stressing individual and group therapy focusing on separation anxiety, insight, building-up of ego strength, and family equilibrium.

A non-directive group counseling approach focusing on discussion of school topics has also proven successful (Contessa & Paccione-Dyszelewski, 1981). Positive results included requests from the adolescent pupils for increased length of their school days and improved peer relationships.

The use of several techniques from behavior therapy such as desensitization have produced positive change in terms of the fears and physical symptoms of the school

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phobic child (Garvey & Hergrenes, 1966). This individual approach is effective when instituted by the therapist or by the parents after consultation with the therapist. Smith & Sharpe (1970), have demonstrated a successful individual counseling treatment using another behavioral method based on classical conditioning principles related to the extinction of anxiety responses.

Kennedy (1965) boasts a 100% success rate with a program containing the following facets: a) avoidance of emphasis on somatic complaints; b) forced school attendance; c) structured interview with parents to enable them to follow the therapeutic program in the face of considerable resistance from the child; d) brief interviews with the child providing encouragement to carry on in the face of fear; and e) follow-up for further support of parents.

Schizophrenia

Childhood schizophrenia can be confusing because so many profoundly abnormal behaviors may be lumped together under this term. Characteristic features of this condition may include extreme difficulty in relating to other people; difficulty in establishing and maintaining a clear personal identity; extreme preoccupation with particular objects; sustained resistance to change in the environment; abnormal perceptual experiences despite normal sensory acuity; extreme anxiety and emotional instability; severe difficulty in speech and language; and poor coordination and motor

1. *Die Bedeutung der Sprache*
 2. *Die Entwicklung der Sprache*
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 5. *Die Semantik der Sprache*
 6. *Die Pragmatik der Sprache*
 7. *Die Sociolinguistik*
 8. *Die Psycholinguistik*
 9. *Die Neurolinguistik*
 10. *Die Erwerbslinguistik*
 11. *Die Zweitspracherwerb*
 12. *Die Fremdspracherwerb*
 13. *Die Sprachdidaktik*
 14. *Die Sprachtherapie*
 15. *Die Sprachwissenschaft*

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 12. *Die Fremdspracherwerb*
 13. *Die Sprachdidaktik*
 14. *Die Sprachtherapie*
 15. *Die Sprachwissenschaft*

behavior (Goldfarb, 1970). Occasionally childhood schizophrenia is even further expanded to include self-mutilating behaviors and endless repetition of behaviors.

Classifying schizophrenic behavior as an emotional disturbance and making an educational placement in a special program becomes even more confusing when the issues of mental retardation and organic brain damage are included. Both mental retardation and organic brain damage would exclude a child from placement in a special class for emotionally disturbed children. However, both of these characteristics are sometimes found with the child who is labeled schizophrenic. Even when these two factors are not present, there is still strong evidence of central nervous system impairment (Hingtgen & Bryson, 1972).

Treatment of this condition has been mainly centered in behavior therapy. Behavior modification approaches emphasizing educational methods have been directed toward the areas of sensory and language deficits. Behavior modification has been a particularly useful method with speech problems. These techniques have been shown to be effective in developing at least a low level of communication skills in many children who didn't speak at all and in improving the speech of many children whose speech was very limited or strange (Lovaas, 1977). The extinction of echolalia has also been accomplished through the use of behavior modification techniques (Schreibman & Carr, 1978).

Behavior therapy techniques have also been used to analyze behavioral repertoire, systematically punish maladaptive behavior such as head banging, reward adaptive behavior such as social play, and train parents to be continuing behavior modifiers in the home (Lovaas & Newsom, 1976).

There is very little research about effective therapy for childhood schizophrenia from the other theoretical approaches. There is some research concerning the effect schizophrenic parents have upon their children. Watt (1982) reported that the adolescent children of schizophrenics showed greater personal disharmony, less scholastic motivation, more emotional instability, and lower intelligence as rated by teachers compared to a group of children with non-psychotic parents. The implications seem to be that improved mental health of the parents would improve the mental health of the children.

Consultation

Consultation is another mode of intervention that has shown success with mental health problems. Consultation differs from counseling in that it does not itself deal with a primary population, but rather with prevention and treatment of problems through an intermediary.

The definition of consultation is often ambiguous but, in the provision of mental health services in the school setting, typically refers to services provided by a profes-

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sional to some other person who is in direct contact with a child. The school counselor, school psychologist, psychiatrist, school social worker, or a psychologist may serve as consultant to a consultee who is a teacher or parent. The focus of the activity is on the behavior of a child who may be referred to as the client. Activities that do not have this indirect characteristic will not be classified as consultation by this study.

Consultation in the school setting generally involves either the mental health or the behavioral approach (Reschly, 1976). Mental health consultation (Caplan, 1970) generally involves helping the consultee gain more insight into normal and abnormal emotional development and personality dynamics. The increased affective understanding pursued through mental health consultation is assumed to lead to better emotional adjustment on the part of consultees and, in turn, to a healthier climate for children. In contrast, the behavioral consultation approach provides a more direct focus on specific learning and/or adjustment problems of children (Bergan, 1977). This method uses a problem-solving strategy involving identification of problem(s), intervention formulation and implementation, and evaluation.

A survey (Medway, 1979) to determine the effectiveness of school consultation found that mental health consultation and behavioral consultation were both highly valued by respondents but that behavioral consultation appeared to be

more effective at least in terms of direct effect on students.

Palmo (1972) discovered in a comparative study that parent and teacher consultation with a mental health professional was more effective than group counseling with the children involved in reducing the adjustment problems of elementary school children as perceived by the classroom teachers involved and as perceived by independent observers.

Success with both academic problems and classroom behavior problems can result from the behavioral and medical models of consultation, especially when the topic of consultation is teacher expectancies and resultant instruction strategies (Bergan, Byrnes & Kratochwill, 1980).

Familiarity with the use of mental health and behavioral consultation services has a positive effect on teacher perceptions of these services (Hammonds, 1984). Teachers who use mental health center services which include consultation, individual student evaluation, classroom observations, individual or group therapy with students, and participation in multi-disciplinary team meetings tend to rate the value of these services higher than teachers with fewer or no contacts.

The consultation role can be hypothetically expanded to include family-focused treatments. Actually, the models of family-focused treatment include a combination of consultation and individual and group counseling. From the family-systems perspective, no member of the family is viewed

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without reference to the people with whom he or she is physically and emotionally linked. This is an especially significant concept in relation to children whose personal reality is strongly shaped by the lives and experiences of their parents (Christian, Henderson, Morse & Wilson, 1983).

Family-focused treatment is often practiced by social workers and other counseling practitioners. Many school related problems are the result of pathologies contained within the family system. Handicapped children often become the focus of emotional intensity in the family, or a source of inordinate anxiety, or they may be transmitting unresolved emotional issues from previous generations of the family (Christian et al., 1983). Resolution of problems in the family often frees the child from pressures that directly affect school performance and social adaptation.

There needs to be more consultation by counselors with special education teachers and more consultation with parents (Davis, Nutter & Lovett, 1982). This consultation will allow the counselor to disseminate information, teach decision making skills and allow teachers and parents to talk about problem and issues.

Teacher as Counselor

The most potentially powerful consequence in the classroom is the teacher (Anderson, Hodson, Jones, Todd & Walters, 1972). The teacher is a high-level reinforcer for the child. Verbal praise, physical contact, attention,

The first part of the document is a preface, which is written in a very simple and direct style. It explains the purpose of the document and the author's intentions. The preface is followed by a list of the contents, which is also written in a simple and direct style. The list of contents is followed by the main body of the document, which is written in a more formal and detailed style. The main body of the document is divided into several sections, each of which is headed by a title. The sections are written in a clear and concise style, and they provide a detailed account of the events and circumstances surrounding the case.

The second part of the document is a report, which is written in a more formal and detailed style. It provides a detailed account of the events and circumstances surrounding the case. The report is divided into several sections, each of which is headed by a title. The sections are written in a clear and concise style, and they provide a detailed account of the events and circumstances surrounding the case. The report is followed by a conclusion, which is written in a simple and direct style. The conclusion summarizes the findings of the report and provides a final assessment of the case.

CONCLUSION

The conclusion of the document is a summary of the findings of the report. It provides a final assessment of the case and a recommendation for further action. The conclusion is written in a simple and direct style, and it is followed by a list of references. The list of references is written in a simple and direct style, and it provides a list of the sources used in the document.

allowing special privileges are some of the many reinforcements that teachers can dispense.

The teacher also has a high level of involvement with the children in his or her classroom. The teacher and his or her students spend many hours together. Involvement is not only the cornerstone of therapeutic intervention but of good teaching as well (Reinert, 1980). Since the teacher is in a position to disburse highly prized reinforcement and has a high level of involvement with the child, it is no surprise that many of the techniques of counseling have been adapted and applied in the school setting by the teachers who work with children labeled emotionally disturbed. Neither do these techniques come from only one theoretical orientation.

Milieu therapy, a practice associated with the psychodynamic approach, as adapted for use in the school setting has much to offer to help the handicapped child. Activities related to this concept and which the teacher might be involved in are: manipulation of schedules (bus, restroom, lunchroom, classroom) for the benefit of the child; organization of staff (teachers, bus drivers, aides, school nurse, etc.) to recognize or avoid reinforcement of certain behaviors; and involvement of significant persons in the child's life (teachers, parents, relatives, peers) to support positive feelings that the child emits (Reinhert, 1980).

The life space interview, another psychodynamic technique, is suitable for teacher use during a crisis or potential crisis situation. The technique is essentially cathartic, a typical procedure of the psychodynamic approach. Redl (1959) lists two major components of this crisis intervention: emotional first aid and clinical exploitation of life events.

Behavioral theory and the therapies based on this construct also offer much that is usable for the teacher. Behavior modification is a term often associated with school programs and rightly so because there is wide application of many components of behavioral theory in the schools. A basic premise underlying much of behavior modification is the belief that behavior can be changed through the appropriate use of reinforcement (Gagne, 1965; Ullman & Krasner, 1965; Haring & Phillips 1962).

Three distinct methodological approaches have demonstrated practicality and success as applied by teachers in classroom settings. Operant conditioning involves reinforcing desired behaviors in ways that will cause the child to repeat the desired behavior. Children can be helped to change deviant behavior through the use of operant conditioning, and appropriate behaviors can also be increased (MacMillan, 1973).

Contingency management is another form of behavior modification with proven success for the teacher. This technique involves the use of a contractual agreement be-

tween the teacher and the child. The contract establishes behavior goals and rewards for meeting those goals.

Bandura (1965) called behavior modeling a social learning theory based on the concept that many behaviors are learned most effectively through modeling, or imitation. Behavior modeling is often found as a component of other behavior modification systems and rarely as an isolated change agent. The teacher can and should model many of the appropriate behaviors that are the targets of change in a behavior modification plan. Peers can also be utilized as models of appropriate behavior.

Glasser (1965) offers teachers another simple counseling technique with applicability to the classroom, reality therapy. Reality therapy is designed to increase responsible behavior. Responsible behavior is defined as the ability of individuals to fulfill their needs in a way that will not deprive others of the ability to fulfill their own needs. The teacher's task is to teach the child to become more responsible. This can be achieved through a didactic approach in which the teacher rejects the irresponsible behavior and teaches the child more appropriate ways to fulfill his or her needs.

Bibliotherapy is another technique quite usable by teachers. The technique involves guided reading that is designed to help individuals gain understanding of the self and the environment, to learn from others, and to find solutions to problems. Interaction with the provided liter-

The first step in the process of identifying a problem is to define it clearly. This involves understanding the context of the problem, the stakeholders involved, and the resources available. Once the problem is defined, the next step is to analyze it. This involves breaking the problem down into smaller, more manageable parts and identifying the root causes. The third step is to generate potential solutions. This involves brainstorming ideas and evaluating them based on their feasibility and effectiveness. The final step is to implement the chosen solution and monitor its progress. This involves setting up a system of communication and reporting to ensure that the solution is being implemented correctly and that any issues are identified and addressed promptly.

In addition to the steps outlined above, there are several key factors that can influence the success of a problem-solving process. These include the quality of the information available, the skills and experience of the individuals involved, and the level of support and resources provided. It is important to recognize that problem-solving is often an iterative process, and it may be necessary to revisit previous steps as more information becomes available or as new challenges arise.

Finally, it is worth noting that problem-solving is not just a technical skill, but also a social one. It often requires the ability to work effectively in a team, to communicate clearly, and to negotiate with others. These skills are essential for the successful implementation of any solution.

ature may produce identification with characters in the literature that results in catharsis and insight about self or personal problems. The teacher selects literature in light of the developmental level of the child and the emotional or psychological status of the child (Schrank, 1982).

Bibliotherapy has proven to be successful in improving self-concept (Kanaan, 1976), decreasing the depressive symptoms of the withdrawn child (Lundstein, 1972), improving reading achievement in vocabulary and comprehension (King, 1972), and improving mental health as measured by personality tests (Appleberry, 1970).

The use of paradoxical techniques also has demonstrated success because it requires limited verbal ability, produces rapid results, and is particularly suitable for oppositional children. Paradoxical techniques are used by counselors but are well suited for use by the teacher of emotionally disturbed students. Often, the technique is successful with children who are angry, frustrated, or having difficulty relating to peers or adults. Three methods of this non-linear approach are: reframing a symptom positively; prescribing a symptom through symptom scheduling; and the winner's bet. The winner's bet deserves additional explanation. It involves describing the child's inappropriate behavior and making a bet that the behavior will continue since the child cannot control it. The child who does not misbehave wins the bet. The idea behind the winner's bet is

and the other side of the coin is that the more we know about the world, the more we realize how much we don't know. This is a paradox that has been explored in many different ways. In the field of science, for example, the more we learn about the universe, the more we discover that there are still many things we don't understand. In the field of psychology, the more we learn about the human mind, the more we realize how complex and mysterious it is. In the field of philosophy, the more we think about the nature of reality, the more we realize how much we don't know about it. This is a paradox that is central to the human experience. It is a paradox that has inspired some of the greatest works of art and literature. It is a paradox that has led to some of the most important discoveries in science and philosophy. It is a paradox that is a testament to the power of the human mind and the endless possibilities of the world.

that the child will give up the problem behavior to resist or oppose the adult (Williams & Weeks, 1984).

Project Re-Ed, a very popular ecological approach to intervention with emotionally disturbed children, highly values the teacher (Hobbs, 1966). The center of the Re-Ed intervention system is the teacher counselor. The teacher counselor is assisted in program development by consultants from social work and mental health. However, the teacher counselor interacts directly and more frequently with the child than any other adult in the school setting. What better reasons than these could be supplied for arming teachers with as many intervention tactics as possible.

Summary

The review of the literature listed intervention strategies that have been successfully used to change characteristics that define the emotionally disturbed child. Those strategies included: counseling activities; consultation activities; and activities that teachers have used in the classroom.

All of the successful intervention strategies listed are activities that can be provided as related services for a special education program designed to remediate and/or ameliorate the handicapping condition of the emotionally disturbed child.

The first step in the process is to identify the problem. This involves gathering information about the situation and determining what the goal is. Once the problem is identified, the next step is to generate possible solutions. This can be done through brainstorming or other creative techniques. After generating solutions, the next step is to evaluate them. This involves weighing the pros and cons of each solution and determining which one is the most feasible. Finally, the chosen solution is implemented and monitored to ensure it is effective.

Conclusion

In conclusion, the process of problem-solving is a multi-step process that involves identifying the problem, generating solutions, evaluating them, and implementing the chosen solution. This process is essential for addressing any challenge that arises. By following these steps, individuals can effectively solve problems and achieve their goals.

CHAPTER III

METHOD AND PROCEDURES

Population

The population for this study consisted of all the children placed in classes for the emotionally disturbed, ages 0-21, in Oklahoma's public schools. There were 1,103 children placed in special education programs for the emotionally disturbed by a total of 102 independent public school districts as reported by the child count of December 1, 1985.

Total child count for that date for all children enrolled in Oklahoma's public schools, K-12, was 601,817. Those children designated as handicapped and requiring special education amounted to 64,097 of the total school population. Percentages computed for these figures are as follows: children needing special education comprise 10.65 percent of the total school population in Oklahoma's public schools; and children identified as emotionally disturbed comprise 1.72 percent of the special education population and 0.18 percent of the total school population.

It is significant that only about one-fifth of one percent of the school population in Oklahoma, K-12, was identified as emotionally disturbed at the time of the most

THE STATE

CONSTITUTIONAL HISTORY

1870-1880

The state of the constitution in 1870 was a subject of much discussion. The constitution of 1869 had been in force for some time, but it was not without its defects. The framers of the constitution of 1870 were aware of these defects and sought to correct them. The new constitution provided for a more efficient executive branch, a more powerful legislature, and a more independent judiciary. It also provided for a more democratic process of electing officials. The constitution of 1870 was a significant improvement over the constitution of 1869, and it has remained in force ever since.

recent child count. The U.S. Office of Education, Bureau for the Education of the Handicapped, offers a conservative estimate that 2% of school-age children are emotionally disturbed. Recent studies by the Joint Commission on the Mental Health of Children have found that estimates of the amount of school maladjustment range from a low of 3 and 4 percent to highs of 12 and 22 percent of the pupils.

Sample

From the population of all children placed in public school classes for emotionally disturbed children, a stratified-random sample was selected. Krijcie & Morgan (1970) provided the table used to determine sample size. From that table it was determined that a sample size of 285 was a sufficient minimum for a population of 1,103.

Size of school was the identified strata to be proportionally represented by the sample. Size of school strata contained two categories: rural and urban. There are many conflicting delineations of rural and urban. Both the federal legislative body and state legislatures have definitions for rural and urban so as to be able to allocate monies for programs that are designated either rural or urban education. The federal definition seems most appropriate for a study involving Oklahoma since Oklahoma has a large number of small independent school districts. This study, using the federal definition, will define a rural school as one having less than 2,500 students enrolled in K-

It is possible that the authors' original intention was to compare the performance of the two systems in terms of the number of errors made. However, the results of the study suggest that this was not the case. The authors did not report any data on the number of errors made by the participants. Instead, they focused on the time taken to complete the task. This suggests that the authors were more interested in the speed of the two systems rather than their accuracy. It is possible that the authors were aware that the two systems would perform similarly in terms of accuracy and that the primary difference would be in the time taken to complete the task.

Signal

The authors of the study did not mention the specific signal used to indicate the end of the trial. It is possible that the signal was a visual cue, such as a light or a sound, or a combination of the two. The authors did not provide any details about the signal, so it is difficult to know exactly what it was. However, it is likely that the signal was designed to be clear and unambiguous so that the participants could know when to stop and record their time. The authors did not mention any practice trials or familiarization of the signal, so it is possible that the participants were already familiar with the signal from previous experience. The authors did not mention any feedback provided to the participants, so it is likely that the only feedback was the time taken to complete the task. The authors did not mention any other variables that were measured or controlled, so it is likely that the only variable of interest was the time taken to complete the task. The authors did not mention any limitations of the study, so it is possible that there were some limitations that were not reported. For example, the study only used one task and one signal, so it is possible that the results might differ if a different task or signal was used. The authors did not mention any future research, so it is possible that there are some questions that remain to be answered.

12. An urban school will have more than 2,500 students enrolled in K-12.

Percentage representation as indicated by the child count of December 1, 1985, showed that 15 percent of the population was enrolled in a rural school system and 85 percent was enrolled in an urban school system. The sample reflected those proportional distributions with 244 children in the sample attending urban schools and 43 children in the sample attending rural schools.

School districts were grouped either urban or rural. A random selection of the sample was accomplished with use of a random number table (Jaccard, 1983) until proportional representation was met.

Instrumentation

A questionnaire to survey provision of related services to children placed in special public school programs for the emotionally disturbed was developed as a consequence of reviewing the literature related to the following topics: counseling and psychological services for emotionally disturbed children, behavioral and mental health consultative services for teachers and parents, social work services for the child and family, the community mental health model, and P.L. 94-142.

The principle objective in the design of questionnaire items was to produce an instrument which would yield information with which to answer the research questions of the

study. A mail questionnaire was selected as both a practical and economical method of reaching this goal in a relatively short period of time.

To construct an instrument which could be completed in a short time, approximately ten minutes, and thereby possibly increase percentage of respondents as well as to insure the confidentiality of the respondent, the following criteria for the instrument were established: 1) There would be only one question requiring a descriptive answer. All other questions would be answerable by checking blanks or providing simple numerical responses. 2) There would be no request for personal information from the respondent.

The questionnaire consisted of 28 questions. Questions one and two requested demographic information about the age and gender of the students in the emotionally disturbed classes and the size of the school system in which the special class was located. Both of these questions required a check or numerical response in the appropriate blank. Questions three through twenty-six requested information concerning the amount and type of related services being received. All of these questions could be answered by supplying a check in the appropriate blank. Question 27 requested a yes-no answer relating to whether the respondent believed the children in his or her class needed additional related services. Question 28 was an open-ended request for descriptions of needed additional related services if the respondent answered yes to question 27.

The validity of the instrument was established by the following procedure: composition of a panel of five experts from among college professors in related disciplines; supplying those professionals with a copy of the first draft of the questionnaire, a cover letter containing an explanation of the purpose of the study, a declaration of the statement of the problem, and a request asking them to evaluate the questionnaire according to the purpose of the study, and a response form to make any recommendations for necessary changes to make the questionnaire more precise and complete; supplying the panel members with a self-addressed stamped envelope with which to return the response sheet. Panel members were urged to return their evaluations within ten days (see Appendix A).

Revisions were made in the instrument as a result of the recommendations of the panel. A second copy of the questionnaire was drafted including the revisions (see Appendix C for a copy of the final form of the questionnaire).

Data Collection

It was decided that the special education directors in the randomly selected school districts were the most logical choice to receive the mailed questionnaire. However, it was decided that the emotionally disturbed teacher(s) was the most logical choice as respondent because in most cases only the teachers of those classes knew how much time they were spending supplying counseling related services in the class-

room. In addition, the teachers were aware of the amount and type of other related services being provided to the students in their class.

A copy of the questionnaire, a self-addressed stamped envelope for the return of the questionnaire, and a cover letter explaining the purpose of the study (see Appendix B) and assuring confidentiality was mailed to the directors who were asked to dispense the instrument to the teachers and encourage them to respond. They were urged to return the questionnaires as quickly as possible.

Questionnaires were mailed to 28 separate school districts representing 56 separate classrooms and 56 questionnaires. Twenty-seven percent of the surveys were returned within 10 days. Two questionnaires were returned within this period stating that there was no longer a classroom in that district for emotionally disturbed children.

A follow-up postcard was mailed after 10 days to the special education directors in the districts which had not responded during the first 10 days. The postcard contained a message to remind the directors that the surveys had not been returned. An additional 11 percent of the original questionnaires were returned as a result of the postcard reminder.

Ten days after mailing the postcard reminder, a second copy of the questionnaire was mailed to those districts still not responding. No attempts at communication were

made after supplying the second questionnaire. An additional seven percent of the original questionnaires were returned as a reply to the second mailing. Three questionnaires were returned after the second mailing uncompleted. These responses contained a message that the emotionally disturbed children in that district attended classes at a co-op setting located elsewhere or the questionnaire was subjectively evaluated as not appropriate for the type of special program offered to the emotionally disturbed children in that district.

From the total of 56 questionnaires that were mailed to the randomly selected school districts, 37 were mailed to urban districts and 19 were mailed to rural districts. Responses from the urban districts totaled 22 questionnaires representing a 60 percent response rate. Responses from the rural districts totaled four questionnaires representing a 21 percent response rate. The combined responses for rural and urban totaled 26 questionnaires representing a 46 percent response rate.

The urban responses represented information about the provision of related services for 22 classrooms. Those 22 classrooms contained 158 students. In the urban classrooms, 89 percent of the students were male and 11 percent female. Fifty-four percent of the males were in the age range of 3-11 and 46 percent were in the age range of 12-21. Forty-four percent of the females were in the age range of 3-11 and 56 percent were in the age range of 12-21.

The rural responses represented information about the provision of related services in four classrooms. Those four classrooms contained 25 students. In the rural classrooms, 84 percent of the students were male and 16 percent were female. Ninety percent of the males were in the age range of 3-11 and 10 percent were in the age range of 12-21. One hundred percent of the females were in the age range of 12-21.

Data Treatment

Survey data was audited and tabulated. Responses to each question were categorized as either rural or urban in source. Each question of the survey represents information related to one of the following categories:

- Demographic Information (Questions 1 & 2)
- Counseling Services (Questions 3-8, 19)
- Psychological Services (Questions 14-17)
- Parent Assistance and Training Services (Questions 9-13)
- Social Work in the Schools Services (Questions 18-20)
- Teacher Counseling Related Services (Questions 21-26)
- Teacher Perceptions of Provision and Related Services (Question 27)
- Teacher Recommendations for Additional Related Services (Question 28)

(See Appendix D for comprehensive item analyses.)

CHAPTER IV

RESULTS AND DISCUSSION

Introduction

P.L. 94-142 has declared that in order to protect the rights of handicapped children, special education must be provided to those children identified as needing such.

Severely emotionally disturbed has been included as one of the handicapping conditions that may require special class placement and provision of special education services unique to the needs of that learner.

Some of the related services as suggested by P.L. 94-142 are indispensable to remediation and/or amelioration of a handicapping condition. Such is the case with emotional disturbance. Related services may be instrumental in helping the emotionally disturbed child benefit from special education placement.

This study presents the findings of a survey of teachers of emotionally disturbed children in Oklahoma's public schools to determine the amount and types of related services that are being provided to students identified as emotionally disturbed.

Also, the survey assesses teacher perceptions of provision of related services, requesting recommendations for additional related services if the teacher thought they were needed.

Data analysis was based upon a questionnaire completed by E.D. teachers representing a random sampling of two categories of school systems: rural and urban. Questionnaires were returned by 21 percent of the rural sample and 60 percent of the urban sample. It is expected that results of the data analysis will provide information that can be used to make program development and modification decisions.

Data Organization

Research Questions

Specific research questions were selected to be answered by the questionnaire. All items on the questionnaire, except the demographic requests of Questions 1 and 2, are related to a research question. Those relationships are as follows:

Research Question 1: Are the children placed in classes for the emotionally disturbed in Oklahoma's public schools receiving the related psychological, counseling, parent assistance, and social work services as mandated by P.L. 94-142? (Questions 3-26)

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for ensuring the integrity and transparency of the financial system. The document outlines the various methods used to collect and analyze data, highlighting the role of statistical analysis in identifying trends and patterns. It also discusses the challenges associated with data collection and the need for standardized procedures to ensure consistency across different studies and institutions. The document concludes by emphasizing the importance of ongoing monitoring and evaluation to ensure the effectiveness of the financial system and to identify areas for improvement.

END OF DOCUMENT

The second part of the document provides a detailed overview of the current state of the financial system. It discusses the various components of the system, including the central bank, commercial banks, and financial markets. The document highlights the challenges faced by the system, such as inflation, unemployment, and financial instability. It also discusses the various policies and measures implemented by the central bank to address these challenges and to maintain the stability of the financial system. The document concludes by emphasizing the need for continued vigilance and cooperation between all stakeholders to ensure the long-term success of the financial system.

Research Question 2: What are the amount and types of related psychological, counseling, parent assistance, and social work services currently programmed? (Questions 3-26)

Research Question 3: Is there a need for additional related psychological, counseling, parent assistance, and social work services? (Question 27)

Research Question 4: What are those needs? (Question 28)

Findings

A major thrust of this study was to create a picture of the current provision of related services to children placed in classes for the emotionally disturbed in Oklahoma's public schools. Gathered data was used to answer the four research questions:

RESEARCH QUESTION 1: Are the children placed in classes for the emotionally disturbed in Oklahoma's public schools receiving the related psychological, counseling, parent assistance, and social work services as mandated by P.L. 94-142?

In the urban classrooms surveyed by this study, only two types of related services were not being provided to at least some of the classes. No urban class for the emotionally disturbed was receiving group counseling by a school

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psychologist or group and individual counseling with the child and family provided by a social worker.

In the rural classrooms surveyed by this study, no class was receiving the following kinds of related services: individual or group counseling from a school psychologist; individual or group counseling from a school counselor; parent assistance and training from a school psychologist, psychiatrist, licensed psychologist, school counselor, or social worker; consultation time for the teacher with a school psychologist, school counselor, or social worker; or social work services of any kind.

RESEARCH QUESTION 2: What are the amount and types of related psychological, counseling, parent assistance, and social work services currently programmed?

Data from the survey instrument provided information about the current programming of 24 specific related services (see Appendix D).

RESEARCH QUESTION 3: Is there a need for additional related psychological, counseling, parent assistance, and social work services?

Survey data indicated that 82 percent of the urban teachers perceived the need for additional related services. One hundred percent of the rural teachers thought additional services were needed.

The first of these is the fact that the

 C_2H_2 molecule is linear and

 non-polar, and therefore it is

 not soluble in water. The second

 is that it is a very stable

 molecule, and it does not

 react with oxygen or

 other gases. The third is

 that it is a very good

 fuel, and it is used in

 welding and cutting

 torches.

Physical Properties of C_2H_2

The boiling point of C_2H_2 is

 -84°C and the melting

 point is -109°C . The

 density of C_2H_2 is

 1.16 g/l at 0°C .

Chemical Properties

C_2H_2 is a very stable

 molecule, and it does

 not react with oxygen

 or other gases. It is

 a very good fuel, and

 it is used in welding

 and cutting torches.

 It is also used in

 the production of

 acetylene.

RESEARCH QUESTION 4: What are those needs?

Respondents offered 25 suggestions for needed additional related services. These, however, did not represent 25 different types of services as several suggestions were repeated (see Table I).

TABLE I
TEACHER SUGGESTIONS FOR ADDITIONAL SERVICES
NEEDED BY STUDENTS

Type of Suggestion	Number of Suggestions	
	Rural	Urban
Individual Counseling	3	13
Group Counseling	1	9
Social Work Services	2	2
Parent Counseling	1	4
School Counselor Services	0	2
Family Therapy	0	1
Teacher Consultation Time	0	4
Pediatric Services	1	0
Work-Study Program	0	2
Affective Training Modules	0	1
Recreational Therapy	1	0
Computer Science Courses	0	1

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CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this descriptive study was to survey the provision of specific related services to children placed in classes for the emotionally disturbed in Oklahoma's public schools. With the collection, tabulation, and categorization of the data supplied by the survey instrument, the purpose of this study was fulfilled.

The population for this study was the children placed in classes for the emotionally disturbed by public LEA's in Oklahoma. The population consisted of 1,103 students as of the child count of December 1, 1985. From this population, a random sample was selected to represent the two strata of urban and rural.

Fifty-six questionnaires were mailed to 28 school districts. Of those 56 questionnaires, 37 were mailed to 10 urban school districts. Twenty-two of the urban surveys were returned to establish a 60 percent response rate. Nineteen surveys were mailed to 18 rural school districts. Four of the rural surveys were returned for a 21 percent response rate. The combined rural and urban response rate was 46 percent.

APPENDIX

APPENDIX A: THE APPENDIX

Section 1

The first section of the appendix discusses the various methods used to collect data for the study. It begins with a description of the survey instrument, which was designed to measure the level of awareness of the general public regarding the issue of climate change. The survey was administered to a random sample of 1,000 individuals across the United States. The data collected from the survey was then analyzed using statistical methods to determine the overall level of awareness and to identify any significant differences between different demographic groups. The results of the survey are presented in Table 1, which shows that the majority of respondents (approximately 75%) were aware of the issue of climate change. However, there were significant differences in awareness levels across different age groups, with younger respondents (ages 18-34) showing higher levels of awareness than older respondents (ages 65+).

The second section of the appendix discusses the various methods used to collect data for the study. It begins with a description of the survey instrument, which was designed to measure the level of awareness of the general public regarding the issue of climate change. The survey was administered to a random sample of 1,000 individuals across the United States. The data collected from the survey was then analyzed using statistical methods to determine the overall level of awareness and to identify any significant differences between different demographic groups. The results of the survey are presented in Table 1, which shows that the majority of respondents (approximately 75%) were aware of the issue of climate change. However, there were significant differences in awareness levels across different age groups, with younger respondents (ages 18-34) showing higher levels of awareness than older respondents (ages 65+).

The instrument used by this study was a questionnaire composed of 28 items. The questionnaire was mailed to the special education directors of the randomly selected school districts. The directors were asked to forward the surveys to the teachers of the classes for emotionally disturbed children in that district. Those teachers were the designated respondents.

Data analysis consisted of auditing and tabulating the responses to each item of the questionnaire. Responses were grouped into two categories: rural or urban. Frequencies of response and equivalent percentages were computed for each item.

Demographic information for this study revealed that only one-fifth of one percent of all school-age children in Oklahoma's public schools were identified as emotionally disturbed.

Data analysis of survey items demonstrated a considerable difference in the provision of related services between rural and urban schools, with urban schools providing a wider array of related services.

Conclusions

There is a lack of consistency of definition and process of identifying emotionally disturbed children. However, even the conservative estimate of the U.S. Office of Education fixes the emotionally disturbed population nationwide at a level ten times greater than the number identified

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Attachment 10

5. The fifth part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud. The document also notes that records should be kept for a sufficient period of time to allow for a thorough audit.

in Oklahoma's public schools. This must mean there is a large number of children in Oklahoma who are not receiving the specialized services they need during their years in school.

For those children in Oklahoma's public schools who are identified as emotionally disturbed and placed in special classes for the emotionally disturbed, the provision of certain related services is quite limited. This fact seems to question the value of a special class placement that does not provide the mandated services needed to remediate and/or ameliorate the handicapping condition.

Recommendations

In consideration of the foregoing summary and conclusions, the following recommendations were made:

- Increased efforts by local education agencies in the area of child identification/awareness of the emotionally disturbed child.
- Increased parental involvement in the child identification/awareness programs for emotionally disturbed children.
- Increased parental involvement in the total plan designed to meet the emotionally disturbed child's special needs.
- Organization of a program to provide school psychology services to rural school districts.

- Increased involvement by school counselors with the children placed in classes for the emotionally disturbed.
- Increased social work in the schools services.
- Increased opportunity for consultation time for the teacher with a mental health professional.
- Increased group and individual counseling for emotionally disturbed children.
- Implementation of effective parenting classes at schools.
- Provision of family therapy as needed.
- Provision of recreational therapy, vocational counseling, a work-study program or any other specialized service as needed.
- A survey of rural programs for the emotionally disturbed with a much larger sample.
- A comparative study of the programs for emotionally disturbed children in different areas of the country.
- A study to determine the effectiveness of programs for emotionally disturbed children in terms of improved educational performance and school adjustment.
- A study to compare the effectiveness of differing combinations of provision of related services.

The first step in the process of identifying a problem is to define the problem clearly. This involves understanding the current situation, identifying the gap between the current state and the desired state, and determining the scope of the problem. Once the problem is defined, the next step is to generate potential solutions. This can be done through brainstorming, research, or consulting with experts. The third step is to evaluate the potential solutions based on criteria such as feasibility, cost, and impact. The final step is to implement the chosen solution and monitor its progress.

Problem identification is a critical part of the problem-solving process. It involves recognizing a situation that requires attention and determining the specific aspects of the problem that need to be addressed. This step is often the most challenging because it requires a clear understanding of the current situation and the ability to identify the underlying causes of the problem. Once the problem is identified, the next steps are to generate potential solutions, evaluate those solutions, and implement the most effective one.

There are several key elements to consider when identifying a problem. First, it is important to understand the context of the problem. This includes identifying the stakeholders involved, the resources available, and the constraints that may be affecting the situation. Second, it is important to identify the symptoms of the problem. These are the observable signs that indicate that a problem exists. Third, it is important to identify the causes of the problem. This involves understanding the underlying factors that are contributing to the problem. Finally, it is important to identify the impact of the problem. This involves understanding how the problem is affecting the organization or the individuals involved.

Identifying a problem is a complex process that requires a systematic approach. It involves gathering information, analyzing the situation, and identifying the key issues that need to be addressed. Once the problem is identified, the next steps are to generate potential solutions, evaluate those solutions, and implement the most effective one. This process is often iterative, meaning that it may be necessary to revisit the problem identification stage as more information is gathered and the situation evolves.

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REPRODUCTION

The reproductive cycle of the female is characterized by a period of estrus, during which the female is receptive to the male. The estrus cycle is approximately 21 days long, with a period of estrus lasting about 5 days.

The female produces a single egg cell (ovum) during each estrus cycle. The egg is fertilized by a sperm cell from the male, resulting in a zygote. The zygote develops into a larva, which then grows into an adult.

The reproductive cycle of the male is characterized by a period of estrus, during which the male is receptive to the female. The estrus cycle is approximately 21 days long, with a period of estrus lasting about 5 days. The male produces a large number of sperm cells during each estrus cycle.

The male produces a large number of sperm cells during each estrus cycle. The sperm cells are fertilized by an egg cell from the female, resulting in a zygote. The zygote develops into a larva, which then grows into an adult. The reproductive cycle of the male is approximately 21 days long, with a period of estrus lasting about 5 days.

The reproductive cycle of the female is characterized by a period of estrus, during which the female is receptive to the male. The estrus cycle is approximately 21 days long, with a period of estrus lasting about 5 days.

The female produces a single egg cell (ovum) during each estrus cycle. The egg is fertilized by a sperm cell from the male, resulting in a zygote. The zygote develops into a larva, which then grows into an adult. The reproductive cycle of the female is approximately 21 days long, with a period of estrus lasting about 5 days.

The reproductive cycle of the male is characterized by a period of estrus, during which the male is receptive to the female. The estrus cycle is approximately 21 days long, with a period of estrus lasting about 5 days.

The male produces a large number of sperm cells during each estrus cycle. The sperm cells are fertilized by an egg cell from the female, resulting in a zygote. The zygote develops into a larva, which then grows into an adult. The reproductive cycle of the male is approximately 21 days long, with a period of estrus lasting about 5 days.

The reproductive cycle of the female is characterized by a period of estrus, during which the female is receptive to the male. The estrus cycle is approximately 21 days long, with a period of estrus lasting about 5 days.

The female produces a single egg cell (ovum) during each estrus cycle. The egg is fertilized by a sperm cell from the male, resulting in a zygote. The zygote develops into a larva, which then grows into an adult. The reproductive cycle of the female is approximately 21 days long, with a period of estrus lasting about 5 days.

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1. The first step in the process of the scientific method is to make an observation or ask a question.

2. Next, you do background research to see what others have already discovered.

3. Then, you make a hypothesis, which is an educated guess about what you think will happen.

4. After that, you design an experiment to test your hypothesis.

5. You then collect data and analyze the results to see if they support your hypothesis.

6. Finally, you draw a conclusion based on your findings and communicate your results to others.

7. The scientific method is a systematic way of investigating natural phenomena.

8. It helps scientists to understand the world around them and to make predictions about the future.

9. The scientific method is used in many different fields, including biology, chemistry, and physics.

10. It is a key part of the scientific process and is essential for making progress in science.

11. The scientific method is a way of thinking that is based on evidence and logic.

12. It is a process that is used to test ideas and to find out what is true.

13. The scientific method is a way of learning that is based on observation and experimentation.

14. It is a way of thinking that is used to solve problems and to answer questions.

15. The scientific method is a way of thinking that is used to understand the world.

16. It is a way of thinking that is used to make discoveries and to advance knowledge.

17. The scientific method is a way of thinking that is used to improve our lives.

18. It is a way of thinking that is used to make the world a better place.

19. The scientific method is a way of thinking that is used to create a better future.

20. It is a way of thinking that is used to make the world a better place for everyone.

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2. The second part of the document outlines the procedures for handling cash and other assets. It is crucial to ensure that all cash receipts are properly recorded and that all disbursements are supported by valid documentation. Regular reconciliations should be performed to ensure that the books are in balance.

3. The third part of the document addresses the issue of budgeting and financial planning. A well-defined budget is essential for managing the organization's resources effectively and for identifying potential areas of concern. Regular monitoring and reporting on the budget are necessary to ensure that the organization is staying on track.

4. The fourth part of the document discusses the importance of transparency and communication in financial reporting. All stakeholders should have access to accurate and timely information about the organization's financial performance. Clear and concise reporting is essential for building trust and for making informed decisions.

5. The fifth part of the document outlines the responsibilities of the management team in ensuring the accuracy and reliability of the financial statements. Management should be held accountable for the quality of the data and for the integrity of the reporting process. Regular audits and reviews are necessary to ensure compliance with applicable laws and regulations.

6. The sixth part of the document addresses the issue of risk management in financial reporting. It is essential to identify and assess the risks associated with the reporting process and to implement appropriate controls to mitigate these risks. This includes ensuring the accuracy of the data, the integrity of the reporting process, and the availability of the information.

7. The seventh part of the document discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial statements and for providing a clear audit trail. The records should be kept up-to-date and should be easily accessible to all relevant parties.

8. The eighth part of the document outlines the procedures for handling cash and other assets. It is crucial to ensure that all cash receipts are properly recorded and that all disbursements are supported by valid documentation. Regular reconciliations should be performed to ensure that the books are in balance.

9. The ninth part of the document addresses the issue of budgeting and financial planning. A well-defined budget is essential for managing the organization's resources effectively and for identifying potential areas of concern. Regular monitoring and reporting on the budget are necessary to ensure that the organization is staying on track.

10. The tenth part of the document discusses the importance of transparency and communication in financial reporting. All stakeholders should have access to accurate and timely information about the organization's financial performance. Clear and concise reporting is essential for building trust and for making informed decisions.

11. The eleventh part of the document outlines the responsibilities of the management team in ensuring the accuracy and reliability of the financial statements. Management should be held accountable for the quality of the data and for the integrity of the reporting process. Regular audits and reviews are necessary to ensure compliance with applicable laws and regulations.

12. The twelfth part of the document addresses the issue of risk management in financial reporting. It is essential to identify and assess the risks associated with the reporting process and to implement appropriate controls to mitigate these risks. This includes ensuring the accuracy of the data, the integrity of the reporting process, and the availability of the information.

- Sorsdahl, S.N. & Sanche, R.P. "The effects of classroom meetings on self-concept and behavior." Elementary School Guidance Counselor, 20, 49-56, October 1985.
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APPENDIX A

COVER LETTER TO PANEL OF EXPERTS

APPENDIX A

COVER LETTER TO PANEL OF EXPERTS

April 1, 1986

Dennis A. Tomlinson
Route 4 Box 164
Norman, Oklahoma 73071

Dear :

As you are a person with considerable knowledge of special education, this letter, questionnaire and response sheet were mailed to you. I am requesting your assistance in evaluating the face validity of the questionnaire.

The instrument is going to be used to collect data for my thesis project at OSU. The purpose of which is to determine whether the children placed in classes for the emotionally disturbed in Oklahoma's public schools are receiving the related services as needed to benefit from special education. It is hoped that the data from the instrument will answer the following research questions:

- 1) Are the children placed in classes for the emotionally disturbed in Oklahoma's public schools receiving the related services as needed to benefit from special education?
- 2) What are the amount and type of related services presently programmed in special education classes for emotionally disturbed children in Oklahoma's public schools?
- 3) Is there a need for additional related services?
- 4) What are those needs?

Please evaluate the questionnaire in relation to the stated purpose of the study and then make recommendations on the response sheet for any necessary changes to make the questionnaire more precise and/or complete.

Also enclosed, you will find a stamped, self-addressed envelope with which you may return the response sheet. Thanks for your cooperation. I will remember to share the results of the survey with you.

Sincerely,

Dennis A. Tomlinson

MEMORANDUM FOR THE RECORD

DATE: 10/10/1988

TO: SAC, NEW YORK
FROM: SAC, NEW YORK
SUBJECT: [Illegible]

[Illegible text]

[Illegible text]

[Illegible text]

[Illegible text]

[Illegible text]

[Illegible text]

[Illegible signature]

APPENDIX B

COVER LETTER TO SPECIAL EDUCATION DIRECTORS

APPENDIX B

COVER LETTER TO SPECIAL EDUCATION DIRECTORS

April 10, 1986

Dennis A. Tomlinson
Route 4 Box 164
Norman, Oklahoma 73071

Dear Special Education Director:

The questionnaire you have received is a survey instrument that has been developed to obtain information about the amount and type of related services being offered to children in classes for the emotionally disturbed in Oklahoma's public schools. The survey will provide information to answer the following questions:

- 1) Are the children placed in classes for the emotionally disturbed in Oklahoma's public schools receiving the related services needed to benefit from special education?
- 2) What are the amount and type of related services presently programmed in special education classes for emotionally disturbed children in Oklahoma's public schools?
- 3) Is there a need for additional related services?
- 4) What are those needs?

I have been an E.D. teacher in an Oklahoma public school and I'm aware of how difficult that job role is. I can remember welcoming any help I received in any form of related services. This questionnaire, to be completed by the E.D. teacher(s), will not only survey provision of services but also teacher perceptions of additional needed services.

This research is being done with the cooperation of instructors from the Applied Behavioral Studies in the Education department at OSU.

I would greatly appreciate your cooperation by requesting that you forward this questionnaire(s) to the E.D. teach-

The following information is being furnished to you for your information:

SECRET

SECRET
CONFIDENTIAL

SECRET

The following information is being furnished to you for your information:

The following information is being furnished to you for your information:

The following information is being furnished to you for your information:

The following information is being furnished to you for your information:

The following information is being furnished to you for your information:

The following information is being furnished to you for your information:

The following information is being furnished to you for your information:

er(s) in your department for completion. Please be assured that the responses will be kept in the strictest of confidence. The questionnaire may be returned in the enclosed self-addressed stamped envelope. I would appreciate your completion and return of the questionnaire within ten days. Thanks.

Sincerely,

Dennis A. Tomlinson

APPENDIX C

QUESTIONNAIRE CONCERNING RELATED SERVICES

APPENDIX C

QUESTIONNAIRE CONCERNING RELATED SERVICES

For item 1, please fill in the requested information.

- 1) Number of children in the E.D. class?
 Male 3-11 () 12-21 ()
 Female 3-11 () 12-21 ()

For items 2-27, please check the appropriate response.

- 2) Size of school system?*

Rural () Urban ()

* Rural = school district size, K-12, less than 2,500

Urban = school district size, K-12, more than 2,500

- 3) What is the amount of individual counseling received at school per child in your class during an average week as provided by a psychiatrist or licensed psychologist?
 None ()
 Less than 1 hour ()
 1-2 hours ()
 More than 2 hours ()
- 4) What is the amount of group counseling received at school per child in your class during an average week as provided by a psychiatrist or licensed psychologist?
 None ()
 Less than 1 hour ()
 1-2 hours ()
 More than 2 hours ()
- 5) What is the amount of individual counseling received at school per child in your class during an average week as provided by a school psychologist?
 None ()
 Less than 1 hour ()
 1-2 hours ()
 More than 2 hours ()

- 6) What is the amount of group counseling received at school per child in your class during an average week as provided by a school psychologist?
- None ()
 - Less than 1 hour ()
 - 1-2 hours ()
 - More than 2 hours ()
- 7) What is the amount of individual counseling received at school per child in your class during an average week as provided by a school counselor?
- None ()
 - Less than 1 hour ()
 - 1-2 hours ()
 - More than 2 hours ()
- 8) What is the amount of group counseling received at school per child in your class during an average week as provided by a school counselor?
- None ()
 - Less than 1 hour ()
 - 1-2 hours ()
 - More than 2 hours ()
- 9) What is the amount of parent counseling and assistance received at the school by the parents of your students during an average week to help them understand the special needs of their child and furnish them with information about child development as provided by a school psychologist?
- None ()
 - Less than 1 hour ()
 - 1-2 hours ()
 - More than 2 hours ()
- 10) What is the amount of parent counseling and assistance received at school by the parents of your students during an average week as provided by a psychiatrist or licensed psychologist?
- None ()
 - Less than 1 hour ()
 - 1-2 hours ()
 - More than 2 hours ()

- 11) What is the amount of parent counseling and assistance received at school by the parents of your students during an average week as provided by a school counselor?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()
- 12) What is the amount of parent counseling and assistance received at school by the parents of your students during an average week as provided by a social worker?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()
- 13) What is the amount of parent counseling and assistance received at school by the parents of your students during an average week as provided by the E.D. teacher?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()
- 14) What is the amount of consultation time received by the E.D. teacher during an average week to plan programs for children in the E.D. class as provided by a school psychologist?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()
- 15) What is the amount of consultation time received by the E.D. teacher during an average week to plan programs as provided by a school counselor?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()

- 16) What is the amount of consultation time received by the E.D. Teacher during an average week to plan programs as provided by a social worker?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()
- 17) What is the amount of consultation time received by the E.D. teacher during an average week to plan programs as provided by a psychiatrist or licensed psychologist?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()
- 18) What is the amount of social work services received at school per child in your class during an average week in the form of preparation of a social or developmental history as provided by a licensed social worker?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()
- 19) What is the amount of social work services received at school per child in your class during an average week in the form of group and individual counseling with the child and family as provided by a licensed social worker?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()
- 20) What is the amount of social work services received at school per child in your class during an average week in the form of efforts to resolve problems in a child's living situation that affect the child's adjustment in school, or efforts to mobilize school or community resources to enable the child to receive maximum benefit from special education as provided by a licensed social worker?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support effective decision-making.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and reporting, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that data is used responsibly and ethically.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of ongoing monitoring and evaluation to ensure that data management practices remain effective and aligned with the organization's goals.

6. The sixth part of the document provides a detailed overview of the data management framework, including the roles and responsibilities of various stakeholders. It also includes a list of key performance indicators (KPIs) used to measure the success of the data management process.

7. The seventh part of the document discusses the impact of data management on organizational performance. It provides evidence and examples of how effective data management can lead to improved decision-making, increased efficiency, and enhanced customer satisfaction.

8. The eighth part of the document offers practical advice and best practices for implementing a data management strategy. It covers topics such as data governance, data integration, and data security, providing a comprehensive guide for organizations looking to optimize their data management processes.

9. The ninth part of the document includes a case study that illustrates the successful implementation of a data management strategy in a real-world scenario. It details the challenges faced, the solutions implemented, and the resulting benefits for the organization.

10. The tenth part of the document provides a final summary and outlook for the future of data management. It discusses emerging trends and technologies that will shape the data management landscape in the coming years, offering insights into how organizations can stay ahead of the curve.

11. The eleventh part of the document includes a list of references and sources used in the research. It provides a comprehensive bibliography of relevant literature, reports, and articles, allowing readers to explore the topic in greater depth.

12. The twelfth part of the document contains a glossary of key terms and definitions used throughout the document. This helps to ensure clarity and consistency in the language used, making the document more accessible to a wider audience.

13. The thirteenth part of the document includes a list of appendices and supplementary materials. These materials provide additional information and data that support the main text, including detailed reports, charts, and tables.

14. The fourteenth part of the document provides a final conclusion and a call to action. It encourages organizations to embrace data management as a core strategic priority and to work together to create a data-driven culture that drives long-term success.

- 21) What is the amount of counseling related services received per child during an average week in your class in the form of behavior modification as provided by the E.D. teacher?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()
- 22) What is the amount of counseling related services received per child in your class during an average week in the form of affective education as provided by the E.D. teacher?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()
- 23) What is the amount of counseling related services received per child in your class during an average week in the form of reality therapy as provided by the E.D. teacher?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()
- 24) What is the amount of counseling related services received per child in you class during an average week in the form of milieu therapy or life-space interviewing as provided by the E.D. teacher?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()
- 25) What is the amount of counseling related services received per child in your class during an average week in the form of paradoxical intervention techniques as provided by the E.D. teacher?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the implementation of data-driven decision-making processes. It discusses how data can be used to identify trends, forecast future performance, and optimize resource allocation across different departments and projects.

4. The fourth part of the document addresses the challenges associated with data management and analysis. It identifies common issues such as data quality, integration, and security, and provides strategies to overcome these challenges and ensure the reliability of the data.

5. The fifth part of the document discusses the role of technology in data management and analysis. It explores the use of cloud computing, big data, and artificial intelligence to enhance data processing capabilities and improve the efficiency of data-driven decision-making.

6. The sixth part of the document focuses on the importance of data governance and compliance. It discusses the need for clear policies and procedures to ensure that data is collected, stored, and used in a manner that complies with relevant laws and regulations.

7. The seventh part of the document discusses the role of data in driving innovation and growth. It highlights how data can be used to identify new market opportunities, develop new products, and improve customer experiences, ultimately leading to increased revenue and market share.

8. The eighth part of the document discusses the importance of data literacy and training. It emphasizes that all employees should have a basic understanding of data and be able to use it effectively in their work, which is essential for the organization to fully leverage its data assets.

9. The ninth part of the document discusses the future of data management and analysis. It explores emerging trends such as data democratization, real-time analytics, and the integration of data with other business processes, and discusses the implications of these trends for the organization.

10. The tenth part of the document provides a summary of the key findings and recommendations. It reiterates the importance of data in driving organizational success and provides a clear roadmap for the organization to follow in order to maximize the value of its data and achieve its strategic goals.

- 26) What is the amount of counseling related services received per child in your class during an average week in the form of bibliotherapy as provided by the E.D. teacher?
- None ()
Less than 1 hour ()
1-2 hours ()
More than 2 hours ()
- 27) Is there a need for additional related services to assist your students to benefit from special education?
Yes () No ()
- 28) What additional related services are needed?

APPENDIX D

ITEM ANALYSES

APPENDIX D

ITEM ANALYSES*

For item 1, please fill in the requested information.

- 1) Number of children in the E.D. class?
 Male 3-11 () 12-21 ()
 Female 3-11 () 12-21 ()

For items 2-27, please check the appropriate response.

- 2) Size of school system?*

Rural () Urban ()

* Rural = school district size, K-12, less than 2,500
 Urban = school district size, K-12, more than 2,500

- 3) What is the amount of individual counseling received at school per child in your class during an average week as provided by a psychiatrist or licensed psychologist?

None	(59%)	(75%)
Less than 1 hour	(18%)	(25%)
1-2 hours	(9%)	(0%)
More than 2 hours	(14%)	(0%)
	URBAN	RURAL

- 4) What is the amount of group counseling received at school per child in your class during an average week as provided by a psychiatrist or licensed psychologist?

None	(86%)	(75%)
Less than 1 hour	(9%)	(25%)
1-2 hours	(0%)	(0%)
More than 2 hours	(5%)	(0%)
	URBAN	RURAL

- 5) What is the amount of individual counseling received at school per child in your class during an average week as provided by a school psychologist?

None	(95%)	(100%)
Less than 1 hour	(0%)	(0%)
1-2 hours	(5%)	(0%)
More than 2 hours	(0%)	(0%)
	URBAN	RURAL

*Analyses are based on percentages of respondents that selected each item category.

Section 10

1. The first part of the document is a list of names and addresses. The names are listed in the first column, and the addresses are listed in the second column. The names are: [illegible], [illegible], [illegible], [illegible], [illegible]. The addresses are: [illegible], [illegible], [illegible], [illegible], [illegible].

2. The second part of the document is a list of names and addresses. The names are listed in the first column, and the addresses are listed in the second column. The names are: [illegible], [illegible], [illegible], [illegible], [illegible]. The addresses are: [illegible], [illegible], [illegible], [illegible], [illegible].

3. The third part of the document is a list of names and addresses. The names are listed in the first column, and the addresses are listed in the second column. The names are: [illegible], [illegible], [illegible], [illegible], [illegible]. The addresses are: [illegible], [illegible], [illegible], [illegible], [illegible].

4. The fourth part of the document is a list of names and addresses. The names are listed in the first column, and the addresses are listed in the second column. The names are: [illegible], [illegible], [illegible], [illegible], [illegible]. The addresses are: [illegible], [illegible], [illegible], [illegible], [illegible].

5. The fifth part of the document is a list of names and addresses. The names are listed in the first column, and the addresses are listed in the second column. The names are: [illegible], [illegible], [illegible], [illegible], [illegible]. The addresses are: [illegible], [illegible], [illegible], [illegible], [illegible].

6. The sixth part of the document is a list of names and addresses. The names are listed in the first column, and the addresses are listed in the second column. The names are: [illegible], [illegible], [illegible], [illegible], [illegible]. The addresses are: [illegible], [illegible], [illegible], [illegible], [illegible].

7. The seventh part of the document is a list of names and addresses. The names are listed in the first column, and the addresses are listed in the second column. The names are: [illegible], [illegible], [illegible], [illegible], [illegible]. The addresses are: [illegible], [illegible], [illegible], [illegible], [illegible].

- 6) What is the amount of group counseling received at school per child in your class during an average week as provided by a school psychologist?
- | | | |
|-------------------|--------|--------|
| None | (100%) | (100%) |
| Less than 1 hour | (0%) | (0%) |
| 1-2 hours | (0%) | (0%) |
| More than 2 hours | (0%) | (0%) |
| | URBAN | RURAL |
- 7) What is the amount of individual counseling received at school per child in your class during an average week as provided by a school counselor?
- | | | |
|-------------------|-------|--------|
| None | (45%) | (100%) |
| Less than 1 hour | (50%) | (0%) |
| 1-2 hours | (5%) | (0%) |
| More than 2 hours | (0%) | (0%) |
| | URBAN | RURAL |
- 8) What is the amount of group counseling received at school per child in your class during an average week as provided by a school counselor?
- | | | |
|-------------------|-------|--------|
| None | (73%) | (100%) |
| Less than 1 hour | (27%) | (0%) |
| 1-2 hours | (0%) | (0%) |
| More than 2 hours | (0%) | (0%) |
| | URBAN | RURAL |
- 9) What is the amount of parent counseling and assistance received at the school by the parents of your students during an average week to help them understand the special needs of their child and furnish them with information about child development as provided by a school psychologist?
- | | | |
|-------------------|-------|--------|
| None | (86%) | (100%) |
| Less than 1 hour | (14%) | (0%) |
| 1-2 hours | (0%) | (0%) |
| More than 2 hours | (0%) | (0%) |
| | URBAN | RURAL |
- 10) What is the amount of parent counseling and assistance received at school by the parents of your students during an average week as provided by a psychiatrist or licensed psychologist?
- | | | |
|-------------------|-------|--------|
| None | (77%) | (100%) |
| Less than 1 hour | (5%) | (0%) |
| 1-2 hours | (9%) | (0%) |
| More than 2 hours | (9%) | (0%) |
| | URBAN | RURAL |

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial statements and for providing a clear audit trail. The records should be kept up-to-date and should be easily accessible to all relevant parties.

2. The second part of the document outlines the procedures for handling any discrepancies or errors that may arise. It is important to identify the source of the error and to take appropriate steps to correct it. This may involve reviewing the original documents and consulting with the relevant staff members.

3. The third part of the document discusses the role of the internal audit function. This function is responsible for monitoring and evaluating the internal control system to ensure that it is effective and efficient. The internal audit function should report to the board of directors and should have access to all relevant information.

4. The fourth part of the document outlines the requirements for the external audit. The external auditor is responsible for providing an independent opinion on the financial statements. The company should ensure that the external auditor has access to all relevant information and that the audit process is transparent and fair.

5. The fifth part of the document discusses the importance of communication between the company and its stakeholders. This includes providing timely and accurate information to investors, creditors, and other interested parties. The company should also ensure that its financial reporting is clear and understandable.

6. The sixth part of the document outlines the requirements for the annual financial statements. The company should ensure that the financial statements are prepared in accordance with the relevant accounting standards and that they provide a true and fair view of the company's financial position.

- 11) What is the amount of parent counseling and assistance received at school by the parents of your students during an average week as provided by a school counselor?
- | | | |
|-------------------|-------|--------|
| None | (77%) | (100%) |
| Less than 1 hour | (23%) | (0%) |
| 1-2 hours | (0%) | (0%) |
| More than 2 hours | (0%) | (0%) |
| | URBAN | RURAL |
- 12) What is the amount of parent counseling and assistance received at school by the parents of your students during an average week as provided by a social worker?
- | | | |
|-------------------|-------|--------|
| None | (95%) | (100%) |
| Less than 1 hour | (0%) | (0%) |
| 1-2 hours | (0%) | (0%) |
| More than 2 hours | (5%) | (0%) |
| | URBAN | RURAL |
- 13) What is the amount of parent counseling and assistance received at school by the parents of your students during an average week as provided by the E.D. teacher?
- | | | |
|-------------------|-------|-------|
| None | (14%) | (50%) |
| Less than 1 hour | (63%) | (25%) |
| 1-2 hours | (0%) | (0%) |
| More than 2 hours | (23%) | (25%) |
| | URBAN | RURAL |
- 14) What is the amount of consultation time received by the E.D. teacher during an average week to plan programs for children in the E.D. class as provided by a school psychologist?
- | | | |
|-------------------|-------|--------|
| None | (86%) | (100%) |
| Less than 1 hour | (14%) | (0%) |
| 1-2 hours | (0%) | (0%) |
| More than 2 hours | (0%) | (0%) |
| | URBAN | RURAL |
- 15) What is the amount of consultation time received by the E.D. teacher during an average week to plan programs as provided by a school counselor?
- | | | |
|-------------------|-------|--------|
| None | (63%) | (100%) |
| Less than 1 hour | (27%) | (0%) |
| 1-2 hours | (5%) | (0%) |
| More than 2 hours | (5%) | (0%) |
| | URBAN | RURAL |

1. The first part of the document is a list of names and addresses. The names are listed in the first column, and the addresses are listed in the second column. The names are:

Mr. J. H. Smith	123 Main St.
Mr. W. B. Jones	456 Elm St.
Mr. C. D. Brown	789 Oak St.
Mr. E. F. Green	1010 Pine St.
Mr. G. H. White	1212 Maple St.
Mr. I. J. Black	1414 Birch St.
Mr. K. L. Gray	1616 Cedar St.
Mr. M. N. Blue	1818 Spruce St.
Mr. O. P. Red	2020 Willow St.
Mr. Q. R. Purple	2222 Ash St.
Mr. S. T. Yellow	2424 Hickory St.
Mr. U. V. Orange	2626 Walnut St.
Mr. W. X. Silver	2828 Chestnut St.
Mr. Y. Z. Gold	3030 Poplar St.

2. The second part of the document is a list of names and addresses. The names are listed in the first column, and the addresses are listed in the second column. The names are:

Mr. A. B. Green	3232 Birch St.
Mr. C. D. Blue	3434 Cedar St.
Mr. E. F. Red	3636 Elm St.
Mr. G. H. Purple	3838 Hickory St.
Mr. I. J. Yellow	4040 Maple St.
Mr. K. L. Orange	4242 Oak St.
Mr. M. N. Silver	4444 Pine St.
Mr. O. P. Gold	4646 Spruce St.
Mr. Q. R. Bronze	4848 Willow St.
Mr. S. T. Copper	5050 Ash St.
Mr. U. V. Iron	5252 Birch St.
Mr. W. X. Steel	5454 Cedar St.
Mr. Y. Z. Aluminum	5656 Elm St.
Mr. A. B. Plastic	5858 Hickory St.
Mr. C. D. Rubber	6060 Maple St.

3. The third part of the document is a list of names and addresses. The names are listed in the first column, and the addresses are listed in the second column. The names are:

Mr. E. F. Green	6262 Birch St.
Mr. G. H. Blue	6464 Cedar St.
Mr. I. J. Red	6666 Elm St.
Mr. K. L. Purple	6868 Hickory St.
Mr. M. N. Yellow	7070 Maple St.
Mr. O. P. Orange	7272 Oak St.
Mr. Q. R. Silver	7474 Pine St.
Mr. S. T. Gold	7676 Spruce St.
Mr. U. V. Bronze	7878 Willow St.
Mr. W. X. Copper	8080 Ash St.
Mr. Y. Z. Iron	8282 Birch St.
Mr. A. B. Steel	8484 Cedar St.
Mr. C. D. Aluminum	8686 Elm St.
Mr. E. F. Plastic	8888 Hickory St.
Mr. G. H. Rubber	9090 Maple St.

4. The fourth part of the document is a list of names and addresses. The names are listed in the first column, and the addresses are listed in the second column. The names are:

Mr. I. J. Green	9292 Birch St.
Mr. K. L. Blue	9494 Cedar St.
Mr. M. N. Red	9696 Elm St.
Mr. O. P. Purple	9898 Hickory St.
Mr. Q. R. Yellow	10101 Maple St.
Mr. S. T. Orange	10303 Oak St.
Mr. U. V. Silver	10505 Pine St.
Mr. W. X. Gold	10707 Spruce St.
Mr. Y. Z. Bronze	10909 Willow St.
Mr. A. B. Copper	11111 Ash St.
Mr. C. D. Iron	11313 Birch St.
Mr. E. F. Steel	11515 Cedar St.
Mr. G. H. Aluminum	11717 Elm St.
Mr. I. J. Plastic	11919 Hickory St.
Mr. K. L. Rubber	12121 Maple St.

5. The fifth part of the document is a list of names and addresses. The names are listed in the first column, and the addresses are listed in the second column. The names are:

Mr. M. N. Green	12323 Birch St.
Mr. O. P. Blue	12525 Cedar St.
Mr. Q. R. Red	12727 Elm St.
Mr. S. T. Purple	12929 Hickory St.
Mr. U. V. Yellow	13131 Maple St.
Mr. W. X. Orange	13333 Oak St.
Mr. Y. Z. Silver	13535 Pine St.
Mr. A. B. Gold	13737 Spruce St.
Mr. C. D. Bronze	13939 Willow St.
Mr. E. F. Copper	14141 Ash St.
Mr. G. H. Iron	14343 Birch St.
Mr. I. J. Steel	14545 Cedar St.
Mr. K. L. Aluminum	14747 Elm St.
Mr. M. N. Plastic	14949 Hickory St.
Mr. O. P. Rubber	15151 Maple St.

- 16) What is the amount of consultation time received by the E.D. Teacher during an average week to plan programs as provided by a social worker?
- | | | |
|-------------------|-------|--------|
| None | (95%) | (100%) |
| Less than 1 hour | (5%) | (0%) |
| 1-2 hours | (0%) | (0%) |
| More than 2 hours | (0%) | (0%) |
| | URBAN | RURAL |
- 17) What is the amount of consultation time received by the E.D. teacher during an average week to plan programs as provided by a psychiatrist or licensed psychologist?
- | | | |
|-------------------|-------|-------|
| None | (59%) | (75%) |
| Less than 1 hour | (18%) | (25%) |
| 1-2 hours | (18%) | (0%) |
| More than 2 hours | (5%) | (0%) |
| | URBAN | RURAL |
- 18) What is the amount of social work services received at school per child in your class during an average week in the form of preparation of a social or developmental history as provided by a licensed social worker?
- | | | |
|-------------------|-------|--------|
| None | (95%) | (100%) |
| Less than 1 hour | (5%) | (0%) |
| 1-2 hours | (0%) | (0%) |
| More than 2 hours | (0%) | (0%) |
| | URBAN | RURAL |
- 19) What is the amount of social work services received at school per child in your class during an average week in the form of group and individual counseling with the child and family as provided by a licensed social worker?
- | | | |
|-------------------|--------|--------|
| None | (100%) | (100%) |
| Less than 1 hour | (0%) | (0%) |
| 1-2 hours | (0%) | (0%) |
| More than 2 hours | (0%) | (0%) |
| | URBAN | RURAL |
- 20) What is the amount of social work services received at school per child in your class during an average week in the form of efforts to resolve problems in a child's living situation that affect the child's adjustment in school, or efforts to mobilize school or community resources to enable the child to receive maximum benefit from special education as provided by a licensed social worker?
- | | | |
|-------------------|-------|--------|
| None | (90%) | (100%) |
| Less than 1 hour | (10%) | (0%) |
| 1-2 hours | (0%) | (0%) |
| More than 2 hours | (0%) | (0%) |
| | URBAN | RURAL |

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21. What is the amount of counseling related services received per child during an average week in your class in the form of behavior modification as provided by the E.D. teacher?
- | | | |
|-------------------|-------|--------|
| None | (5%) | (0%) |
| Less than 1 hour | (5%) | (0%) |
| 1-2 hours | (27%) | (0%) |
| More than 2 hours | (63%) | (100%) |
| | URBAN | RURAL |
- 22) What is the amount of counseling related services received per child in your class during an average week in the form of affective education as provided by the E.D. teacher?
- | | | |
|-------------------|-------|-------|
| None | (5%) | (0%) |
| Less than 1 hour | (0%) | (50%) |
| 1-2 hours | (41%) | (0%) |
| More than 2 hours | (54%) | (50%) |
| | URBAN | RURAL |
- 23) What is the amount of counseling related services received per child in your class during an average week in the form of reality therapy as provided by the E.D. teacher?
- | | | |
|-------------------|-------|-------|
| None | (14%) | (0%) |
| Less than 1 hour | (14%) | (25%) |
| 1-2 hours | (36%) | (50%) |
| More than 2 hours | (36%) | (25%) |
| | URBAN | RURAL |
- 24) What is the amount of counseling related services received per child in you class during an average week in the form of milieu therapy or life-space interviewing as provided by the E.D. teacher?
- | | | |
|-------------------|-------|-------|
| None | (46%) | (50%) |
| Less than 1 hour | (18%) | (0%) |
| 1-2 hours | (18%) | (25%) |
| More than 2 hours | (18%) | (25%) |
| | URBAN | RURAL |
- 25) What is the amount of counseling related services received per child in your class during an average week in the form of paradoxical intervention techniques as provided by the E.D. teacher?
- | | | |
|-------------------|-------|-------|
| None | (30%) | (50%) |
| Less than 1 hour | (25%) | (25%) |
| 1-2 hours | (30%) | (0%) |
| More than 2 hours | (15%) | (0%) |
| | URBAN | RURAL |

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- 26) What is the amount of counseling related services received per child in your class during an average week in the form of bibliotherapy as provided by the E.D. teacher?

None	(67%)	(50%)
Less than 1 hour	(11%)	(0%)
1-2 hours	(11%)	(50%)
More than 2 hours	(11%)	(0%)
	URBAN	RURAL

- 27) Is there a need for additional related services to assist your students to benefit from special education?

Yes (82%)	(100%)	No (18%)	(0%)
URBAN	RURAL	URBAN	RURAL

- 28) What additional related services are needed?

VITA

Dennis Andrew Tomlinson

Candidate for the Degree of
Master of Science

Thesis: A SURVEY OF THE AMOUNT AND TYPES OF RELATED SERVICES PROVIDED TO EMOTIONALLY DISTURBED STUDENTS IN OKLAHOMA'S PUBLIC SCHOOLS

Major Field: Applied Behavioral Studies

Biographical:

Personal Data: Born in Boise City, Oklahoma, October 2, 1951, the son of William O. and Wilmath E. Tomlinson. Married to Susan E. Bunney on November 5, 1982.

Education: Graduated from Holdenville High School, Holdenville, Oklahoma, in May 1969; received Bachelor of Science Degree in Education from the University of Oklahoma in May, 1973; attended Langston University in Tulsa, 1979; attended Central State University, 1982-1983; completed requirements for the Master of Science degree at Oklahoma State University in July, 1986.

Professional Experience: Social Studies teacher, Tulsa Public Schools, August, 1974, to May, 1977; History Instructor, Tulsa Junior College, August, 1975, to May, 1976; Adult Basic Education Instructor, Tulsa Public Schools, August 1976, to May, 1977; G.E.D. Instructor, Tulsa County Superintendent of Schools, December, 1978, to October, 1979; E.D. teacher, Bristow Public Schools, August 1981, to May, 1982; E.D. teacher, Willow View Hospital, August, 1982, to May, 1983; E.D. teacher, Rossier Educational and Assessment Center, February, 1984, to November, 1984.

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