

THE EFFECT OF GROUP COUNSELING UPON THE  
SELF-CONCEPTS OF DISABLED READERS  
AT THE ELEMENTARY SCHOOL LEVEL

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## CHAPTER I

### PRESENTATION OF THE PROBLEM

#### Introduction

Reading disability among elementary school children has become an increasing concern for educators. Various approaches and techniques have been and continue to be espoused to aid in its correction. The problem persists. Research continues to identify approximately 15 to 20 percent of our public school children as disabled readers (Bond and Tinker, 1967; Spache and Spache, 1969; Faust, 1968; Smith and Dechant, 1961). Further, after the careful and exhaustive efforts of the First Grade Studies (The Reading Teacher, 1966) we are left with the knowledge that no one method of teaching reading is best for all children.

Children who enter school with negative self-concepts are handicapped in the learning situation, more particularly the reading experience. Limited self-expectations lead to frustration with academic performance. A vicious cycle is thus created. With these poor perceptions of himself affecting his learning, the child fails to perform, which subsequently proves to him that his initial concept of self was correct. He then not only comes to fear failure but to expect it as well. His own expectations compound his disability and contribute towards poor mental health (Lewis, 1968).

The effect of self-concept on academic achievement has long been recognized. Only more recently, however, has significant effort been

made to actively deal with it in our working with children. The importance of self-concept in relation to general underachievement has been given special attention by Lecky (1954). Though substantial evidence exists dealing with this subject, most earlier studies have centered around the high school or college age level (Benson, 1967; Strong, 1961; DeFrain, 1969; Roth, et al., 1967; Henderson, 1965).

Literature dealing with self-concept of underachievers (reading arithmetic, science, etc.) is easily found. By and large, existing research suggests a relationship between self-concept and underachievement (Horwitz, 1962; Bruck and Bodwin, 1962; Kurtz and Swenson, 1951; Nason, 1948; Caplin, 1966; Piers and Harris, 1964).

By inspection, it would seem that the relation between underachievement and self-concept would be quite high. Thus, those who achieve well have the confidence that comes with success, and those who do not do so well do not have as much self-confidence. The question comes to fore as to what the influencing factor might be. That is to say, does one have a high self-concept because he achieves well or does he achieve well because he has a high self-concept? Jersild's (1954) description is that one interprets, responds, and reacts in terms of the self-system he has within him. However, etiology is not the primary concern here. Reading disability and self-concept are focal. As Homze (1962) points out, the child who has little success in reading often develops a "non-reader" concept of himself, thus failing to make progress necessary to experience success and improvement. Unless this problem is overcome, the student is plagued with constant failure.

Finally, writing in 1958 Sonstegard gives impetus to the import of personality growth of children. The child seeks to belong, and in doing so seeks out devices for establishing his place in the group. If some approaches do not work he will turn to inappropriate ways. Group discussions for personal growth provide an environment for personality growth which is not available to approximately one-third of students in school. Children who are uncertain or striving constantly to achieve notice cannot give their full attention to learning.

### Theoretical Background

When setting out to do a study such as this it seems especially appropriate to present a theoretical basis and background for the study. This is set forth in this section.

The self-concept theory, or client-centered model, advocated by Rogers (1959) appears to be applicable to studies related to reading achievement and self-concept. Also contributing to the background for the study are concepts from Williamson's (1966) and Glasser's (1965) thinking. In addition, Rotter's (1954) Social Learning Theory is pertinent in part.

To Rogers, people behave according to how things seem to them. All behavior is a result of one's perceptions at the moment. When people perceive differently, they behave differently. Perception, then, can be influential in affecting problem solving.

Williamson points out that emotions can be disruptive factors in problem-solving and learning. Self-understanding comes from learning about interpersonal and intrapersonal factors affecting one's personality. Thus, when emotions are dealt with meaningfully and

satisfactorily self-understanding is facilitated and enhanced.

Problem-solving and learning are then, for the most part, not interrupted by emotional difficulties.

Glasser advocates two basic needs: (1) the need to love and be loved, (2) the need to feel worthwhile to ourselves and others. Irresponsibility is simply the failure to learn to fulfill these needs within the framework of our society. The role of the therapist is to help people help themselves to fulfill their needs, given a reasonable opportunity to do so. When these two needs are satisfied then one is free to operate in a more effective and self-satisfying frame of reference.

In addition, Rotter proposes the basic unit of personality as being the interaction of the individual with his meaningful environment. For Rotter, a most significant aspect of the individual organism is its interaction with other people. Since behavior is goal directed these goals are often related to interaction with others.

Guidance services at the elementary school level are becoming an essential part of the educational program of the elementary school. The elementary school counselor is one of many specialists who function in our schools to facilitate educational progress of children.

As a youngster enters and progresses through school, he begins to form further attitudes and opinions that together will eventually have some part in shaping his future in society. Elementary school guidance and counseling is a service designed to assist all children in making maximum use of their abilities, for their own good and for that of society. Its emphasis is in the early identification of the pupil's intellectual, emotional, social, and physical characteristics;

development of his talents; diagnosis of his learning difficulties, if any; and early use of available resources to meet his needs.

Guidance and counseling services at the elementary school level must center around the developmental demands imposed upon children by our culture. Thus, we are concerned with "developmental counseling." Developmental counseling attempts to identify potential problems, provide for the correction or resolution of already existing problems, and to prevent serious problems in later stages of development. Yet, it goes beyond the remediation or treatment centered approach and seeks to be integrative and geared to the needs and realities of our world. The aim of developmental guidance is to provide individual students with the tools and techniques to become self-directing and self-correcting.

As Rogers points out, behavior is a result of how one perceives his perceptual field. Difficulty may arise in the form of a poor self-concept when he sees himself as performing poorly in some area. When one does not feel worthwhile, his desire to succeed is not as strong. This is examined in the review of literature, and a relationship shown to exist.

Though man has the capacity of being an effective problem-solver, he does not always do so. As Williamson points out then, it is a function of the counselor to help him learn to use problem-solving techniques in approximating control over his own development. The relationship is the key. The counselor operates (and is seen) as a warm, concerned, and empathic person (Rogers, 1965; Williamson, 1966; Glasser, 1965). This relationship is a means to an end (a better functioning person) rather than an end in itself.

It would seem a logical extension of counseling and self-concept theory to apply such to the fields of reading achievement, self-concept, and elementary school counseling. The tenant behind counseling the youngsters in this study is to help them ". . . help themselves to fulfill their needs, given a reasonable opportunity to do so" (Glasser, 1965, p. 9).

It is believed that an elementary school counselor can help students come to view themselves as more worthwhile, thus making them better functioning (and better achieving) persons. The guiding principles of the group counseling involved in this study are directed toward:

. . . achieving the proper involvement, a completely honest, human relationship in which the patient, for perhaps the first time in his life, realizes that someone cares enough about him not only to accept him but to help him fulfill his needs in the real world. (Glasser, 1965, p. 21),

Thus it seems logically possible that an individual's concept of his ability influences the extent to which he will strive to achieve. Rogers provides a good summary of his own theory which is essentially a point of departure for the others used:

This theory is basically phenomenological in character, and relies heavily upon the concept of the self as an explanatory construct. It pictures the end-point of personality development as being a basic congruence between the phenomenal field of experience and the conceptual structure of the self--a situation which, if achieved would represent freedom from internal strain and anxiety, and freedom from potential strain; which would represent the maximum in realistically oriented adaptation; which would mean the establishment of an individualized value system having considerable identity with the value system of any other equally well-adjusted member of the human race (1951, p. 532).

For the interested reader a more detailed review of Rogers', Glasser's, and Williamson's theories are presented in the Appendix.

## Need for the Study

This study is based upon the assumption that self-concept is a critical and influential factor in the educational experiences of individuals. Strang (1966) suggests that success in reading is imperative to a child's good mental health. Following her reasoning reading disability has a pervasive influence on children. The underachiever in reading often behaves the way he perceives himself. He visualizes himself as having a limited ability to produce academically and behaves accordingly.

As noted earlier, reading disability is an increasing concern, yet the 15 to 20 percent noted earlier remains unchanged. Though we continue to experiment with different measures we seem to have the same percentage of disabled readers.

In addition, elementary school guidance and counseling is fast becoming an increasing area of specialization and interest (Ohlsen, 1964; Blocher, 1966; Dinkmeyer, 1968; Meeks, 1968; Hill, 1965). As more schools become familiar with the usefulness of an elementary school counselor, others begin to ask, "How can a counselor in the elementary school make the functioning of the school better?" Since schools exist for the benefit of children, a more appropriate question might be, "How can this counselor help facilitate more effective learning for youngsters?"

Spache (1949) connects learning difficulties with self-concept, and feels that educators and specialists should devote their efforts to methods which would tend to facilitate maturation of positive self-concept and help it become more congruent and consistent.

Erickson's explanation of events at the onset of latency are of particular note:

It is at this point that wider society becomes significant in its way of admitting the child to an understanding of meaningful roles in its total economy. Many a child's development is disrupted when family life may not have prepared him for school life, or when school life may fail to sustain the promises of earlier states. (1950, p. 72).

Based upon Erickson's description we would expect self-concept to influence achievement in school.

Osburn (1951) reminds us that we sometimes, in our zest for research, lose sight of the fact that reading does not exist in a watertight compartment. Intellect, emotions, and the body have little meaning when studied alone. He points out that day after day, month after month, etc., disabled readers are "denied" participation in their groups because they cannot and do not learn to read. Though they are in the group they are not of the group. The child's morale is always ruined by the emotional block that often comes with being unable to read. He emphasizes finally that it is impossible to effectively teach a child who is suffering seriously from the many emotional blocks confronting him.

Gates (1941) notes that there are two extremes among specialists in remedial reading. At one extreme are those who think that personality factors and self-concept are rarely the causes of reading difficulty, though often the result, while at the other extreme are those espousing that most, if not all, reading disabilities are merely one symptom of some deep-seated maladjustment. His feeling and findings rest somewhere between. Undoubtedly, some emotional blocks comprise a partial cause of reading difficulty for some persons. He cautions though, that personality maladjustment is a comparatively rare cause



of serious reading defect. He then points out that personality maladjustment is frequently found to coexist with reading disability, and the more serious the disability, the greater the maladjustment.

Finally he cautions that teachers can aid in preventing serious reading disabilities by taking preventive measures before defective reading habits or personality maladjustment become established.

In a somewhat different vein Louttit (1955) examines emotional factors in failure to achieve in reading and other subjects. He feels that our problem lies in discovering the presence of emotional factors in children with a disability in any subject, and determine whether or not these factors are significant in the etiology of the particular case. He too doubts that emotional problems are uniquely related to reading difficulty and advocates that when a disability is seen to exist, along with an emotional problem, then attention beyond reading needs to be given. He gives this responsibility to a specialist in a special service area.

This study is intended to examine a facet of elementary school group counseling and its effect upon disabled readers. Developmental guidance is a process of enabling every individual to discover and develop his potentialities for his own personal fulfillment and social usefulness (Blocher, 1966). As Strang (1969) points out, guidance problems may impede reading success, and reading disabilities often precipitate guidance problems.

#### Definition of Terms

A number of terms are used in this study which should be defined for clarity. The following list contains these terms.

1. Expectancy. The level one could be reading on were he operating at optimum efficiency. The Bond (1967) formula for reading expectancy of  $E = \left[ \frac{IQ}{100} \times \text{years in school} \right] + 1$  is used in this study.
2. Disabled Reader. A difference in reading achievement as compared with expectancy, of one year or more. Reading achievement would then be at least one year below expectancy.
3. Self-Concept. One's evaluations and attitudes towards one's own characteristics. A view each subject has of himself. In this study, self-concept is operationally defined in terms of total and subtest scores on the California Test of Personality, Personal Adjustment Section, and the How I See Myself Scale, by Ira J. Gordon.
4. Control Group. Those students having been identified as disabled readers and receiving no sessions at all in group counseling. They received instruction only in their respective classrooms, or according to their normal school schedule.
5. Experimental Group. Those students identified as disabled readers who, in addition to their normal school schedules, participated in forty-five minute group counseling sessions, bi-weekly for twelve consecutive weeks.
6. Counseling Sub-Group. A sub-group of the experimental group consisting of students in five different elementary schools. Refer to Appendix B for counseling description.
7. Learning Rate. Since individuals progress at different rates it seemed only natural to attempt to measure their growth

based upon these individual rates.

Learning rate has been depicted as occurring in uneven amounts. However, in order to come up with a general learning rate for each youngster, his over-all past performance is used as being indicative of an average learning rate established over time for each person.

Only one factor was used in determining growth based upon computed learning rate. This was the factor of the general comprehension raw score from the Bond/Balow/Hoyt. Based upon this raw score a formula was used to determine average number of raw score points attributable to each year of school completed by each youngster. The following formula is used to compute this score: Learning Rate = comprehension raw score  $\div$  years in school. It is best explained through example. The computation below refers to the learning rate of a fifth-grade boy (no retentions) with a reading raw score of 40, e.g.,  $40 \div 4 = 10$ . His learning rate would be 10 points per year (Wilson, 1967, p. 195).

Once this yearly rate had been computed, three months average gain, based upon the average yearly gain, was added to the pretest raw score. Based on a student's personal learning rate, his future score three months later was projected. For example: Jack, having been in school four years, receives a raw score of forty on his comprehension pretest. On a yearly learning rate basis it is computed that Jack is credited with ten raw score points per year. A formula to determine the amount to be added to his pretest score is

$$\frac{\text{yearly learning rate}}{10} \times 3 = 3 \text{ raw score points.}$$

Thus at the end of three months Jack should achieve a raw score of  $40 + 3$  or 43, based upon his past learning rate.

### Statement of the Problem

The purpose of this research was to examine the effect of group counseling with small groups of disabled readers upon self-concept. An attempt was made to determine whether or not low self-concept of disabled readers can be improved through group counseling. Related and important was an examination of any possible growth in reading achievement attributable to change in the self-concept of disabled readers.

More specifically, this study dealt with only fifth-grade youngsters of average intellectual maturity having no organic or physical impairments. The dependent variables are increase (change) in self-concept and growth in reading. Serving as independent variable was participation in group counseling.

### Hypotheses

This research was designed to determine the effects of group counseling upon disabled readers in the areas of self-concept change and reading growth. The hypotheses to be tested are presented within this section. They are stated in the null form.

Ho1: There is no significant difference in reading growth, as measured by scores on a standardized reading instrument, between disabled readers experiencing group counseling, and disabled readers not experiencing group counseling in the following aspects:

- a. basic reading vocabulary
- b. general comprehension

Ho2: There is no significant difference between the self-concepts of disabled readers experiencing group counseling and the self-concepts of disabled readers not experiencing group counseling in the following aspects:

- a. self-reliance
- b. sense of personal worth
- c. sense of personal freedom
- d. feeling of belonging
- e. withdrawing tendencies
- f. nervous symptoms
- g. total personal adjustment (a-f above)

Ho3: There is no significant difference between the self-concepts of disabled readers experiencing group counseling and the self-concepts of disabled readers not experiencing group counseling in the following aspects:

- a. teacher-school
- b. autonomy
- c. physical appearance
- d. interpersonal adequacy
- e. academic adequacy

Ho4: Based upon learning rate, there is no significant difference in reading comprehension growth between disabled readers experiencing group counseling, and disabled readers not experiencing group counseling.

#### Delimitations

This study presents an analysis of the effect of group counseling upon the self-concepts and reading growth of disabled readers at the elementary school level. It was limited to the 5th grade population of students in the Stillwater, Oklahoma, public schools. All of the subjects in this study were identified as disabled readers, which meant they were at least one year below their reading expectancy.

### Assumptions

1. The self-concept (as defined) is a valid and measurable portion of personality.
2. Reading disability is identifiable.
3. Uncontrolled variables are randomly distributed.

### Limitations

1. The study is limited to fifth grade disabled readers in public schools of Stillwater, Oklahoma.
2. Not all possible variables are being studied or controlled.
3. Results and conclusions are based upon the specific items of the testing instruments.

### Significance of the Study

Since the major emphasis of the study was an analysis of the effect of group counseling upon various aspects of disabled readers, the results should provide information pertinent to the areas of counseling and reading. This should serve to provide additional direction to those who deal with the special services aspect of public school operation.

Reading experts have devoted long and ardent efforts in finding better ways to deal with youngsters who have reading disabilities. Elementary school counselors have sought identifiable ways with which to demonstrate the effectiveness of elementary school guidance services. The results herein should be of noteworthy interest to both specialty areas.

It is hoped that this study will be useful in aiding more effective means of working with youngsters with reading difficulties. Learning difficulties can be due to either academic or emotional stress factors. Significant results from this study are intended to give further direction in helping youngsters with poor reading ability, and also in the development of more positive self-concept.

New ideas need to be explored as to the effects of the different helping services advocated in our schools today. Hopefully, the results can add to the small body of empirical evidence supporting the usefulness of counseling services in the elementary school.

#### Organization of the Study

Chapter I has presented the problem to be studied. It has defined the terms peculiar to the study, given a theoretical background and basis for the study, identified a need for the study, stated the problem to be considered, and noted the delimitations of the study.

Chapter II reviews the literature concerning the hypotheses to be tested. The literature is grouped into three general areas: (1) Studies Relating to the Significance of Self-Concept and Achievement, (2) Studies Relating to the Significance of Self-Concept and Reading, and (3) Selected Studies Involving Counseling.

Chapter III describes the study, the population and sample, specific selection of subjects, and the instrumentation used. It also describes the procedures followed in the study as well as pointing out the statistical methods used in treating the data relating to the hypotheses around which the study was based.

Chapter IV contains the statistical analysis of the data. It also reports the findings of the study, and indicates the degree to which the hypotheses tested are found to be rejected within recognized limitations, or accepted in the null form.

Chapter V presents a discussion of the results of the study. It also describes recommendations relating to future research in this area.



## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The literature regarding self-concept, counseling, and reading is plentiful. This chapter is designed to present that research necessary and pertinent to the research under consideration, and also to provide a fundamental background related to the topic. A historical review is not intended. Selected studies and research are cited which reflect more recent work in the area.

The literature itself is grouped roughly into three general areas: (1) significance of self-concept, (2) self-concept and reading achievement, and (3) selected counseling studies.

#### Studies Relating to the Significance of Self-Concept and Achievement

Examination of research concerning self-concept reveals varied theoretical perspectives in relation to it. Examination of each of these perspectives is not appropriate for this study. Examination of selected studies giving a representative sample is more desirable.

Tieglund, et al. (1966) in a study of 118 fourth-grade under-achievers, found that underachievers have difficulties in the form of lower self-concepts in the area of personality development that might make it difficult for them to achieve academically. All subjects were

administered the Weschler Intelligence Scale for Children, Verbal Scale. Using grade point average to separate achievers and underachievers the authors found that achievers scored higher towards better adjustment on all of the scales of the California Test of Personality. Tests of significance ranged between .01 and .001 on the scales. They recommended that work be further initiated with elementary age underachievers in the area of improving personality development so as to help avoid further frustration and underachievement.

Fink (1962) hypothesized that adequate self-concept is related to high academic achievement and that inadequate self-concept was also related to underachievement. Matching 88 ninth-grade pupils on I. Q., ranging between 90-110 on the California Test of Mental Maturity, and computing median grade point average, he considered students above the median GPA to be achievers, and those below to be underachievers. Based on sex and I. Q. pairs of achievers and underachievers were then formed. Self-concept data from the California Psychological Inventory, Bender Visual Motor Gestalt Test, Draw-a-Person Test, Gough Adjective Check List, a Personal Data Sheet, and a brief essay describing "What I Will Be in Twenty Years" were then independently analyzed by three psychologists to determine evidence of adequate and inadequate self-concept. Results were in favor of his original hypothesis at the .01 level for boys and at the .1 level for girls. From these clinical observations he concluded that a relationship exists between adequacy of self-concept and level of academic achievement.

Leibmann (1953) investigated the relationship between personal and social adjustment and academic achievement with 200 fifth-grade students. Student self-ratings on the California Test of Personality and

the Rogers Test of Personality Adjustment were obtained. Teachers responded to the Winnetka Scale for Rating School Behavior. The Rorschach was the projective used. Achievement was based on the Metropolitan Achievement Test. High achievers were found to be discriminated from the low achievers on the basis of self-concept measures. High achievers scored significantly more positive in self-concept than did low achievers.

Studying personality characteristics of non-readers and achieving readers, Abrams (1955) studied two groups of boys between the ages of 8-0 and 12-0 with intelligence of 90 or above as measured by the Revised Stanford-Binet Test, Form L. Further stratification of the group revealed 25 non-readers and 25 achieving readers. Non-achievers were identified as not being able to adequately recognize words presented in isolation nor comprehend contextual material. Instruments employed included the Betts Reading Vocabulary, a selection from the Primer reader of the Scribner Childhood Readers, the Gates Reading Survey, the Gates Primary Reading Tests, the Wechsler Intelligence Scale for Children, the Brown Personality Inventory for Children, the Social Adjustment Inventory, and the Rorschach Test. His findings indicate that feelings of anxiety tend to be characteristic of the non-reader group, and that achieving readers demonstrated a better personality adjustment by a significantly larger number of good adjustment ratios.

Diller (1954) found that the self operates on somewhat of a global fashion, thus being related to one's value system. Inducing failure and then success with 60 college students, he was able to ascertain their effects. With success attitudes towards self were increased

overtly. Upon failure the defensiveness of the self decreased attitudes at the overt level. Thus the investigation experimentally induced success and failure and demonstrated that they definitely had an influence on the self-concept.

The relationship between self-concept and academic achievement of elementary school children was studied by Caplin (1966). Using a self-report instrument constructed from 50 pairs of unfinished sentences, scores were obtained measuring self-concept and level of aspiration for 180 intermediate grade children. Pupil groups were matched on intelligence based on scores of the California Test of Mental Maturity. Correlations between self-report scores and composite scores on the Iowa Test of Basic Skills were then calculated. Children with less positive self-concepts were found to also have lower scores on the Iowa Test of Basic Skills significant at .001. A positive relationship between level of aspiration and academic achievement was also shown to exist with .001 significance.

Though many research findings show a relationship between various areas of underachievement and self-concept, causality can in no definite measure be inferred. When dealing with self-concept, it is well to note that empirical evidence is not easily attained. However, this relationship does suggest the possibility of some influence in this area.

#### Studies Relating to the Significance of Self-Concept and Reading

Comer (1965) studied first-grade youngsters to determine self-concept levels of children. He recorded the remarks of children as they responded to an incomplete sentence interview, and judged the

responses in three categories, positive, negative, and neutral. In addition an opinion of the child's teacher was obtained to gain another measure of the self-concept strength of the child. Over a six-week period he found that total school environment had an effect on the self-concept of children in the form of raising the self-concept level of girls, and depressing the self-concept level of boys.

In another study of self-concept at the first-grade level Wattenberg and Clifford (1964) concluded that measures of self-concept obtained from kindergarten children were predictive of reading achievement two and one-half years later. It was felt that self-concept is antecedent to and predictive of reading and achievement.

Interesting comparisons of seventh-grade good readers and poor readers are provided by Bouise (1955). Two hundred and four students were administered the Metropolitan Achievement Tests and Pintner Non-Language Mental Ability Tests. Twenty-eight superior readers and 30 retarded readers were chosen for the study. All subjects were of normal intelligence. Adjustment was measured by the Detroit Adjustment Inventory. Her findings are depicted in Table I.

Table I reveals seven areas in which all good readers were well adjusted, whereas poor readers were completely adjusted as a group in only one area, "Community Social." Bouise concluded that it is probable that some children have reading difficulty because of emotional problems affecting their performance. She determined there was a relationship between reading disability and emotional maladjustment.

Blustein's (1967) work with 152 subjects in remedial centers of the Cincinnati public schools, while inconclusive of predicting growth from remedial instruction, did point out a significantly higher number

of disabled readers as being male. Growth was measured on the Stanford Achievement Test. Support also was prevalent in suggesting that the optimal age level during which remedial instruction achieves maximum benefits ranges from ages nine to eleven.

TABLE I  
COMPARISON OF NUMBER OF GOOD READERS AND POOR  
READERS WHO SCORED LESS THAN SIXTEEN POINTS  
IN ENVIRONMENT-REACTION AREAS

Area	Good Readers	Poor Readers
Individual habits	2	3
Home habits	1	3
School habits	0	8
Community habits	0	7
Individual-social	1	2
Home-social	1	4
School-social	1	1
Community-social	1	0
Individual-emotional	4	2
Home-emotional	0	1
School-emotional	1	9
Community-emotional	0	3
Individual-ethical	1	3
Home-ethical	0	1
School-ethical	0	3
Community-ethical	0	3
Total frequency of maladjustment symptoms	13	53

Healy (1965) attempted to study longitudinally the effects of changing children's attitudes towards reading. Working with 44 matched pairs of experimental and control groups she assessed attitudes at the fifth-grade level, and the junior high level for the same groups of students. Matching for I. Q. was done on the California Mental Maturity Test. Her findings suggest favorable attitudes produce significant achievement and more reading, as shown on results of the California Achievement Tests. Attitude was shown to be an important factor in reading achievement.

Trying to determine relationships between immature self-concepts and educational factors Bodwin (1957) examined reading and arithmetic subject matter areas with 300 subjects. Self-concept was evaluated using the Draw-a-Person Test. Third-grade achievement was measured by the Stanford Achievement Test while sixth-grade achievement was measured by the Iowa Test of Basic Skills. Studying third- and sixth-grade youngsters he concluded: (1) a positive and significant relationship between immature self-concept and reading disability with .72 correlation in third grade and .62 correlation in sixth grade, and (2) a positive and significant relationship between immature self-concept and arithmetic disability with a .78 correlation in third grade and .68 in sixth grade. Both findings were significant at the .01 level of confidence.

Moffett (1961) examined the relationship between perception of self and achievement in reading. She hypothesized that children of average intellect and a favorable perception of themselves reach higher levels of achievement in reading than students with average intellect whose self-perception is unfavorable. On a matched pair basis, two

pupils of the same sex matched within five points on scores on the Wechsler Intelligence Scale for Children, one child coming from the upper quartile and one from the lower quartile of the personality inventories scores in Bills' Index of Adjustment and Values and the California Test of Personality. Reading scores were taken from the Iowa Silent Reading Tests. Eighty-five seventh-grade students voluntarily participated in her study. Her findings indicated a significant difference between reading means of the upper and lower quartile as measured by the Bills' Index. There was also a significant difference between the reading means of the upper and lower quartiles as measured by the California Test of Personality.

#### Selected Studies Involving Counseling

Causes of learning problems are varied and sometimes complex. Without dealing with these causes, some practitioners in counseling have tried to get at self-concept change through the counseling process.

In Fisher's (1953) work with retarded readers in a group therapy situation he found that most other school subjects are affected by reading ability. Thirty boys ranged from 71-108 I.Q. with reading achievement at least thirty-five months below expectancy. Three equated groups were constructed. One group received remedial reading and group therapy, a second received remedial reading only, and a third received group therapy only. The Wechsler Intelligence Scale for Children was used to measure I. Q. The Gates Advanced Primary Reading Tests were used to measure reading growth. Projectives used were the Rorschach Test and Figure-Drawing. Social workers' ratings of emotional improvement were also used. After seven months the findings revealed:



(1) group therapy accelerated reading improvement in retarded readers, (2) groups participating in group therapy showed the greatest gains in emotional adjustment, and (3) the group which received group therapy without remedial instruction showed the greatest gain in all areas examined, significant at the .001 level.

In a similar study Fisher (1953) again suggested that reading disabilities are in large part contributed to and effected by emotional maladjustment. Twelve delinquent boys comprised this study, all of whom had been designated as being disabled readers. All subjects were initially tested by the Wechsler Intelligence Scale for Children and the Gates Advanced Primary Reading Tests. They were then divided by a paired comparison method for I.Q. and initial reading ability. His results after 24 meetings showed that those experiencing group psychotherapy showed greater improvement in reading than did the non-therapy group. The results of his findings are depicted in Table II.

TABLE II  
MEAN READING IMPROVEMENT AND GAIN OF  
THERAPY AND NON-THERAPY GROUPS

Group	Improvement	Mean Gain
Therapy group	6.0 to 18.5 mo.	11.5 mo.
Non-therapy group	-5.0 to 16.5 mo.	8.25 mo.

Redmount's (1948) before and after study of a six-weeks summer clinic for twenty-three disabled readers investigated the relationship between improvement in emotional adjustment and improvement in reading. Reading tests showed improvement for 48 percent and regressions for 12 percent. Rorschach tests revealed 39 percent improvement and 26 percent adversely affected.

Winkler, et al., (1965) studied counseling as it altered grade point average. Using the Wechsler Intelligence Scale for Children and GPA, the authors identified 121 underachievers in the fourth grade of Grand Forks, North Dakota. In addition to the WISC, all students were administered the California Test of Personality during the third month of school, and again during the last month of school. Their efforts involved individual counseling, group counseling, reading tutoring alone, a Hawthorne group, and a control group. Counselors were experienced at the secondary or college level. Their results indicated that different treatment methods did not make a significant change in either GPA or measured personality variables. However, the authors attributed part of this to the fact that none of the counselors participating in the study had had elementary school counseling training.

Counseling with elementary school children, Kranzler, et al., (1961) attempted to assess results with fourth-grade children using sociometric status as a criterion. A sociometric instrument was administered to fourth-grade classes at the Indiana University Elementary School. The five students from each of the four classes, who had the lowest scores in their class, were selected for the study. Subjects were then randomly assigned to one of three treatment groups: (1) counseling, (2) teacher guidance, and (3) control. Members of the

counseling group met bi-weekly for six weeks, and then met once a week for 12 weeks, with each student meeting individually with the counselor during this period as well. Results were not statistically conclusive.

Benson and Blocher (1967) dealing with 2 groups of six tenth-grade students, termed underachievers by teachers, were able to show a very highly significant change in feelings of adequacy to overcome problems and difficulties. Changes in feelings of adequacy and of coping were attained on the S. R. A. Youth Inventory and analyzed using chi square. A difference was found to exist in favor of the experimental group significant beyond the .01 level. Though the N for this sample is small, the study does indicate that developmental counseling which is focused on changing rather specific coping behaviors, can produce results that are both statistically and practically significant.

Individual counseling has been shown by Dolan (1964) to have a positive effect on reading achievement scores in youngsters with reading disabilities. Students were paired as to chronological age, sex, intelligence scores on the Wechsler-Bellevue, degree of delay of reading according to scores on the Stanford Achievement Test, grade placement and scores on the San Diego Inventory of Reading Attitude. One experimental and two control groups of five students each were identified. Over a six-month period 37 interviews were held with the experimental group. Upon re-testing he was able to show significant differences in reading achievement scores in favor of those students who had been individually counseled over those who had not.

Strickler (1965) attempted to do group counseling with 20 elementary age students (grades 3-6), and 20 secondary age students (grades 7 and above) in separate groups. While his experimental groups received

reading and counseling, his control groups received only reading instruction. Groups were determined on a matched pair basis in the areas of school level, age, sex, reading level, I.Q., and socioeconomic factors. The study was conducted for a period of three months. Results indicated a significant gain through counseling in reading performance for both elementary and secondary students. Measurement instruments were the Gilmore Oral Reading Test and the Gates Reading Survey. Another finding based upon a sentence completion test indicated a more positive school and social attitude after counseling in favor of the experimental group, at the .01 level of significance. An interesting sidelight revealed that elementary level retarded readers demonstrated a greater ability to benefit from remedial treatment (either reading or counseling) than did the secondary students.

Stormer (1967) used milieu group counseling with talented under-achievers. A control group and an experimental group of 35 each were formed from teacher referrals of about 110 students from grades 3-5. A gifted underachiever was one who scored in the upper 20 percent on intellectual ability as measured by the Wechsler Intelligence Scale for Children and only average in achievement. The following series of tests was administered to each subject also: Perceived Parent Attitude-Scale, California Test of Personality, General Anxiety Scale, Sequential Test of Educational Progress, Iowa Every Pupil Silent Reading Comprehension Test, current academic grades, and a behavioral description chart completed by teachers. Weekly group counseling sessions of 45 minutes each were conducted with groups ranging from five to seven students. The project was eleven months in duration. Emphasis was placed on looking at one's self and looking at one's attitude in a

non-threatening, reality-testing setting. Results showed positive gains in self-concept as follows: (1) strong reduction in general anxiety at .001 level, (2) increase in self-reliance at .05 level, and (3) decrease in nervous symptoms at .05 level. All gains were in favor of the experimental group.

Bacher (1964) reports that special class placement alone does not seem to enhance the reading growth of all slow learners, as measured by reading scores on the Stanford Achievement Test. Examining thirty pupils in special slow learning classes and slow learners in regular classes he found no special difference in performance gains between the groups.

Working in only 36 thirty-minute sessions, Crider (1964) was able to produce significant changes in reading score and self-concept score, as measured by the California Test of Personality. Working with a group of fourth-graders, she found that her experimental group scored one grade in reading higher than their base score on the Gates Reading Survey, while the control group fell two months lower than their base score. Significance was at the .01 level. Also the experimental group increased from the twentieth percentile on the California Test of Personality to the fortieth percentile, while the control group went from the same base to the fifth percentile. Significance was at the .05 level in this aspect. In addition, Crider implies that lower retest mean scores for the control group may indicate that personality conflict left unattended may become more intense with the passage of time and may have an adverse effect upon reading performance. Though hypothetical, this tenant certainly warrants consideration.

McCowan (1968) was able to show that brief-contact interviews with 18 low-ability, low-achieving students in grades eight through ten had a positive effect on academic average. Each subject was repeating the grade in which he was currently enrolled, and ranged from 80-95 on the Otis Quick Scoring Mental Ability Test. Students were matched on grade level and I.Q. and randomly assigned to control and experimental groups. Brief contact interviews were twice weekly for no more than 10 minutes a session. The experimental group significantly exceeded the control group in academic average at the .025 level.

More currently, Stetter (1969) working from a group guidance setting with groups of fifteen and sixteen respectively, reports that group guidance sessions help students form accurate self-concepts because group members act as catalysts on each other. All students were administered Form A of the IPAT-8 Parallel Form Anxiety Battery. No attempt was made to match the groups. Seventy percent of the boys and fifty percent of the girls showed a decrease in anxiety at the .08 level of significance.

#### Summary

The reviewed literature has indicated a certain amount of support to lead one to become more interested in negative self-concept and reading difficulty. It has also been supportive of possible use of counseling to affect more positive changes in both.

Many investigators continue to relate the self-concept to learning, success, and failure in educational settings. Most research is supportive of self-concept being related to underachievement in reading, and it has been generally indicative of group counseling as a definite

remedy in part for reading disability.

At the present time it would be erroneous to conclude that a definite picture of the results of group counseling are empirically upheld as having positive effects. It would seem to be so, yet further attention and investigation are necessary to help determine this dilemma. The evidence cited and the literature reviewed seem to give justification to the research undertaken in this study.

## CHAPTER III

### METHODOLOGY AND DESIGN

This chapter contains a discussion of the procedural approaches used in this study. The population and determination of the sample is presented. A description of instruments used and their place in the study are given. In addition, methods and statistical procedures used to test the hypotheses given in Chapter I are also described. The intent of this study was to educe the effect of group counseling upon (1) the self-concept of disabled readers, and (2) growth in reading achievement.

#### Population and Sample

In order to investigate the effect of group counseling with disabled readers in the areas of self-concept and reading performance, it is necessary to narrow, by definition, the group studied. Fifth-grade students in the Stillwater, Oklahoma, public schools served as the basic population for the study. Only those students identified as being disabled readers were considered as potential subjects for inclusion in the study itself. Students whose classroom teacher chose not to participate were not considered as possible subjects. All teachers, however, were cooperative in this respect.

Recent I.Q. scores (the California Test of Mental Maturity, given in the fall of the 1969-70 school year) already on file for each



student were used. Only those students falling within  $\pm$  one standard deviation (84-116 I.Q.) were considered. Over-all reading score was determined by the Bond/Balow/Hoyt.

Table III shows the original population of fifth-grade students from which the sample was chosen.

TABLE III  
NUMBER OF BUILDINGS AND TOTAL NUMBER OF  
STUDENTS IN EACH BUILDING FROM WHICH  
THE SAMPLE WAS SELECTED

Building	Pupil Distribution	
	Number of Classrooms	Number of Students
1	2	41
2	3	102
3	3	81
4	3	96
5	1	21
Total	12	341

Using the Bond formula of expectancy (E) (p. 4), reading disability was verified by comparing E with reading achievement on the Bond/Balow/Hoyt. Students falling one or more years below E were classified as disabled readers. In addition, students falling below the fiftieth percentile on the self-concept measure (CTP) were eligible. In other

words, subjects had to meet three criteria: (1) I.Q., (2) reading disability, and (3) self-concept at 50th percentile or below. Students meeting all three of these were then judged to be "eligible" as participants in the study.

#### Specific Selection of Subjects

After the above screening was completed it was necessary to select that final population which would comprise the experimental and control groups. The initial screening identified 97 possible subjects. From this group of 97 fifth-grade students, the final group of sixty (with 5 alternates for each group to account for possible dropouts) was determined. All 97 students were assigned numbers ranging from 1-97. These numbers were then placed on individual slips of paper and put into a large box and mixed up. They were then randomly drawn from the box until the desired number of 60 had been reached. At this point 10 additional names (the first 5 to be experimental and the second 5 to be control) were drawn to serve as alternates.

The 60 randomly selected students were ranked in order from high to low, based upon their I.Q.'s. Starting with the two highest, and proceeding through the lowest, each pair of students was randomly assigned by flip of a coin to experimental and control groups. Because of this procedure equal-sized groups per school involved was not achieved. The experimental group was further divided into five smaller counseling sub-groups on a building basis. The five alternate students selected for the experimental group also received counseling, in case they were needed due to uncontrolled dropouts due to sickness or moving. Table IV portrays the make-up of the experimental and control groups after all screening procedures had been employed.

TABLE IV  
 NUMBER OF STUDENTS IN CONTROL AND EXPERIMENTAL  
 GROUPS AFTER SCREENING

Building	Pupil Distribution	
	Control	Experimental
1	6	9
2	10	6
3	4	8
4	8	5
5	4	7
Total	32	35

Table V depicts relative comparisons of control and experimental groups in I.Q., vocabulary, comprehension, and total CTP before counseling. The groups were not significantly different in I.Q., vocabulary, or total personal adjustment. The control group's comprehension score was significantly different (higher) than was the experimental's at the .05 level.

#### Instrumentation

A number of criteria were involved in selecting instruments to be used in the study. A salient feature was, of course, that the instruments be valid measures of the variables critical to the study. Secondly, the tests needed to be applicable peculiarly to fifth-grade youngsters. Three major instruments and a fourth method were chosen

for use. To determine effects a pre-post experimental procedure was used. All subjects were exposed to this procedure using three testing instruments: (1) California Test of Personality, Forms A and B, (CTP), (2) Developmental Reading Tests for the Intermediate Grades, Forms A and B (Bond/Balow/Hoyt), and (3) How I See Myself Scale by Ira Gordon.

TABLE V  
EXPERIMENTAL AND CONTROL GROUP COMPARISON  
OF MEAN SCORES BEFORE COUNSELING

Factor	Experimental Group Raw-Score Means	Control Group Raw-Score Means	Difference	t- Value
I.Q.	99.766	99.833	-2.06	.2399
Vocabulary	18.2	17.76	1.44	1.0606
Comprehension	19.36	22.26	-2.9	*2.196
CTP Total Personal Adjustment	38.16	42.13	-3.97	1.4853

\*Difference on comprehension at .05 level in favor of control.

#### California Test of Personality, Elementary Series

The CTP was developed by Thorpe, Clark, and Tiegs (1953) as an instrument for identifying student problems in personal and social adjustment. This particular test is published by California Test Bureau.

Its two basic sections consist of (1) "Personal Adjustment," and (2) "Social Adjustment." Each of these two sections is made up of six subsections. Scores in each section are totaled by combining the six subsection scores. Only the Personal Adjustment section of the test, with its six subsections was given. Following are the six subsections with their accompanying descriptions.

- IA. SELF-RELIANCE--An individual may be said to be self-reliant when his overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.
- IB. SENSE OF PERSONAL WORTH--An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.
- IC. SENSE OF PERSONAL FREEDOM--An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable personal freedom includes permission to choose one's own friends and to have at least a little spending money.
- ID. FEELING OF BELONGING--An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and cordial relationships with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business.
- IE. WITHDRAWING TENDENCIES--The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual success in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.
- IF. NERVOUS SYMPTOMS--The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired. People of this

kind may be exhibiting physical expressions of emotional conflicts. (Thorpe, Clarke, and Tiegs, 1953, p. 3)

Reliability of the CTP was originally computed using the Kuder-Richardson formula and standard error of measurement. Pertinent information is given in Table VI.

The CTP, Personal Adjustment section as a measure of self-concept is supported by Strong and Feder (1961, p. 170). They note:

Every evaluative statement that a person makes concerning himself can be considered a sample of his self-concept, from which inferences may then be made about the various properties of the self-concept.

Sims (1959), in a review of the CTP in Buros' Sixth Mental Measurements Yearbook writes that, "As a measure of self-concept in the, as of now vaguely defined area called adjustment, this test is as valid as most such instruments."

#### New Developmental Reading Tests for the Intermediate Grades

This standardized test measures skills in different areas of reading comprehension, plus vocabulary. Though only vocabulary and total comprehension results were used, parts II-V compose the comprehension score, and are described for this reason. The accompanying descriptions of the areas are:

**PART I--BASIC READING VOCABULARY--**This test measures the level of reading achieved in the basic area of word study. It samples the ability of the child to recognize words of increasing difficulty and his ability to attach meanings to those words. Basic Reading Vocabulary is a power test which gives the child word-study situations of increasing complexity.

**PART II--READING FOR INFORMATION--**This test measures the ability of the child to read and understand exactly what the author said and calls for precise understanding of a series of paragraphs which increase in difficulty both in vocabulary

TABLE VI  
 RELIABILITY COEFFICIENTS, CALIFORNIA TEST  
 OF PERSONALITY-ELEMENTARY

Components	<u>Form AA or BB</u>		<u>Both Forms</u>	
	r	S.E. Meas.	r	S.E. Meas.
Total Personal Adjustment	.93	3.44	.96	5.20
1a. Self-reliance	.64	1.50	.78	2.34
1b. Sense of personal worth	.79	1.49	.88	2.25
1c. Sense of personal freedom	.79	1.14	.88	1.73
1d. Feeling of belonging	.77	0.96	.87	1.44
1e. Withdrawing tendencies	.83	1.65	.91	2.40
1f. Nervous symptoms	.82	1.48	.90	2.21

Source: Thorpe, Clark, and Tiegs, 1953, p. 5.

and in sentence complexity. This part requires the child to answer questions which test whether he has gained the information specifically stated in the selection. The test measures the level at which the child can read and understand specifically stated information.

PART III--READING FOR RELATIONSHIPS--This test measures the ability of the child to comprehend the organization grouping, and association of ideas explicitly stated. It also requires an understanding of passages of increasing difficulty and will determine the level at which the child can read for precise understanding as well as the level at which he can organize and associate understandings.

PARTS II AND III--LITERAL COMPREHENSION--The child's scores on Parts II and III are combined to represent his ability to read what is specifically presented in the selections with literal understanding.

PART IV--READING FOR INTERPRETATION--This test measures a creative kind of reading comprehension that requires the child to interpolate and to extrapolate from the information given. He must think with the facts in a creative fashion so that he can infer, conclude, predict, and judge critically. These comprehension abilities require at each level of advancement, attention to detail and to the thinking processes involved in reading. For reading to be critical and evaluative, at any level, the reader must learn to be reflective. He must not only understand the information given, but also understand the importance of each concept, evaluate its authenticity, and understand the weight that should be given to each idea. Such comprehension requires the concentrated reading of a selection. It demands that the reader apply his thought processes to the reading content so that appropriate interpretations are made.

PART V--READING FOR APPRECIATION--This test measures literary evaluation and understanding of the selections read and requires such reactions as: sensitivity to the picturesqueness of description; grasping the feeling tone; sensitivity to the motivation of characters; awareness of visual, auditory, tactile, kinesthetic, and other sensory impressions.

PARTS IV AND V--CREATIVE COMPREHENSION--The child's scores on Parts IV and V are combined to give a score which represents his ability to read creatively. These two sections of the test battery require the child to do imaginative and creative reasoning with the information given.

PARTS II-V--GENERAL COMPREHENSION--The four comprehension abilities underlying reading for understanding and reflection are combined to give a single comprehension score. The General Comprehension score indicates the over-all ability of a child to understand what he reads, as reflected in the



four major types of comprehension abilities: (Bond/Balow/Hoyt, 1968).

The reliability coefficients and standard error of measurement are reported in Table VII. The Bond/Balow/Hoyt is published by Lyons and Carnahan.

### How I See Myself Scale

Self-concept according to this scale is defined as the way the child reports on himself. It has the weaknesses of all self-report devices. According to the manual (1968) its best use is in group comparisons. It does not purport to measure all of the self-concept, only a small facet. Figure 1 depicts this. A description of the facets measured by this scale follows Figure 1.

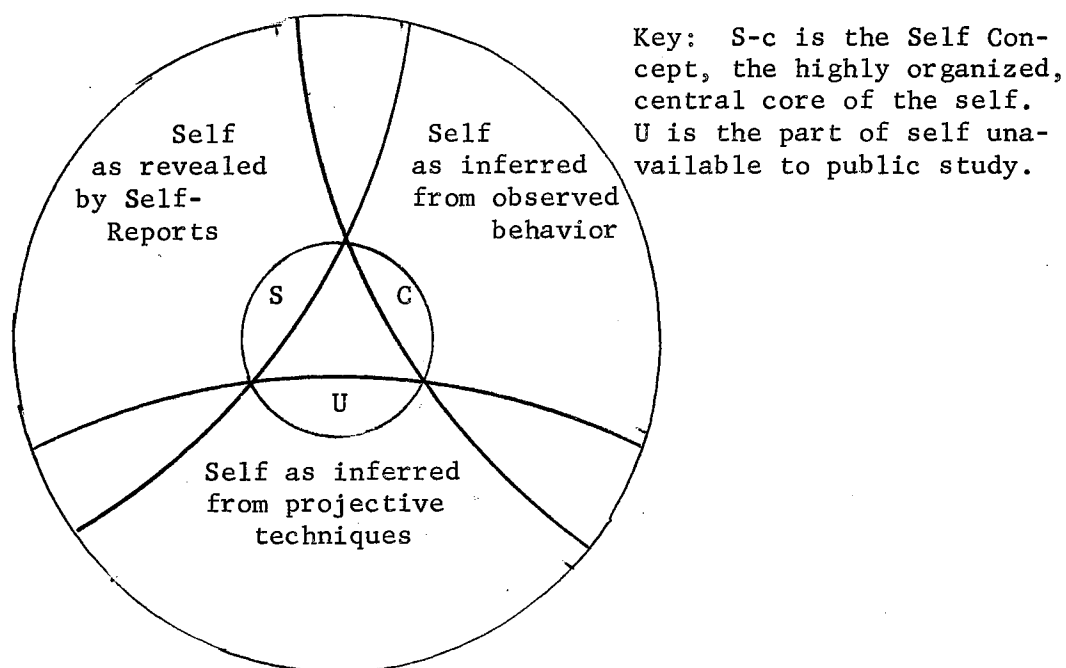


Figure 1. A Tentative Model Depicting Three Facets of the Self

TABLE VII

RELIABILITY COEFFICIENTS AND STANDARD ERROR OF MEASUREMENTS OF  
NEW DEVELOPMENTAL READING TESTS FOR THE INTERMEDIATE GRADES

Subtests	Grade 4			Grade 6		
	$r_{12}$	$r_{tt}$	$SE_m$	$r_{12}$	$r_{tt}$	$SE_m$
Basic Reading Vocabulary	.88	.94	2.8	.87	.91	2.9
Reading for Information	.86	.89	2.3	.85	.89	2.1
Reading for Relationships	.79	.83	2.2	.79	.83	2.1
Reading for Interpretation	.80	.85	2.2	.77	.80	2.3
Reading for Appreciation	.83	.88	2.1	.85	.90	2.0
Literal Comprehension	.85	.91	3.5	.86	.92	2.9
Creative Comprehension	.85	.91	3.4	.87	.90	3.5
General Comprehension	.89	.94	5.3	.91	.94	4.9

$r_{12}$  Alternate Form Reliability

$r_{tt}$  Internal Consistency Reliability

$SE_m$  Standard Error of Measurement in Raw Scores

Source: Bond/Balow/Hoyt, 1968.

## IA. TEACHER-SCHOOL items include:

8. Teachers like me.
16. I get along well with teacher.
17. I like teacher.
37. I like school.
21. I do well in school.
32. School is very interesting.

## IB. PHYSICAL APPEARANCE items include:

7. My hair is nice-looking.
10. I am good at athletics.
14. My face is very pretty (good looking).
23. I like the way I look.
40. I learn new things easily.
5. I'm just the right height.
11. I'm just the right weight.
38. I like my build.
12. Girls like me.
31. My skin is nice.
36. My clothes are nice.

## IC. INTERPERSONAL ADEQUACY items include:

2. I stick with a job until I finish.
4. I enjoy working on committees.
6. I seldom worry.
10. I'm good at athletics.
12. The girls admire me.
17. I like teachers.
18. I'm usually at ease, relaxed.
19. I like to try new things.
20. I control my feelings very well.
23. I like the way I look.
24. I want the girls to admire me.
30. I'm good at making things with my hands.
32. School is very interesting.
36. My clothes are very nice.
38. I like to build.
39. I'm a very good reader.
40. I learn new things easily.

## ID. AUTONOMY items include:

3. I am a good artist.
13. I am good at speaking.
14. My face is pretty.
15. I'm good at musical things.
21. I do very well in school.
27. I write well.
28. I enjoy individual projects.
29. It is easy for me to organize my time.
30. I am good at making things with my hands.

## IE. ACADEMIC ADEQUACY items include:

21. I do very well in school.
33. Math is easy for me.

34. I am smarter than most of my classmates.
40. I learn new things easily.
31. My skin is nice-looking.
32. I am a very good reader.

A further weakness of this instrument is its lack of alternate forms. However, its test-retest reliability ranges from .78 for third-graders to .87 for eleventh-graders, with fifth-graders at .89.

#### Procedures

Data were obtained during the spring semester of the 1969-70 school year. All testing was done by the investigator. It was carried out within the public schools, with administration of the testing instruments being done on a group basis.

Each experimental sub-group experienced two forty-five minute group counseling sessions weekly, for a period of twelve weeks, or twenty-four sessions. For this same period of time, the control group continued on their normal school schedule, with no group counseling.

Pre-post measures were given with each instrument described under instrumentation. Significance of change in the pre-post means on comprehension and vocabulary of the Bond/Balow/Hoyt was determined by a t-test of related measures. (Bruning and Kintz, 1968, pp. 12-15).

Since grade-score procedures and percentile procedures actually are interpretations of actual raw scores, they were not used in this study. Only the raw score performance of each subject was used to ascertain possible gains. This procedure was not noted in any of the research reviewed. It is felt to be the clearest way to measure changes test wise.

For subtest scores and for total CTP scores a t-Test for related measures was also used (Bruning and Kintz, 1968, pp. 12-15). The

equation used for computation was reported in the above reference.

$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

In addition to the instruments used, another method was developed to examine possible effects of group counseling upon reading growth. Previous mention of this method has referred to a computed learning rate for each student (control and experimental) in the study (p. 10). Any gain by subjects higher than that based upon past learning rate was attributed to the group counseling factor for experimental subjects, and classroom environment for control subjects. The same formula as given above was used to determine significance between mean gain of control and experimental groups. The formula for computing learning rate is given under the section in Chapter I entitled "Definition of Terms."

#### Summary

This chapter attempted to give information relating to the basic design of the study. Three hundred forty-one students in the fifth grade of the Stillwater, Oklahoma, public schools made up the general population. From this number, 97 students were identified as meeting all of the criteria for inclusion in the study. Sixty of these were finally randomly selected for participation in the study itself. These sixty were further subdivided into experimental and control groups of thirty each.

A description and discussion of the instruments used in the pre-testing and posttesting was included. This resulted in descriptions of: (1) California Test of Personality, Elementary Series, (2) New Developmental Reading Tests for the Intermediate Grades, and (3) How I See Myself Scale. Also described was a method of computing "learning rate" as another means of determining the effect of group counseling upon growth in reading achievement. The statistical procedure was described and its appropriate formula was given.

## CHAPTER IV

### PRESENTATION AND TREATMENT

#### OF THE DATA

The purpose of this chapter was to present a descriptive account of the statistical treatment of the data and the resultant findings. The major purpose of the study was to examine the effects of group counseling upon the self-concepts and reading performances of disabled readers in the fifth grade. It was an attempt to ascertain significant differences in the above two areas attributable to group counseling.

The data and their statistical treatment and interpretation are presented under the following headings: (1) an analysis of the performance of students on reading achievement measures on the Bond/Balow/Hoyt; (2) an analysis of the self-concept changes of students as measured by the CTP; (3) an analysis of the self-concept changes of students as measured by the Gordon scale; and (4) an analysis of the performance of students on reading achievement measures on the Bond/Balow/Hoyt based upon expected learning rate computed for each student.

In comparing experimental and control groups, three statistical comparisons were made for analyses 1-3 above. Using a t-test for related measures comparisons were made on a within group basis, on a between group basis, and on a change score basis. The comparisons for each analysis are presented in that order. Critical values for a one-tailed test were used (Bruning and Kintz, 1968, p. 219).

## Reading Achievement Test Findings

The comparisons between experimental and control groups in different factors measured by the Bond/Balow/Hoyt were examined to test the hypothesis:

H<sub>0</sub>1: There is no significant difference in reading growth, as measured by scores on a standardized reading instrument, between disabled readers experiencing group counseling, and disabled readers not experiencing group counseling in the following aspects:

- a. basic reading vocabulary
- b. general comprehension

### Within Group Comparisons

The before and after reading achievement test results are presented in tabular form. Table VIII contains the results for both the control and experimental groups analyzed on a within group basis.

Inspection of both the control and experimental within group means reveals a slight drop in mean scores after counseling on the vocabulary factor. Since a critical t-value of 1.699 with 29 df is necessary for the .05 level of confidence, the null hypothesis is accepted for vocabulary within group growth with both groups.

A study of within group growth on comprehension for the control group showed a significant change at the .05 level of confidence. Again a critical t-value of 1.699 for 29df was necessary for the .05 level. The mean raw score gain was 3.57 points.

An examination of the experimental within group growth on the comprehension factor also proves significant. The mean raw score gain was 9.35 points. The null hypothesis was rejected at the .0005 level for the experimental within group growth on the comprehension factor.



TABLE VIII  
 EXPERIMENTAL AND CONTROL WITHIN GROUP COMPARISON  
 OF MEAN BOND/BALOW/HOYT READING SCORES AND  
 ACCOMPANYING t-VALUES AFTER COUNSELING

Bond/Balow/Hoyt Reading Measure	Experimental Means				Control Means			
	Before	After	Difference	t-Value	Before	After	Difference	t-Value
Vocabulary	18.2	17.8	- .73	- .5279	16.76	16.56	- .20	- .1824
General Comprehension	19.36	29.23	9.35	**5.4771	22.26	25.83	3.57	*1.727

\*Denotes significance at .05 level.

\*\*Denotes significance beyond .0005 level.

In comprehension then, both the experimental and control within group growth was at a significant level. The control group exceeded the .05 level of confidence, while the experimental group was beyond the .0005 level of confidence.

#### Between Group Comparisons

The reading test results, after counseling, of the experimental and control groups were analyzed on a between group basis. Table IX depicts these comparisons.

TABLE IX  
EXPERIMENTAL AND CONTROL BETWEEN GROUP COMPARISON  
OF MEAN BOND/BALOW/HOYT READING SCORES  
AND ACCOMPANYING t-VALUES  
AFTER COUNSELING

Bond/Balow/Hoyt Reading Measure	Experimental Raw Score Means	Control Raw Score Means	Difference	t-Value
Vocabulary	17.80	16.56	1.24	.8726
General Comprehension	29.23	25.83	3.4	1.3726

In vocabulary the experimental raw score mean of 17.8 exceeded the control group mean of 16.56 by a raw score difference of 1.24. The resultant t-value was not significant. Though an observable gain appeared in favor of the experimental group, there was no significant

effect of counseling on vocabulary in a between group comparison.

General comprehension for the experimental group yielded a raw score mean of 29.23 as compared with a control group mean of 25.83. There was a mean score difference of 3.4 points in favor of the experimental group. The obtained t-value of 1.37 was below the critical value of 1.69 required for significance at the .05 level. Though an observable gain appeared in favor of the experimental group for comprehension there was no significant effect of counseling statistically evident, nor was there one on basis of vocabulary. The null hypothesis was thus accepted for both vocabulary and comprehension on a between group comparison.

#### Change Score Comparisons

A change score was computed for all subjects by subtracting pretest raw scores from posttest raw scores. A t-test for related measures was then run on vocabulary and comprehension measures. Table X depicts the range of change scores for experimental and control groups on the measures analyzed. In vocabulary change the experimental group's raw score changes ranged from -11 to +16 raw score points, while the control's raw score changes ranged from -11 to +11. In comprehension the experimental group's raw score change ranged from -7 to +33, and the control's change score from -18 to +24.

In the area of vocabulary, the experimental group shows 17 individuals with minus gains, while the control shows 18 individuals with minus gains. This may indicate that vocabulary itself is not subject to improvement via any kind of specific program by the time youngsters have reached fifth grade.

TABLE X  
 RANGE OF ACTUAL CHANGE SCORES FOR EXPERIMENTAL  
 AND CONTROL GROUPS ON BOND/BALOW/HOYT  
 READING MEASURES

Vocabulary		Comprehension	
Experimental Change Score	Control Change Score	Experimental Change Score	Control Change Score
- 1	- 3	12	13
- 5	- 1	6	- 1
- 5	8	10	7
- 3	4	13	- 4
0	- 4	9	-18
16	6	10	19
0	- 2	33	3
0	- 2	0	-11
-11	- 4	6	-18
- 8	- 9	18	-11
6	- 5	10	- 4
8	- 1	21	- 7
- 5	- 2	1	- 1
3	5	22	18
7	6	- 4	14
-11	5	13	10
4	- 3	5	- 3
- 3	-11	- 3	24
3	- 6	- 7	17
- 6	4	21	2
3	11	- 2	16
- 2	- 8	4	- 7
- 4	2	28	13
- 3	4	11	1
- 3	- 3	19	- 6
- 6	0	5	14
1	- 3	10	6
10	9	11	4
- 2	- 1	21	14
- 1	- 9	3	- 9
<u>-18</u>	<u>-13</u>	<u>306</u>	<u>95</u>

Comprehension showed negative gains for four experimental subjects as compared with 13 control subjects with negative gains. The order of the scores represents the order the subjects were assigned to groups based on I.Q. pairings.

Comparisons of mean change scores, in vocabulary and comprehension, and t-values for each group are presented in Table XI. To eliminate negative numbers a constant of eleven was added to each vocabulary change score, and a constant of eighteen to each comprehension change score.

TABLE XI  
EXPERIMENTAL AND CONTROL COMPARISON OF  
BOND/BALOW/HOYT READING CHANGE SCORES  
AND ACCOMPANYING t-VALUES  
AFTER COUNSELING

Bond/Balow/Hoyt Reading Measure	Experimental Change Score Mean		Control Change Score Mean		Corrected Difference	t- Value
	Corrected	Actual	Corrected	Actual		
@Vocabulary	10.46	- .60	10.76	- .49	- .30	.2232
#Comprehension	28.20	10.2	21.83	3.2	6.36	*2.2547

@Constant of 11 was added to all corrected raw score changes.

#Constant of 18 was added to all corrected raw score changes.

\*Denotes significance at .025 level.

A comparison of means by the related measure t-test found no significant difference on vocabulary between experimental and control groups. Both groups did show a decrease as noted on the within comparisons. The null hypothesis for vocabulary change score was consequently accepted.

The comprehension change score comparisons yielded different results. A critical t-value of 2.045 for 29df was necessary for significance at the .025 level of confidence. The obtained t-value of 2.254 was computed in favor of the experimental group. The null hypothesis for comprehension change score was rejected at the .025 level. On comprehension change score the students in the experimental group showed significant actual and corrected gains over those in the control group. In actual gain the 10.2 raw score mean of the experimental group surpassed the 3.2 raw score mean of the control group.

#### CTP Self-Concept Findings

The comparisons between experimental and control groups in different areas measured by the CTP were examined to test the hypothesis:

Ho2: There is no significant difference between the self-concepts of disabled readers experiencing group counseling and the self-concepts of disabled readers not experiencing group counseling in the following aspects:

- a. self-reliance
- b. sense of personal worth
- c. sense of personal freedom
- d. feeling of belonging
- e. withdrawing tendencies
- f. nervous symptoms
- g. total personal adjustment (a-f above)

### Within Group Comparisons

The CTP personal adjustment measures of the within group raw score growth for experimental and control groups, after counseling, is depicted in Table XII. The computed t-values are also included.

Within group gains were inspected on each separate CTP measure for control and experimental groups. The gains were examined by a t-test.

Examination of each separate CTP measure for the control group shows no t-values equal to or exceeding the critical t-value necessary (1.69) for significance at the .05 level. The null hypothesis was accepted for each measure a-f, as well as total personal adjustment (g) for control within group growth.

For the control group, posttest scores were lower than pretest scores on sense of personal worth, sense of personal freedom, feeling of belonging, and total personal adjustment.

Further study of Table XII on experimental means showed slightly different results. Self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, and total personal adjustment all fell below the critical t-value necessary for the .05 level of significance. The null hypothesis was accepted for these measures. Also, sense of personal freedom reflected a lower posttest value than its pretest value. However, measure g, nervous symptoms, was found to have a computed t-value of 1.922 calling for rejection of the null hypothesis for "nervous symptoms" in favor of the experimental group at the .05 level of confidence. The experimental group showed positive gains in adjustment as indicated by their higher score.

TABLE XII

EXPERIMENTAL AND CONTROL WITHIN GROUP COMPARISON OF  
MEAN CTP SELF CONCEPT SCORES AND ACCOMPANYING  
t-VALUES AFTER COUNSELING

@CTP Self Concept Measures	Experimental Means				Control Means			
	Before	After	Difference	t-Value	Before	After	Difference	t-Value
Self reliance	6.366	6.933	.5670	1.2123	6.733	7.40	.667	1.887
Sense of personal worth	6.266	6.40	.1340	.3197	7.466	6.766	-.700	-6.6413
Sense of personal freedom	6.80	6.133	-.6670	-1.3040	7.966	7.066	-.900	-1.6936
Feeling of belonging	7.06	7.40	.340	.7792	7.966	7.900	-.066	-.7366
Withdrawing tendencies	5.533	5.566	.033	.6274	5.833	5.833	0	0
Nervous symptoms	5.80	6.733	.933	*1.9229	6.233	6.833	.600	1.4207
Total Personal Adjustment	38.16	39.366	1.20	.808	42.133	41.80	-.333	.1957

\* Denotes significance at .05 level.

@A higher score reflects improved adjustment.



Between Group Comparisons

The CTP personal adjustment measures of the between group raw score mean comparisons for experimental and control groups, after counseling, is depicted in Table XIII. Computed t-values are also included.

TABLE XIII  
EXPERIMENTAL AND CONTROL BETWEEN GROUP COMPARISON  
OF MEAN CTP SELF-CONCEPT SCORES AND  
ACCOMPANYING t-VALUES  
AFTER COUNSELING

CTP Self-Concept Measure	Experimental Raw Score Means	Control Raw Score Means	Difference*	t-Value
Self reliance	6.933	7.40	- .4667	- .9997
Sense of personal worth	6.40	6.766	- .366	- .5538
Sense of personal freedom	6.133	7.066	- 9.33	-1.1735
Feeling of belonging	7.40	7.90	- .50	- .6994
Withdrawing tendencies	5.566	5.833	- .267	- .1347
Nervous symptoms	6.733	6.833	- .10	- .1347
Total Personal Adjustment	39.366	41.80	-2.430	- .7911

\* A required critical t-value with 29df is 2.045 for .05 level; thus no significant difference is shown on any factor.

Between group differences were inspected on each separate CTP measure for control and experimental groups. Mean differences were examined by a t-test for related measures.

Examination of each separate CTP measure reveals no computed t-value equal to or exceeding the critical value necessary (1.69) for significance at the .05 level, although an observable difference on total personal adjustment of 2.4 raw score points favoring the control group was noted. The null hypothesis was accepted for self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, nervous symptoms, and total personal adjustment for between group comparisons.

#### Change Score Comparisons

A change score was computed for all subjects by subtracting pretest raw scores from posttest raw scores. A t-test for related measures was then run on each subtest measure comparing experimental group and control group change scores. Table XIV depicts the range of change score differences for the CTP measures. The order of the scores represents the order the subjects were assigned to groups based on I.Q. pairings.

On sense of personal freedom both groups had lower posttest scores than pretest scores. On sense of personal worth, there was a slight gain for the experimental group while the control group dropped 26 points. On total personal adjustment the experimental group gained 36 points, while the control dropped 12.

Comparison of mean change scores on all measures of the CTP, and computed t-values for each group is presented in Table XV. To

TABLE XIV

RANGE OF ACTUAL CHANGE SCORES FOR EXPERIMENTAL  
AND CONTROL GROUPS ON CTP MEASURES

<u>Self Reliance</u>		<u>Sense of Personal Worth</u>		<u>Sense of Personal Freedom</u>		<u>Feeling of Belonging</u>		<u>Withdrawing Tendencies</u>		<u>Nervous Symptoms</u>		<u>Total Personal Adjustment</u>	
E	C	E	C	E	C	E	C	E	C	E	C	E	C
2	1	-1	-1	-3	-1	3	-3	1	-1	0	3	1	-2
1	1	1	2	-1	0	-4	2	-1	8	1	4	-3	17
3	0	1	-1	-1	-1	0	1	-3	5	-3	0	-3	4
-2	1	2	3	1	-1	3	3	-2	2	3	2	5	10
-6	5	0	-3	-3	-4	0	-1	-4	2	1	2	-12	1
3	0	1	-3	-7	-4	-6	-3	-2	-2	-2	1	-13	-11
1	2	1	0	2	-2	0	1	5	-1	6	1	15	1
-2	0	-3	2	-3	-3	-3	1	-2	-2	4	-2	-9	-4
0	-5	1	1	-4	4	2	2	-1	-1	1	2	-1	3
1	-2	-5	-4	0	-1	2	0	4	-8	1	-3	3	-18
1	2	5	2	3	0	3	1	2	-2	4	2	18	5
5	1	2	2	1	1	6	5	6	1	2	0	22	10
4	-1	-2	-8	3	-6	3	-3	-5	1	0	0	3	-17
-1	0	0	-2	-2	4	1	1	4	6	-2	5	0	14
-1	0	1	1	-4	-2	1	-5	0	-3	2	1	-1	-8
-2	2	1	0	-5	-2	0	0	4	3	3	-2	1	1

TABLE XIV (Continued)

<u>Self Reliance</u>		<u>Sense of Personal Worth</u>		<u>Sense of Personal Freedom</u>		<u>Feeling of Belonging</u>		<u>Withdrawing Tendencies</u>		<u>Nervous Symptoms</u>		<u>Total Personal Adjustment</u>	
E	C	E	C	E	C	E	C	E	C	E	C	E	C
-4	-1	-4	-3	1	5	3	2	1	-4	6	-2	3	-4
2	2	1	-2	3	2	2	1	1	2	4	-2	12	3
0	0	-1	0	-6	-3	-1	4	-2	1	1	-2	-9	1
1	0	-2	-2	0	2	-3	2	-4	3	1	1	-7	10
5	0	1	-8	2	-3	-3	-2	-3	-2	-6	-3	-4	-18
1	3	2	-1	0	-4	-2	-5	1	-10	-3	2	-1	-13
2	5	4	0	0	-6	0	0	-3	1	0	0	3	0
2	3	2	4	3	-3	3	-3	0	1	-1	-4	9	-1
-5	-2	-2	4	1	2	2	2	-3	1	2	5	-4	12
2	1	-3	-2	1	0	1	0	1	-2	3	1	4	0
-1	0	1	-4	-1	-4	-2	5	2	3	-1	1	-2	-11
1	0	3	-3	2	2	-2	2	1	0	1	1	6	2
1	0	-2	1	-1	2	0	0	3	1	1	3	2	7
3	1	-1	-1	-4	0	1	1	0	-3	0	1	-2	-6
17	19	4	-26	-22	-26	9	11	1	0	29	18	36	12

eliminate negative change scores constants were added to each change score in the amount of: (a) six for self reliance; (b) eight for sense of personal worth; (c) seven for sense of personal freedom; (d) six for feeling of belonging; (e) ten for withdrawing tendencies; (f) six for nervous symptoms; and (g) eighteen for total personal adjustment.

TABLE XV  
EXPERIMENTAL AND CONTROL GROUP COMPARISON OF CTP  
SELF CONCEPT CHANGE SCORES AND ACCOMPANYING  
t-VALUES AFTER COUNSELING

CTP Self Concept Measures	Experimental Change Score Mean		Control Change Score Mean		Corrected Difference	t- Value
	Corrected	Actual	Corrected	Actual		
Self reliance	6.566	.56	6.333	.63	.067	.1115
Sense of personal worth	8.133	.13	7.133	.86	1.00	*1.7001
Sense of per- sonal freedom	6.266	.73	6.133	.86	.133	.192
Feeling of belonging	6.30	.30	6.36	.36	-.066	-.1065
Withdrawing tendencies	10.3	.03	10.0	.00	.03	.0326
Nervous symptoms	6.966	.96	6.60	.60	.366	.562
Total Personal Adjustment	19.20	1.3	17.60	.40	1.60	.7872

\*Denotes significance at .05 level.

A comparison of means by the related measure t-test found no difference on self reliance, sense of personal freedom, feeling of belonging, withdrawing tendencies, nervous symptoms, and total personal

adjustment, although an observable difference in total personal adjustment of 1.60 favoring the experimental group was noted. The null hypothesis for these factors was accepted.

The subtest measure, sense of personal worth, revealed a computed t-value of 1.7001. This is greater than the critical value needed (1.699) for significance. The null hypothesis for sense of personal worth was rejected at the .05 level of confidence in favor of the experimental group.

### Gordon "How I See Myself" Findings

The comparisons between experimental and control groups in different areas measured by the Gordon scale were examined to test the hypothesis:

Ho3: There is no significant difference between the self-concepts of disabled readers experiencing group counseling and the self-concepts of disabled readers not experiencing group counseling in the following aspects:

- a. teacher-school
- b. autonomy
- c. physical appearance
- d. interpersonal adequacy
- e. academic adequacy

### Within Group Comparisons

The Gordon "How I See Myself" measures of the within group raw score gains for experimental and control groups, after counseling is depicted in Table XVI. The computed t-values are also included.

Within group gains were inspected on each separate Gordon measure for control and experimental groups. The gains were examined by a related measures t-test.

TABLE XVI

EXPERIMENTAL AND CONTROL WITHIN GROUP COMPARISON OF  
 MEAN GORDON "HOW I SEE MYSELF" SCORES AND  
 ACCOMPANYING t-VALUES AFTER COUNSELING

How I See Myself Measure	Experimental Means				Control Means			
	Before	After	Difference	t-Value	Before	After	Difference	t-Value
Teacher school	20.566	21.666	1.10	1.348	20.466	19.50	- .966	- .7078
Autonomy	27.733	27.30	- .43	- .3415	28.63	29.63	1.00	.8030
Physical appearance	27.733	28.80	1.06	1.176	26.56	28.86	2.30	*2.5453
Interpersonal adequacy	60.10	67.93	7.83	**6.0398	61.66	63.06	1.40	1.018
Academic adequacy	19.03	18.80	- .230	- .283	19.03	18.76	- .270	- .3006

\*Denotes significance at .01 level.

\*\*Denotes significance beyond .0005 level.

Examination of each separate Gordon measure for the control group shows mean gains of 1.0 on autonomy, and 1.4 on interpersonal adequacy. An observable gain was noted for each of these measures; however, computed t-values were not large enough to establish significance at the .05 level. Teacher school and academic adequacy also failed to approach significance. Thus on teacher-school, autonomy, interpersonal adequacy, and academic adequacy the null hypothesis was accepted for the within group comparison for the control group.

One Gordon measure for the control group within analysis proved significant. Physical appearance showed a within mean gain of 2.30 raw score points and revealed a computed t-value of 2.545. This exceeded that necessary (2.462) for the .01 level of significance. The null hypothesis was rejected for the physical appearance measure in the control group.

Examination of experimental mean growth scores on a within basis showed teacher school having a positive gain of 1.10 points, with physical appearance noting a gain of 1.06. Neither of these gains were large enough to be significant when their t-values were computed, though an observable gain was noted for both measures. Autonomy and academic adequacy also were too low to be significant. The null hypothesis was accepted for teacher school, autonomy, physical appearance, and academic adequacy for the experimental group within comparisons.

Interpersonal adequacy showed definite significance for the experimental group on a within comparison. A mean gain of 7.83 raw score points was made. The computed t-value of 6.0398 was beyond that necessary for significance at the .0005 level of confidence. The null



hypothesis for the measure interpersonal adequacy was rejected for the experimental group on a within group comparison.

Between Group Comparisons

The Gordon "How I See Myself" measures of the between group raw score mean comparisons for experimental and control groups, after counseling, is depicted in Table XVII. Computed t-values are also included.

TABLE XVII  
EXPERIMENTAL AND CONTROL BETWEEN GROUP COMPARISONS  
OF MEAN "HOW I SEE MYSELF" SCORES AND  
ACCOMPANYING t-VALUES  
AFTER COUNSELING

How I See Myself Factor	Experimental Raw Score Means	Control Raw Score Means	Difference	t-Value
Teacher school	21.666	19.50	2.166	1.2778
Autonomy	27.30	29.633	-2.333	-1.1523
Physical appearance	28.80	28.86	- .06	- .0277
Interpersonal adequacy	67.933	63.066	4.867	*1.8147
Academic adequacy	18.800	18.766	.034	.025

\* Denotes significance at .05 level.

Between group differences were inspected on each separate Gordon measure for control and experimental groups. Mean differences were examined by using a related measures t-test.

Examination of each separate Gordon measure shows a positive gain of 2.166 raw score points on the teacher school factor in favor of the experimental group. Though not significant, an observable gain was noted. An observable gain in favor of the control group was noted on the autonomy measure. The control mean exceeded the experimental by 2.333 raw score points. However, the computed t-values for these measures was not large enough to show statistical significance at the .05 level. In addition, academic adequacy and physical appearance failed to show a critical t-value equal to or larger than the required 1.699 necessary for the .05 level. For teacher school, physical appearance, autonomy, and academic adequacy the null hypothesis was accepted on a between group comparison.

For interpersonal adequacy, Table XVII shows a mean raw score gain in favor of the experimental group of 4.867 points. A computed t-value of 1.8147 was obtained, and noted to be above the critical t-value of 1.699 necessary for .05 significance. On interpersonal adequacy the null hypothesis was rejected at the .05 level of significance in favor of the experimental group.

#### Change Score Comparisons

A change score was computed for each control and experimental subject by subtracting the pretest raw scores from the posttest raw scores. A t-test for related measures was then run on each subtest measure comparing experimental group and control group change scores.

Table XVIII depicts the range of change scores for each measure.

On teacher school, the experimental group showed a slight gain of 13 points with the control group showing -35 point drop; a spread of 48 points favoring the experimental group. Physical appearance found the control group attained a growth of 73 total points as compared with 28 for the experimental group.

Comparison of mean change scores on all measures of the Gordon scale and computed t-values are presented in Table XIX. To eliminate negative change scores, constants were added to each change score in the amount of: (a) sixteen points for teacher school; (b) fourteen points for autonomy; (c) twelve points for personal appearance; (d) nine for interpersonal adequacy, and (e) eleven for academic adequacy.

A comparison of mean change scores by related measures t-tests found no significant differences on teacher-school, physical appearance, and academic adequacy. The null hypothesis for these measures was consequently accepted.

Autonomy showed a corrected raw score difference in favor of the control group of 3.494 points. This exceeded the critical t-value of 1.699 necessary for acceptance at the .05 level. The null hypothesis was then rejected for the autonomy measure in favor of the control group.

The experimental group showed a 5.60 corrected raw score gain over the control on interpersonal adequacy. The computed t-value of 3.0262 exceeded the critical t-value of 2.756 necessary for .005 level of significance. The null hypothesis was then rejected for the interpersonal adequacy factor in favor of the experimental group.

TABLE XVIII

RANGE OF CHANGE SCORES FOR EXPERIMENTAL AND CONTROL  
GROUPS ON "HOW I SEE MYSELF" MEASURES

<u>Teacher School</u>		<u>Autonomy</u>		<u>Personal Appearance</u>		<u>Interpersonal Adequacy</u>		<u>Academic Adequacy</u>	
E	C	E	C	E	C	E	C	E	C
4	-3	-11	-8	4	-4	19	-3	-8	4
9	0	-11	2	-1	0	11	9	8	2
3	-2	-3	2	-5	10	4	10	-2	5
1	-1	-3	4	6	1	13	-5	4	0
-1	-4	-2	7	-1	7	7	15	0	8
-4	4	6	-4	8	4	11	1	0	-6
-1	6	6	-2	-1	-11	9	5	-5	1
-9	3	-5	-5	-1	3	0	-6	3	-4
1	2	-10	9	1	1	0	-5	-1	3
-1	-16	5	13	4	-5	5	-4	2	-11
-2	-5	7	10	4	2	5	2	1	-1
5	-7	9	0	5	5	13	10	8	0
-6	-8	13	2	9	12	31	-3	6	-4
0	0	-5	3	0	6	5	6	-1	-2
0	0	-5	1	-12	5	-5	-6	-1	0
2	2	0	-1	-1	3	17	-1	3	0

TABLE XVIII (Continued)

<u>Teacher School</u>		<u>Autonomy</u>		<u>Personal Appearance</u>		<u>Interpersonal Adequacy</u>		<u>Academic Adequacy</u>	
E	C	E	C	E	C	E	C	E	C
-6	-2	-14	12	-1	2	0	17	-9	10
11	4	-13	9	6	6	19	15	6	3
-3	7	-8	15	2	4	8	-3	5	-6
4	2	3	-2	-6	1	1	-8	-4	-2
1	-5	3	-11	2	-2	9	4	0	-9
-1	5	1	13	-2	1	9	8	-1	6
0	-9	4	-1	2	4	6	-8	-2	-2
-3	-2	-3	2	7	10	7	10	-2	5
8	2	0	-1	0	-4	9	-4	-5	2
-2	2	-9	2	6	2	6	1	-4	4
6	-7	4	1	3	4	6	-1	-6	-2
5	-2	0	4	-7	7	4	4	4	-6
-6	-5	1	-5	5	-4	7	-9	-1	-2
-2	4	0	6	-8	3	0	6	-4	0
<u>13</u>	<u>-35</u>	<u>-40</u>	<u>77</u>	<u>28</u>	<u>73</u>	<u>236</u>	<u>57</u>	<u>-6</u>	<u>-4</u>

TABLE XIX  
 EXPERIMENTAL AND CONTROL GROUP COMPARISON  
 OF "HOW I SEE MYSELF" MEAN CHANGE  
 SCORES AND ACCOMPANYING t-VALUES  
 AFTER COUNSELING

How I See Myself Measure	Experimental Change Score Mean		Control Change Score Mean		Corrected Difference	t- Value
	Corrected	Actual	Corrected	Actual		
Teacher school	16.733	.43	14.833	-1.16	1.9	1.6323
Autonomy	13.066	-1.33	16.56	2.56	-3.494 *	-1.870
Physical appearance	13.3	.93	14.3	2.43	-1.0	- .7694
Interpersonal adequacy	16.83	7.86	11.23	1.90	5.60 **	3.0262
Academic adequacy	10.80	- .20	10.86	- .13	.266	.2529

\*Denotes significance at .05 level.

\*\*Denotes significance at .005 level.

In short the control exceeded the experimental on autonomy at the .05 level of significance. The experimental exceeded the control on interpersonal adequacy at a higher .005 level. No significance was found on the other factors.

#### Learning Rate Comparisons

Various methods have been and are being debated as to the best way to go about measuring or ascertaining growth and achievement in individuals. This writer chose the concept of a "learning rate" as a

probable factor with which to more accurately measure learning. The interested reader is referred to definition of terms, pages 9-11 of this paper.

Experimental and control groups were then compared on a learning rate basis to test the hypothesis:

Ho4: Based upon learning rate, there is no significant difference in reading comprehension growth between disabled readers experiencing group counseling, and disabled readers not experiencing group counseling.

Individual learning rates and raw score gains above computed learning rates and their comparisons for control and experimental groups are shown in Table XX. The order of the scores represents the order the subjects were assigned to groups, based on I.Q. pairings.

The experimental group showed five individuals scoring lower than their computed expected score, while 12 control subjects failed to achieve their computed expected score.

The experimental group showed a range of -8.2 to +32.0 difference from computed expectancy and the control range showed a spread of -19.5 to +22.8. It can be seen by inspection that greater gains were achieved by experimental subjects, both on an individual and group basis. The experimental raw score mean difference more than tripled the control.

Comparisons of corrected group means and differences are depicted in Table XXI along with computed t-values. To eliminate negative numbers a constant of twenty was added to each subject's change score based upon his learning rate.

TABLE XX

EXPERIMENTAL AND CONTROL GROUP INDIVIDUAL  
 COMPREHENSION RAW SCORE COMPARISONS  
 BASED UPON COMPUTED LEARNING RATES

Experimental Subjects				Control Subjects			
Pretest Scores	*Expected Score	Posttest Scores	Change From Anticipated Learning Rate	Pretest Scores	*Expected Score	Posttest Scores	Change From Anticipated Learning Rate
28	29.5	40	10.5	32	33.7	45	11.3
23	24.6	29	4.4	25	26.4	24	-2.4
27	28.8	37	8.2	41	42.3	48	5.7
19	20.0	32	12.0	29	30.6	25	-5.6
27	28.8	36	7.2	28	29.5	10	-19.5
28	29.8	38	8.2	29	30.6	48	17.4
12	12.8	45	32.2	29	30.6	32	1.4
24	25.6	24	-1.6	30	31.6	19	-12.6
15	16.0	21	5.0	26	27.4	8	-19.4
24	25.6	42	16.4	25	26.4	14	-12.4
19	20.2	29	8.8	23	24.3	19	-5.3
22	23.4	43	19.6	23	24.3	16	-8.3
25	26.6	26	-.6	18	19.0	17	-2.0
18	19.2	30	10.8	26	27.4	44	16.6
14	15.0	10	-5.0	18	19.0	32	13.0



TABLE XX (Continued)

Experimental Subjects				Control Subjects			
Pretest Scores	*Expected Score	Posttest Scores	Change From Anticipated Learning Rate	Pretest Scores	*Expected Score	Posttest Scores	Change From Anticipated Learning Rate
23	24.6	36	11.4	25	26.4	35	8.6
18	19.1	23	3.9	23	24.3	20	-4.3
20	21.2	17	-4.2	21	22.2	45	22.8
22	23.2	15	-8.2	10	10.5	27	16.5
3	3.1	24	20.9	8	8.5	10	1.5
19	20.2	17	-3.2	10	10.5	26	15.5
17	18.4	21	2.6	18	19.0	11	-8.0
18	19.1	46	26.9	25	26.4	11.6	11.6
19	20.2	30	9.8	20	21.0	21	0
16	17.1	35	17.9	17	18.0	23	5.0
19	20.2	24	3.8	16	16.9	30	13.1
24	25.6	34	8.4	8	8.5	14	5.5
15	16.0	26	10.0	21	22.1	25	2.9
15	15.8	36	20.2	27	28.5	41	12.5
8	8.5	11	2.5	17	18.0	8	-10.0
			275.6				71.1
Mean Gain			9.18				2.37

\* Scores in this column are computed from the pretest scores using the learning rate formula, pp. 10-11.

TABLE XXI  
 EXPERIMENTAL AND CONTROL GROUP MEAN COMPARISON  
 ON TOTAL COMPREHENSION GAIN BASED  
 UPON COMPUTED LEARNING RATE

	Experimental	Control	Difference	t-Value
@ Mean comprehension gain above expected learning rate	28.626	22.103	6.523	*2.3343

@ Means reported above reflect a constant of twenty added to each.

\* Denotes significance at .025 level.

The experimental group, on a mean raw score basis, exceeded their corrected computed learning rate score by 28.626 points. The control group exceeded their corrected computed learning rate scores by 22.103 points. The experimental group mean raw score was 6.523 points higher than the control. A t-value of 2.3343 was in excess of the critical t-value necessary for .025 significance.

Using a learning rate basis on the measure of general comprehension, the null hypothesis was rejected in favor of the experimental group.

#### Summary

This chapter has presented the statistical results obtained in the treatment of the data. A t-test for related measures was used to test the different hypotheses regarding the effects of counseling.

For Bond/Balow/Hoyt reading measures  $H_{01}$  was accepted for:

(a) within group vocabulary comparisons; (b) between group vocabulary comparisons; (c) between group comprehension comparisons; and (d) vocabulary change score comparisons.  $H_{01}$  was rejected for: (2) within group comprehension score comparisons; and (b) comprehension change score comparisons.

On CTP self-concept measures  $H_{02}$  was accepted for: (a) all within factors for the control group; (b) all between group comparisons; and (c) change score comparisons on self reliance, sense of personal freedom, feeling of belonging, withdrawing tendencies, nervous symptoms, and total personal adjustment.  $H_{02}$  was rejected on nervous symptoms favoring the experimental group on a within group basis.

Findings of the Gordon How I See Myself scale called for acceptance of  $H_{03}$  for: (a) teacher school, autonomy, physical appearance, and academic adequacy of the experimental group within comparisons; (b) teacher school, autonomy, interpersonal adequacy, and academic adequacy of the control group within comparisons; (c) teacher school, autonomy, physical appearance, and academic adequacy on a between group basis; and (d) teacher school, physical appearance, and academic adequacy on a change score basis.

$H_{03}$  was rejected for: (a) interpersonal adequacy of the experimental group on a within group basis; (b) physical appearance of the control group on a within group basis; (c) interpersonal adequacy for the experimental group on a between group basis; (d) autonomy for the control group on a change score basis; and (e) interpersonal adequacy for the experimental group on a change score basis.

Concerning learning rate,  $H_04$  was rejected favoring the experimental group when comparisons were made on comprehension change scores based on a computed learning rate. These analyses will be discussed in further detail in Chapter V.

## CHAPTER V

### SUMMARY, CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS FOR FURTHER STUDY

#### Review of Purpose and Design

This study was based upon the writer's assumption that self-concept is a very critical and influential factor in the educational experiences of elementary school students. In addition it is this writer's opinion that guidance services in the elementary school are a significant and worthwhile part of an ideal school curriculum. Thus the design of the present study was initiated.

The problem of this investigation, as originally stated in Chapter I, was to study the effect of group counseling with small groups of disabled readers. Two general areas of its effect were particularly important. First an attempt was made to determine whether or not self-concept could be improved through participation in a group counseling program. Secondly growth in reading achievement was examined to determine possible effects of group counseling on growth in reading skills.

The problem was examined in light of these previously stated hypotheses:

Hol: There is no significant difference in reading growth, as measured by scores on a standardized reading instrument, between disabled readers experiencing group counseling in the following aspects:

- a. basic reading vocabulary
- b. general comprehension

Ho2: There is no significant difference between the self-concepts of disabled readers experiencing group counseling and the self-concepts of disabled readers not experiencing group counseling in the following aspects:

- a. self-reliance
- b. sense of personal worth
- c. sense of personal freedom
- d. feeling of belonging
- e. withdrawing tendencies
- f. nervous symptoms
- g. total personal adjustment (a-f above)

Ho3: There is no significant difference between the self-concepts of disabled readers experiencing group counseling and the self-concepts of disabled readers not experiencing group counseling in the following aspects:

- a. teacher-school
- b. autonomy
- c. physical appearance
- d. interpersonal adequacy
- e. academic adequacy

Ho4: Based upon learning rate, there is no significant difference in reading comprehension growth between disabled readers experiencing group counseling, and disabled readers not experiencing group counseling.

The subjects of the study were 60 fifth-grade disabled readers at least 1.0 years below reading expectancy as determined by the Bond/Balow/Hoyt New Developmental Reading Tests for Intermediate Grades in the Stillwater, Oklahoma public schools. In addition to being disabled readers, the subjects were classified as being below the 50th percentile on the California Test of Personality, Personal Adjustment Section, and

within  $\pm$  one standard deviation of average intellectual ability as measured by the California Test of Mental Maturity.

The subjects were tested on a pre-post basis with the following instruments: (1) California Test of Personality, Forms A and B, (2) the New Developmental Reading Tests for the Intermediate Grades, Forms A and B, and (3) the How I See Myself Scale, by Ira Gordon. A special learning rate based upon past performance was also computed for each subject and analyzed on a posttest basis.

Control and experimental groups were randomly determined. Examination of groups after pretesting showed them as not being significantly different in I.Q., vocabulary scores, and GTP scores. The control group had a significantly higher comprehension mean raw score prior to the initiation of the study. Data were obtained during the spring semester of 1970.

Subjects of the experimental group participated for 12 weeks in bi-weekly group counseling sessions of 45 minutes per session. The control group subjects received no counseling or special attention. Results and comparisons of the instruments used were analyzed using a t-test for related measures (Bruning and Kintz, 1968, pp. 12-15).

#### Summary of Major Findings

At the end of 12 weeks both groups were re-tested and the data treated statistically as described in Chapter IV.

#### Significant Findings

An examination of the within group growth of the experimental and control groups on reading scores showed significant growth in

comprehension for both groups. The control group showed increased mean raw score gain of 3.5 points significant at the .05 level of confidence. The experimental group showed an even greater increase in mean raw score gain of 9.35 points significant beyond the .0005 level of confidence. Though both groups made significant reading growth, inspection of their gains shows that the experimental group's growth far exceeded that of the control.

Examination of within group growth on the California Test of Personality revealed a statistically significant difference (.05) for the experimental group in the area of "nervous symptoms."

The Gordon How I See Myself scale revealed two significant within group findings. Measuring within group growth for the control, a significant difference (.01) was revealed on "physical appearance." Also a within group growth revealed significance (.0005) for the experimental group on "interpersonal adequacy." Table XXII depicts the significant within findings.

In examining the change score comparison on the Bond/Balow/Hoyt New Developmental Reading Tests one measure revealed a significant gain. The experimental group showed a mean raw score gain of 6.36 points above the control on the comprehension factor. This was noted to be significant at the .025 level of confidence.

"Sense of personal worth" was the only other California Test of Personality measure evidencing significance. It was observed as being significant (.05) in favor of the experimental group when analysis was done on a change score basis.



TABLE XXII  
SIGNIFICANT DIFFERENCES BASED UPON  
WITHIN GROUP COMPARISONS

Measure	Group	*Level of Significance
Bond/Balow/Hoyt Reading Test Comprehension	Control	.05
Bond/Balow/Hoyt Reading Test Comprehension	Experimental	.0005
California Test of Personality Nervous Symptoms	Experimental	.05
Gordon <u>How I See Myself</u> Physical Appearance	Control	.01
Gordon <u>How I See Myself</u> Interpersonal Adequacy	Experimental	.0005

\*29df used for all values.

Change scores on the Gordon scale appeared as significant on "autonomy" at the .05 level in favor of the control group. Significance appeared again on "interpersonal adequacy" for the experimental group at the .005 level of confidence. Table XXIII depicts significant change score findings.

In between group comparisons on the Gordon scale only the measure "interpersonal adequacy" was significant. A level of .05 was obtained in favor of the experimental group. Table XXIV depicts significant between group findings.

TABLE XXIII

SIGNIFICANT DIFFERENCES BASED UPON  
CHANGE SCORE COMPARISONS

Measure	Group	* Level of Significance
Bond/Balow/Hoyt Reading Test Comprehension	Experimental	.025
California Test of Personality Sense of Personal Worth	Experimental	.05
Gordon <u>How I See Myself</u> Autonomy	Control	.05
Gordon <u>How I See Myself</u> Interpersonal Adequacy	Experimental	.005

\* 29df used for all values.

TABLE XXIV

SIGNIFICANT DIFFERENCES BASED UPON  
BETWEEN GROUP COMPARISONS

Measure	Group	* Level of Significance
Gordon <u>How I See Myself</u> Interpersonal Adequacy	Experimental	.05

\* 29df used for critical value.

On the special comparison of growth above a predicted score determined by a computed learning rate for each subject based on past experience, it was shown that the experimental group exceeded the control by 6.5 mean raw score points. Significance at the .025 level was thus obtained favoring the experimental group for the comprehension factor examined on a learning rate basis. Table XXV depicts significant results of learning rate comparisons.

TABLE XXV  
SIGNIFICANCE OF LEARNING RATE COMPARISON

Measure	Group	* Level of Significance
Computed Learning Rate	Experimental	.025

\*29df used for critical value.

The measure "interpersonal adequacy" was the only area showing significance in within, between, and change score comparisons. In all instances it was in favor of the experimental group.

#### Observed Gains of 1.5 or Greater

Though not statistically significant some findings are felt to be of special interest. Generally these findings approached the critical t-value but did not reach it. Such findings will be pointed out as

observable gains that were noted in the statistical analyses employed, and are as follows:

1. Between group comparisons on comprehension showed an increase of 3.4 mean raw score points in favor of the experimental group.
2. Change score comparisons on total personal adjustment showed an increase of 1.60 mean raw score points in favor of the experimental group.
3. Between group comparisons on teacher-school showed a gain of 2.16 mean raw score points higher than the control.
4. Change score comparison on teacher-school showed a 1.9 mean raw score gain in favor of the experimental group.

It should be remembered that before the study began the control group had a higher mean score on comprehension than did the experimental group. Another sidelight reveals that while California Test of Personality scores did not show significance, the experimental group increased 1.20 raw score points while the control went down -.33 raw score points.

Still another variable has to do with procedure. Had the raw scores been converted to grade scores or percentiles before the statistics were done, significance would have been evident on many more measures than were found by using raw scores. This examiner felt that the use of raw scores was more accurate and less subject to minor variation than other types of derived scores.

#### Conclusions

Within the limitations of the data herein reported, the findings

suggest several conclusions in regards to the areas that were under investigation.

#### Conclusions Based Upon Hypotheses

1. Fifth-grade disabled readers tend to show greater gains in reading growth from a bi-weekly group counseling program over a 12-week period of time, than do those of like nature not experiencing group counseling.
2. Between, within, and change score analysis all showed significant gains in interpersonal adequacy for those students who participated in the group counseling portion of the study as opposed to the control group which did not.
3. Using an individual learning rate in reading comprehension for each subject, findings tend to show significant positive growth in favor of those participating in group counseling as opposed to those not experiencing group counseling.
4. Educational group counseling helps some individuals improve their self-concepts, and in turn, also has a positive effect upon comprehension reading performance to a significant degree.

#### Observations Not Directly Related To The Hypotheses

1. In examining over-all results of the California Test of Personality the experimental group showed a slight increase in adjustment, with the control showing a slight decrease in adjustment. A conclusion is offered that this may be somewhat indicative that personality difficulties in the form of low

self-concepts, left unattended may tend to actually increase in severity in our present public school settings.

2. Educational group counseling can be a very effective special service in modern curricula to aid in promoting more optimal functioning of students.
3. Schools, agencies, and clinics may be more successful in the remediation of reading disabilities if counseling services are made available as a part of the total developmental program.
4. By the time youngsters reach fifth grade vocabulary breadth is very resistant to positive change. Both groups showed negligible growth in this area.

#### Discussion

It is felt that counselor availability was less than desirable in this study. While the writer believes that the duration of the study was sufficient in length, the fact that the counselor was not a part of the building staff full time is felt to have been a factor that was not desirable.

A more pertinent item was that the subjects were not given a choice as to whether or not they were to participate. The decision, for the most part, was made for them. This writer holds the belief that many other elementary school counselors do, which is, that counseling is of optimal value when the counselee comes on a self-referral basis. Based upon past counseling experience with similar types of students it is believed that had a counselor been a part of the building staff full time, many if not most, of those students involved in the study would have referred themselves for counseling services of

their own volition.

The counselor was not available after school and before school for unscheduled visits by students. This is a very valuable and fruitful time for students to avail themselves of his services through informal contacts. The design, and strict time schedule of this study prohibited this from being possible.

It may also be that the measures used in reading are not quite discriminating enough to lend themselves to adequately measure skills of disabled readers. Clinical instruments would have been much more discriminating, had time not been a critical factor. In addition it is felt that the CTP is not the appropriate instrument to measure self-concept. It is felt that the Gordon scale, while still experimental, serves to better measure a portion of that we call self-concept. It is hoped that other similar scales might be developed and used.

#### Suggestions and Recommendations

As a result of the present study the following suggestions and recommendations seem appropriate:

1. That further investigation of self-concept using more sophisticated instruments than the CTP, as it may effect achievement and performance in school be done.
2. That a differential approach to the treatment of disabled readers and underachievers be strongly considered when optimal results are desired.
3. Additional data as to kinds of counseling for most effective results, need to be gathered.

4. That a follow-up be made of the experimental subjects to determine the stability of changes in reading performance and self-concept change.
5. That more extensive investigations be done of the feasibility of various group procedures with elementary school children.
6. That "learning rate" be considered as a more indicative measure of individual growth with intermediate grade children instead of pure grade level placement.
7. That all elementary school students have access to a qualified and trained elementary school counselor.
8. That efforts be made to further acquaint elementary school educators of the role of personal and social adjustment as it affects the mental health and academic achievement of the elementary school age child.
9. That elementary school teachers and administrators be oriented to the possible advantages of pupil personnel services, in terms of enhancement of their own endeavors.



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## APPENDIX A

### THEORIES RELATED TO COUNSELING, SELF-CONCEPT, AND READING

#### Rogers' Self Theory

Rogers presents the following propositions in his book, Client-Centered Therapy (1959).

1. "Every individual exists in a continually changing world of experience of which he is the center." (p. 483) This is the person's phenomenal field, consisting of all the conscious and unconscious experiences of the individual. Only a small portion of this field is conscious to the individual perceiver.
2. "The organism reacts to the field as it is experienced and perceived. This perceptual field is, for the individual, 'reality'" (p. 484). The world becomes a series of hypotheses which are continually tested to a greater or lesser degree.
3. "The organism reacts as an organized whole to this phenomenal field" (p. 486). A change in any single part of the organism results in changes in other parts as well.
4. "The organism has one basic tendency and striving--to actualize, maintain, and enhance the experiencing organism" (p. 487). The one basic motive for man is self-actualization. The organism strives toward fulfillment of its positive capacities as perceived by the organism.
5. "Behavior is basically the goal-directed attempt of the organism to satisfy its needs as experienced, in the field as perceived" (p. 491). Though experiences are not 'causes' of behavior, they do modify perceptions.
6. "Emotion accompanies and in general facilitates such goal-directed behavior, the kind of emotion being related to the seeking versus the consummatory aspects of the behavior, and the intensity of the emotion being

related to the perceived significance of the behavior for the maintenance and enhancement of the organism" (p. 492). Behavior is aimed towards meeting the needs of the organism, or self.

7. "The best vantage point for understanding behavior is from the internal frame of reference of the individual himself" (p. 494). Behavior, though inappropriate to observers, is often perceived by the individual manifesting the behavior as very satisfying. The best way to view and understand a person's behavior, then, is from an internal frame of reference.
8. "A portion of the total perceptual field gradually becomes differentiated as the self" (p. 497). The self becomes differentiated from objects and experiences. It is one's awareness of one's functioning. The organism begins to note that it has control over some functionings of the self.
9. "As a result of interaction with the environment, and particularly as a result of evaluational interaction with others, the structure of self is formed--an organized, fluid, but consistent conceptual pattern of perceptions of characteristics and relationships of the 'I' or the 'me,' together with values attached to these concepts (p. 498).
10. "The values attached to experiences, and the values which are a part of the self structure, in some instances are values experienced directly by the organism, and in some instances are values introjected or taken over from others, but perceived in distorted fashion, as if they had been experienced directly" (p. 498). As the child interacts with his environment, he begins to build up concepts about self, and also about himself in relation to the environment. He begins to recognize that others are evaluating him. When these evaluations are not consonant, he may distort them to make them fit his self picture.
11. "As experiences occur in the life of the individual, they are either (a) symbolized, perceived, and organized into some relationship to the self, (b) ignored because there is no perceived relationship to the self-structure, (c) denied symbolization or given a distorted symbolization because the experience is inconsistent with the structure of the self" (p. 503). When a need is recognized by the organism and when an experience is perceived as meeting that need without being a threat to the self, then that experience is allowed into conscious perception. If the experience or need is not related to the self or meets no need of the organism, then it (the experience)

is ignored. Most experiences of the organism are in this category. When experiences or threats do not fit consistently with the self-concept, they are either denied, or distorted so as to fit it.

12. "Most of the ways of behaving which are adopted by the organism are those which are consistent with the concept of self" (p. 507). Much perceived behavior is highly consistent with the self. When contradictory experiences are perceived to satisfy an organic need, the behavior often is channeled through other forms consistent with the self-concept.
13. "Behavior may, in some instances, be brought about by organic experiences and needs which have not been symbolized. Such behavior may be inconsistent with the structure of the self, but in such instances the behavior is not 'owned' by the individual" (p. 509). Sometimes organic needs become so strong that they are expressed whether or not they fit into the self picture. When this happens, the person will usually deny the behavior or express feelings such as he was not 'himself' or 'did not realize what he was doing.'
14. "Psychological maladjustment exists when the organism denies to awareness significant sensory and visceral experiences, which consequently are not symbolized and organized into the gestalt of the self-structure. When this situation exists, there is a basic or potential psychological tension" (p. 510). As experiences become at odds with the concept of self, the individual becomes increasingly tense and uneasy. He has increasing difficulty meeting the needs of the organism when these experiences are unconsciously denied.
15. "Psychological adjustment exists when the concept of the self is such that all the sensory and visceral experiences of the organism are, or may be, assimilated on a symbolic level into a consistent relationship with the concept of self" (p. 513). Though all these experiences are available for perception, they are not all perceived. The individual may not be aware of all of them, or perhaps may not be in control of all his experiences.
16. "Any experience which is inconsistent with the organization or structure of self may be perceived as a threat, and the more of these perceptions there are, the more rigidly the self-structure is organized to maintain itself" (p. 515). As more and more inconsistencies come into play, defenses are used to maintain the self. This can lead to even greater maladjustment.



17. "Under certain conditions, involving primarily complete absence of any threat to the self-structure, experiences which are inconsistent with it may be perceived, and examined, and the structure of self revised to assimilate and include such experiences" (p. 517). Here lies Rogers' basic premise for his Client-Centered therapy. The client is assured that he is accepted as he is, with no threatening inconsistencies being present. Sometimes the individual can achieve this awareness on his own, but many times it necessitates a non-threatening relationship with another person.
18. "When the individual perceives and accepts into one consistent and integrated system all his sensory and visceral experiences, then he is necessarily more understanding of others and is more accepting of others as separate individuals" (p. 520). When the self and the organism are consistent, it is no longer necessary for the individual to defend against threatening experiences.
19. "As the individual perceives and accepts into his self-structure more of his organic experiences, he finds that he is replacing his present value system--based so largely upon introjections which have been distortedly symbolized--with a continuing organismic valuing process" (p. 522).

Williamson's Teacher-Learner Model  
in Counseling Theory

Aspects of this theory having applicability to this study are extracted from Blocher's book Developmental Counseling (1966).

1. "Man has the capability of being an effective, rational problem-solver. The counselor is engaged in helping individuals to learn to use problem-solving techniques in approximating control over their own development (p. 30).
2. "Counseling teams with formal instruction in a comprehensive program aimed at helping each individual to develop to the fullest as a member of society. Development is seen as occurring within the context of a society of other developing individuals, all of whom are striving to achieve and maintain their individualities. Individual development is thus seen as somewhat limited in freedom even within a democratic society" (p. 30).
3. "Human emotions play an important role in counseling, but they are viewed primarily as disruptive factors that may interfere with effective problem-solving. The goal

of counseling is . . . to help the client think better (p. 30).

4. "Counseling is a point of view, a philosophy of education, emphasizing human values and human development. It is individualized, personalized, and permissive assistance in developing skill in attaining and reattaining socially enlightened self-understanding and self-direction" (p. 31).
5. The counselor is "responsible for making the client aware of all relevant alternatives open to him and for helping the client to weigh carefully the advantages and disadvantages associated with each" (p. 31).
6. "The quality of the counseling relationship is an important factor in this approach. The counselor is seen as a warm, concerned, and empathic person. The relationship is a means to an end, rather than the end in itself ..." (p. 31).
7. This approach requires a counselor "who can exercise responsibility in much of the counseling process while recognizing the individual's right to reach self-determined decisions or even to make no decision at all" (p. 31).

#### Glassar's Reality Therapy

Aspects of this approach having applicability to this study were taken from Glassar's book Reality Therapy (1965).

1. In order to fulfill any of our basic needs, we need to become involved with other people, one at the minimum, but preferably many more than just one.
2. There are two basic psychological needs: "the need to love and be loved and the need to feel that we are worthwhile to ourselves and others" (p. 9).
3. The role of counseling is ". . . to help people help themselves to fulfill their needs, given a reasonable opportunity to do so" (p. 9).
4. "To be worthwhile we must maintain a satisfactory standard of behavior. . . . we must learn to correct ourselves when we do wrong and to credit ourselves when we do right" (p. 10). This involves learning to some degree, and if we fail to learn we become driven to try unrealistic means to endeavor to fulfill our needs.

5. Responsibility is defined as the ability to fulfill one's needs, in a way that is not depriving of others. Ability to do this often needs to be learned.
6. Irresponsible persons are those who have not learned, or who have lost the ability to learn. "Their behavior is their effort, inadequate and unrealistic as it may be, to fulfill their needs" (p. 15).
7. "Therapy is a special kind of teaching or training which attempts to accomplish in a relatively short, intense period what should be established during normal growing up" (p. 20).
8. "The guiding principles of Reality Therapy are directed toward achieving the proper involvement, a completely honest, human relationship in which the patient, for perhaps the first time in his life, realizes that someone cares enough about him not only to accept him but to help him fulfill his needs in the real world" (p. 21).
9. The requirements of Reality Therapy are an intense personal involvement, facing reality and rejecting irresponsible behavior, and learning better ways to behave.

## APPENDIX B

The purpose of this appendix is to acquaint the reader with just what kinds of things went on during the counseling sessions. The group counseling employed by the investigator attempted to provide members with the opportunity to help each other explore problems interfering with their growth and learning, and at the same time see that other boys and girls also have problems.

Counseling the groups of students often involved personal concerns of youngsters such as: "I can't learn to read," "I have no friends," "My teacher doesn't like me," "I am afraid to talk in school," and "My parents fight all of the time."

Youngsters were made to feel free to express themselves in any way they so wished, saying anything they desired during the sessions. The following agreed upon guidelines were set, with group approval, at the onset of the study:

- (1) The general rules of the school were adhered to both coming to, and leaving the counseling setting.
- (2) It is the obligation of each member to listen to and respect the opinion of all other members, regardless of whether or not agreement is held.
- (3) The furniture and other materials in each room used for counseling is not to be disturbed or bothered by the members of the counseling group.

- (4) All information discussed during the counseling sessions was of a confidential nature.
- (5) Any member not adhering to these general rules may be asked to leave the counseling group for that day.

At times, selected prepared materials were used to initiate discussion for a counseling session. These were used for the first 10 minutes of some sessions and dealt with concerns such as: "understanding ourselves," "getting along with others," "why people act the way they do," "how to make friends," "what is a friend?," and "what to do about anger."

In some of the groups the counselor frequently found it necessary to reinstruct members as to the agreed upon guidelines for the first five or six meetings. Other groups seemed to operate quite well from an unstructured basis, preferring not to use those materials of a prepared nature. On the other hand, there were those who seemed to respond better to a short structured experience at the beginning of each session.

This investigator views himself as a client-centered counselor, yet was not hesitant to actively become involved in the group, even to the extent of critical confrontation at times. It is realized that this is not the orientation of all counselors, yet is that of the investigator.

VITA

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Candidate for the Degree of

Doctor of Education

**Thesis:** THE EFFECT OF GROUP COUNSELING UPON THE SELF-CONCEPTS OF  
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Publications: McClain, A. D. and Kaye J. Boley. "Counseling and Consulting Interrelationships," Elementary School Guidance and Counseling, Fall, 1968; Guidance Services in the Elementary School, Hancock County Schools, Garner, Iowa, 1968; Elementary Guidance in Iowa: A Guide, Iowa State Dept. of Education (A. D. McClain, et al.).