

EDUCATIONAL THERAPY: AN INVESTIGATION OF A
TEACHING STRATEGY FOR EMOTIONALLY
DISTURBED CHILDREN CONDUCTED
IN THE PUBLIC SCHOOL

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

The decade of the sixties has seen many radical changes for man, not only in the rapidly advancing technological fields, but in the areas of general personal and social awareness and perception. Whether advanced technology produces a more acute awareness, or whether our perceptions and insights are the basis of our advances may be a moot point. Of prime importance, however, especially to the educator in the professional setting is the shift in emphases and attitudes which have produced an acute concern about the mental health of children (Clarizo and Yelon, 1970).

In the recent past, problems of this nature have been handled in a traditionally clinical or psychotherapeutic manner (Levitt, 1957); however there has been increasing dissatisfaction with the effectiveness of this treatment, and combined with the marked decrease in available clinical personnel to deal with these children, has lead to the conclusion that a situation constructed on a real life basis might more readily produce the desired effects (Redl, 1962; Clarizo and Yelon, 1970).

There is at present, a widespread interest in the emotionally disturbed child in the public schools (Rhodes, 1962; Cohen, 1966). This change suggests that those professionals concerned with the education of children now see the disturbed child as an exceptional child and in need

of special attention and assistance. As ninety-eight percent of the emotionally disturbed children in the public schools remain in a regular class, and in view of the aforementioned problems, it seems that the necessary areas of concentration for the future would include the development of a school's own re-educational facility, and a strong source of support for the classroom teachers. Needless to say, these primary concentrations hinge on an admission of the a priori knowledge that there exist those children whose behavior is so deviant that it interferes with learning, and therefore necessarily the school must supercede its sole function of proponent of active learning and turn to the role of behavior modifier.

Significance of the Problem

The trend in the literature seems to indicate confusion on the part of educators about how best to proceed in educating the emotionally disturbed child in the public elementary school. While much has been written about various educational programs for the emotionally disturbed child, and while the public schools have initiated many experimental studies, demonstrations, and projects to bridge the gap between sound mental health principles and classroom practices (Hewett, 1967; Becker, et al, 1969; Knoblock, 1966; Cohen, 1967), little has been written, (1) to describe their activities in sufficient detail to permit a thorough analysis and (2) to explain the considerable range of different procedures being used (Hollisten and Goldston, 1969).

Morse (1968) has stated that there is an obvious need for greater systematization and more rigorous research to determine effective procedures and methods of facilitating the re-education of emotionally

disturbed children in the public school setting.

The literature reveals such programs as the crisis teacher, the project teacher, the educational engineer, and the clinical educator, but no mention is made of using an educational therapist as a technique for modifying the behavior patterns of emotionally disturbed children in the public schools. The use of an educational therapist as a technique for educational intervention could utilize the dimensions of re-education, support and assistance, and social reinforcement as components of a teaching strategy for modifying the behavior patterns of emotionally disturbed children in public school attendance.

Cohen (1964) and Bower (1966) have pointed out that an approach which emphasizes support and assistance for the child to grow and develop in ways consistent with his intact abilities appears more promising in the re-education of emotionally disturbed children in the public school. Further, Bower (1970) describes the need to go into life situations in the community and at key points where adjustment difficulties are apt to arise, namely in the public school, to work with emotionally disturbed children.

To depend solely on clinic and professionals outside the school to solve the problem of the ever-rising number of disturbed children has become unrealistic. Since ninety-eight percent of the emotionally disturbed children in the public schools remain in a regular class (Lang, Morse, and Newman, 1965), the primary source of support should be for the classroom teacher. The school needs to develop its own re-educational facility and to admit that there are children whose behavior is so deviant that it interferes with learning. Thus, the school, once the center of active learning only, is being forced to assume the role of

behavior modifier if it is to meet the challenge and demands imposed by the emotionally disturbed child.

Thus, the use of a teaching strategy for emotionally disturbed children using a combination of aforementioned approaches and methods appears more promising. The utilization of an educational therapist as a teaching strategy incorporates the dimensions of modification of conduct behavior, social reinforcers, and selected remedial educational techniques in the public school setting for the re-education of emotionally disturbed children. Such a psychoeducational teaching strategy also provides supportive services concurrent with the on-going regular school activities and in the public school attended by the emotionally disturbed child.

Statement of the Problem

It was the purpose of this study to determine the effectiveness of the use of an educational therapist as a technique for teaching emotionally disturbed children in the regular classroom in public school attendance. The further purpose was an attempt by the educational therapist to modify the conduct behavior pattern of emotionally disturbed children in the public school by the intervention of educational remediation in reading on an individual basis and the use of social reinforcers.

Operational Definitions

Educational Therapy - A process of educational remediation and counseling that helps a student to gain mastery of himself and his life situations. Such treatment is used in conjunction with specialized educational techniques and materials employed to diminish the discrepancy

between academic potential and level of attainment.

Therapy - Any educational process that helps a child lose some of his feelings of helplessness and helps him attain greater mastery of self and life situations through education, re-education, counseling, guidance and remediation.

Educational Therapist - A professional who employs educational and psychological techniques on an individual basis that helps to correct or reduce a child's disturbed behavior, disordered thinking, and achieve greater mastery in academic skills.

Social Reinforcers - Social reinforcers are defined as verbal comments by the educational therapist indicating acceptance, approval, and praise for a behavior or task; individual attention; and the therapist's nearness.

Emotionally Disturbed - A child who exhibits behavior that interferes with learning and presents difficulty in maintaining and achieving satisfactory interpersonal relationships.

Conduct Behavior - The overt behavior of emotionally disturbed children selected for modification by the educational therapists.

Hypotheses

The hypotheses of this study, stated in the Null form are as follows:

H1: There is no significant difference in attention span between the control and experimental group.

H2: There is no significant difference in distractibility between the control and experimental group.

H3: There is no significant difference in hyperactivity between the control and experimental group.

H4: There is no significant difference in restlessness between the control and experimental group.

H5: There is no significant difference in disobedience between the control and experimental group.

H6: There is no significant difference in disruptiveness between the control and experimental group.

H7: There is no significant difference in reading achievement between the control and experimental group.

H8: There is no significant difference in measured changes of personality patterns between the control and experimental group.

Limitations of the Study

This study is not designed to evaluate:

(1) Whether or not the educational setting is the proper one (all children will be in regular classrooms).

(2) Whether or not educational support in lieu of psychiatric care would change behavior toward learning (all children will be under psychiatric care).

(3) Whether or not the children will receive higher grades as recorded on their report cards.

Organization of Remaining Chapters

In Chapter II related literature is reviewed pertaining to the sensitivity to the recognition of problem behavior and/or emotionally disturbed behavior. Literature is summarized on definable patterns of

behavior, exhibited by emotionally disturbed children, and types of strategy for the re-education of the emotionally disturbed child.

Chapter III presents a description of the method and design of the study, selection of subjects, procedure, description of materials, and test instruments used.

Chapter IV includes the results of the investigation. Each hypothesis is treated with reference to the data appropriate to it.

Chapter V presents an overall summary, along with recommendations based on the findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The education of emotionally disturbed children in the public school setting is a relatively new field of endeavor. Very few articles exist that are directly related to this problem (Phillips, 1969), but new research and interests are being generated yearly. Schools have had the tendency in the past to depend upon referrals of emotionally disturbed children to clinicians such as psychologists, psychiatrists, and the individualized contacts of social workers for some kind of psychotherapeutic treatment. Educational provisions for the emotionally disturbed child in the public school have, until recently, been negligible. Consequently, teachers struggle arduously, but more often than not, are forced to settle for a modicum of success. The current trend of simply inaugurating special classes will not prove a satisfactory solution. Rather there is a need for the involvement of adequate programs of various kinds to meet the challenge presented by the emotionally disturbed child in the public school. These will rest upon the combined efforts of psychological, psychiatric, sociological, and educational programs designed for intervention and prevention.

It is the purpose of this section to provide a review of the literature associated with and related to the development of this study. A sample of scientific contributions to the body of knowledge related to

the major concepts of the present study is included. The major divisions of this review are: (1) definable patterns of behavior of emotionally disturbed children; (2) selected types of re-educational intervention programs as they pertain to corrective procedures in working with the emotionally disturbed child; and (3) a summary statement.

Definable Behavior Patterns

The review of studies and observations leads to the belief that emotionally disturbed children have definable patterns of behavior toward the educational process (Thomas, Cherr, and Birch, 1968; Morse, Cutler, and Fink, 1964). Further, those patterns of behavior most commonly associated with emotional disturbances are obtainable from the narrative descriptions of teachers concerning problem behavior (Quay, 1964, 1965). It is no secret that the American Psychiatric Diagnostic Nomenclature used by clinical psychologists and psychiatrists, and popular in most mental health clinics, is not particularly useful in planning remedial and interventional strategies of re-education in the public elementary school setting. The child is typically referred by the classroom teacher, either to the school psychologists, or a practitioner or agency outside of the school where he is given the usual diagnostic workup. If he is placed in a special class, the likelihood is great that the teacher will ignore most of the material in the diagnostic reports (Morse, Cutler, and Fink, 1964).

There are several trends and developments in identifying emotionally disturbed children, using the ratings of teachers, parents, and others, which show promise in early detection of maladaptive behavior. First, teachers are becoming more skilled at identifying and differentiating

between normal behavior, problem behavior, and emotional behavior.

It is now recognized that teachers have considerable sensitivity to problem behavior and emotionally disturbed behavior. Whereas Wickman's (1928) classical study showed that teachers and mental hygienists differed considerably in their interpretation of children's behavior problems, Hunter (1957) found them to be quite similar. We now have evidence (Lewis, 1965) that the teacher's concern for disruptive classroom behavior is justified because the results obtained in several follow-up studies suggests that it is the conduct problem child who is most vulnerable to severe emotional disturbance in adult life.

A detailed report, published by the California State Department, indicates that the overt behavior patterns of children selected by classroom teachers as emotionally disturbed behavior does not differ significantly from the judgment of clinicians and that behavior does, in fact, interfere with the educational process and/or learning. Further, Bower's (1969) studies have indicated that teachers' judgments of emotional disturbances are very much like the judgment of clinicians and the behavior of emotionally disturbed children interferes with learning with each grade level. Quay's (1965) study based on teacher ratings of overt behavior indicates a definable pattern of behavior. The patterns of behavior of emotionally disturbed children also appear to prevent them from achieving at a consistent rate (Stone, Rowley, 1964; Bower, 1969; California Report, 1965; and Fenichel, 1966).

Bower (1967) has formulated a teacher rating device which could help a teacher to differentiate the emotionally disturbed child from the rest of the children in the class. The Bower designed rating instrument indicated that eighty-seven percent of the clinically known emotionally

disturbed children were rated by their classroom teachers as among the most poorly adjusted children in the class. The rating scale also indicated that teachers' judgment of emotional disturbance is quite similar to the judgment of clinicians. The academic achievement of these children identified as emotionally disturbed in reading was significantly lower than the reading achievement of the rest of the class. Stone and Rowley (1969) have found that emotionally disturbed children have educational disabilities in both reading and arithmetic.

McCaffrey and Cumming (1961) have pointed out that teachers' rating provides a reliable means for determining items of behavior most commonly associated with emotional disturbances. Their findings of teachers' ratings of problem behavior suggest ways in which a child may become a problem which have educational implications for prevention. The McCaffrey and Cummings findings suggest ways in which re-education and corrective strategy may be useful in the public elementary school setting.

Second, sound research using teacher behavior ratings has identified three problem types. These three problem types have been labeled as conduct problems, personality problems, and problems of immaturity and inadequacy (Quay, Morse, and Cutler, 1967). The problem behavior scale used to identify the problem areas of conduct behavior, personality problems, and problems of immaturity was first developed by Peterson (1961). This scale represents the most common problem behaviors of children referred to a child guidance center and diagnosed as emotionally disturbed.

Since its publication, the items of the scale have been subjected to a series of factor analyses on a variety of populations (Quay, 1964;

Quay and Quay, 1965). These studies have uniformly shown that three factorially independent behavior dimensions account for over three-fourths of the problem behavior. The first dimension is identified as conduct behavior, the second is identified as problem behavior, and the third dimension is identified as problems of immaturity. The results of previous research also indicate that the scale can be reliably used by teachers, principals, and others (Quay, Morse, and Cutler, 1969).

The results of studies indicate clearly that the behavior problems of children in a wide sampling of special public school classes for the emotionally disturbed can be understood within the three-dimensional framework identified. Prior research has also demonstrated that these three dimensions can be found in the analysis of data of a historical nature (Quay, 1967), and in personality rating responses (Peterson, Quay, and Tiffany, 1961). Certainly these behavior dimensions identified by Quay as conduct behavior, problem behavior, and problems of immaturity, objectively observable, and reliably rated, provide a potentially more adequate and realistic way of looking at problem behavior of children than does the application of psychiatric, nosological labels which are of doubtful reliability even when applied to adults (Schmidt, and Fonda, 1956).

While it is important to have knowledge of general patterns of behavior that negatively affect adjustment, it is equally important to have knowledge of specific behavioral characteristics found within these patterns that adversely affect classroom performance. Many of these characteristics are obvious to the objective observer. This study has selected six behavior characteristics for modification from the general pattern of conduct behavior as identified by Quay (1966) and those that

interfere with classroom performance. Also, these selected behaviors have a heavy factor loading in the behavior dimension of conduct problems as reported in the studies of Quay (1964), Quay and Quay (1966).

Types of Interventional Programming

The use of various processes to modify childrens' behavior, exclusive of traditional therapy is not something new and bold. However, it took Caplan (1963), with a term like "intervention techniques," and Redl (1959), with his concept of milieu, to work out an elaborate set of dimensions including both props and people. Caplan points out that if intervention is to have significance in the re-educational process, it must be aligned with the total life of the child. The implication of this appears clear for the classroom teacher. No matter how well designed and executed classroom centered intervention processes may be, their impact will be of little value unless it touches the critical issues in the child's life.

An adequate program for helping the emotionally disturbed child will make provisions for externally focused interventions and internally focused work as well. It is unusual for either alone to be sufficient to produce changes of a desired nature in the seriously disturbed child (Morse, 1966). Therefore, the two major vectors of classroom interventions are the academic and adjustment areas. These two major elements provide the intervention which constitutes the very heart of therapeutic education (Morse, 1965; Rhodes, 1963; Haring and Phillips, 1962).

Although there are numerous types of programming for treating emotional disturbances (Harper, 1959), and although these alleged methods

could become confused in trying to understand them in terms of their similarities and differences, there are really only two psychoeducational therapeutic approaches. One of these is based on some method of interference (Phillips, 1961; Bandura, 1961; Krasner and Ullman, 1965). In this type of re-education, the educational therapists act to interfere with the pathological processes, and these interferences may be carried out in a variety of ways (Haring, 1960; Phillips, Wiener, and Haring, 1960; Krasner and Ullman, 1956).

The various methods and programming for educational therapy and re-education have several characteristics in common: (1) they are based on correcting observable behavior that is interfering with academic achievement; (2) they seek to change the stimuli so that a different response is likely; (3) they give priority to control of behavior; and (4) the interference methods emphasize growth and relearning elements in behavior.

The literature reveals such intervening educational programs for modifying the behavior of emotionally disturbed children. Such programs as the crisis teacher, educational engineer, and clinician educator are suggested and applied in the classroom, but no mention is made in the literature of using an educational therapist as a technique for modifying the behavior patterns of emotionally disturbed children in the public elementary school.

The crisis teacher offers counseling on a one-time basis (Caplan, 1966). In a reported project study (Stark and Bentzen, 1965), where emotionally disturbed children were integrated with normally adjusted children within the classroom, it was found that the use of a project teacher with experience in counseling and remedial work could help

emotionally disturbed children. The engineered classroom concept has been explored by Haring and Phillips (1962), Whelan and Haring (1966), and Quay (1966), as a technique for the re-education of emotionally disturbed children. In the engineered classroom (Hewett, 1969), the teacher is assigned the role of behavioral engineer. He attempts to define certain maladaptive behavior, appropriate task assignments for students, provide meaningful rewards for learning, and maintain well-defined limits of order. The clinician educator offers counseling and support in an after-school hours program in a residential setting, as in Project Re Ed (Hobbs, 1969; Lewis, 1969).

The utilization of an educational therapist as a technique for teaching the emotionally disturbed child in the regular public elementary school makes use of Bower's (1970) suggestion of the need to go into the life situations of the child and provide intervention at the key points where adjustment difficulties are apt to arise, namely in the school, to work with the emotionally disturbed children. The use of educational therapy provides supportive services and offers intervention of a re-educational nature on a regular schedule basis. The educational therapeutic process is carried out concurrently with the on-going regular school activities and in the public elementary school building, attended by the emotionally disturbed child. This investigation is concerned with studying the effectiveness of such a procedure for the re-education of the emotionally disturbed child in a regular elementary public school.

Summary

In reviewing briefly the foregoing chapter, and reiterating the major points of interest, it becomes increasingly and undeniably clear

that we are dealing with a relatively very new and dynamic sphere of education, that one housed in the education, or re-education of the emotionally disturbed child in the regular elementary public school classroom. It is not surprising that, to date, very few articles have been written on this specific subject. This is a very new approach to the intervention and prevention techniques of handling the emotionally disturbed child, and a large step from the recent past when all children with conduct, personality, or immaturity problems were seen and diagnosed by clinicians with the aid of their own specific diagnostic tools, and nosological labels, and then placed in special classes away from their normally achieving peers. Once so placed, the teachers tended to ignore most of the diagnostic reports as they were labeled, and did not contribute sufficiently to the planning of remedial and interventional strategies of re-education for the emotionally disturbed children.

Many of the recent studies and observations have put forth the belief that emotionally disturbed children have definable patterns of behavior toward the educational process. It is also recognized that the classroom teacher has a considerable degree of sensitivity to exhibited problem behavior and emotionally disturbed behavior, and that indeed the teachers' observations and descriptions are closely correlated to the judgments of clinicians especially on the levels where behavior interferes with the educational process, and/or learning.

To aid the teacher in differentiating the emotionally disturbed child from his normal peers, Bower has formulated a teacher rating plan or device which has shown eighty-seven percent correlation between clinically known emotionally disturbed children, and those rated as

most poorly adjusted by their teachers. McCaffrey and Cummings likewise find this teacher rating device a reliable source of determining behavior, with educational implications for prevention, re-education, and correction.

Peterson developed the problem behavior scale, which identifies problems in three areas, conduct problems, personality problems, and problems of immaturity. These problems have been shown to account for over three-fourths of the problem behavior, and the scale, subjected to a series of factor analyses on various populations, has proved reliable for use by teachers, principals, and others, and provides a potentially more adequate and realistic way of observing and dealing with problem behavior of children.

Once problem behavior has been observed and diagnosed, the professionals become involved in the programming and carrying out of effective interventional techniques. Caplan believes that intervention must be based on a total life picture of the child, with provisions made for externally focused interventions as well as internally focused work. Only through intervention in both academic and adjustment areas, can truly therapeutic education be introduced or affected. The two major psychoeducational therapeutic approaches have in common the use of professional personnel to interfere with the pathological processes by (1) correcting observable behavior which interferes with academic achievement, (2) changing existing stimuli to produce a new response, (3) giving priority to control of behavior, and (4) putting special emphasis on growth and relearning.

The literature suggests some intervening educational programs as the crisis teacher, the educational engineer, and the clinician educator

as means of modifying behavior patterns in emotionally disturbed children. The educational therapist, one of the prime concerns in this study, goes into the life situations of the child at key points of adjustment difficulty, and by offering support and re-education and intervention on a regular basis in the regular public school classroom, attempts to modify maladaptive behavior and produce a more productively functioning individual.

The need still exists, however, for a more generally applicable model to handle the ever-increasing number of inattentive, failure prone, and resistant children who are being separated from their more readily educable peers for special education. Such a model must be understandable to the teacher, and administration, translatable to the classroom, and hold promise for more effectively educating the emotionally disturbed child in the elementary public school. A school model that makes use of an educational therapist as an interventional agent using re-educational and remedial procedures is easily translatable to the classroom, and can be readily understood by professionals, pupils, and parents.

CHAPTER III

METHODS AND PROCEDURES

Introduction

This chapter will state and describe the use of an educational therapist as an instructional strategy for teaching emotionally disturbed children in the public elementary school. This chapter will concern itself with a description of the methods of subject selection, the procedures used in collecting the data, the instruments used, the hypotheses tested, and a description of the statistical treatment of the data.

Selection of Subjects

The population for this study came from a list of one-hundred and thirteen children diagnosed as emotionally disturbed by the Special Education Center located at the University of Southwestern Louisiana. These children had been diagnosed as emotionally disturbed by the Special Education Center through the use of the Wechsler Intelligence Scale for Children, the Rorschach, the Draw-a-Person Test, and were under psychiatric care, but were attending a regular classroom in a public elementary school. The subjects, randomly selected, were within the range of/or above average intelligence, showed a range of sixteen or more points between the verbal and performance scale of the WISC, diagnosed as emotionally disturbed, fit into a chronological age range from six to

ten years, and attended a regular class in a public elementary school.

The sample, randomly selected, consisted of 18 males and 6 females. The sample was randomly assigned to two equal size groups. One group served as the experimental group, and one served as the control group.

Methodology and Design

The review of studies and observation leads to two beliefs about the educational problems of some emotionally disturbed children: (1) many children under psychiatric care seem to gain in mental health more quickly than they progress educationally; (2) emotionally disturbed children appear to have definable patterns of behavior and attitudes toward the educational processes.

To effect educational gains concurrent with the gain in mental health for children under psychiatric care, the use of an educational therapist was employed. The educational therapist is a teacher who is either certified or is working toward certification for teaching emotionally disturbed and socially maladjusted children. This person is psychiatrically oriented and possesses skills that cut across the disciplines of social work, psychology, and education. Further, the educational therapist is a master teacher in the employment of interventional and corrective teaching strategies in working with emotionally disturbed children. He employs re-educational and corrective educational strategies on an individual basis and at a regularly scheduled time in the elementary public school attended by the emotionally disturbed child with whom he is working.

This study involved an experiment whose main purpose was to determine the effectiveness of the use of an educational therapist to modify

the behavior patterns and attitudes toward the learning processes of selected emotionally disturbed children in the public elementary school. To determine the effectiveness of this instructional strategy, twenty-four subjects were randomly selected from a population of 113 children diagnosed as emotionally disturbed by the Special Education Center at the University of Southwestern Louisiana. Twelve of these subjects were randomly assigned to treatment by the educational therapist using individual corrective and re-educational strategies, and comprised the experimental group. The twelve remaining subjects comprised the control group, and received only regular classroom instruction without the benefit of the educational therapist's strategies. The same educational therapist was employed to work with all twelve children in the experimental group.

The format for the educational therapist's working technique was highly structured (See Attachment I in Appendix A). The educational therapist met with each child selected for the experimental group on an individual basis for a regularly scheduled period of forty minutes twice a week.

At the beginning of the study the investigator met with the educational therapist to explain the research study in detail. At that time a plan for the re-education of the emotionally disturbed children in the experimental group was presented to the educational therapist. The educational therapist and the researcher then obtained the personal records of the selected subjects assigned to the experimental group to study, evaluate, and to formulate a plan for an individualized program of re-education. The formulation of this plan and its application dictated the corrective and re-educational strategy used by the educa-

tional therapist for each child in the experimental group.

The teaching strategy employed by the educational therapist consisted of three main activities. The first activity was counseling or "talk period." The subjects were allowed to relate experiences and events that troubled, interested, or concerned them. The therapist and the child tried to arrive at a way to solve some of the child's problems and concerns. Much of the time all that the therapist did in these sessions was to lend an understanding ear. The second activity was the skill-building period. The educational therapist's function was to help the child develop educational skills. He also helped to correct or reduce the child's disturbed behavior, disordered thinking, and achieve greater mastery in academic skills. The third activity that the educational therapist employed was the use of social re-inforcers. These social re-inforcers, attention, praise, and nearness, were used by the educational therapist on an individual basis to reinforce behavior of a positive nature.

Some of the materials used by the educational therapist to help change the child's behavior toward the educational and school social situations were: (1) Counseling, (2) Talking About Yourself, and (3) Book About Me. Developing success in achieving academic skills is a positive step toward changing behavior that affects school performance. Some skill-building materials that were used are: (1) I Want to Read and Write, (2) Word Game (S.R.A.), (3) Reading Labs (S.R.A.), (4) S.R.A. Skill Kits, (5) Grade Reading Texts.

Emotionally disturbed children appear to have definable patterns of behavior toward the educational processes. While it is important to have knowledge of general patterns of behavior that negatively affect

adjustment, it is equally important to have knowledge of specific behavioral characteristics found within these patterns that adversely affect classroom performance. Many of these characteristics are obvious to the educator who is an objective observer.

This study selected six conduct behavior items for modification by using an educational therapist as intervention. The conduct behavior items selected are those that adversely affect classroom performance. Also, these selected items have a heavy factor loading in the behavior dimensions of conduct problems as reported by Quay (1966). The items selected for this study for modification were: (1) Attention Span, (2) Distractibility, (3) Hyperactivity, (4) Restlessness, (5) Disobedience, and (6) Disruptiveness.

The operational definition used for the selected conduct behavior problems were as follows: (1) Attention Span referred to the child's ability to focus in a specific academic task and in listening. (2) Distractibility refers to the quickness with which the child becomes frustrated in a task or social situation. (3) Hyperactivity is calm as opposed to being hyperactive. (4) Restlessness refers to the steadiness with which the child works. (5) Disobedience refers to the child's ability to follow directions. (6) Disruptive behavior means the child's tendency to interrupt class activities.

Collection of the Data

At the end of the designated twelve week period for which the treatment was applied, the investigator had a selected principal, and the Director of Special Education, Lafayette Parish to measure the changes in the selected items of conduct problem behavior, personality

change, and reading achievement change. The Director of Special Education and the principal were not aware of which children were in the experimental group, and which children were in the control group. The 24 students in this research study were identified by adhesive tape behind their desks in their respective classrooms. The principal and Director of Special Education spent one week in observation of the control and experimental groups in their regular classroom setting to rate them on the selected conduct behavior items.

A checklist was used by the principal and Director of Special Education to rate the selected items on the behavior checklist (see Attachment II in Appendix A). The checklist was weighted as follows: low 1, below average 2, average 3, and above average 4. All of the conduct behaviors with the exception of Attention Span were observed in terms of frequency. Attention Span was observed in terms of duration, and rated as follows: low 1-5 minutes; below average 5-10 minutes; average 10-15 minutes; and above average 15 or more minutes. Low refers to a frequency rate of 10 or more incidents per hour; below average includes an incident rate of 7-9 per hour; average refers to an incident rate of 4-6 per hour; and above average includes an incident rate of 1-3 per hour.

Instrumentation

In order to determine the effective changes wrought by the use of an educational therapist, the investigator used the Behavior Checklist, California Test of Personality, and the Gates Reading Test. The Checklist consisted of six selected conduct behavior items selected for modification and weighted as follows: low 1, below average 2, average 3,

and above average 4. Two judges independently rated these selected conduct behavior items at the end of the research study.

The California Test of Personality was used to determine if the modification of the selected conduct behavior and re-education affected a change in the child's personality patterns. Personality patterns are interpreted as the ideas and feelings a person has toward himself in relation to his environment. By administering the California Test of Personality to the child, the examiners obtained scores on the following personality factors: self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawal tendencies, nervous symptoms, and total personal adjustment.

To determine the academic achievement in reading, the Gates Reading Test was used. The Gates Reading Test was used to determine the following: Word Recognition, Sentence Reading, and Paragraph Reading.

Statistical Treatment of the Data

In order to facilitate statistical treatment of the data, the hypotheses to be tested were simplified into operational terms and stated in the null form. The resultant experimental hypotheses are as follows:

(1) There is no significant difference in attention span between the control and experimental group.

(2) There is no significant difference in distractibility between the control and experimental group.

(3) There is no significant difference in hyperactivity between the control and experimental group.

(4) There is no significant difference in restlessness between the control and experimental group.

(5) There is no significant difference in disobedience between the control and experimental group.

(6) There is no significant difference in disruptiveness between the control and experimental group.

(7) There is no significant difference in reading achievement between the control and experimental group.

(8) There is no significant difference in measured changes of personality patterns between the control and experimental group.

After the data were collected, the t-test for difference between two independent means was used to determine the significance. The two-tailed .05 alpha level was required for significance. The correlation between the two independent judges on the Behavior Checklist was determined by the Pearson Product Moment.

Summary

This chapter has presented a description of the sample used in the study, an over-view of the methodology and design, a detailed discussion of the experimental and data collection procedures, and an outline of the statistical procedures used.

A random sample of 24 subjects diagnosed as emotionally disturbed was divided into two groups. One group was designated as experimental, one control. The experimental group was subjected to treatment by using an educational therapist. The educational therapist utilized corrective and remedial interventional instructional strategies to affect change in six selected items of conduct behavior, personality change, and reading achievement. At the end of the twelve week period, two independent judges administered post tests to measure the affected changes.

The data were analyzed by the use of the t-test to determine significant difference between two independent means, and the Pearson Product Moment was used to determine the degree of correlation between the two judges on the Behavior Checklist.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

This chapter presents a discussion of the results from the analysis of the data. The research study was an experimental investigation to determine the effectiveness of the use of an educational therapist as a technique for teaching emotionally disturbed children in the regular classroom. The use of a posttest was made to measure changes in conduct behavior, personality patterns, and achievement in reading.

For analysis of the judges' agreement on the Behavior Checklist the Pearson r was used. The formula for the correlation coefficient for this method is

$$r = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

where

r = the correlation coefficient

$\sum xy$ = the product of each x and each y for every individual

$\sum x^2$ = the sum of the squared deviations from the mean in X

$\sum y^2$ = the sum of the squared deviations from the mean in Y

Table I shows the number of subjects, mean, standard deviation, and correlation coefficient for the two judges' agreement on the Behavior Checklist for each selected item. The two judges rated each subject

from 1 to 4 on each of the selected conduct behavior items. Analysis of the correlation between the judges presented in Table I indicate that the correlation was high positive. The correlation coefficient ranged from a low of .83 for attention span to a high .92 for disobedience and restless behavior. The mean correlation for the six selected items of conduct behavior is .88. These correlation coefficients are significant at the .05 alpha level.

TABLE I
CORRELATION OF JUDGES' AGREEMENT
ON BEHAVIOR CHECKLIST

Source	Judge I			Judge II			r
	N	M	SD	N	M	SD	
Attention Span	24	2.50	.654	24	2.58	.702	.83
Distractibility	24	2.42	.693	24	2.33	.722	.90
Hyperactivity	24	2.33	1.034	24	2.33	.314	.84
Restless	24	2.63	.271	24	2.67	.284	.92
Disobedience	24	2.29	.281	24	2.33	.269	.92
Disruptiveness	24	2.58	.240	24	2.54	.241	.89

N = Number
M = Mean
SD = Standard Deviation
r = Correlation Coefficient

The t-statistic was used to determine whether the means between the experimental and control group were significant. The significant alpha level of .05 was chosen to make the determination of significance between the means of the measured changes in conduct behavior, personality patterns, and reading achievement of the two groups.

The basic formula for the t-test of a difference between two independent means is

$$t = \frac{\left[\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N_1}}{(N_1 + N_2) - 2} + \frac{\sum X_2^2 - \frac{(\sum X_2)^2}{N_2}}{(N_1 + N_2) - 2} \right]}{\sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

where

M_1 = the mean of the first group of scores

M_2 = the mean of the second group of scores

$\sum X_1^2$ = the sum of the squared score values of the first group

$\sum X_2^2$ = the sum of the squared score value of the second group

$(\sum X_1)^2$ = the square of the sum of the scores in the first group

$(\sum X_2)^2$ = the square of the sum of the scores in the second group

N_1 = the number of scores in the first group

N_2 = the number of scores in the second group

Statistical results are presented and interpreted for each hypothesis.

Hypothesis One

H_1 : There is no significant difference in attention span between the control and experimental group.

The results of the t-test used for testing Hypothesis One yielded a $t = 2.768$ (Table II). This t is significant at the $p < .05$, therefore Hypothesis One may be rejected. These results indicate that the use of an educational therapist, on an individual basis, affected significant differences in the modification of the conduct behavior of

attention span.

TABLE II
t-STATISTICS FOR CONDUCT BEHAVIOR

Source	Experimental Group			Control Group			t	p
	N	M	SD	N	M	SD		
Attention Span	12	2.916	.642	12	2.25	.432	2.768	<.05
Distractibility	12	2.583	.641	12	1.92	.494	2.823	<.05
Hyperactivity	12	2.917	.104	12	1.75	.594	3.310	<.05
Restlessness	12	3.083	.760	12	2.08	.641	3.330	<.05
Disobedience	12	2.583	.954	12	2.08	.641	1.444	<.05
Disruptiveness	12	3.250	.432	12	1.92	.281	3.160	<.05

N = Number of Subjects

M = Mean Score

SD = Standard Deviation

t = Statistics Test

p = Probability Level

Hypothesis Two

H₂: There is no significant difference in distractibility between the control and experimental group.

The data analysis testing Hypothesis Two for measured change in the conduct behavior of distractibility had a $t = 2.823$, which was significant at the $p < .05$ level. Hypothesis Two may be rejected. It must be concluded that treatment had a significant affect upon the overt behavior of distractibility.

Hypothesis Three

H_3 : There is no significant difference in hyperactivity between the control and experimental group.

The t-statistic of 3.310 was significant at $p < .05$ level. Hypothesis Three may be rejected, as the demonstrated difference between the two groups is significant.

Hypothesis Four

H_4 : There is no significant differences in restlessness between the control and experimental group.

Table II shows a $t = 3.333$ for the conduct behavior of restlessness which is significant at the $p < .05$. This result indicates that Hypothesis Four must be rejected.

Hypothesis Five

H_5 : There is no significant difference in disobedience between the control and experimental group.

The data analysis testing Hypothesis Five yielded a $t = 1.444$, a nonsignificant statistic at the preset significance level. Therefore, the null Hypothesis Five must be accepted. It should be noted, however, that the obtained $t = 1.444$ indicates some change, and approaches significance at the .10 level.

Hypothesis Six

H_6 : There is no significant difference in disruptiveness between the control and experimental group.

Hypothesis Six was rejected as results from the analysis of the data demonstrated a $t = 3.160$ which is significant at the $p < .05$ level. This suggests a significant difference in the change of measured behavior for disruptiveness.

Hypothesis Seven

H_7 : There is no significant difference in reading achievement between the control and experimental group.

From Table III it can be seen that the use of an educational therapist as an intervention technique was found to have a significant affect upon reading achievement. Analysis of data indicate a $t = 3.746$, a significant statistic at the $p < .05$ level. Therefore, Hypothesis Seven must be rejected.

TABLE III
t-STATISTIC FOR THE GATES
READING TEST

Experimental Group			Control Group			t	p
N	M	SD	N	M	SD		
12	3.783	.727	12	2.40	.987	3.746	<.05

N = Number of Subjects
M = Mean Score
SD = Standard Deviation
t = Statistics Test
p = Probability Level

Hypothesis Eight

H_8 : There is no significant difference in measured changes of personality patterns between the control and experimental group.

Shown in Table IV are the results of the analysis of data for Hypothesis Eight. The results indicate a $t = 0.140$, a nonsignificant statistic at the $p < .05$ level which was chosen for significance. Hypothesis Eight is retained.

TABLE IV
t-STATISTICS FOR THE CALIFORNIA
TEST OF PERSONALITY

Experimental Group			Control Group			t	p
N	M	SD	N	M	SD		
12	49.166	23.966	12	45.833	20.599	0.140	<.05

N = Number of Subjects
M = Mean Score
SD = Standard Deviation
t = Statistics Test
p = Probability Level

Summary

Chapter IV has presented the results of the statistical analysis. Following a discussion of the statistical treatments, the relevant findings for each hypothesis were presented.

Significant effects were noted in all the conduct behaviors with the exception of disobedience. Significant effects were also observed in reading achievement. No significant difference was noted in personality pattern changes as measured by the California Test of Personality, albeit some change was recorded.

A more detailed discussion of these is presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

It was the intent of this study to investigate the effects of the use of an educational therapist as a technique for the modification of six selected conduct behaviors, personality patterns, and reading achievement of emotionally disturbed children in the public elementary school. The educational therapist served as a source of intervention for corrective and re-educational instructional strategies. These instructional strategies also made use of social reinforcers in the nature of praise, attention, and nearness by the educational therapist.

Educational therapy was used on an individual basis and at a regular scheduled time with children diagnosed as emotionally disturbed by the Special Education Center at the University of Southwestern Louisiana. The use of educational corrective and re-educational strategies were conducted in the public school attended by the selected subjects.

The subjects were randomly selected from a population of 113 children diagnosed as emotionally disturbed. The subjects were then randomly assigned to a treatment group and control group. The corrective and re-educational strategy consisted of three dimensions. The first dimension included counseling or talk period. The second dimension involved the use of social reinforcers. The third dimension consisted of re-educational skill building in reading.

At the end of the experimental period of twelve weeks, a posttest was used to measure the changes wrought by the instructional strategies used by the educational therapist. A Behavior Checklist was used to record observed changes in the six selected items of conduct behavior, the California Test of Personality was applied to measure the personality pattern changes, and the Gates Reading Test was used to determine affected changes in reading achievement. The ratings were made by two independent judges who had no knowledge of which subjects had not received the treatment. The two judges also administered the California Test of Personality and the Gates Reading Test.

The correlation between the ratings of the two judges was determined by the Pearson Product Moment. The t-test was used to determine the significance between the means for the two groups on the three instruments used. Outcomes of the statistical analysis are discussed in the following section.

Conclusions and Implications

The study was an attempt to determine the effects of using an educational therapist as a technique for corrective and re-educational strategies with emotionally disturbed children in the public elementary school. The focus of the study was an experiment structured to assess the differential effects of this teaching modification strategy on selected conduct behavior, personality patterns, and reading achievement.

The hypotheses which stated that there would be no significant differences on the means of the two groups due to the modification technique utilized by the educational therapist were rejected, with the

exception of Hypotheses Five and Hypothesis Eight which were retained. Hence, it can be concluded that the overall results of modification therapy of five of the control behaviors and on reading achievement for emotionally disturbed children in the public elementary school was therapeutically effective. Further, it can be concluded that the use of an educational therapist as a teaching technique was effective for the population of this study. This teaching strategy can be easily understood by the regular classroom teacher. It is also easily translated into a supportive program for the emotionally disturbed child in regular class attendance and is administratively feasible. It must be cautioned, however, that generalizations of the results of this study can be only applied to the population studied.

The acceptance of the null Hypothesis Five suggests that disobedience is not amenable to this particular educational therapy and for the subjects used in this study. It may be that disobedience is a skill in listening to directions rather than a conduct behavior.

The hypothesis which stated no significant difference in personality patterns was accepted. The fact that no significant difference was observed suggests that perhaps the measuring instrument was not sensitive enough to record changes, or changes in personality patterns did not take place during the period studied, and/or the length of the therapy was relatively short to effect a change in personality patterns.

Recommendations

Research studies are needed to re-examine and extend his findings of this study. Re-examination of the use of an educational therapist as strategy for effectively modifying changes in emotionally disturbed

children in the public elementary school attendance is needed. Several recommendations from the present study for further research are offered:

(1) A study designed to examine the use of an educational therapist with emotionally disturbed children not under psychiatric care, but in regular class attendance.

(2) A study to consider the effects of an educational therapist on the re-education of academic skills only.

(3) A study to consider the relative effectiveness of the use of an educational therapist in modifying conduct behavior. Could an affected change in conduct behavior only affect academic achievement?

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ATTACHMENT I

PLAN FOR REMEDIAL EDUCATION THERAPISTS

1. Procedures for each session with a child.
 - A. Establish rapport with a child. (At the first session, explain about you; the work you will be doing together; the work he will miss when he is out of the classroom.)
 - B. Create a warm, comfortable, unhurried atmosphere.
 - C. Make explicit rules as to what is expected of the child at each period.
 - D. Give quality attention to a child. Observe him carefully but unobtrusively.
 - E. Follow a plan of work during every session, including the first one, with the child. (Let him know that each session will not be longer than 45 minutes.)
 - F. Adjust your rhythm pattern to that of each child.
 - G. Avoid all extremes in emotional reactions. When a child does well, respond affirmatively and warmly but not over-enthusiastically. When a child does not do well, do not make negative comments or tell him that he will do better in the future.
 - H. Give praise and attention to behavior selected which facilitate learning. Tell him what he is being praised for.
 - I. Ignore or withdraw attention and praise to behavior which interfere with learning.
 - J. Allow a brief period at the beginning of each session for a child to chat - if he is so inclined.
 - K. Allow adequate time (10 minutes or so) for tapering-off each session.
 - L. Be sure each pupil knows when and where he is to meet you (punctually).
 - M. Review, at the beginning of each session, what has been done in the previous sessions.

ATTACHMENT II

CHECKLIST

Date _____ Parents _____

Name _____ School _____

Birthdate _____ Grade _____ Teacher _____

Please check, on the above-named child, the appropriate column by each of the following items. Your first reaction to each item may be more valid than "thinking about" the item. Check exactly as you feel.

	Low	Below Average	Average	Above Average
1. attention span				
2. distractibility				
3. hyperactivity				
4. restless				
5. disobedience				
6. disruptive				

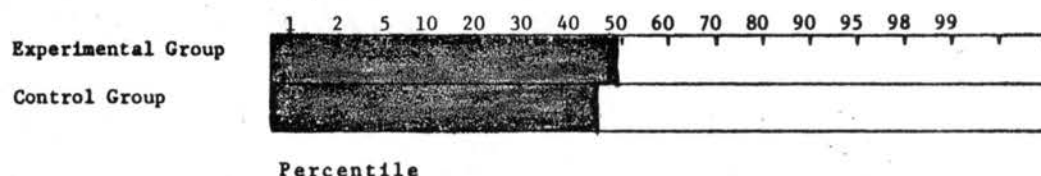
TABLE I
MEAN TOTALS

Conduct Behavior

	Attention Span	Distracti- bility	Hyper- activity	Restless- ness	Dis- obedience	Disruptive- ness
Experimental Group	3	3	3	3	2	3
Control Group	2	2	2	2	2	2

Scale: 1 - Low 2 - Below Average 3 - Average 4 - Above Average

California Test of Personality



Percentile

Gates Reading Test



Grade Placement

APPENDIX C

TABLE I
RAW DATA FOR CONDUCT
BEHAVIOR CHECKLIST

Attention Span			
Experimental Group Scores		Control Group Scores	
S ₁	2	S ₁	2
S ₂	2	S ₂	2
S ₃	3	S ₃	2
S ₄	3	S ₄	2
S ₅	2	S ₅	2
S ₆	4	S ₆	3
S ₇	3	S ₇	2
S ₈	3	S ₈	2
S ₉	4	S ₉	2
S ₁₀	3	S ₁₀	3
S ₁₁	3	S ₁₁	3
S ₁₂	3	S ₁₂	2

TABLE I (Continued)

Hyperactivity			
Experimental Group Scores		Control Group Scores	
S ₁	2	S ₁	1
S ₂	2	S ₂	2
S ₃	4	S ₃	1
S ₄	3	S ₄	1
S ₅	2	S ₅	2
S ₆	4	S ₆	3
S ₇	4	S ₇	2
S ₈	2	S ₈	1
S ₉	1	S ₉	2
S ₁₀	3	S ₁₀	2
S ₁₁	4	S ₁₁	2
S ₁₂	4	S ₁₂	2

TABLE I (Continued)

Distractibility			
Experimental Group Scores		Control Group Scores	
S ₁	3	S ₁	3
S ₂	3	S ₂	2
S ₃	1	S ₃	2
S ₄	3	S ₄	2
S ₅	2	S ₅	2
S ₆	3	S ₆	2
S ₇	3	S ₇	1
S ₈	3	S ₈	2
S ₉	3	S ₉	2
S ₁₀	2	S ₁₀	1
S ₁₁	3	S ₁₁	2
S ₁₂	2	S ₁₂	2

TABLE I (Continued)

Restlessness			
Experimental Group Scores		Control Group Scores	
S ₁	4	S ₁	3
S ₂	3	S ₂	1
S ₃	4	S ₃	2
S ₄	4	S ₄	2
S ₅	2	S ₅	2
S ₆	2	S ₆	3
S ₇	3	S ₇	1
S ₈	3	S ₈	2
S ₉	3	S ₉	3
S ₁₀	4	S ₁₀	2
S ₁₁	3	S ₁₁	2
S ₁₂	2	S ₁₂	2

TABLE I (Continued)

Disobedience			
Experimental Group Scores		Control Group Scores	
S ₁	4	S ₁	3
S ₂	2	S ₂	2
S ₃	1	S ₃	2
S ₄	3	S ₄	2
S ₅	3	S ₅	2
S ₆	3	S ₆	1
S ₇	3	S ₇	3
S ₈	2	S ₈	2
S ₉	2	S ₉	2
S ₁₀	1	S ₁₀	2
S ₁₁	3	S ₁₁	1
S ₁₂	4	S ₁₂	3

TABLE I (Continued)

Disruptiveness			
Experimental Group Scores		Control Group Scores	
S_1	3	S_1	2
S_2	3	S_2	2
S_3	3	S_3	2
S_4	4	S_4	2
S_5	3	S_5	2
S_6	3	S_6	2
S_7	4	S_7	2
S_8	4	S_8	2
S_9	3	S_9	2
S_{10}	3	S_{10}	1
S_{11}	3	S_{11}	2
S_{12}	3	S_{12}	2

TABLE II
RAW SCORES FOR CALIFORNIA
TEST OF PERSONALITY

Experimental Group Scores		Control Group Scores	
S ₁	90	S ₁	30
S ₂	40	S ₂	40
S ₃	40	S ₃	30
S ₄	90	S ₄	60
S ₅	50	S ₅	40
S ₆	40	S ₆	30
S ₇	30	S ₇	20
S ₈	10	S ₈	30
S ₉	20	S ₉	40
S ₁₀	50	S ₁₀	70
S ₁₁	60	S ₁₁	70
S ₁₂	70	S ₁₂	90

* Percentile Scores for Total Personality Only

TABLE III
RAW SCORES FOR GATES PRIMARY
READING TEST

Experimental Group Scores		Control Group Scores	
S ₁	3.8	S ₁	1.3
S ₂	2.5	S ₂	1.0
S ₃	3.4	S ₃	3.2
S ₄	4.0	S ₄	4.1
S ₅	4.0	S ₅	3.1
S ₆	4.8	S ₆	2.6
S ₇	3.6	S ₇	2.4
S ₈	4.0	S ₈	1.3
S ₉	5.3	S ₉	; /5
S ₁₀	2.9	S ₁₀	1.6
S ₁₁	3.8	S ₁₁	3.4
S ₁₂	3.3	S ₁₂	3.3

* Achieved Grade Placement Scores

VITA

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