

R E P O R T R E S U M E S

ED 012 076

CG 000 236

A PROPOSED MODEL AND RESEARCH DESIGN FOR PUPIL PERSONNEL SERVICES IN THE PUBLIC SCHOOLS, MONOGRAPH 1.

BY- SHAW, MERVILLE C. TUEL, JOHN K.  
CHICO STATE COLL., CALIF.

PUB DATE JUL 65

EDRS PRICE MF-\$0.18 HC-\$4.48 112P.

DESCRIPTORS- \*GUIDANCE SERVICES, \*GROUP GUIDANCE, RESEARCH PROJECTS, \*SCHEMATIC STUDIES, PARENTS, COUNSELORS, EDUCATIONAL ATTITUDES, TEACHERS, \*COUNSELOR ROLE, GROUP COUNSELING, MODELS, UNIVERSITY OF CALIFORNIA, LOS ANGELES, CHICO

THE NEED TO DEFINE THE ROLE OF THE GUIDANCE SERVICES IS THE BASIS FOR THE 3-YEAR STUDY. THE MAJOR HYPOTHESIS IS THAT GUIDANCE SPECIALISTS CAN ENHANCE LEARNING MORE EFFECTIVELY THROUGH INTERVENTION IN THE LEARNING ENVIRONMENT OF CHILDREN THAN THROUGH DIRECT REMEDIAL APPROACHES TO CHILDREN THEMSELVES. THE MODEL USES AN APPROACH TO GUIDANCE ACTIVITIES INVOLVING AN EMPHASIS ON PROVIDING SERVICES PRIMARILY TO TEACHERS AND PARENTS. THE BASIC RESEARCH ASPECT WILL INVOLVE THE COLLECTION OF COMPREHENSIVE DATA ON THE SCHOOL ENVIRONMENT FROM A WIDE SAMPLE OF THE NATIONAL SCHOOL POPULATION. THE ACTION RESEARCH WILL INVOLVE THE OPERATION OF DEMONSTRATION CENTERS IN PUBLIC SCHOOLS AT EACH LEVEL. ONLY 21 SELECTED SCHOOLS WILL BE INVOLVED SO THAT IMPLEMENTATION OF THE OVERALL CONCEPTUAL MODEL WILL BE EXECUTED AS FULLY AS POSSIBLE UNDER LOCAL CIRCUMSTANCES. SELECTED GUIDANCE SPECIALISTS SERVING THESE SCHOOLS WILL BE GIVEN INTENSIVE TRAINING AT SUMMER WORKSHOPS HELD AT THE UNIVERSITY OF CALIFORNIA, LOS ANGELES. BEGINNING IN 1964 THEY WILL DEVOTE ABOUT 4 HOURS A WEEK TO CONDUCTING GROUP SESSIONS WITH PARENTS. THE NEXT YEAR, GROUP WORK WITH TEACHERS WILL BE ADDED. ASSESSMENTS OF A WIDE SPECTRUM OF VARIABLES WILL BE CONDUCTED AS SPECIFIED POINTS THROUGHOUT THE STUDY. (AO)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE  
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION  
POSITION OR POLICY.

ED012076

PROJECT

GUIDANCE  
RESEARCH



A PROPOSED MODEL AND  
RESEARCH DESIGN FOR  
PUPIL PERSONNEL SERVICES  
IN THE PUBLIC SCHOOLS

Merville C. Shaw and John K. Tuel

WESTERN REGIONAL CENTER  
OF THE INTERPROFESSIONAL RESEARCH  
COMMISSION ON PUPIL PERSONNEL SERVICES

CHICO STATE COLLEGE  
CHICO, CALIFORNIA

CG 000 236

A PROPOSED MODEL AND RESEARCH DESIGN FOR  
PUPIL PERSONNEL SERVICES IN THE PUBLIC SCHOOLS  
(MONOGRAPH #1)

Merville C. Shaw  
and  
John K. Tuel

GUIDANCE RESEARCH PROJECT  
WESTERN REGIONAL CENTER  
of the  
INTERPROFESSIONAL RESEARCH COMMISSION  
ON PUPIL PERSONNEL SERVICES

University of California  
Los Angeles

July, 1965

# TABLE OF CONTENTS

## CHAPTER

I	THE ROLE OF PUPIL PERSONNEL SERVICES IN THE PUBLIC SCHOOLS	I - 1
	Introduction	I - 1
	The Futility of the Parent-Surrogate Role	I - 3
	Purposes of Education	I - 5
	The Unique Contribution of the Guidance Specialist	I - 6
	Current Status of Public School Personnel Work	I - 7
	General Implication of the Proposed Model	I - 8
	General Outcomes of the Proposed Approach	I - 15
II	AN ANALYSIS OF THE PROPOSED MODEL	II - 1
	Procedural Options for Guidance Systems	II - 1
	A Suggested Program	II - 3
	Appropriate Activities for the Guidance Specialist	II - 4
	Inappropriate Activities for the Guidance Specialist	II - 9
III	RESEARCH DESIGN OF THE DEMONSTRATION PROJECT	III - 1
	Common Limitations of Guidance Research	III - 1
	Basic Versus Applied Research	III - 1
	Practical Limitations of the Present Design	III - 2
	Overall Project Period Schedule	III - 4
	Participating Schools	III - 6
	Training for Participating Guidance Specialists	III - 7
	The Parent Group Series	III - 7
	Structure of Parent Groups	III - 8
	General Purpose of Parent Groups	III - 10
	Specific Objectives of the Group Series	III - 11
	Hypotheses	III - 15
	Research Procedure	III - 15
	Group Series Procedure: Examples	III - 21
	General Considerations	III - 21
	First Grade Series	III - 22
	Seventh Grade Series	III - 31
	Tenth Grade Series	III - 43
	The Teacher Group Series	III - 57
IV	ASSESSMENT OF DIFFERENCES AND CHANGE	IV - 1
V	SUMMARY	V - 1
	Objectives of Pupil Personnel Services	V - 1
	Research Design to Evaluate the Proposed Objectives	V - 3
<b>APPENDIX</b>		
A	INSTRUMENTS AND DATA SOURCES	A - 1
B	SPECIFIC PROCEDURES AND MEANS OF EVALUATION RELATED TO GUIDANCE OBJECTIVES	B - 1
C	CRITERIA FOR SELECTION OF PARTICIPANTS	C - 1
D	UNIVERSITY WORKSHOP	D - 1
E	APPLICATION FORMS	E - 1

## CHAPTER ONE

### THE ROLE OF PUPIL PERSONNEL SERVICES IN THE PUBLIC SCHOOLS \*

#### Introduction

Several major educational and sociological trends of special significance for pupil personnel specialists are currently taking place. The influence of the family appears to be lessening, especially its role in the inculcation of positive values towards education, work and democratic ideals. As this development has progressed, the public in general, including educators, appears to have assumed that the school should take on the role of surrogate-parents. Furthermore, there is some evidence to indicate that the school has done just this so that, in addition to its traditional and perhaps too narrow role of transmitting knowledge, public education has now assumed a much broader role responsibility. Thus, manners, morals, values, attitudes, mental health, driver education, vocational and educational direction, and many other functions previously considered matters of family responsibility are now within the purview of public education. Yet, paradoxically, having relegated these matters to the school, the public now appears to be indicating a desire for a return to "basic education," in effect, a retreat to the views of the 19th century and before. We thus find a strange incongruity: On the one hand, the school has taken on a wide variety of responsibilities formerly carried out by the family; on the other hand, though the American family shows little predisposition to reassume these responsibilities, it appears to be in the process of a "return to fundamentals." This is reflected in public support of school personnel who advocate a more narrow definition of the schools' role, and in the increasing emphasis on the subject matter preparation of teachers, with consequent de-emphasis of preparation in those areas that would enable teachers to deal effectively with issues

\* The terms "guidance services" and "pupil personnel services" are used interchangeably herein.

involving attitudes, values, and motivation. In brief, having shifted its own responsibilities primarily to another agency, the family in the form of the "public" is making it increasingly difficult for the school to carry out these tasks successfully.

Concurrent with the development of the paradoxical situation just described, has been the evolution of a group of professional workers who are called guidance or pupil personnel specialists. This profession has developed primarily in response to demands from outside the profession. As a result, no cohesive philosophy has developed which binds the profession together or gives it a set of common objectives. Thus, while most professions are able to speak briefly and to the point with respect to the goals of their profession, counselors find it impossible to do this.

It appears that public school guidance specialists are approaching a choice point, and that if they do not make a deliberate decision it will be made for them, either by other groups, particularly school administrators, or by the weight of circumstance, or by a combination of the two. The decision appears to be whether to view guidance services as agencies which will attempt to be parent-surrogates or as agencies which attempt, through the provision of unique services, to make learning more possible, more meaningful and more useful to children. If the former course is chosen, the implication is that guidance personnel will emphasize work with individual children, and that they will concern themselves with almost any kind of problem that a child may have. From the practical point of view, this means that they will continue to deal with cases primarily of the emergency variety, that they will spend most of their time with a limited segment of the population, and that they will have little impact on the school as a whole. If the latter

choice is made, the implications are that guidance staffs will not be primarily concerned with serious mental health problems, but rather will be concerned with problems interfering with learning and the further effective use of learning; that they will be concerned with the majority of children rather than a minority.

Fortunately, other developments in our society do not make this latter choice the hard-boiled abandoning of children in trouble that it may appear to be. Within the educational world itself, there has come about the development of concern for special groups, such as the retarded, the gifted, and most recently, the emotionally disturbed. Outside the field of professional education there has been a burgeoning of referral sources for a variety of the kinds of human problems for which personnel specialists often feel a responsibility. These two developments, both leading in the same general direction, should make it possible to view the latter choice without feelings of guilt. It should be added that if guidance specialists permit either administrators or circumstances to dictate the direction in which guidance programs will go, they can be certain that they will have no direction, as is now generally true, and they will continue to function in emergency or quasi-administrative roles.

#### The Futility of the Parent-surrogate Role

Our most hopeful estimates of desirable counselor-student ratios are in the nature of 300 students to one full-time counselor, and even this unfavorable standard has yet to be met in the vast majority of secondary schools. With respect to the other pupil personnel professions, the ratios are much worse. In the elementary schools, the gap between recommendations and actual practice is so great as to make it safe to assert that there are no such things as effective guidance programs in

elementary schools. Yet, even if the millennium should arrive and all public schools, both elementary and secondary, achieved the magic 300 to 1 student-counselor ratio, how much time would there actually be for individual counseling? If the school year were to consist of 180 days of actual classes and each day were to consist of six periods, if, further, it were assumed that a full class period is needed to prepare for, conduct, and write up a single counseling interview, and if the counselor did nothing else and could stand this kind of a job while maintaining his sanity, there would be 1,080 school periods available for the counselor to see his 300 students. Any pupil personnel specialist with but a modicum of experience will immediately recognize that all of the conditions postulated above are unreal. The 180 days of actual classes does not mean that students are available for counseling on all of those days; many school days do not consist of a full or usable six periods. Furthermore, it cannot be assumed that a period is enough to prepare for, conduct, and write up all counseling interviews, and rare is the counselor who could maintain his effectiveness on a steady diet of such full-time counseling. Most ludicrous is the postulation that the counselor would or could do nothing else except individual counseling. The extent to which the theoretically available individual counseling time would be reduced would vary from one situation to another, but it would not appear reckless to say that only about half of the postulated 1,080 hours would, under the best of conditions, be available for individual work. With 300 students (a very unrealistic estimate, remember, in most cases) and 540 hours available, what reasonable criteria can be established for the use of this time in individual counseling? Probably none, and yet we continue to hear that the school guidance program must be built around individual counseling. Presumably this assertion is based on the traditional idea of what school counselors



are supposed to do, (but have never really accomplished) or else on the subjective pronouncements of our sociologists, social philosophers, and political extremists of both poles, to the effect that present-day Americans have lost their individuality, are more conforming than preceding generations and must have individual attention. The fact is that these are personal opinions most frequently determined by the individualistic perceptions of those making the observations, further, there is little to suggest that individual counseling within the framework of the public school, could do very much to help students establish a stronger ego identity.

Most guidance specialists would probably agree that vital, creative, thinking individuals, contributing maximally to their society and yet able to enjoy aspects of their life other than work, are the kind of people we would like to help to mold. Pupil personnel specialists might likewise agree in general that a massive program of individual counseling would help to attain such a goal. It does not seem likely, however, that public schools will, in the foreseeable future, be able to offer such assistance. Does this mean that the pupil personnel specialist has no unique function to perform, or that he cannot assist materially in the personal and educational development of individuals, or (worst of all) that he is condemned to be known as keeper of the college catalogs and of the occupational file? Not at all. It means simply that we must view the guidance specialist in a new perspective by asking ourselves first, what are the generally agreed-upon purposes of education, and then examine the unique contributions that can be made to these broad educational purposes by the public school personnel specialist.

#### Purposes of Education

To presume to discuss the purposes of education in any detail in this statement would be pretentious in the extreme. Volumes have been devoted to the subject

and agreement in detail has seldom been reached between those who have varying philosophies of education ("biases" is ordinarily synonymous with "philosophies" when the words are used in this context). There are three basic general responsibilities of education that most persons would agree on, even though there would, doubtless, still be disagreement about their relative places in a hierarchy of purposes. The first of these purposes is the transmittal of knowledge and skills. This encompasses the historic and generally accepted role of education and few, if any, would deny that it occupies a central place in almost any philosophy of education. A second purpose, which has gained some prominence in modern times, stresses the preparation of the learner to actively and effectively appropriate new knowledge and skills. Still a third purpose, closely related to the second, focuses on the preparation of the learner to effectively apply his knowledge and skills to practical, problem solving, or new learning situations. The overall responsibility of education that will find general agreement is, thus, that education must provide a situation, an atmosphere if you will, in which the skills and knowledges deemed by society important to learn can indeed be adequately learned in such a way that the student can put his knowledge to use. There may be more disagreement about the second and third postulated purposes of education than there is about the first, but in the light of a growing and irrefutable body of knowledge bearing on the conditions necessary to learning, both in the learning environment and the learner himself, and our growing belief that many who appear to learn are not able to make effective use of their knowledge, we cannot ignore these important objectives.

#### The Unique Contribution of the Guidance Specialist

The question which now becomes appropriate is, "What unique contributions can be made to these goals by the well-trained guidance specialist." The first goal,

dealing with the transmittal of the skills and knowledge, is primarily the province of the classroom teacher, although the pupil personnel specialist also has some responsibility in this area. In the course of his contacts with teachers, parents, administrators, and children he will invariably be called upon to provide information relative to this goal, but this is not his primary function nor his unique contribution to the educative process. It seems obvious that it is in connection with the second and third proposed objectives that the guidance specialist has the most to offer. Thus, the teacher can be viewed as primarily (but not solely) the conveyor of information while the guidance specialist fulfills his role by facilitating and enhancing the ability of the students both to appropriate knowledge and to make effective use of it. He will thus be concerned with the overall learning environment and any personality characteristics of the learner which promote or interfere with learning and the learner's ability to make maximum use of material which he had already learned. Succinctly stated, the basic purpose of the pupil personnel specialist is to maximize the learning of all students and to enable them to use their learning effectively.

#### Current Status of Public School Personnel Work

Where does public school personnel work stand now with relation to clear objectives and unified functioning? The question is a broad one, and any attempt to answer it invariably must do injustice to some guidance staffs and their programs, and yet certain trends are evident and modal kinds of answers are available. It seems generally true that present counseling programs reflect lack of purpose. Many things are being done; tests are being given and interpreted, group guidance classes are held, educational objectives are discussed with students, and yet something is wrong. Such programs are increasingly seen as unrelated to education by teachers and laymen. Guidance specialists are increasingly involved in

non-guidance activities, and students do not see the role of the personnel specialist as it is seen by the personnel specialist himself. What accounts for this state of affairs? The reader does not need to be particularly intuitive to predict the response which follows. The answer lies in the fact that while well-trained guidance personnel possess many special skills and knowledges, they either do not thoroughly understand what it is that a guidance program is supposed to accomplish, or they have not tried to assess realistically what can be accomplished within the educational framework.

#### General Implications of the Proposed Model

New and different ways of thinking about the personnel specialist's job and his relations with other members of the educational staff are implicit in the above stated set of objectives and definition of functions. There are five which suggest themselves with particular emphasis. The first of these is that it is now possible to think of the major objectives of both elementary and secondary school guidance in similar terms. Heretofore there has been a phrenetic attempt to formulate the objectives and practices of the embryonic art of elementary school counseling. The main result of this, to date, appears to be that the methods and techniques of secondary school guidance, with all their lack of unifying philosophy, are being imposed on the elementary school. The only outcome can be the same confused and essentially purposeless jumble of "services" currently being rendered by secondary schools. If the currently proposed basic objectives of counseling services are accepted, it will be possible to think, plan, and act in terms of unified objectives regardless of what academic level is under consideration.

A second implication of the proposed model lies in the relationship of guidance specialist to the rest of the school staff. Two general kinds of situations, each

unhealthy for the ~~maximum~~ effectiveness of pupil personnel programs, frequently characterize the relationship of the guidance staff to other members of the faculty. In the first case, the personnel specialist is perceived as a quasi-administrative functionary by both teaching and administrative faculty. Unfortunately, counselors have often rightfully earned this dubious distinction by their frequent acceptance of administrative responsibilities. (Parenthetically, it can be said that such responsibilities are assigned by administrators and accepted by guidance specialists because neither is quite sure what the guidance staff should be doing with its time.) The variety of administrative tasks dealt to counselors is varied, but often includes discipline (in the narrow sense of the word), work related to attendance and tardiness, maintenance of cumulative folders and files of various types, evaluation of teaching personnel, assigning of teaching personnel to extra curricular functions, etc., and infinitum. Is it any wonder that teaching faculty do not perceive pupil personnel specialists as being related in any direct way to the education of children or that lay persons regard guidance services as a frill or fad:

The second situation which distinguishes the association of guidance staff with their administrative and teaching colleagues is typified by the actual physical separation of guidance services from the vicinity of the classroom. This tendency can be seen both in large metropolitan centers with a great many resources and in smaller school districts which combine with each other to establish "guidance centers" which may be completely removed not only from the school but possibly from the district as well. It is difficult for teachers to understand how a function completely removed from the physical school plant can have much impact on what goes on in the classroom or how it can be of assistance to any great number of students. They do not know the personnel involved except at a distance and, thus, do not regard them as co-workers. Conversely, the personnel specialist-at-a-distance cannot know the

strengths and weaknesses of the teachers who make referrals. Hence his recommendations tend to be of the cook-book variety. In addition, there sometimes exists a tendency on the part of the members of such a staff to regard their responsibilities in a more impersonal light than is desirable, an attitude which cannot help but be perceived by both faculty and students served. Finally, feedback, when it occurs, is likely to be through written rather than verbal communication, further divorcing guidance activities from the school learning process.

Implementation of the proposed model in school personnel work would put the guidance staff where it belongs--back into the school and into the main stream of the learning process. The administrative responsibilities of guidance personnel would be minimized and it would be possible to demonstrate to the teaching faculty that pupil personnel specialists have a direct contribution to make to the education of children and that, on occasion, they can provide real assistance to the classroom teacher. It does not seem unrealistic to suppose that a guidance staff could make such a significant contribution to the school that it would be no longer viewed primarily as an obstacle in the way of achieving a more desirable student-teacher ratio (as it is in many places where teaching positions are reduced by the number of counselors on the staff.)

The third implication to grow out of an emphasis on enhancing the learning ability of students relates to the question of what students the guidance specialist is responsible for. Under present circumstances, some pupil personnel specialists may have brief and relatively useless planned contacts with all students, although this appears to be a dying practice. Their other contacts with students are most frequently of the emergency variety. A teacher, as a last resort, sends a recalcitrant student to the guidance specialist and hopes for a magical cure, or

a desperate parent, now that the horse has been stolen, comes for help. In most cases like this, the cards are stacked against the guidance specialist and his resultant "failure" (or so it will be interpreted by others) will cost him another rung in his climb for professional respect and acceptance. Under these conditions the pupil personnel specialist is likely to find himself working with the most gross emotional, intellectual (on the low side), and delinquent deviates. His chances of success would be slim enough if he had nothing else at all to do, but he does, and the relatively small amounts of time available to work with such deviant behavior problems usually foredoom his efforts with such individuals. It should be evident that rather than waiting in his office for whatever students show up, the guidance specialist must decide who he can help and, of equal importance, who he cannot help to become more effective learners. In doing this he tends to rule out a small and relatively unhelpable segment of the school population, and he rules in the large majority of school children. This, by and large, would be a practice contrary to what is currently found.

The fourth implication of putting the model into practice concerns the general problem of how the school personnel specialist is to reach any significant number of the children who are technically his responsibility. The impossibility of carrying out extensive individual counseling of sufficient depth has been shown above. The solution lies in having the guidance staff work extensively through the teacher rather than relying only on direct contact with the student. This is not a retreat to the old point of view that the teacher must be the primary guidance worker, rather it assumes that the guidance specialist is the person in the school system who knows the most about appropriate conditions of learning, about human behavior, about testing and about a multitude of other related subjects that the subject matter specialist cannot be expected to know very much about. In spending time

with a young teacher in an attempt to help that teacher deal more effectively with a given behavior or learning problem, he is indirectly reaching many other students of a similar sort with whom this teacher will come into contact in a lifetime of teaching. In spending time in discussing the best ways to evaluate learning with a voluntary group of teachers, he is likewise reaching a large number of students. In working with another voluntary group of teachers who have come to recognize that their own biases and perceptions are interfering with their teaching effectiveness, he is accomplishing infinitely more than he could in dealing with an individual student to whom he might give a similar amount of time.

Another aspect of this same implication relates to working with parents. This area is almost totally unexplored by pupil personnel specialists. It is true that there are parent conferences (usually when the student is already deep in trouble) and that systematic test interpretation to parents is receiving more emphasis, but large scale efforts to help children through extensive work with their parents on a regular volunteer basis has yet to receive the attention it merits. Parents have shown themselves willing to work with the school on learning problems when they would have angrily refused to work with the school if the situation had been structured around emotional problems. Guidance specialists can work effectively with teachers and parents both separately and together in the prevention of problems before they are fully developed if the counselors will assist teachers in identifying such potential problem behavior and if they will work with parents before problems become too serious. This is particularly true at the elementary school level.

A corollary of this fourth implication is that the guidance specialist's work-day or work-week will not necessarily approximate that of the teaching faculty.



If a heavy load of parent group counseling were to be carried, it would have to be at night, (we have too long ignored the importance of fathers!) and pupil personnel specialists cannot be expected to work a regular workday as well as several nights a week. In terms of present objectives, an administrator might use the amount of night work done by a guidance specialist as one index of his effectiveness. The inept specialist will not last long with parents.

The fifth and final implication is the one most directly related to the general objective of personnel work which ~~was~~ originally postulated. One of the factors which has tended to push counseling out of the educational picture from the teacher's point of view, one of the things which has caused layment to regard it as a "frill" and has caused teachers and laymen alike to wonder if the guidance function is really related to education, has been the personnel specialist's growing reputation for dealing with personal problems that do not, in the eyes of the uninformed, relate to learning. Guidance specialists have tended to reinforce this opinion in the minds of others by operating junior mental hygiene clinics, dealing inadequately with serious personality problems and separating their services physically from the school being served. When asked what the objectives of public school guidance programs are, guidance specialists, like most of the rest of humanity, are likely to indulge in glib generalizations in this instance about "adjustment" or "happiness."

The term "adjustment" has a long and honorable history in psychology, in general, and counseling in particular. It has, however, outlived its usefulness and should be gracefully retired from the vocabulary of guidance personnel. We have progressed psychologically beyond the point where the term has much professional utility and the current lay interpretation of the term is anything but favorable.

It tends to be associated with doing what others want you to do instead of acting independently. While this is certainly an incorrect interpretation in the eyes of pupil personnel specialists, it would be infinitely easier to stop using the word than to change the perceptions of most of the lay public.

More to the point, perhaps, is the fact that the guidance specialist, if he plays by the rules herein suggested, is no longer interested in adjustment problems in general--he is interested only in those which interfere with academic learning or which interpose themselves between the knowledge an individual has and his effective use of that knowledge in further learning or in creative or productive endeavor. Do not misunderstand. This is not to say that the appropriately trained guidance specialist is unable to work effectively with serious personality disturbances. He should be able to do so if he is going to work effectively with some students whose personal difficulties interfere with their academic accomplishment. The burden of the argument simply is that the public school is not the right place to carry out general mental hygiene work because the appropriate time and facilities are not available.

Should "happiness" be put forward as the prime objective of the counseling, it immediately recalls the endless arguments of the classical philosophers: Just what is "happiness"? Happiness now or in the long run; for the individual, for the group or for the most people possible? While it is right and proper for individuals to aspire to happiness, definitions of happiness are an individual matter and it can be like chasing an elusive will-o-the-wisp for the guidance specialist to strive to make his client "happy." Put in other terms, it is more appropriate for the guidance specialist to assist his client to deal effectively with any situation which may befall him, to help him to achieve the feeling that he has a considerable say in

his own destiny, than it is to try to make him "happy." Too many circumstances beyond the control of either personnel specialist or client may enter into the life situation of the client to make the aim of continuous happiness a realistic goal of pupil personnel work. People are often able to achieve a sense of personal adequacy through appropriate professional assistance regardless of the nature of their circumstances. "Adjustment counseling" and "happiness counseling" are not appropriate to the school situation.

#### General Outcomes of the Proposed Approach

What can be expected in the way of outcomes if the guidance staff focuses its attention primarily on learning problems and on helping the student make maximum use of his present learning? The implications just discussed suggest some of the expected general outcomes.

The first expected outcome is that confusion about what guidance specialists are expected to do can be considerably reduced. Further, personnel programs on all educational levels can be viewed in the same context. A second expected outcome is that the personnel worker will again become a member of a school faculty, all of whom are cooperatively engaged in the education of children. A third expected outcome is that guidance personnel are provided with a rationale for identifying the children who should receive their attention, and it is seen that their responsibility is to the many, rather than to the few. A fourth expected outcome is that a sound basis is provided for counselor-teacher cooperation, and the guidance specialist's unique skills will thus have a major impact on the educational milieu in general and on the classroom situation in particular. A fifth expected outcome is that the counselor, and others, can evaluate his work in the light of improvements in learning, changes in attitude toward learning, improved plans for future

learning, or in increased effectiveness in using knowledge. Individual counseling is not ruled out, but is placed in a more appropriate perspective than currently seems to be the case. The counselor's present impossible job is metamorphosed to one that can be accomplished by mere human beings. A sixth expected outcome is an increased emphasis on guidance services at the elementary school level. The prevention of learning difficulties is presumably simpler than their cure. While it is customary to give lip-service to the idea that guidance functions should be emphasized at the elementary level, no one has ever quite been able to say why. The things that personnel workers do at the secondary school level (test interpretation, dispensing educational and occupational information, group guidance, etc.) certainly could not logically be carried out at the elementary level. Thus, lack of certainty about what elementary school guidance personnel should do may help explain why there has been much smoke but little fire with respect to guidance services at the elementary level.

The present schema makes clear the reasons why guidance functions should be emphasized at the elementary level. The prevention of learning difficulties can best be accomplished in elementary school years when possibilities for change as well as parent interest and cooperation are greater. It can also be said that learning to utilize one's knowledge in new and effective ways is a behavior that can best be taught in the early school years. At secondary school levels, pupil personnel staff will be faced with learning problems, and their attendant negative personal attitudes, which are so deeply ingrained that even intensive help may prove unsuccessful; witness the many attempts to deal with academic underachievement, most of them unsuccessful.

A seventh and purely gratuitous outcome will be a by-product of the rest, if the present emphasis is followed. At the present time personnel specialists are

running scared, and well they may. In times of financial crisis such services are considered among the most expendable. This holds true even though guidance people (either for lack of anything more constructive to do, or because they have been forced into it) have fallen into the trap of trying to be public relations personnel; they try to be all things to all people, and as a result appear to stand for nothing. The present approach provides a way for the guidance worker to return from the academic limbo to which he has consigned himself and to rejoin the educational endeavor as an active, contributing partner.

## CHAPTER TWO

## AN ANALYSIS OF THE PROPOSED MODEL

Procedural Options For Guidance Systems

The purpose of this chapter will be to outline the theoretical basis and practical implications of the foregoing discussion of the pupil personnel specialist's unique role in the educative process. It was noted above that while the classroom teacher is primarily responsible for the transmittal of knowledge and skills, the pupil personnel specialist is best equipped to assist parents and teachers to create optimum conditions for learning. Techniques realizing the latter objective may be classified as to whether their emphasis rests on the active injection of healthful ideas and opportunities or on the guarding against or attacking of pathological attitudes and behavior. In some ways these two approaches are but two sides of the same coin. The latter approach is the more familiar, as it is the historic emphasis of medicine (although positive and preventive programs have been rapidly gaining ground). The following theoretical model, reflecting this medical tradition, is offered as an aid to the analysis of techniques appropriate to the realization of the proposed objectives.

The accompanying diagram illustrates six procedural options which guidance programs may take in order to accomplish their objective of optimum personal development of the learner. According to this conception, attention may be focused on either **of two levels**: (1) the extra-personal or environmental level, and (2) the intra-personal level. In terms of time phase or development, guidance efforts may be directed towards (A) general prevention, (B) selective prevention, or (C) diagnosis and remediation.

In general prevention, the program is aimed at the entire population (has a universal scope) and must in terms of content have a general and comprehensive emphasis.

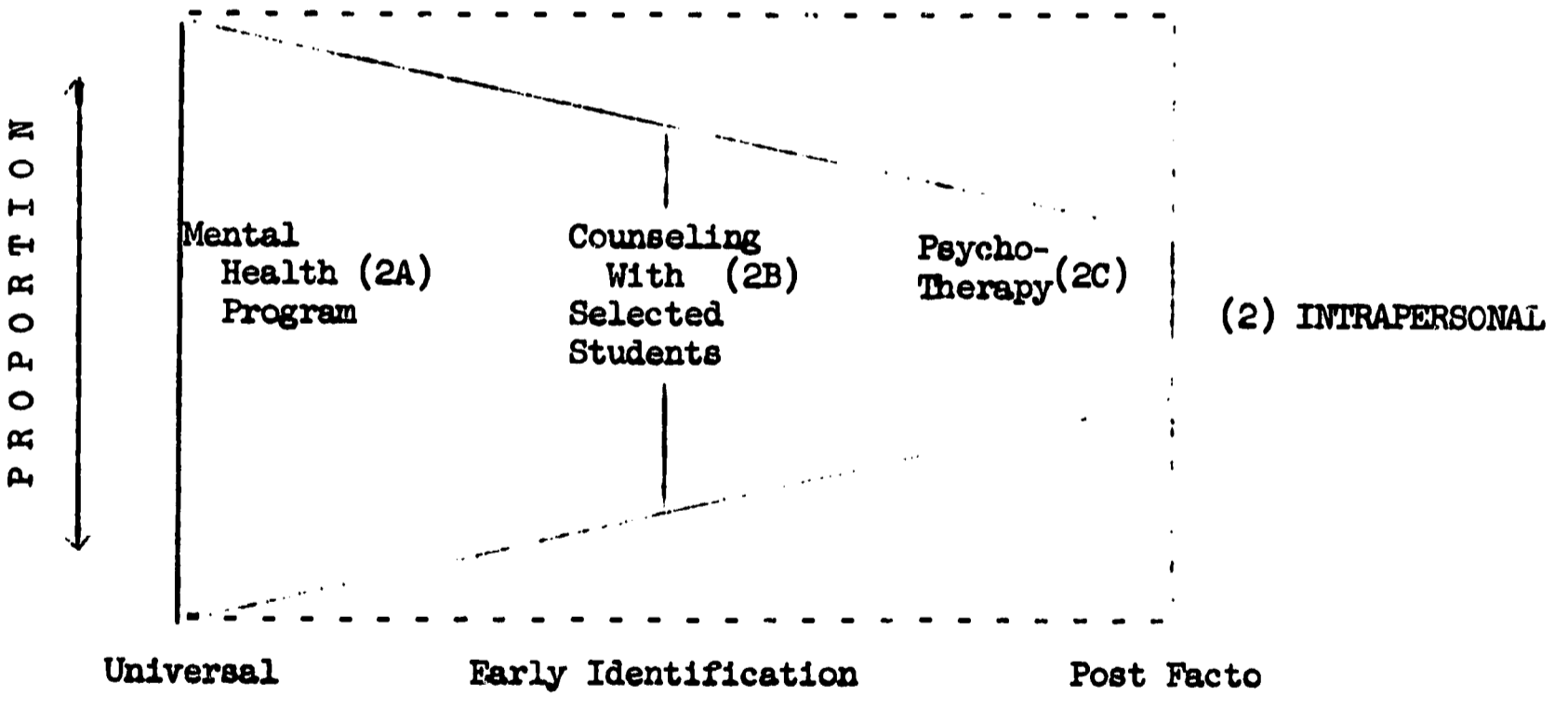
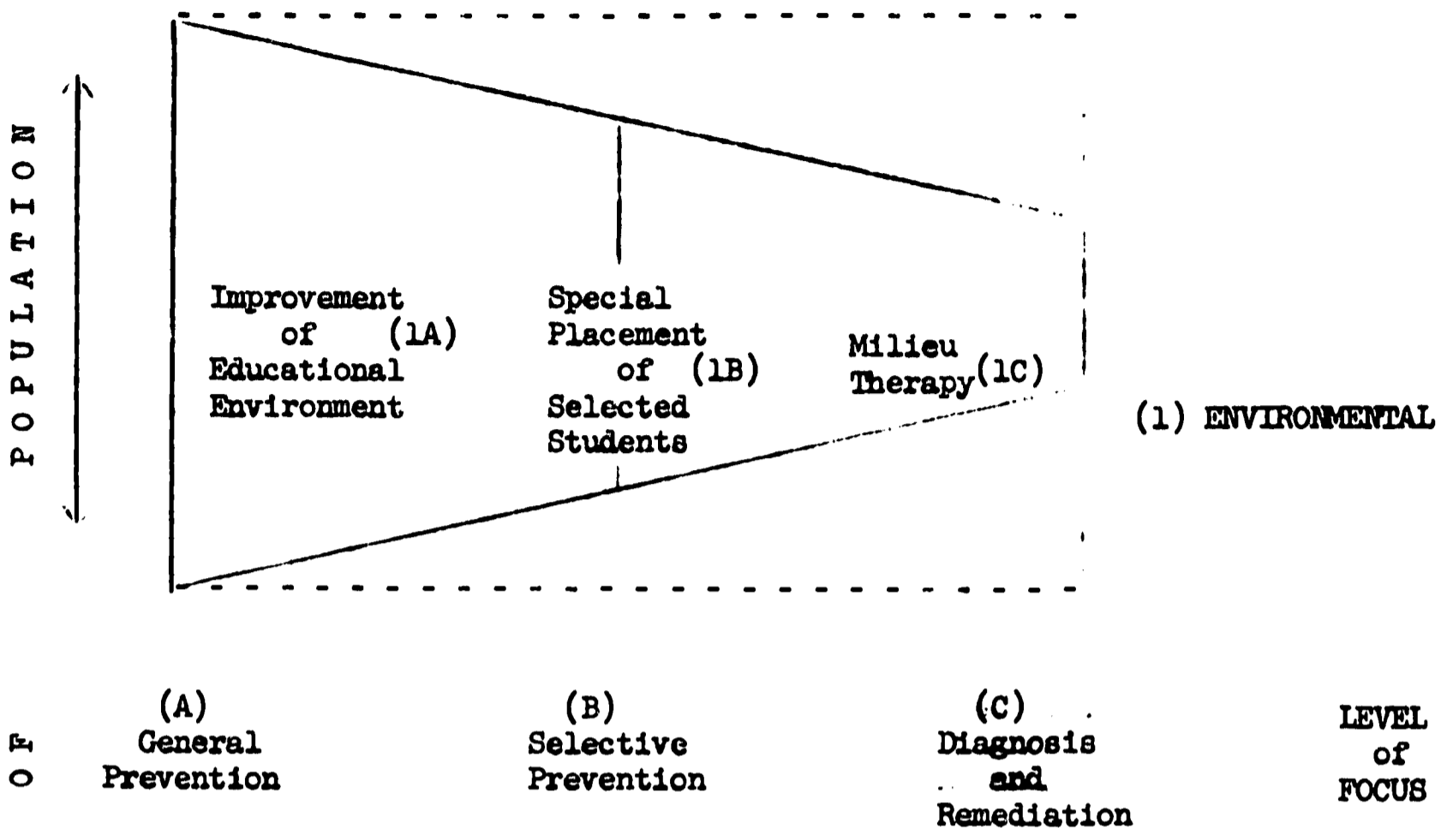


Figure 1. Procedural Options For Guidance Systems

Selective prevention implies early identification of those individuals predicted to have a high probability of developing pathology. Diagnosis and remediation is the usual post-facto approach of treating the pathology only after it has developed to a point where it can be recognized or no longer be tolerated.

When the focus is on the environmental level, general prevention could be accomplished through improvement of the educational environment (1A). Selective prevention at the environmental level could involve special placement or milieu therapy of selected students (1B). Diagnosis and remediation at the environmental level would include individual milieu therapy (1C).

At the intra-personal level, general prevention might be accomplished through a mental health program such as that popularized by Professor Ralph Ojemann (2A), selective prevention through early identification and individual counseling with selected students (2B), and diagnosis and remediation through conventional psycho-therapy (2C). Obviously, the later the time phase, the more intensive must be the treatment, but the smaller will be the proportion of the total population afforded such treatment, (i.e., as one moves up the developmental scale, the form of intervention changes from breadth to depth). It is also a generally accepted principle that the later the time phase of the treatment, the more difficult it will be to completely eliminate the symptoms and aftereffects of the pathology.

The six procedural options delineated in the model and briefly described above were as follows:

- 1A. Improvement of the educational environment
- 1B. Special Placement of Selected students
- 1C. Milieu therapy
- 2A. Mental health programs
- 2B. Individual counseling with selected students



## 2C. Conventional psychotherapy

Parallel procedures found in physical medicine might be as follows:

- 1A. Improvement of the physical environment (draining the swamps)
- 1B. Special placement of selected individuals (placement of more susceptible individuals in special or more healthy environments)
- 1C. Milieu therapy (admission of patient to the hospital)
- 2A. General Health Programs (universal preventive inoculations)
- 2B. Special treatment of selected patients (special inoculations for those susceptible to disease or who are entering a more pathogenic environment)
- 2C. Conventional therapy (medical and surgical intervention for already developed pathology)

This history of medicine exhibits a marked trend toward earlier intervention and increasing emphasis on the environmental level.

### A Suggested Program

It is not a difficult matter to sketch the general outline of a pupil personnel program that springs naturally from the framework. More difficult, however, is making it realistic, or at least more realistic than most such programs frequently seem to be when described in the typical guidance text. The approach used here will be to make some general comments with respect to kinds of counselor activities that are appropriate in terms of the suggested outline, as well as those which are inappropriate.

As suggested by the model, the proposed approach to pupil personnel activities involves an emphasis on providing services primarily to teachers and parents (together with some consequent de-emphasis of direct services to children) with a view to developing a more adequate environment in which learning may take place, and in order to make learning more usable and useful to the learner in further learning or productive efforts. It should be stressed that this does not rule out all work

directly with the learner since he is part of his own environment, it does suggest that the guidance specialist approach this task in the most effective and efficient ways possible, and that he continually assess what he does in relation to the objectives which have been delineated. Two aspects of the problem faced by guidance specialists in the typical guidance program can be seen. A decision needs to be made with respect to the activities that the pupil personnel specialist should be involved in, and second, what activities (some of which he may already be performing) he should not be involved in. An additional step necessary is to review essential pupil personnel activities currently in progress with a view to carrying them out in ways which permit them to retain their effectiveness at the same time decreasing the time and attention they may currently demand of the specialist.

#### Appropriate Activities for the Guidance Specialist

It should be suggested at the outset that the appropriate role of the guidance specialist is active rather than passive. He will seek out those tasks he should accomplish or persons with whom he should work. He will not wait passively for situations to arise which call for emergency kinds of activity on his part, but will seek to anticipate these situations by working with appropriate individuals or groups. It should also be emphasized in the strongest terms that the pupil personnel specialist should not be identified in any way with the administration or with administrative powers of any kind except as certain administrative responsibilities relate directly to the guidance program. If the guidance specialist is to successfully carry out his basic and unique responsibilities it must be as the representative of a profession which is not identified either with administration or with teaching per se, but which is identified with the overall facilitation of the educational process.

#### I. Standardized Testing

##### A. Establishing testing programs

B. Administration of testing programs\*

C. Establishing local norms

D. Feedback of test results to:

- (1) Individual teachers
- (2) Curriculum committees
- (3) Administrators
- (4) Children
- (5) Parents

## II. Work With Teachers

Work with teachers will follow two major directions. One is to provide direct and tangible current help with students who manifest learning problems, either in the sense that (1) they themselves are not learning due to personal situations which prevent it, or because (2) they are interfering, through their behavior, with the learning of other students. The other major effort in work with teachers is to prepare them to more ably handle future problems with students on their own.

A. Work with teacher groups on student problems involving:

- (1) Learning problems
- (2) Behavior and personal problems interfering with learning
- (3) Potential referrals to other agencies
- (4) General problems of attitude and motivation involving:

\*The guidance specialist should be involved in testing programs only in the administrative sense. There is no real reason why a responsible and intelligent clerk cannot be trained adequately to administer most of the kinds of group intelligence tests which are used in public schools. There seems to be no reason to use professional guidance personnel for this responsibility. It would be desirable if this course were followed to see that the teacher remains in the room as an assistant and to help maintain order while the testing program is being carried out, but the teacher need not be burdened with any special responsibilities directly related to the testing program.

- a. Underachievement
  - b. Truancy
  - c. Potential drop-outs
- B. Assisting in the evaluation of instruction (not the evaluation of instructors and not for administrative purposes, but rather for purposes of helping individual teachers become more effective in this particular skill).
- C. Work with teacher groups on problems involving:
- (1) Conflicts of attitudes and values with students
  - (2) Emotional problems which lessen teaching effectiveness
- D. Education of the staff with respect to the objectives of the guidance function, appropriate kinds of referrals, and inappropriate kinds of referrals.
- E. Curriculum development (the use of research information to assist in the development of appropriate curricula, for example, the use of:)
- (1) Test data
  - (2) Information on student characteristics
  - (3) The assessment of instruction
  - (4) Follow-up studies of students
  - (5) Nature of the community in which the school is located

### III. Work with parents

Work with parents will be more emphasized at the elementary levels than at the upper public school levels, however, it will be an important element in the guidance specialist's work at all levels. While many professional educators claim that parents are not interested enough in their children to make any organized work with them possible, this does not seem to be true in those cases where well organized attempts to do so have been made, and where an appropriate approach has been made to the parents. The mode of approach appears to be a key factor in gaining parental cooperation and the key seems to lie in making it clear to parents that their assistance is

needed, that no criticism of them is either intended or implied, and that the problem is really related to their child's education. Work with parents might include:

- A. Learning problems of children, including general motivational problems such as: underachievement, truancy, drop-outs, etc.
- B. Behavioral and emotional problems interfering with learning. (These problems would be either of a developmental, transitory, or a relatively minor nature).
- C. General parental concerns. (These should be dealt with primarily by teacher and guidance specialist meeting with the parents. It will be necessary for the guidance specialist to avoid taking sides in this situation, and to act in the capacity of someone contributing unique information relative to child behavior development, etc.) Some of the kinds of problems to be handled in this situation include:
  - (1) Children being pushed too hard in school
  - (2) Children not being pushed hard enough (in the opinion of their parents)
  - (3) Differing teacher-parent perception of the child, his behavior and/or his work

#### IV. Work With Children

One of the major keys to the success of direct work with children is feedback to teachers. This feedback should take place almost immediately after the guidance specialist's contact with the child, and should be personal rather than in the form of a note or memorandum. Another major emphasis in the guidance specialist's work with children will be to use this work to help teachers understand child behavior and learning problems so that they will be more able to deal with them in future cases. Teachers also need to learn the kinds of problems that a guidance specialist can be helpful in dealing with, and those with which he cannot be helpful. Direct work with children may include some of the following kinds of activities:

- A. Self information (as it relates to learning effectiveness, the use of learning, productivity, occupational or educational planning. Thus, the guidance specialist may work with groups of underachievers, groups of potential drop-outs, groups of discipline cases, or groups involved in the process of vocational and educational planning. He may work through the medium of, so-called, social adjustment classes, or other similar situations to which students are consigned by teachers).

## B. Articulation

- (1) Home-to-school (e.g., entering kindergarten)
- (2) School-to-school (e.g., from elementary to junior high)
- (3) School-to-work, or to further education

C. Some emergency situations. (Repeated emergencies referred by the same teacher may indicate the need for working directly with the teacher).

D. Referral to other agencies. (The guidance specialist needs to be keenly aware of referral sources available to his school and to have a keen appreciation of those kinds of problems which should be referred. Problems to be referred would include:)

- (1) Serious emotional problems (e.g., withdrawal)
- (2) Serious behavior problems (e.g., delinquency)
- (3) Serious physical problems (e.g., uncorrected visual defect)

## V. Student Placement

It is the guidance specialist's responsibility to place students in appropriate curricula and classes. His typical approach to this will be through programming, which he should supervise but should not carry out.

## VI. Development of Classes To Meet Particular Needs

This may involve working with teachers who take on special responsibilities. For example: classes of underachievers or of potential drop-outs, or classes composed primarily of single groups of specific learning problems.

## VII. Dealing With The Aspirations and Motivation of The Culturally Deprived

This particular function will be necessary only in certain schools, but certainly it is a responsibility of the guidance specialist to help children see and to take advantage of the opportunities that are available to them through education. The model here might be the Higher Horizons Project developed in New York City, and primarily carried out by the counseling staff through their work with teachers.

## VIII. Research

In terms of the prepared objectives of pupil personnel work, a major responsibility of the pupil personnel specialist is the evaluation of the conditions under which education is taking place. Specific procedures for accomplishing this are the subject of another phase of this project, as is the identification of desirable and undesirable learning environment. Implied here is the responsibility of the guidance specialist for gathering and utilizing the data necessary to the efficient performance of his job. In addition to the type of research suggested, the personnel specialist must evaluate the effectiveness of his own efforts, utilizing criteria relevant to the objectives of his program.

### Inappropriate Activities for the Guidance Specialist

One of the major criteria for judging certain present functions of guidance specialists to be inappropriate is their passivity. Pupil personnel specialists who engage in what might be considered, in the light of the present model, to be inappropriate activities are primarily passive. They wait in their offices for things to happen, or they wait to be told what to do. Rather than deciding what needs to be done, who they should be working with, and what their tasks really are, they wait for others, usually administrators, to tell them or else they wait for teachers and parents to refer to them situations that have already reached the emergency stage. Some specific examples of inappropriate activities are listed below. (Certain activities which are inappropriate have already been suggested by implication in the preceding section describing appropriate counselor activities. Those which follow simply elaborate on these.)

#### I. Administratively Assigned Responsibilities

- A. Substitute teaching
- B. Discipline (in the punishment sense of the word)

- C. Registration of new students
- D. Clerical work
- E. Directing student activities. (The guidance specialist should be in touch with student activities, but should not permit himself to be placed in the position where it is necessary for him to assign other teachers to cover student activities of one kind or another, or to the advisorship of particular student clubs.)
- F. Programming \*

## II. Inappropriate Work With Students

- A. Excessive individual work. Excessive in this case is a very hard term to define. If the guidance specialist finds he is spending over ten percent of his time in individual work with students, it is probably excessive in terms of the present framework.
- B. Long-term work with serious emotional and/or behavior problems. Such problems properly should be referred to other agencies.

## III. Inappropriate Activities Connected With The Testing Program

Actual Carrying Out of Testing. There is no reason why a well-trained clerk, under the direction of guidance personnel should not do the actual work of carrying out the testing program. The clerk is probably preferable to the teacher, since the teacher would have an ego involvement in the outcome of the test results. If testing is done by classes, the teacher should remain in the classroom to help proctor the tests. If the tests are given in a larger group situation, then teachers or others should be present to help with distribution of materials and other technicalities connected with the testing program.

\* Programming may be directed by guidance specialists, but the actual function of programming should either be a total staff function involving teachers, or should be computerized.



## CHAPTER THREE

### RESEARCH DESIGN OF THE DEMONSTRATION PROJECT

#### Common Limitations of Guidance Research

Much research in guidance has suffered from one or both of two major shortcomings. The first of these has to do with the scope of the research. Because adequate financing has often not been available, or because the interest of guidance specialists at the college and university level has not been strong, most studies have been limited either in their breadth or their depth. They have sought to investigate a tiny segment of a large total problem and then have not been able to integrate their findings in any meaningful way into a larger whole. The second major drawback of much previous research is related to the conceptualization of such research. Most studies have grown as a result of immediate perceived needs and have not been related to any general framework. There are, of course, exceptions to these shortcomings, but by and large, research in guidance, particularly that which has focused upon the more general problem of the provision of guidance services, has been inadequate along these two dimensions. An attempt will be made to overcome at least these two objectives in the present research.

#### Basic versus Applied Research

It is possible to delineate two necessary types of research in the guidance area. The first of these ordinarily is labeled action research and the major effort is to try new techniques in a real situation. The second general type of research might logically be labeled basic research, and has as its purpose the collection of research data which may have no direct or immediate application and may not stem from any immediate need, but which is basic to increasing the effective operation of

pupil personnel programs. The present project will move in both of these directions. The "action research" phase of the project will involve the operation of demonstration centers in public schools, at the elementary, junior high, and high school levels, which will carry out the general ideas embodied in the preceding model or framework for pupil personnel services. The "basic research" phase of the project will involve the collection of data only indirectly related to the more effective operation of guidance programs, but directly related to the conceptual framework postulated. While it is anticipated that information gathered in this phase of the project will have implications for guidance personnel, it will be necessary to go through a subsequent series of research operations in order to arrive at the application level. While the action research approach tends to give observers a feeling that "something is being done" it is not the only, nor perhaps the most systematic way of validating particular practices, hence the desirability of utilizing a dual approach.

#### Practical Limitations of the Present Design

The proposed model for guidance services has a number of direct implications for research in this field. The overall design which follows stems from these implications. Most obvious is the need to compare the suggested approach and its outcomes with the outcomes of more traditional guidance programs. Certain problems inherent in such an attempt will be immediately obvious. These include (1) controls, (2) finding suitable locations, and (3) degree of program modification.

If such a study were to be undertaken on a full fledged experimental basis, it would indeed be a massive undertaking. A brief look at some of the difficulties involved will illustrate the problem. Basic to such a design is the matter of controls. In the present complex undertaking the utilization of controls is at best

a matter of judgment since no precise guidelines exist. It would seem reasonable to control such variables as school size, socio-economic description, population density, and extent of attendance area, etc. Such factors as stability of population and teacher turnover might also be taken into account. It would also appear necessary to include a control dimension for the three major public school levels, elementary, junior high and high school. Such would be the ideal, yet, practical limitations must be considered. If attempts were made to match experimental and control groups on the basis of three levels of socio-economic status and three levels of community size and schools at the three grade levels were included, this would involve fifty-four groups of schools. And if, as would seem desirable, three to five schools were included in each group, the total number of individual schools involved would be somewhere between 162 and 270. Multiplying this by the amount of data that would be collected in each school on individual children, teachers and parents, results in astronomical figures.

A second major problem would be that of finding enough schools with the readiness and orientation to attempt the proposed approach to pupil personnel work. These schools should be reasonably near to the research center so that project personnel could make periodic visits for purposes of providing support and direction to the personnel involved. In this way it would be possible to assure volunteer participation on the part of the participating schools, which in turn should result in the most favorable attitudes toward the project.

A third important problem is the degree of permissible modification of the existing guidance programs in the participating schools. While it would be preferable to attempt the immediate overall approach with full implementation of the suggested guidance specialist activities, it would not be practicable to do so. To ask a guidance staff to completely over-turn its program, to stop doing things which

have become expected and to move completely in the suggested direction, would be asking too much of all those involved - administrators, teachers and guidance personnel. It may, therefore, be appropriate to attempt the implementation of only one segment of the proposal at a time. In so doing, however, a certain risk is taken that failure to enact the entire program may mask whatever results might be obtained through such partial implementation.

After careful consideration of these problems, it seems advisable to resist the temptation to carry out a large and sophisticated research project with elaborate controls, a large sample of schools, and total involvement of the participating guidance programs. The more reasonable and practical option will be adopted, i.e., to attempt a demonstration project involving relatively few schools in which as great a degree of implementation of the overall model will be executed as is possible under local circumstances.

#### Overall Project Period Schedule

It is anticipated that the four-years provided for in the research grant (September 1, 1963 to October 31, 1967) will be utilized in the following manner (See Figure 2):

##### 1. Project Planning

(September, 1963 - August, 1964): The first year of the project will be devoted to project planning and personnel training according to the below listed phases:

- A. Hiring staff (September, 1963)
- B.. Perfecting design, developing instruments, contacting and selecting school personnel (October, 1963 - April, 1964)
- C. Pre-assessment: initial data collection in schools (May, 1964)

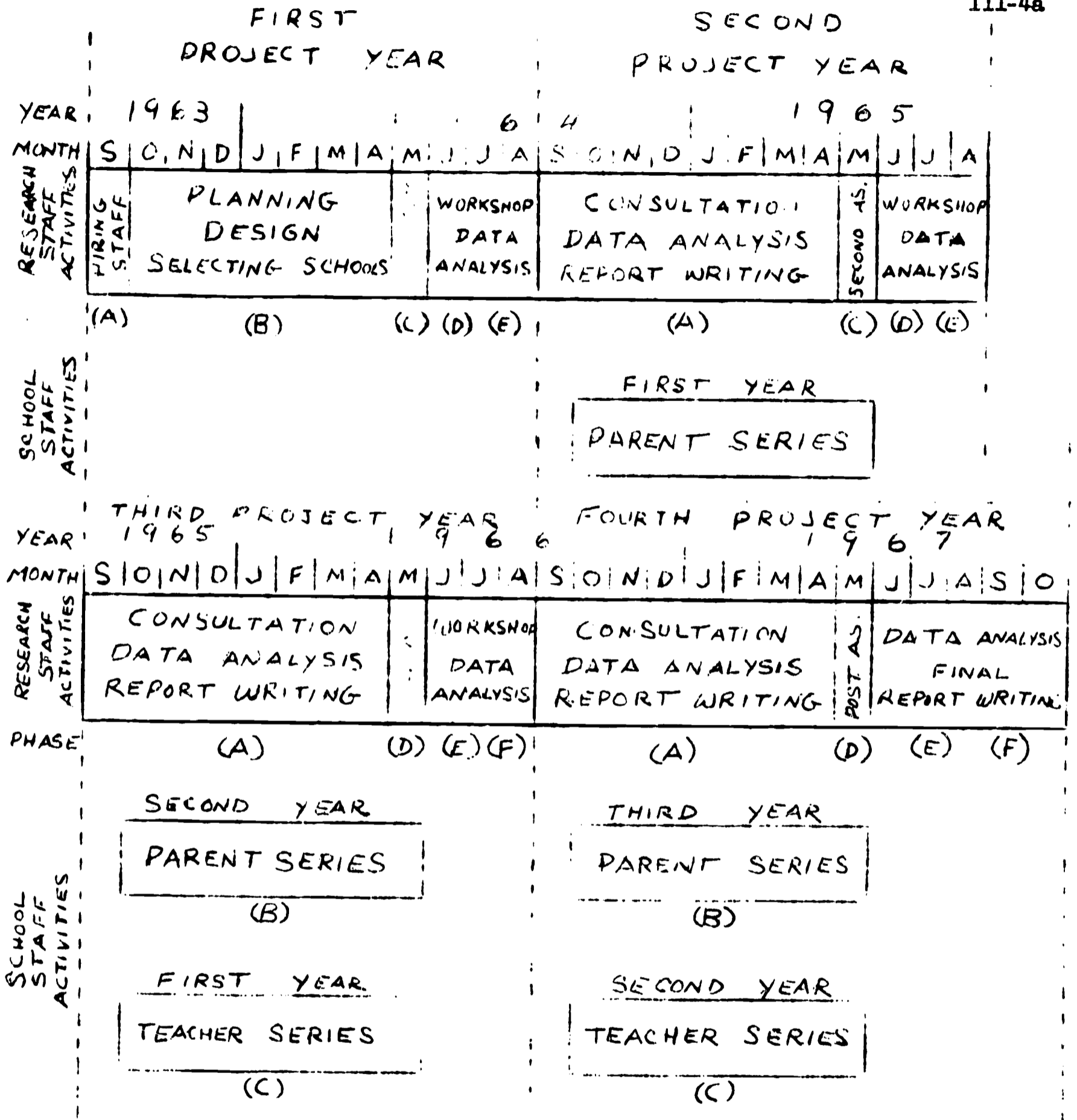


Figure 2. Project Time Schedule

- D. Initial data analysis (June, 1964 - August, 1964)
  - E. Workshops (June, 1964 - August, 1964)
2. First School Year (September, 1964 - August, 1965): The second project year (actually the first year of experimental work in the schools) will be conducted in the following phases:
- A. Preliminary consultation (September, 1964)
  - B. Counselor-parent group series (October, 1964 - May, 1965)
  - C. Second assessment: second round of data collection in the schools (May, 1965)
  - D. Data analysis (June - August, 1965)
  - E. Workshops (June - August, 1965)
3. Second School Year (September, 1965 - August, 1966): The third project year (second year of experimental work in the schools) will exhibit these phases:
- A. Preliminary consultation (September, 1965)
  - B. Counselor-parent group series (October, 1965 - May, 1966)
  - C. Counselor-teacher group series (October, 1965 - May, 1966)
  - D. Third assessment: third round of data collection in the schools (May, 1966)
  - E. Data analysis (June - August, 1966)
  - F. Workshop (June - August, 1966)
4. Third School Year (September, 1966 - October, 1967)

The fourth project year will begin with the third year of actual work in the schools and conclude with the final data analysis and report writing.

The following phases are foreseen:

- A. Preliminary consultation (September, 1966)
- B. Counselor-parent group series (October, 1966 - May, 1967)
- C. Counselor-teacher group series (October, 1966 - May, 1967)

- D. Post-assessment: final round of data collection in the schools (May, 1967)
- E. Final data analysis (June - August, 1967)
- F. Final report writing (July - October, 1967)

### Participating Schools

Seven schools at each level (elementary, junior high and high school) will participate in the demonstration project. Factors in the selection of schools will include the following: (1) desire of both administration and guidance staff to participate in the project; (2) evidence of staff ability and experience in working with groups; (3) counselor-student ratio; (4) existence of a full-time counseling staff; and (5) location of the school. All other things being equal, it will be advantageous to have schools participating in the demonstration project relatively close to the research center so that close liaison, support and supervision is possible. (See Appendix C for a more complete list of criteria relating to the selection of participating districts, schools, and guidance specialists).

Prior to the initiation of the demonstration project, a series of preassessment procedures will be carried out. These will include two major classes of variables: evaluation of the readiness of selected schools to participate in the project; and pre-experimental criteria measures. The need for the evaluation of readiness has been demonstrated in other studies where masking effects have been exerted on total outcomes by particular sub-populations included in the study.

In addition to the variables mentioned in the preceding paragraph, determination of readiness to participate will include assessment of the following facets of the guidance program: (1) present emphasis on individual counseling work, (2) present emphasis on administrative and clerical duties, (3) relationship of the guidance staff to faculty and administration, (4) existence or absence of well defined goals and objectives, and (5) general description of guidance staff responsibilities including information on time spent with teachers and parents.

### Training For Participating Guidance Specialists

It is anticipated that difficulty will be encountered in locating guidance personnel who have not only a willingness but appropriate exposure in group work to qualify them for participation in the project. In addition, it is desirable to acquaint participants with the general background and purpose of the project. For these reasons a one-week workshop will be held for participants in the summer of 1964 on the UCLA campus. Extension credit will be offered and fees paid from project funds. (The plan for these workshops is outlined in greater detail in Appendix D.

The workshop will consist of two sections. The first will cover a general familiarization with the research project, its objectives, the framework or model underlying its design, and the differences and similarities between the present viewpoint and the traditional ones. The second section will deal with the problems involved in group work, training in group procedures, a review of counseling concepts (including role playing, specific preparation for dealing with parent groups and special topics suggested by participants.) Subsequent to the summer workshops, meetings on an average of once every two weeks will be held throughout the school year with participating counselors for the purpose of providing supervision and encouragement, and to determine whether or not general changes in procedure seem necessary.

### The Parent Group Series

As shown in the accompanying time schedule diagram, (Figure 2) pupil personnel specialists will focus on the home environment, and during the first year will be concerned with reaching the general population of children through contact with the greatest number of parents. Consequently, emphasis will not be placed on contact



with individual parents, nor on casual contacts, but rather on planned counseling contacts with parent groups with specific purposes in view. Such guidance specialist parent sessions can be considered under two general headings; (1) those which attempt to reach all parents possible and (2) those which attempt to reach particular segments of the parent population.

Basic to the success of effective work with parent groups is the nature of the approach made to them. It is a cliché in some PTA circles that all "interested" parents attend PTA meetings. There is much room for doubt that this really reflects the truth. It is likewise tempting for school personnel to accept the same point of view on the basis of their experience with some parents, but it is also true that the limited number of parents seen by school personnel are most often seen under conditions of unusual stress. A sound basic principle might well be to attempt to provide a number of opportunities for guidance specialists to see parents in non-stress situations. A corollary of this situation is that when parents are approached to participate in a school initiated group activity, that the approach should always be made in such a way that the parent is not threatened. Furthermore, it should be made clear to the parent that the school is primarily concerned with his or her child's school performance, not with areas that parents do not usually consider to be any of the school's business. It should be clearly understood that this really is the focus, not just a "gimmick" intended to get parent participation. However, it should also be realized that after such a program is underway, well conducted groups will not be able to confine themselves to impersonal considerations.

#### Structure of Parent Groups

The parent groups are not intended to serve as a series of lecture sessions in which the guidance specialist assumes the role of lecturer. Rather, they are intended to provide a setting in which parents can interact with each other on problems of

mutual interest. This does not rule out the information giving function, but relegates it to a place of distinctly secondary import in the total structure of the group. It will be necessary for the guidance specialist to provide structure for the groups at the outset, i.e., clarification of the group's purpose and mode of operation. He may also wish, under certain circumstances, to provide specific information, e.g., test scores, relationship of grades in high school, grades in college, requirements for entrance into college or particular work programs, etc. But, it will be necessary for him to avoid the temptation to do this throughout an entire series of sessions if he is to provide the kind of situation in which personal interaction and expression of feeling are possible. Implied in the preceding statement, is the idea that parent change and understanding (and, therefore, environmental change for the child) will be facilitated most effectively through provision of opportunities for parents to share and react to the feelings, attitudes values and beliefs of other parents. Because of time limitations, and because of parent expectations, it will not be possible to utilize the group centered approach exclusively, but this should be the primary technique employed.

As previously mentioned, two general directions are possible with respect to composition of parent groups. It is possible (1) to find topics which will interest parents generally, or (2) to work with specific groups of parents who share a common interest, not of significance to most parents. An example of the first type of group is represented by an attempt to work with the parents of all tenth grade students on problems related to the educational and vocational decisions of their children. This is a situation which potentially involves all parents and their children. In contrast, groups involving only selected parents might, for example, be conducted with groups of parents of the culturally disadvantaged, under-achievers, mild behavior problems, or with any other group of parents of particular educational problem children.

Basic to the purpose of all groups included within the context of the present framework, is the idea that in working with parents the learning environment in which the child operates is undergoing changes which will make learning more possible, meaningful, and useful to the child.

#### General Purpose of Parent Groups

It is a basic assumption of the proposed program that parents have an all important role in establishing and maintaining a healthy educational climate or environment in the home for their school-age children. This role complements that of school personnel to whom are entrusted responsibility for the school and classroom facets of the overall educational environment. Unfortunately, however, for various reasons, parents are often not able to foster a healthy educational climate. Such reasons range from simple ignorance, immaturity and incompetence on the part of some parents to intense hostility toward, or fear of, the school, school personnel, certain academic subject matter, or the general educational process on the part of others. Many parents acutely sense their needs in these areas but are uncertain where to turn for help. School officials would like to help interested parents, but are at a loss to find time to assume this task in view of their many present responsibilities directly to the child. Thus, the usual program of individual services to the child dominates the scene, although many guidance workers have reservations as to its effectiveness, especially while the child's home environment remains unchanged.

One stumbling block to progress in the direction of greater parent involvement in the educational process has been the notion held by many professional educators that parents are not interested enough in their own children to make any organized work with them possible, or that parents will not cooperate with the

school. This does not seem to be true. In those cases where well organized attempts to work with parents have been made, and where an appropriate approach has been made to the parents, the proper mode of approach seems to lie in making it clear to parents that their assistance is needed, that their opinions and suggestions will be valued, that no criticism of them is either intended or implied, and that the subjects of discussion are really related to their child's education.

#### Specific Objectives of the Group Series

The overall purpose or objective of the model is to create an optimum environment for school learning. The following specific objectives are proposed as hypothesized outcomes desired in situations where the pilot program will be conducted: \*

1. To open a clear channel for communication between parents and school
  - (A) To reduce incipient parent-school tensions
  - (B) To improve general rapport
  - (C) To cultivate parental understanding and support of the school program
  - (D) To permit expression of parental feelings about the school program
  - (E) To provide school personnel with a more accurate picture of the home environment
  - (F) To clarify the complementary child training roles of home and school
  - (G) To promote equilibration of the school and home facets of the learning environment
2. To help parents with their child-rearing problems
  - (A) To reduce parental role anxieties
  - (B) To resolve child-focused tensions between parents
  - (C) To encourage positive parent-child attitudes

\* The specific phases of the overall program which are proposed to attain each specific objective and the means of evaluation appropriate to it are summarized in Appendix B.

- (D) To help parents acquire insight into child behavior
  - (E) To help parents acquire insight into their own behavior
  - (F) To provide guidance toward more effective discipline
  - (G) To promote solidarity among parents in handling peer problems
  - (H) To permit intensive consideration of specific learning difficulties
3. To help parents facilitate their children's vocational decision making \*
- (A) To provide parents with appropriate and accurate information on the kinds of factors important in making appropriate educational and vocational decisions.
  - (B) To provide parents with increased specific information on their own child with respect to important factors on which the school has information.
  - (C) To increase the ability of parents to make appropriate judgments about the child's educational and vocational future.
  - (D) To increase the parents' effectiveness in dealing with the child on matters of educational and vocational planning.
  - (E) To increase the child's effectiveness in making appropriate educational and vocational decisions by providing parents with appropriate information and attitudes.
  - (F) To reduce parental anxiety about the need for immediate and final decisions
  - (G) To reduce parental anxiety about the need for the child to find "the single, correct occupation" in which he may be successful.
  - (H) To increase parents' understanding of their importance in the process of educational and vocational decision making.
  - (I) To appropriately affect parent pressure on children with respect to parental (1) ambitions for their children, and (2) needs for the child to enter an occupation of the parent's choice to enter a particular prestige occupation, to follow in parental footsteps, to attend a prestige educational institution, to achieve unrealistic academic grades in school, or to attend the college or university of the parent's choice.

\* High school level only

4. To help teachers build a better classroom learning environment \*
  - (A) To give teachers important insight into home environments
  - (B) To foster more teacher impartiality in child-parent conflicts
  - (C) To permit more frequent anticipation and prevention of budding difficulties
  - (D) To reduce teacher role anxieties
  - (E) To resolve child-focused tensions between parents and teachers
  - (F) To encourage positive teacher-child attitudes
  - (G) To help teachers acquire insight into child behavior
  - (H) To help teachers acquire insight into their own behavior
  - (I) To provide guidance toward more effective classroom discipline
  - (J) To promote solidarity among teachers in handling peer problems
  - (K) To permit intensive consideration of specific learning difficulties
  
5. To help counselors provide more effective guidance to students
  - (A) To give counselor important insights into home environments
  - (B) To foster more counselor impartiality in child-parent conflicts
  - (C) To permit more frequent anticipation and prevention of budding difficulties
  - (D) To give counselors important insights into classroom environments \*
  - (E) To foster more counselor impartiality in teacher-child conflicts \*
  - (F) To establish better rapport between counselors and parents
  - (G) To establish better rapport between counselors and teachers \*
  
6. To effect certain measurable behavioral improvements in the learning situation (children of participating parents and those of non-participating parents to be considered separately)

\*These objectives are related primarily to the Teacher Group Series to be described later in the Chapter.

- (A) To improve pupil attendance
- (B) To improve teacher attendance
- (C) To improve counselor attendance
- (D) To reduce rate of referral for discipline
- (E) To reduce rate of personal injury through aggressive acts
- (F) To reduce rate of school property damage through aggressive acts
- (G) To reduce rate of juvenile delinquency (police contact) of student population
- (H) To reduce rate of underachievement
- (I) To reduce rate of specific learning difficulties
- (J) To reduce rate of tardiness
- (K) To increase number of positive personal contacts between parents and school
- (L) To improve overall grade average
- (M) To improve overall standardized achievement test average
- (N) To improve holding power
- (O) To improve rate of participation in extra curricular activities
- (P) To reduce rate of program change
- (Q) To reduce rate of course dropping
- (R) To reduce rate of course failure

7.

To effect measurable improvements in attitudes among the five school-related populations (administrators, guidance specialists, teachers, students, parents)

- (A) To foster greater intra-personal congruence among educational values, objectives and techniques
- (B) To foster greater inter-personal agreement about educational values, objectives and techniques
- (C) To encourage more favorable attitudes of school related populations toward each other

- (D) To promote improved attitude of students toward school
- (E) To foster greater consistency and fairness in grading practices
- (F) To promote other attitudinal changes yet to be specified

### Hypotheses

A number of hypotheses are proposed with respect to changes which, it is hoped, will result from the new procedures incorporated in the pilot program of group series. These hypotheses correspond to the seven general objectives and their sub-headings, as cited above, and therefore need not be repeated here.

### Research Procedure

#### A. Selection and Training of Guidance Specialists

In the Spring of 1964 several elementary schools will be selected in which there has been expressed an interest in parent group series. Guidance specialists desiring to participate in such group series may make application \* to the Research Committee. Those selected will attend a one-week workshop at the University during the Summer of 1964, conducted by the Research Committee. Discussion will focus upon: \*\*

- (1) A review of developmental psychology
- (2) A review of counseling concepts and techniques
- (3) Role playing experience in group dynamics
- (4) An analysis of general problem areas which guidance specialists might be expected to encounter and how to deal with them
- (5) Background and rationale of the research project
- (6) Special topics suggested by the participants

---

\* See Appendix E for copies of Application Forms and Appendix C for selection criteria

\*\* See Appendix D for a detailed discussion of the University Workshop



Those who successfully complete this workshop will be considered qualified to lead the parent group series during the pilot program.

After the parent group series have begun, additional consultations between participating guidance specialists and the Research Committee will be arranged on the UCLA campus on an average of every two weeks. In addition to the professional benefits this training and experience will confer upon the guidance specialists, UCLA Extension credit will be granted and tuition expenses of participants paid out of research funds.

#### B. The Initial Group Series

In October, 1964, the first of the parent group series will be initiated. Each group of 10 to 12 parents will be led by one of the guidance specialists selected and trained as outlined above. This initial series will begin with a more or less didactic or lecture-discussion approach to the general problems of children at this particular age and articulation juncture. Using all of the skill at his command, the guidance specialist will progressively draw out the parents in his group, involving them in a discussion in which not only he but also the more experienced parents will serve as source persons for the rest of the group. The focus will remain upon the child, and it is not contemplated that the sessions will encourage a great deal of depth interaction although no healthy interchange will, of course, be discouraged. More clearly therapeutic functions will probably not become prominent until the subsequent second series and third series.

It is anticipated that each guidance specialist would conduct a maximum of two parent groups of 10 to 12 members each during each of two evenings a week. Schedules would, of course, vary with individual situations. In a certain program, for example, the first group might meet from 7:00 to 8:00 and the second from 8:00

to 9:00 on, say, a Tuesday evening. A third and fourth group might meet at the same hours, perhaps on a Thursday evening. Each group would meet at the same hour and on the same day of the week for four consecutive weeks.

A single guidance specialist spending four hours a week (for which an adjustment could be made in his schedule) would thus be able to meet with between 40 and 48 parents. If he were to conduct four such four-session series each semester for a total of 32 weeks out of the school year (eight four-week series) he would be able to work directly with between 320 and 384 parents in one school year, with four weeks left over at the busiest periods of the year during which no evening meetings would be scheduled. If parent participation reached 40% (which may be too optimistic), guidance specialists in a system with a specialist/student ratio of 1 to 500 could still work with both parents of that 40% of the student population whose parents participated. Assuming that in some cases there would be only one parent in the home, and that some parents would have more than one child in the school, the ratio might actually be more favorable, and either fewer groups would need to be scheduled, or a greater percentage of the parent population could participate. With a better specialist/student ratio such as that possessed by an increasing number of districts, the amount of specialist time required for the above described program could, of course, be greatly reduced --perhaps halved.

The above computations assume that the participating parents of the whole student population would need to be seen in one year. Actually, in an on-going program this would not be necessary, instead, the guidance staff would concentrate on those segments of the parent population whose children were then at critical articulation points in the school program (for example, those who had recently entered kindergarten or first grade, seventh graders who had just begun junior high

school and ninth or tenth graders who had just entered high school.) It is, thus, quite possible that less than half of the specialist time estimated above (four hours a week) would need in a continuing program to be devoted to the initial group series.

C. The Second Group Series

It is not expected that the initial group series will be able to deal effectively with learning problems of any real depth. This is due to (1) the generality of the group composition (composed of parents at large, most of whose children will probably not be experiencing marked difficulty in school) (2) the brevity of the time (only four one-hour sessions) and (3) the relative inexperience of the members with this kind of group process. Therefore, it is proposed that a second more intensive group series be made available to those initial series participants who show interest. At the conclusion of the initial group series the guidance specialist will announce that a second series, permitting a wider latitude of group direction and participation and dealing more extensively with child problems, will convene after a four week interim. Those parents interested in participating will be given opportunity to enroll. It is anticipated that only a fraction of those parents attending the initial series will enroll in the subsequent series. Thus, a regrouping will undoubtedly be necessary.

Like the initial series, the second series will also run for four weeks but with possibly somewhat longer sessions than the one hour initial series sessions. Since these groups will be more highly selected and experienced, the aim will be more clearly therapeutic with stress being placed on participation by group members in discussion on role playing and on elucidation of psychological dynamics. The second series will also provide a bridge to the third series to be held later in the year.

D. The Third Series

In February, 1965, a third series will be inaugurated, designed especially for parents of children exhibiting special learning problems. It is expected that parents enrolling in this series would, where possible, have already participated in both the initial and second series. Having already had eight weeks of experience they would, thus, not be strangers to the group process, and might be expected to enter into discussion more actively and openly. It would also be presumed that these parents would be in the group only because of a definite felt need, and would be motivated to make the most of the experience. The proportion of parents who might enter the group primarily because of pressure from school officials (for example, urging by a principal because of the continued misbehavior of a child) and not due to a personally felt need, should be kept minimal. Since the groups would be deliberately constituted of parents whose children were having problems, it is reasonable to expect that considerable therapeutic interaction would ensue. Guidance specialists, of course, would already have had a full semester's experience with initial and second parent group series before tackling this third series.

It is anticipated that a relatively small proportion of the current population will need and want to attend the third group series. Greater flexibility will thus be permissible in scheduling the times, lengths and number of meetings in these series. To facilitate coordination, the pattern will stay reasonably close to the overall plan of a series of four evening meetings, lasting approximately an hour, with groups composed of 10 to 12 members. Discussion topics will be flexible, but will emphasize case studies illustrating causal relationships in human behavior, and frank discussion of home problems related to the general special need shared by the children of the parents constituting the group. The guidance specialist will exercise due precaution to head off unhealthy trends in the group

process by continually encouraging objectivity, permissiveness and mature handling of anxiety and guilt. In many ways his role will be a natural extension of that which he has played in the earlier two series.

E. The Teacher Group Series

After the parent group series have been in operation for a year, participating guidance specialists will have collected a great deal of data and experience with parents which will have considerably broadened their knowledge of the home environment characteristic of their own community. These general impressions can be of great aid to teachers as they work to fashion the architecture of their own classroom learning environment. It is, therefore, proposed that a teacher group series be inaugurated in October, 1965, in certain of the participating schools where interest in such a venture is judged to be sufficient. Since the ratio of guidance specialists to teachers is, of course, many times more favorable than the ratio of guidance specialists to parents, these additional groups should take only a very small proportion of time a specialist has available for group work. It could well be, however, that with teacher groups and a minimum expenditure of time, the guidance specialist could exert his greatest influence for the betterment of the learning environment.

The teacher group series will operate on a model similar to that of the parent group series. Groups of about eight teachers each will meet with a guidance specialist for about an hour at a mutually convenient time after school or in the evening. Discussion will be informal and will begin with a presentation by the specialist of the insights gained during the parent group series. Participating teachers will be invited to react to this presentation. It is expected that as group rapport is established the discussion will move toward the individual concerns

of the teachers about certain child problems and even about their own roles and conflicts. As with the parent group series, probably much more with the teacher group series, success will depend on the skill of the guidance specialist. By beginning the teacher group series only after the specialists have had a full year of experience with adult (parent) groups, it is anticipated that the necessary skills will have reached a suitable degree of development. If, as is hoped, the teachers find the sessions rewarding, arrangements may be made for their voluntary extension beyond the four to eight weeks originally planned.

#### Group Series Procedure: Examples

In order to assist participating public school guidance specialists to feel more at ease in what is likely to be a new situation for many of them, suggestions as to how they might proceed with specific group sessions have been developed below:

#### I. General Considerations

##### A. Setting:

Structure situation to encourage informal interaction among group members. Prearrange seating in a circular fashion. Use lounge chairs, where possible. It is best not to distinguish yourself from the parents by some symbol such as type or position of your chair. The meeting place would normally be a lounge or classroom of the school - the former preferred. However, where parents volunteer, it would be permissible, and perhaps desirable, to meet in a home over a cup of coffee. (Scheduling of time may become a problem if this latter option is adopted, but it may be easier to build rapport in such a milieu.)

##### B. Approach:

You should bear in mind that the primary purpose of the group series is to encourage free interaction and information exchange among parents and

guidance specialist, therefore you will want to inhibit any tendency to play the role of "lecturer" beyond that needed for effective group leadership. You will need to take a good bit of initiative during the initial structuring and rapport building phase of the group series, but should find that demands for your intervention to "keep the group going" will gradually decrease as the group process develops. You will need to steer between two extremes which can destroy morale, i.e., either (a) giving the impression that you lack interest by being too non-directive, or (b) paralyzing group initiative by being too domineering. (Thus, it must be stressed that the suggestions to be given below should be viewed only as idea starters and not as a rigid agenda to be slavishly adhered to.)

## II. First Grade Initial Series

### A. First Meeting

- (1) Introduce yourself, if possible adding some appropriate personal remarks.
- (2) Encourage parents to introduce themselves around the circle, telling something about themselves (e.g., where they were brought up, their occupations, ages of their school-age children.)
- (3) Describe the purpose of the series. Stress the important role parents play in establishing and nurturing a good educational environment. Mention the need for better communication between home and school. Point out that the district is beginning a new program in some of the schools and that evaluation is being conducted to continually improve that program. Comment that they will be asked later for their suggestions as to how to further improve it.
- (4) Structure the kind of process that you expect will take place in the meetings. Stress that you really want their reactions, questions, and suggestions, and

that every member has something to contribute. Make it clear, however, that no one will be pressured into speaking who prefers to remain silent and listen. Mention that although you may do more of the talking just now, they will be surprised at how lively the discussion will become once they get to know one another.

- (5) Begin the discussion by sketching some of the typical characteristics of children of this age (5 to 7): (a) increasing independence, (b) interest in making new friends, (c) changing play interests, (d) budding abilities and interest in reading, (e) increasing divergence in interest between the sexes, (f) greater needs to identify with the same sex parent or substitute, (g) increasing size of play groups. Encourage parents to react to each of these in turn, giving specific examples where possible. Try to draw out some of the implications of each for home and school behavior, and specifically for learning behavior. Encourage parents to add to this basic list from their own experience.
- (6) Give opportunity for parents to bring up their own topics. Discuss these as there is time. Should you be planning to discuss a topic later which a parent has just suggested, you have to decide whether to change your plans and give the topic full consideration while there is interest or to mention that you are planning to discuss it later, and leave two or three questions about it that they might be thinking about until the time when it will be discussed fully. In moderating the discussion, it will be necessary to avoid the extremes of rigid adherence to an agenda, on the one hand, and a jumbled and incoherent scattering of ideas on the other.
- (7) Mention just before adjournment that next time discussion will center around some of the important adjustments that children are called upon to make as they enter kindergarten and first grade. Encourage the parents



to be thinking about these so that they may contribute their ideas to one another on this topic.

- (8) Adjourn on time, especially when you must meet another group after this one. It is not necessary to be wooden about this, but promptness, or lack of it, can become a morale factor, especially when members or relatives of members are kept waiting significantly beyond the appointed time. Your best guide will always be your own good judgment and sensitivity to the situation.

B. Second Meeting

- (1) Begin on time. If some parents wander in late this habit will be more likely to be extinguished when they discover that the meeting consistently begins as planned.
- (2) Have several people in the group try to name all the others in the group, or try to name all the others in the group yourself and elicit assistance from group members during this process. It is important that group participants get to know each other on a name basis, so that they are more than faces that get together once a week for a lecture.
- (3) Review briefly what was discussed the preceding week. Do this, preferably, by asking each group member to try to recall at least one of the topics discussed. Ask the parents if they have noted any interesting behavior on the part of their children during the past week which seem related to last week's discussion. Devote only a few moments to this review, and then move on to the topic of the evening.
- (4) Begin the discussion by drawing attention to some of the important adjustments children are called upon to make as they enter kindergarten and first grade. Typical adjustments include: (a) transition from the strongly

personal, emotional environment of the home to the relatively impersonal environment of the classroom, (b) learning to share the attention of the parent figure (teacher) with many other children, (c) learning to take turns, share and cooperate with many other children in play and work activities, (d) an inevitable introduction to the competitive aspects of our culture as expressed in behavior of other school children, (e) exposure to various ideas and values, some of them seemingly conflicting with those the child has previously learned, (f) an introduction to the use of abstract symbols (written language and numbers), (g) adjustment to new standards and modes of discipline. As each of these topics is introduced, parents might be asked to react to it. Have they noticed signs of these adjustments taking place in their children? Have any difficulties along these lines been encountered?

- (5) Again, give opportunity for parents to bring up their own topics and encourage the group to discuss them while there is time.
- (6) Set the stage for the next meeting. Mention to the group that discussion will revolve around the subject of discipline, a somewhat controversial topic of universal interest to parents. Ask the parents to be thinking about this subject, and where possible, to do some reading on it. Ask them to be looking for examples in the behavior of children during the coming week which may facilitate discussion next time.

C. Third Meeting

- (1) See if you can name the parents in your group. Let them try to do the same thing.
- (2) Introduce the subject of discipline, stressing certain points and taking time for the parents to discuss each in turn:

- (a) Most parents are worried about discipline, and, although they find it necessary, they don't want to resort to perpetual spankings and scoldings.
- (b) The situation is complicated by the fact that we can draw up no set of pat rules for discipline because of the myriad individual differences among children, parents and situations. Fortunately, however, there are some basic principles which can help us to deal with every day situations.
- (c) What is "bad" to an adult is not necessarily "bad" to a child, particularly a young child. It is easy to misunderstand a child's motives.
- (d) A child usually doesn't act naughty unless he feels naughty. When a child acts naughty he may be feeling one or more of three things: (1) hurt, (2) angry, or (3) scared.
- (e) The longer bad feelings are stored up, and not expressed in some way, the harder they are to get at and the more serious may be the kind of behavior which results from them.
- (f) Often children and adults hide their bad feelings even from themselves and do not understand their own behavior. Psychologists call this "repression."
- (g) An essential emotional need of every human being is love. Some children start being hungry for love in the cradle.
- (h) It is easy to fall into the habit of giving a child not love, but substitutes.
- (i) If we find it difficult to love a child, we had best admit it honestly to ourselves and try to find out why. Temporary, irritable and unloving moments, of course, are only natural. At such times ~~the~~ best course is to admit how we feel to ourselves and to our children. They will sense it anyway.

- (j) If we really love a child, we will want to learn to know him as an individual. This takes watching and listening to find out what he is really like. We will need to pay especial attention to understanding his bad feelings, since the worse a child's feelings are the more he tends to need our help in handling them. Of course if we condemn these feelings, then he won't care to tell us about them, and he will miss out on our help.
- (3) It is very likely that by the time you have reached this point you will have run out of time. You may continue the discussion of discipline next week. By leaving the subject partially dangling, you will encourage them to be thinking about it and to "tune in next week" by participating in the last session of this series. Comment that some of them may have by then some interesting anecdotes to share about attempts to discipline their own children according to the principles just discussed.

D. Fourth Meeting

- (1) Once again try out your ability to name the parents in your group.
- (2) Review briefly last week's discussion. Ask if any of the parents have had an opportunity to try out some of the principles discussed. Any interesting results?
- (3) Continue the discussion where you left off:
- (a) Mention that every child has a need to feel that he is capable of doing some things well. If parents demand more of a child than he is capable of doing at his age and with his aptitude, deep feelings of inadequacy may result. Individual differences in ability should not be overlooked. Quiet and patient observing of what a child is able to do on his own without pushing can be most enlightening.

- (b) When talking with their children, parents often inadvertently major on negatives and imperatives. A tape recording of a parent's conversations with a child throughout a day would typically reveal a high percentage of demands and forebiddings. In order to permit a child to develop a sense of achievement, he must not be overloaded with countless demands. When the load becomes too heavy, or he does not get enough understanding, sense of achievement and love he may "tell" us by becoming naughty. It takes exceptional sensitivity to get the message delivered in this manner.
- (c) One reason why discipline so often fails is because we do not take the bad feelings into account, but concentrate on the bad actions alone. Encouraging a child to say his bad feelings out loud or act them out in an acceptable way, or even the parent's saying his feelings for him, may do much to show him that we understand. Misbehavior is one way a child has of getting out his bad feelings. We have to help him learn better ways of getting them out. Thus, our first job is not to change the feelings themselves, but to change the action pathways which the feelings take. The feelings will then often disappear by themselves.
- (d) A child needs time just for himself when he and the parent can be alone without interruption. It is often in these times that the unpleasant feelings will be worked out. Ask, half rhetorically, "How much time a day do you reserve for each child - to be his own time."
- (e) In encouraging the free expression of feelings, words will not always suffice. Especially with younger children, it is helpful to permit them to dramatize a scene, or make a painting or clay model through which they can convey their real feelings.
- (f) In conclusion, parents need to realize that they are not perfect either, and that they need an opportunity to express their own real feelings.

Being honest with the child rather than putting on a facade will in the long run make for a better relationship.

- (4) Encourage the parents to discuss each of these topics and suggestions as fully as possible. It is very likely that some will feel the need to continue past this fourth meeting. This would thus be the ideal time to announce that a second ~~parent group~~ series will begin for those interested in about four weeks. You might at this time pass around a sign up sheet for any who might possibly be interested to indicate their names.
- (5) Thank the parents for their participation. It goes without saying that you should be able to honestly comment that you have learned much from them, and hope that you will see them again. In this way you will keep the door well ajar not only for the second group series, but for future individual visits from parents with school-related child concerns.

### III. First Grade Second Series

#### A. Introduction

Participants in the initial series of the parent group series will have been informed of the opportunity of enrolling for the second series to be held later in the semester. It will be explained to them that the second series, also lasting four weeks, will provide an opportunity to continue their discussions with the guidance specialist and each other. No specific kind of problems will be specified for discussion.

#### B. Procedure

- (1) Since regrouping will necessarily have taken place due to many initial series participants not continuing with the second series, and some continuing on other evenings or at a later time in the school year, introductions should proceed as with a completely new group. It should be

borne in mind, however, that presumably all of the members of the newly constituted group will have had group experience before in some initial group, and where possible, they should meet with the same guidance specialist who led their initial group.

- (2) When introducing the opportunity for further discussion, the guidance specialist will avoid promoting the idea that the discussion group will be problem centered. The ostensible focus of the second series will be educational and child guidance matters. But in view of the previous experience of the group participants, it is anticipated that a wide variety of attitudinal, value and emotional issues may be considered.
- (3) The group will be structured so as to provide for free expression and interchange of feeling among parent participants. Control of the type of discussion material will not be exercised by the guidance specialist. The chief function of the specialist will be to act as a facilitator of discussion, and a clarifier of communication.
- (4) The general philosophy and operational procedures of the second series will largely reflect those outlined for the initial series above. The guidance specialist's role will, however, be even less like that of an instructor than it was during the initial series. Spontaneous topics presented by parents for discussion will take precedence over any planned sequence which the specialist may have in mind. In short, a real effort will be made to permit the discussion to become as group centered as possible.
- (5) At the concluding (fourth) meeting, the guidance specialist will announce that, for those parents who feel the need, a third series will be offered beginning next semester. This third series will be conducted in a quite similar manner to the present one, but will more deliberately focus on

certain learning problems which parents may wish to discuss. Opportunity may be given at this time for parents to jot their names on a "sign up sheet" circulated among them and kept by the specialist for future reference. Parents should be encouraged to sign their names on this sheet if they believe that they would be at all interested in being informed when this third series is to begin.

#### IV. First Grade Third Series

##### A. Introduction

As mentioned above, participants in this second series of the parent group series will have been informed that a third series would convene for those interested during the next semester. It is anticipated that a relatively small percentage of the original parent group participants will enroll for this more obviously problem centered series of meetings. Those who do may be presumed to have a serious interest in learning about and doing something about their children's learning difficulties. The procedure adopted should reflect this assumption.

##### B. Procedure

Space will not be taken here to delineate sample procedures to be followed. In general, the procedures will follow the principles outlined above for the second series. In addition, emphasis will be given to the preparation and execution of individual plans to deal with the specific problems brought up for discussion.

#### V. Seventh Grade Initial Series

##### A. First Meeting

- (1) Introduce yourself, if possible adding some appropriate personal remarks to help establish rapport.



- (2) Encourage the parents to introduce themselves around the circle, each telling something about himself (e.g., where he was brought up, his occupation, and ages of his school-age children).
- (3) Describe purpose of the series. Stress the important role parents play in establishing and nurturing a good educational environment. Mention the need for better communication between home and school. Point out that the district is beginning a new program in some of the schools, and that evaluation is being conducted to continually improve that program. Comment that they will be asked later for their suggestions as to how to further improve it.
- (4) Structure the kind of process that you expect will take place at the meetings. Stress that you really want their reactions, questions, and suggestions, and that every member has something to contribute. Make it clear, however, that no one will be pressured into speaking who prefers to remain silent and listen. Mention that although you may do more of the talking just now, they will be surprised at how lively the discussion will become once they get to know one another.
- (5) Begin the discussion by sketching some of the typical characteristics of adolescence. It might be best to focus first on the physical aspects of adolescence and their influence on behavior, as this area will probably be more familiar and understandable to parents and it will be easier to provoke discussion. You might stress such topics as (a) the pre-pubertal growth spurt, (b) the tendency for girls to be physically ahead of boys during this period, (c) the great degree of variation of growth patterns, (d) the changes which occur in boys and girls at puberty and

on their behavior, (e) some of the implications of endocrine changes, (f) general nutritional aspects, and (g) physical coordination. Encourage parents to react to each of these in turn, giving specific examples where possible. Try to draw out some of the implications of each for home and school behavior and specifically for learning behavior. Encourage parents to add to this basic list from their own experience.

- (6) Give opportunity for parents to bring up their own topics. Discuss these as there is time. Should you be planning to discuss a topic later which a parent has just suggested, you may have to decide whether to change your plans and give the topic full consideration while there is interest, or to mention that you are planning to discuss it later and leave two or three questions about it that they might be thinking about until the time when it will be discussed fully. In moderating the discussion, it will be necessary to avoid the extremes of rigid adherence to an agenda, on the one hand, and a jumbled and incoherent scattering of ideas, on the other.
- (7) Mention just before adjournment that next time discussion will center around some of the important social pressures that young adolescents face, especially during the junior high period. Encourage the parents to be thinking about these so that they may contribute their ideas to one another on this topic.
- (8) Adjourn on time, especially when you must meet another group after this one. It is not necessary to be wooden about this, but promptness or lack of it can become a morale factor, especially when members or relatives of members are kept waiting significantly beyond the appointed time. Your best guide will always be your own good judgment and sensitivity to the situation.

B. Second Meeting

- (1) Begin on time. If some parents wander in late this habit will be more likely to be extinguished when they discover that the meeting consistently begins as planned.
- (2) Have several people in the group try to name all the others in the group, or, try to name all the others in the group yourself and elicit assistance from group members during this process. It is important that group participants get to know each other on a name basis so that they are more than faces that get together once a week for a lecture.
- (3) Review briefly what was discussed the preceding week. Do this, preferably, by asking each group member to try to recall at least one of the topics discussed. Ask the parents if they have noted any interesting behavior on the part of their children during the past week which seemed related to last week's discussion. Devote only a few moments to this review, and then move on to the topic of the evening.
- (4) Begin the discussion by drawing attention to some of the important adjustments children are called upon to make as they enter adolescence and the junior high school period.
  - (a) Compared to primitive cultures, our society makes heavy demands upon the adolescent but fails to provide him with a preconceived and carefully outlined pattern to help him meet these demands. He is told to grow up. He is not told how to grow up.
  - (b) He is expected to assume more responsibility and to demonstrate independence, yet adults are afraid to permit him to have his head for fear of the damage he may do to himself and others.
  - (c) Many parents dread the adolescent period because they remember unpleasant

experiences from their own adolescence, and believe that it was only due to extremely good fortune that they passed through this "dangerous" period unscathed.

- (d) Some parents have an unconscious resistance to their child really growing up, becoming independent of them and leaving them alone.
- (e) In the field of values, the adolescent sometimes faces disillusionment when he discovers adults do not always practice what they preach.
- (f) As the student enters the junior high school his contact with a specific teacher is considerably reduced. School grows more impersonal.
- (g) He is increasingly exposed to high intensity emotional material via the mass media.
- (h) The extreme variations in rate of physical development at this time may result in pronounced feelings of inferiority or self-consciousness and for some, rejection by the peer group.
- (i) Boy-girl relations are made more difficult by the typical superiority manifested by girls in both social and physical development during this period. This may especially work to the disadvantage of the boys, for whom the role expectation of our society demands physical superiority to the girls.
- (j) While seeking to prove his independence of his parents, the adolescent's still strong dependency needs force him to rely heavily on the peer group and to obey its demands, often slavishly.
- (k) Changing attitudes towards sexual morality make it extremely difficult for the adolescent to know how to behave on dates.
- (l) Since his values are in a state of flux, there are many contradictions between what an adolescent says and what he does.
- (m) An adolescent's attitudes toward his parents typically exhibit wide and unpredictable swings of mood which make it impossible for the parent to know what to expect.

- (n) An adolescent often oscillates between secretiveness and self revelation to parents. However, what he reveals to his parents about himself may not be his real and basic problems, but rather the kinds of problems that he thinks his parents expect him to have.

As each of these topics is introduced, encourage parents to react to it.

Have they noticed signs of these adjustments taking place in their children? What have their reactions been?

- (5) Again give opportunity for parents to bring up their own topics and encourage the group to discuss them while there is time.
- (6) Set the stage for the next meeting. Mention to the group that discussion will revolve around the psychological aspects of adolescence. Ask the parents to be thinking about this subject, and, where possible, to do some reading on it. Ask them to be looking for examples in the behavior of children during the coming week which may facilitate discussion next time.

C. Third Meeting

- (1) See if you can name the parents in your group, let them try to do the same.
- (2) Introduce the subject of adolescent psychological development, stressing certain points and taking time for the parents to discuss each in turn.
- (a) Due to rapid growth and marked physical changes, the child's body may actually become somewhat unfamiliar to him. This can result in an apparent lack of coordination and in marked self-consciousness.
- (b) The child may become moody, quarrelsome, and tend to over-react emotionally.

- (c) Due in part to an increasing sensitivity, the early adolescent may complain of many physical symptoms and show much concern as to what these symptoms mean.
- (d) Endocrine changes are associated with increasing sexual feelings about which the child may become quite concerned. His increasing secrecy may lead to a kind of emotional isolation in which he becomes concerned that his thoughts and desires are abnormal since he has little or no opportunity to compare them with others his age, yet can't talk to his parents about them either.
- (f) Many ordinary things once taken for granted may now take on an aesthetic quality.
- (g) There is a tendency for the adolescent's thoughts to turn toward philosophical questions, to some of which he may give an almost morbid attention.
- (h) Much conflict may center about the problem of giving up old habits of dependency on the parents before new habits of self reliance are firmly established. This characteristically results in a considerable degree of ambivalence
- (i) When conflicts arise, or the child feels insecure, there is a tendency to return ("regress") to an earlier and less mature mode of functioning.
- (j) Turning to others for support in time of stress is not necessarily indicative of a regression of infantile dependency. The tendency to think that dependency and maturity are mutually exclusive is a fallacy since our entire social structure rests upon the interdependence of people.
- (k) When a parent satisfies an adolescent's demands for dependency of a

regressive nature, he may very soon find himself the target of the adolescent's hostility over his disappointment at not having stood on his own two feet. The parent's failure, on the other hand, to provide needed emotional support may also result in an angry outburst. At these times a parent needs a lot of love, a lot of patience, and a lot of confidence in himself as a parent.

- (3) As before, give opportunity for parents to bring up their own topics and encourage the group to discuss them while there is time.
- (4) Set the stage for the next meeting. Mention to the group that discussion will revolve around the subject of discipline, a somewhat controversial topic of universal interest to parents. Ask the parents to be thinking about this subject and, where possible, to do some reading on it. Ask them to be looking for examples in the behavior of children during the coming week which may facilitate discussion next time.

D. Fourth Meeting

- (1) Once again try out your ability to name the parents in your group.
- (2) Review briefly last week's discussion. Ask if any of the parents have had an opportunity to observe some of the principles discussed last week at work in their own or other children.
- (3) Introduce the subject of discipline, stressing certain points and taking time for the parents to discuss each in turn.
  - (a) Most parents are a little worried about discipline, and although they find it necessary, do not want to resort to perpetual nagging and scolding.
  - (b) There are no pat rules for discipline because of the vast individual differences among children, parents, and situations. There are, however,

some basic principles which can help in dealing with every day situations.

- (c) When a child acts disobedient it may be because he is feeling one or more of three things - (1) hurt, (2) angry, or (3) scared.
- (d) The longer bad feelings are stored up and not expressed in some way, the harder they are to get at and the more serious may be the kind of behavior which results from them.
- (e) Often children and adults hide their bad feelings even from themselves, and do not understand their own behavior. Psychologists call this "repression."
- (f) An essential emotional need of every human being is love. Some children start being hungry for love in the cradle.
- (g) It is easy to fall into the habit of giving a child not love but substitutes.
- (h) Every person has a need to feel that he is capable of doing some things well. If parents demand more of a child than he is capable of doing at his age and with his aptitude, deep feelings of inadequacy may result. Individual differences in ability should not be overlooked. Quiet and patient observing of what a child is able to do on his own without pushing can be most enlightening.
- (i) When talking with their children, parents often emphasize negatives and imperatives. In order to permit a child to develop a sense of achievement, he must not be overloaded with countless demands and prohibitions.
- (j) Encouraging a child to say his bad feelings out loud may do much to show him that we understand. Our first job is not to change the feelings themselves, so much as to change the action pathways which the feelings take.



- (k) A child needs time just for himself when he and the parent can be alone without any interruptions. Although the adolescent may deny that he has such a need, it is there nonetheless and the parent will do well to make provision for its fulfillment.
- (l) Parents need to realize that they are not perfect either, and that they need an opportunity to express their own real feelings. Being honest with the child rather than putting on a facade will in the long run make for a better relationship.
- (4) Encourage the parents to discuss each of these topics and suggestions as fully as possible. It is very likely that some will feel the need to continue past this fourth meeting. This would thus be the ideal time to announce that a second series will begin for those interested in about four weeks. You might at this time pass around a sign up sheet for any who might possibly be interested to indicate their names.
- (5) Thank the parents for their participation. It goes without saying that you should be able to honestly comment that you have learned much from them, and hope that you will see them again. In this way you will keep the door well ajar, not only for the second group series, but for future individual visits from parents with school related child concerns.

## VI. Seventh Grade Second Series

### A. Introduction

Participants in the initial series of the parent group series were informed of the opportunity of enrolling for the second series to be held later in the semester. It was explained to them that the second series, also lasting four weeks, would provide an opportunity to continue their discussions with the guidance specialists and each other. No particular kinds of problems were specified for discussion.

B. Procedure

- (1) Since regrouping will necessarily have taken place due to many initial series participants not continuing with the second series and some continuing on other evenings or at a later time in the school year, introductions should proceed as with a completely new group. It should be borne in mind, however, that presumably all of the members of the newly constituted group will have had group experience before in some initial group, and, where possible, they should meet with the same guidance specialist who led their initial group.
- (2) When introducing the opportunity for further discussion, the guidance specialist will avoid promoting the idea that the discussion group will be problem centered. The ostensible focus of the second series will be educational and child guidance matters, but in view of the previous experience of the group participants, it is anticipated that a wide variety of attitudinal, value and emotional issues may be considered. If specific problems are raised, time can be given to the development and execution of plans to deal with them.
- (3) The group will be structured so as to provide for free expression and interchange of feeling among parent participants. Control of the type of discussion material will not be exercised by the guidance specialist. The chief function of the specialist will be to act as a facilitator of discussion and a clarifier of communication.
- (4) The general philosophy and operational procedures of the second series will largely reflect those outlined for the initial series above. A guidance specialist's role will, however, be even less like that of an instructor than it was during the initial series. Spontaneous topics

presented by parents for discussion will take precedence over any planned sequence which a specialist may have in mind. In short, a real effort will be made to permit the discussion to become as group centered as possible.

- (5) At the concluding (fourth) meeting the guidance specialist will announce that for those parents who feel the need, a third series will be offered beginning next semester. This third series will be conducted in a quite similar manner to the present one, but will more deliberately focus on certain learning problems which parents may wish to discuss, e.g., negative attitudes toward school, underachievement, reading difficulties, etc. Opportunity may be given at this time for parents to jot their names on a sign up sheet circulated among them and kept by the specialist for future reference. Parents should be encouraged to record their names on this sheet if they believe that they would be at all interested in being informed when this third series is to begin.

## VII. Seventh Grade Third Series

### A. Introduction

As mentioned above, participants in the second series of the parent group series will have been informed that a third series would convene for those interested during the next semester. It is anticipated that a relatively small percentage of the original parent group participants will enroll for this more obviously problem-centered series of meetings. Those who do may be presumed to have a serious interest in learning about their children's learning difficulties. The procedures adopted reflect this assumption.

B. Procedure

Space will not be taken here to delineate sample procedures to be followed. In general, the procedures will follow the principles outlined above for the second series. In addition, emphasis will be given to the preparation and execution of plans to deal with the specific problems brought up for discussion.

VIII. Tenth Grade Initial Series \*

A. Introduction

While the parent groups at the elementary and junior high school level will be focused upon problems related to child development and the articulation from home-to-school or from school-to-school, emphasis at the tenth grade level will be placed upon problems relating to educational and vocational choice. In the tenth grade, students are normally exposed to educational and vocational guidance concepts in a variety of ways. While research findings have convinced most experts that the problem of educational and vocational choice is not one that can be dealt within any single grade in the public school, it is nevertheless true that the high school years constitute an important period in which the ground work is laid for later educational and vocational decisions. In normal procedure, emphasis is commonly on direct work with students, but at the same time we are aware that parental influence is a major determinant in early vocational choice and that such influence can be at times confusing and anxiety producing to the student attempting to make appropriate

\* In four year high schools it may be more appropriate to concentrate on the ninth grade (entering class).

decisions. The position taken by parents with regard to vocational and educational problems involving their children is quite likely to differ according to socio-economic status, with middle and upper class parents pushing for maximum education and entrance into prestige occupations and prestige institutions. Lower socio-economic groups are quite likely to move in a different direction, and to deemphasize the need for education, with consequent effects on the vocational status of their children.

There is much need to assist parents to help their children make more appropriate educational and vocational decisions, to provide them with accurate and appropriate information relative to these matters, and to help them to deal more effectively with their own attitudes which, though intended for their child's best interest, may not work out that way in practice.

An initial series of seven weekly meetings will begin in the middle of October. A second series of four meetings will be held for those parents who participated in the initial series beginning in February. Group size will be kept small (10 to 12 parents) so that opportunity for group interaction will be maximized.

The initial series will be structured to the extent that general topics areas will be covered at each session, informational material will be provided where appropriate, and some use will be made of the cumulative record materials. The second series will be open to those parents who feel they have need of further clarification. The second series will be much more unstructured than the first, the assumption being that parents will b that time be more comfortable in groups and there-

fore will be better able to interact. It is further assumed in connection with the second series that parents who attend will be primarily parents whose problems, with respect to the matter of educational and vocational choice for their child, are related to their own attitudes, needs and values, and the primary purpose of the second series will be to deal with these kinds of problems.

B. First Meeting: The Problem of Educational-Vocational Choice

- (1) Introduce yourself and then have the parents introduce themselves around the circle. Have them use more than just their names: try to find out something about each of them. You might try to check parental occupations which are included in the group.
- (2) Describe the purpose of the meetings. Stress the following:
  - (a) The importance of parents in the vocational and educational choices made by their children.
  - (b) The need for parents to be informed about some of the general factors which are important in vocational and educational selection.
- (3) Mention the specific information which the school has available on their children, and the need for parents to be aware of the nature of this information as it affects their child's educational and vocational future.
- (4) Emphasize the demands of society for children to make decisions at an early age, but at the same time stress the unreadiness of the child to make some of these decisions. As evidence of the child's unreadiness, you might use this type of information:
  - (a) Students in California state colleges make on the average

- three changes of major while they are in college.
- (b) You might raise the general question, "When did you make a decision about your vocation?", pointing out that it is very likely that some people present did not know either until after they had completed their formal education or until after they had been for some time on a job or in a series of jobs what it was that they would really like to do. Mention the fact that many adults are dissatisfied with their current occupations.
- (c) You might mention in a general kind of way the results of research currently being conducted by Dr. Donald Super of Columbia University which indicated that the typical ninth grade child is not ready to make any kind of a decision about his educational or vocational future. The implication of this is that the school's purpose can only be to help him be aware that the decision will one day need to be made, and to help him understand the factors that should be involved in such choice. He also needs to be aware of the range of choices which are available to him.
- (5) You might mention as a related problem the speed with which occupations are changing. Many occupations not dreamed of ten years ago are now commonplace, including work with automation, with computers, space technology, etc. On the other hand, many jobs which seemed to be stable kinds of occupations, no longer exist.
- (6) You might point out that our old ideas of attempting to list all available kinds of job and letting the child pick the one he can do successfully and happily no longer hold up. We now know that most human beings can do a wide variety of things happily and successfully, and that our concern is not with picking the single occupation in which a child can be successful, but rather with narrowing the choice down to general areas.
- (7) Mention the existing social pressures to "get up in the world." and that these pressures tend to change focus from one time to another. In the past, the prestige occupations were law, medicine, and

business. The current fashion or fad tends to place the most prestige upon science. Point out that we need to protect children from this kind of pressure in making decisions which are appropriate for them.

- (8) At this point you might ask parents what reactions they have to the material you have given them, or what comments or questions they would like to raise. Try to elicit parent reaction, be alert and sensitive to feeling and try to deal with this rather than the content of what is brought up.
- (9) Point out that everyone present has probably been exposed to this kind of problem as a young person. You might at this point go around the group and ask each one what reactions their own parents had to the problem of vocational selection in their case. Again, deal primarily with feeling rather than with content and attempt to get as much voluntary participation as possible, but do not push anyone to deal excessively or extensively with feeling in this introductory session.
- (10) Raise the question to the group, In what ways do we pressure our own children with regard to the matter of educational-vocational choice? Point out that some of these ways can be pretty obvious, but others can be pretty subtle.
  - (a) You might use such questions as, "Have your children assumed from early years anything about their educational-vocational careers, like always assuming that they would go to college, assuming they would do what their father does, assuming they weren't going to finish school, or anything else like this?"
- (11) Set the stage for the next meeting. Inform parents that the general question of the kinds of things important in determining



educational and vocational futures will be discussed. Encourage them to discuss it with each other if husband and wife combinations are present.

C. Second Meeting: What Kinds of Things Are Important in Making Educational and Vocational Plans

- (1) Have several people in the group try to name all the others in the group, or try to name all the others in the group yourself and elicit assistance from group members during this process. It is important that group participants get to know each other on a name basis so that they are more than faces who get together once a week for a lecture.
- (2) Raise the general question with the group--What kinds of things should parents and child take into account in making educational-vocational decisions?
  - (a) Seek continuously to elicit feelings and reactions as reflected in head shaking, gesture, posture, and vocalization.
  - (b) Encourage interaction among participants.
- (3) Raise the general question with the group--What kinds of things should never be taken into account in making appropriate educational or vocational decisions? Again seek to elicit group reactions; if necessary you might try going around the group one by one.
- (4) Raise the general question--In what ways do parents disregard important factors about their children when it comes to making educational-vocational decisions? This is really a rather indirect way of asking parents how they apply pressure to their

children since all parents do this and it is, in most cases, a necessary and desirable kind of thing for parents to do. The important thing for them is to be aware of the ways in which they apply pressure, and what the implications of this are for them and for the child.

- (5) Set stage for the next meeting. Inform the group that the subject will be "Interest" and the role of interest in educational and vocational selection.
  - (a) Give each group member a Kuder to take home to complete and to score. Give them the necessary directions for doing these things and tell them that next time this material will be used to facilitate a discussion of the importance of interest in vocational selection.
  - (b) If you are in a school which has not previously given the Kuder to tenth grade children and therefore does not have results available for children of group members, then you should also give Kuder material to the parent for the child to complete also. This material should be brought by the parent to the next session for use then.
  - (c) If Kuder results are available on children, then the guidance specialist must take the responsibility of bringing these results with him to the next session to give to the parent for parental use.

C. Third Meeting: Interests and Their Relationship To Occupational Satisfaction

- (1) Attempt to name the parents in your group. You should be able to

- do it by this time. Have some of the parents do the same thing.
- (2) Provide parents with material for profiling the Kuders; explain how it should be done and let them prepare, in about five minutes, their own Kuder profiles, and if necessary, those of their children as well.
  - (3) Before parents complete their profiles have them predict their scores in each of the ten general interest areas covered by the Kuder. Have them rank themselves from 1 to 10, with respect to interest, with 1 indicating the maximum degree of interest and 10 indicating the minimum degree of interest. Have them write this down on a blank profile before their scores are added to the profile. Also have each parent predict for his child what the child's score will be and, if it seems appropriate, have each parent predict for his child what the child's score will be and, if it seems appropriate, have each participant predict for his spouse what the scores will be.
  - (4) Raise the general question of the amount of agreement between predicted and actual scores for (a) self, (b) child, and (c) spouse. This should provide the material for a fairly light and active discussion.
  - (5) Raise the question with the group of how they account for differences in their predictions. Is the test incorrect, or was their prediction incorrect?
  - (6) Raise the question with members of the group of how the interests reflected by the inventory square with the interests that are involved in their present occupation. In order to have them do this

with any degree of sensitivity, it may be necessary for you to mention a few occupations related to each of the broad occupational categories included on the Kuder.

- (7) Where group members indicate disagreement between interests reflected on the interest inventory and those required in their present occupation, you might, if it seems appropriate, raise the question of whether or not there is some satisfaction with present occupation--at least insofar as being interested in it is concerned.
- (8) Raise the question of how accurate their prediction of their children's interests were. If there was agreement between themselves and their spouses with respect to what their children's interests were, was one more accurate than the other?
- (9) Raise the question of whether the child's interests are more similar to the mother's or the father's interests.
- (10) Raise the question of what the child says his interests are, and to what degree his stated interests agree with his measured interests. Raise the question of whether or not parents agree with the child's description of his own interests.
- (11) Have parents discuss the general question of what the implications for broad occupational fields might be for their child if their predictions of the child's interests are correct.
- (12) Set the stage for the next session dealing with ability and achievement. Mention some of the kinds of material that you will make available to them, including ability and achievement tests plus the grade point average material.

E. Fourth Meeting: Ability and Achievement

- (1) Have available for use at the appropriate time the ability and

achievement test scores of the children of parents in the group. In addition, you should have available information on their academic grades as assigned by teachers for at least the previous three years of school.

- (2) Raise the general question with the group of what the term "ability" means to them. It may be desirable for you to summarize their discussion and point out that "ability" is a kind of blanket term, and that perhaps the only real way to ask the question is to be concerned with the problem of ability to do what.
- (3) Raise the general question of what kinds of abilities there are. You might point out that academic ability is only one kind of ability and that there are many other kinds of abilities which may be equally valuable. For example, ability to concentrate, persevere, to do a job well, all may be equally important.
- (4) Raise the general question of what is the relationship of academic ability to academic achievement. Summarize the discussion and point out that, while a certain amount of ability is necessary to do academic work, that ability in and of itself does not insure academic success. Motivation, interests, and other factors are at least as important. Also point out that motivational factors may, in some cases, help overcome certain deficiencies in the ability area. However, do not take the position that sufficient motivation will overcome all ability deficiencies since this is manifestly untrue.
- (5) At this point provide the parents with test results reflecting ability or intelligence of their children. Give a concise lay

description of the meaning of these test results, and conduct a brief discussion of the general implications of different kinds of results on ability tests.

- (6) Provide the parents with the achievement test material and the grade point average material. Give a brief lay description of the meaning of the achievement test results. Raise the general question of whether or not there is agreement between the grades the child has received and the achievement test scored he has.
- (7) Ask the group what the meaning of discrepancies between measures of ability and indices of achievement are.
  - (a) Where can ability tests go wrong?
  - (b) In cases of discrepancy which results should be accepted and used?
- (8) Give out the Edwards Personal Preference Schedule with instructions for taking it, and inform the group of the use that will be made of it at the meeting after next. Don't insist that a parent complete the inventory if he is reluctant, but indicate that it will be used in much the same fashion as the Kuder. Mention briefly the importance of personal characteristics in job satisfaction and success, and point out that the results of the inventory are intended only for the parent's use and will not be known by anyone else. Ask them to return this material at the next session so that the answer sheets can be scored and returned to them for use at the session following the next one.

F. Fifth Meeting: Ability and Achievement (continued)

- (1) Introduce the idea of occupational levels. Point out that we can think of occupational levels, generally speaking, in terms of the

amount of education required for an individual to participate in an occupation on a given level. Raise the question of how the concept of occupational levels related to academic ability and achievement.

- (2) Ask group members how they feel about their child's ability and achievement. Are there discrepancies between his ability and his achievement? How can they be accounted for? Which reflect accurately the child's real capability to perform? (Go around the group if necessary and get reactions to this.)
- (3) Set the stage for the next meeting. Give a brief introduction to the importance of personal characteristics in the selection of a vocation, pointing out that the retiring child is not likely to ~~make an outstanding salesman, and that the highly active husky~~ child, constantly on the go, is not likely to make the most adequate librarian. (Use any other illustration you think appropriate.) Mention the Edwards Personal Preference Schedule again, and that you intend to have it available to the parents for their own use at the next session.

G. Sixth Meeting: Personal Qualities and Academic and Vocational Choice

- (1) Elaborate on the importance of personal characteristics in educational and vocational success. Emphasize that it is not a form of prying into personal lives, and that when done by schools it is done for valid purposes related to the school's basic function. Mention the importance of such personal characteristics as ability to concentrate, motivation, ability to persevere, attention span, activity level and any other qualities that might potentially be

important in a vocation. Stay away from areas dealing with abnormality or non-normality in any form. It is not the purpose of this discussion to deal with this particular problem directly. In order to accomplish the purpose of the groups and to avoid threatening parents, discussion should stay away from these sensitive kinds of areas.

- (2) Have group members rate themselves on each of the EPPS scales before giving them their profiles. Raise the general question as to how their own predictions compare with their scores on the test. Encourage discussion along these lines.
- (3) Raise the question with the group as to the kinds of personal quality that might have implications for a child's educational and vocational future. Get them to respond as freely as possible, and make a list of these qualities. If there is a blackboard in the room in which you are working, use the blackboard for this purpose.
- (4) Raise the general question with the group as to what are their children's personal qualities which might have implications for their education and vocational future. Ask them to consider how the personal qualities of their children relate to those which the group suggested as having implications for vocational selection. Encourage discussion and interchange among group members.

H. Seventh Meeting: How Can Parents Best Help Their Children Make Appropriate Educational and Vocational Choices

- (1) This will be essentially an open-ended session.



- (a) Parents will have an opportunity to discuss whatever they like.
  - (b) Hopefully the questions of parental pressure, fulfilling parental needs through their children, problems, of finances, "respectable" occupations, "practical" occupations, parents' anxiety regarding separation from their children, parent's anxiety with respect to the readiness of their children to be independent, etc., will come up. It should be emphasized again that the guidance specialist's role here is not to respond to content, but to respond to feeling and attitude.
- (2) Try to summarize towards the end of the session the kinds of things that have been covered in the preceding sessions. Try to bring out some of the common problems which parents share, common anxieties, common concerns about their children. Also try to summarize parent suggestion for dealing with such problems.
- (3) Extend an opportunity for continuation of sessions, or for personal discussions between parent and guidance specialist for those parents who may be interested.

#### IX. Tenth Grade Second Series

Parents participating in the initial series of tenth grade parent meetings will be informed of the opportunity to participate in the second series. They will be told that this will represent an opportunity to continue their discussions with the guidance specialist and with each other, if they desire. No particular kinds of problems will be specified as appropriate for discussion. In introducing the opportunity for further discussion, the specialist will avoid the idea that the discussion group will be problem centered.

The ostensible focus of the second series will be issues involving educational and vocational matters, but in view of their previous preparation for group participation, it is to be anticipated that a wide variety of attitudinal, value, and emotional issues may be raised. Group structure will provide for free expression and interchange of feeling among parent participants and control of the type of discussion material will not be exercised by the guidance specialist. The main function of the specialist will be to act as a facilitator of discussion and a clarifying agent.

#### X. The Teacher Group Series

Since the subjects and content of discussion for the teacher group series will ostensibly arise primarily from data and impressions gathered by the guidance specialists during their first year of experience working with the parent group series, it would not be appropriate at this point in the development of the research design to specify in detail a sample program for group meetings. Topics which it is anticipated could develop are as follows:

1. Educational description of the community
2. Characteristics of home environments
3. Attitudes of parents
4. Patterns of parent-child relationships
5. Ways to build rapport with parents
6. Typical learning problems and the home environment
7. Typical learning problems and the classroom environment
8. What grades communicate
9. Characteristics of children at a given age
10. Effective teaching principles

## CHAPTER FOUR

### ASSESSMENT OF DIFFERENCES AND CHANGE

General assessments of existing differences and experimentally induced changes will be conducted at four different points, approximately one year apart, during the three year project period (See Figure 2). These assessment phases will be summarized below, together with their approximate dates.

#### (1) Pre-assessment (May, 1964)

After the participating schools have been selected (during the Spring of 1964), pertinent data will be collected and certain instruments now being developed (See Appendix A) will be administered to a sample of five populations drawn from these schools; (a) administrators, (b) teachers, (c) counselors, (d) students, and (e) parents. Statistical analysis will be performed to bring to light any significant differences existing among "x" population groups, "y" schools, and "z" time phases in accordance with the model depicted in Figure 3.

#### (2) Second Assessment (May, 1965)

Near the end of the first year during which the group series have been functioning, data will again be collected and the battery of instruments readministered to the same, plus a new sample, of the five populations. Data from this assessment will permit the first of the time phase comparisons called for in the model.

#### (3) Third Assessment (May, 1966)

Near the end of the second year the data will be recollected and the battery readministered as described above.

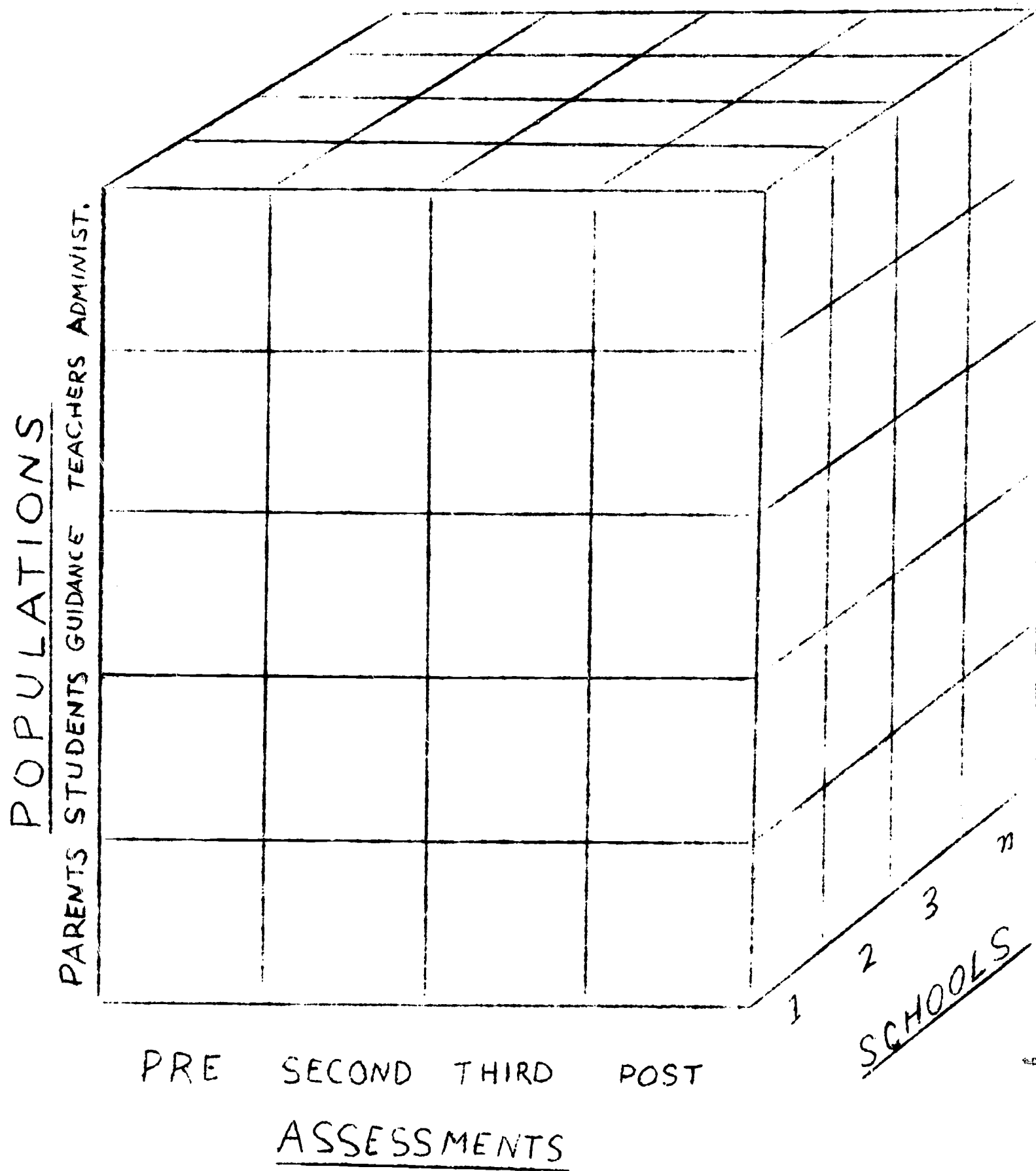


FIGURE 3

STATISTICAL MODEL

(4) Post-Assessment (May, 1967)

Near the end of the third and last project year data will again be collected and the battery readministered to the five population samples. The data proceeding from this final assessment will serve to complete the time phase dimension of the model.

(5) Special Assessments

At the beginning and conclusion of each group series, brief special assessments utilizing designated instruments will be conducted. The purpose of these assessments will be to determine the initial attitudinal configuration of the group and to detect any changes which may occur over the group series period.

(6) Follow-up Assessments

It is hoped that funds will be made available to conduct follow-up assessments sometime after the post-assessment to discover whether any changes observed and presumed to emanate from the experimental procedure persist in (a) schools where the group series are continued voluntarily past the project period, and (b) schools where the series may have been modified or dropped since the project period. It is, of course, anticipated that the project research data will generate new hypotheses which may, thus, be followed up or even incorporated into a new research proposal. In any event, the fruits of the project would be expected to yield a continuing benefit to the participating districts in the form of more effective guidance specialists and guidance programs, not to mention the wider significance for education at large that publication of the procedures and findings of this investigation should have.

## CHAPTER FIVE

### SUMMARY

#### Objectives of Pupil Personnel Services

With the rise of modern industrial society, the home has been gradually relinquishing certain of its educative functions to the school. Consequently, since pupil personnel specialists have themselves developed no cohesive philosophy or set of common objectives, the profession stands in danger of being forced into the comparatively passive role of providing parent-surrogates, i.e., emphasizing (1) work with individual children, (2) non-educational child problems, (3) emergency remediation, and (4) a limited deviate segment of the population. This results in the guidance specialist having little impact on the school as a whole. To avoid this fate, the profession should actively strive, through the provision of unique services to focus on making learning more possible, meaningful and useful to all children by actively improving the overall educational environment. This latter alternative is especially appropriate in viewing (1) the recent emphasis on providing for special groups, and (2) the burgeoning of referral services for individual problems.

Practical as well as theoretical reasons for selection of the active (latter) alternative could be adduced: (1) Simple calculation will show that under optimum conditions the guidance specialist would still have less than two hours per pupil per school year to spend in individual counseling. (2) Evidence is lacking that such individual counseling as could be done would be really effective. (3) If the general objective of education is the transmittal of knowledge and skills, and the general technique to realize this objective is the provision of situations in which such knowledge and skills can be adequately and productively learned, the pupil personnel specialist may best make a unique contribution through implementation of the active alternative.

The general technique cited above has three facets: (1) the presentation of patterns of stimuli to be learned (the special province of the teacher), (2) the preparation of the individual learner to effectively appropriate these patterns, and (3) the preparation of the learner to fruitfully use and extend his learning. Since the emphasis on teacher training has been shifting recently toward the role of the subject matter specialist (facet 1) and away from the behavioral science and individual differences emphasis (facets 2 and 3), there appears to be a developing vacuum in these latter areas. It remains to be ~~seen~~ who will fill this vacuum. At present, however, it appears that the better trained guidance specialist comes closest to qualifying for this role, i.e., to deal with the general learning environment and the personality characteristics of the learner.

Should the pupil personnel specialist move in the direction proposed and assume primary responsibility for facets 2 and 3 of the educative process, several outcomes could be realized: (1) The objectives of elementary and secondary school guidance could be unified. (2) The guidance specialist could become an essential member of the local faculty, instead of remaining merely a quasi-administrative, and often non-resident, functionary. (3) He would become equally responsible for all students, instead of primarily deviates, by working indirectly through teachers and parents to help their children. (4) He would de-emphasize vague objectives, such as "adjustment" and "happiness," and concentrate on those often overlooked problems which interfere with academic and productive learning. (5) He would be able to evaluate his work more objectively in terms of learning improvement. (6) There would be increasing emphasis on guidance services at the elementary school level. (7) The guidance specialist would at last realize a well-defined role in the school system.

The above listed outcomes can only be realized, however, if pupil personnel specialists are willing to profit by the experience of physical and psychiatric

medicine, whose history exhibits a definite trend towards prevention and earlier intervention rather than mere diagnosis and remediation and toward an increasing emphasis on the environmental rather than merely the intra-personal level of function. Guidance specialists and directors of guidance must ask themselves, "What, in terms of such a model, are appropriate and inappropriate activities for a pupil personnel worker to be engaged in?" A serious consideration of this question will doubtless result in marked changes in what the guidance specialist actually does in the school.

#### Research Design to Evaluate The Proposed Objectives

Unfortunately, much research in guidance has suffered from limitations in breadth and depth and from unrelatedness to any theoretical model. The research design to be proposed here will attempt to overcome these limitations by remaining close to the theoretical model and objectives delineated above, and by utilizing a two-pronged program of both basic and action research. The basic research aspect will involve the collection of comprehensive data on the school environment from as wide a sample of the national school population as possible. The action research aspect will involve the operation of demonstration centers in public schools at the elementary, junior high, and high school levels, carrying out the conceptualization represented in the model described above. Twenty-one schools, seven at each level, will be selected in the spring of 1964. Guidance specialists serving these schools and selected from among those applying will be afforded intensive training in a summer workshop held at UCLA, for which they will receive University Extension credit. These specialists will then begin in the fall of 1964 to devote about four hours a week to conducting group sessions with parents. This work with successive small groups of parents will continue throughout the school year for



the next three years. In the fall of the second year (1965) some group work will also be inaugurated with interested teachers. Assessments of a wide spectrum of variables will be conducted at specified points throughout the entire three-year period. Pertinent general data derived from these assessments (e.g., descriptive data on the community and student body) will be continually fed back to interested school personnel. Data from these assessments will also permit evaluation of the comparative effectiveness of the proposed demonstration program. The wealth of data expected to be produced by this investigation will eventually be made available to educators nationally.

APPENDIX A  
INSTRUMENTS AND DATA SOURCES

	<u>Populations Assessed</u>					
	A	G	T	S	P	U
A. Administrators' Observations Record (AOR).....	X					
B. Bell School Inventory (BSI).....				X		
C. Guidance Specialist Form: Post Series Reaction Sheet (GSS)...		X				
D. Semantic Differential (SD).....	X	X	X	X	X	?
E. Community Evaluation Blank (CEB).....	X	X	X			
G. Grading Practices Opinionnaire (GPO).....	X	X	X	X	X	X
I. Insight Test.....		X	X			
P. Parent (Teacher) Form: Post Series Reaction Sheet (PTS).....			X		X	
R. Record Data.....				X		
S. School Opinion Survey (SOS).....	X	X	X	X	X	X
T. Transcripts (of Sessions).....		X	X		X	
V. Values - Objectives - Techniques Evaluation (VOTE).....	X	X	X	X	X	X
Y. Sociometric (SOC).....				X		

**\*Key to Symbols:**

- A = Administrators
- G = Guidance Specialists
- T = Teachers
- S = Students
- P = Parents
- U = University Personnel

APPENDIX B

SPECIFIC PROCEDURES AND MEANS OF EVALUATION  
RELATED TO GUIDANCE OBJECTIVES

OBJECTIVE	PROCEDURE			EVALUATION												
	UW	PGS	TGS	A	B	C	D	E	G	I	P	R	S	T	V	Y
1 A		X					X				X		X			
B		X					X				X		X			
C		X									X		X		X	
D		X									X			X		
E		X						X								
F		X						X					X			
G		X						X	X				X		X	
2 A		X									X			X		
B		X									X			X		X
C		X									X			X		X
D		X								X	X			X		
E		X									X			X		
F		X									X			X		
G		X									X			X		
H		X									X			X		
3 A		X									X			X		
B		X									X			X		
C		X									X			X		
D		X									X			X		
E		X									X			X		
F		X									X			X		
G		X									X			X		
H		X									X			X		
I		X									X			X		
4 A			X							X				X		
B			X											X		
C			X									X		X		
D			X										X	X		
E			X						X					X		
F			X				X							X		
G			X											X		
H			X											X		
I			X											X		
J			X											X		
K			X	X										X		

OBJECTIVE	PROCEDURE			EVALUATION												
	UW	PGS	TGS	A	B	C	D	E	G	I	P	R	S	T	V	Y
5 A	X	X	X			X	X	X								
B	X	X	X			X										
C	X	X	X									X				
D	X	X	X			X	X									
E	X	X	X			X	X									
F	X	X	X			X	X				X				X	
G	X	X	X			X	X				X				X	
6 A		X	X	X								X				
B		X	X	X								X				
C		X	X	X								X				
D		X	X	X								X				
E		X	X	X								X				
F		X	X	X								X				
G		X	X	X								X				
H		X	X	X								X				
I		X	X	X								X				
J		X	X	X								X				
K		X	X	X								X				
L		X	X	X								X				
M		X	X	X								X				
N		X	X	X								X				
O		X	X	X								X				
P		X	X	X								X				
Q		X	X	X								X				
R		X	X	X								X				
7 A	X	X	X										X		X	
B	X	X	X										X		X	
C	X	X	X	X	X		X							X		X
D	X	X	X				X									
E	X	X	X				X									
F	X	X	X				X				X					

KEY TO SYMBOLS:

(1) Objectives: See pp. III 11 - III-15

(2) Procedures:

- UW: University Workshop
- PGS: Parent Group Series
- TGS: Teacher Group Series

(3) Evaluation: See Appendix A

## APPENDIX C

### CRITERIA FOR SELECTION OF PARTICIPANTS

Districts, schools and individual guidance specialists to be included as participants in the first year project will be selected from among those making application on the following bases:

#### A. Participating Districts

##### (1) Requirements:

- (a) Awareness of and sympathy toward the project on the part of concerned district personnel
- (b) Willingness at district level to permit some shifts in counselor load and/or responsibility of principal requests

#### B. Participating Schools

##### (1) Requirements:

- (a) Agreement of principal with the idea of his counselors participating in the project
- (b) Administrative willingness to permit the necessary assessments of faculty, students and parents
- (c) Availability to the project staff of necessary data from school records
- (d) Opportunity for participating guidance personnel to inform the faculty of the project and its purposes at an appropriate time
- (e) Location of the school in an area where the project staff can reach it with minimum difficulty
- (f) Absence of special problems of finances, over-crowding, inadequate facilities, or particular pressure groups
- (g) Willingness of a significant proportion of the guidance staff to become involved in the activities of the project

##### (2) Desirable:

- (a) Administrative willingness to make adjustments in the responsibilities of participating counselors

C. Participating Guidance Specialists

(1) Requirements:

- (a) Possession of California Pupil Personnel Services Credential
- (b) Willingness to participate in a summer workshop and group supervision meetings during the year on the UCLA campus
- (c) General agreement with the philosophy of the demonstration project
- (d) A reasonable work load

(2) Desirable:

- (a) Work beyond the credential and beyond the MA
- (b) Previous experience in group work

## APPENDIX D

### UNIVERSITY WORKSHOP

The basic purpose of the workshop is to assist fully trained and experienced guidance specialists toward becoming experts in group counseling. It is anticipated that the extensive prior training and experience required of participants will assure their functioning at a high-level from the outset.

The workshop will last for one week of five full days. Each day will be divided into two sections: (1) The morning section will deal with the background of the research project, the theoretical framework upon which research procedures are based, a thorough review of the research procedures to be utilized throughout the life of the project, and a review of the principles of developmental psychology pertinent to the age group being dealt with by participants. For the tenth grade guidance specialists there will also be a review of the principles involved in educational and vocational decision making. (2) The afternoon section will deal with counseling concepts and techniques in general, and more specifically, their application to group procedures. Role playing will be utilized for demonstration purposes and the group will be conducted as a counseling group. Analysis of particular problems likely to arise and of topics suggested by participants will be carried out.

It is obvious from the foregoing that the workshop will need to make provision for handling at least two different groups of participants: those working at the high school level, on the one hand, and those working in the elementary or junior high school level, on the other. The groups will be kept small and divisions will be made that will ensure small group size regardless of how many workshop sessions are necessary. Groups of 10 to 12 will be considered optimal.

An outline of the workshop sessions follows:

	<u>1st Section</u> (morning)	<u>2nd Section</u> (afternoon)
First Session	<ul style="list-style-type: none"> <li>A. Need for research in guidance</li> <li>B. Background of IRCOPPS</li> <li>C. Lack of objectives in guidance programs</li> <li>D. Failure to relate functions to objectives</li> <li>E. Problems in program evaluation arising from the above conditions</li> </ul>	The nature of the counseling relationship
Second Session	The proposed framework for guidance services	The guidance specialist's contribution to the counseling relationship
Third Session	<ul style="list-style-type: none"> <li>A. The present study               <ul style="list-style-type: none"> <li>1. The demonstration project</li> <li>2. The environment study</li> <li>3. The time table</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A. Differences between group and individual counseling in the counselor role</li> <li>B. Children compared to parents as clients</li> </ul>
Fourth Session	<ul style="list-style-type: none"> <li>A. Principles of development</li> </ul>	<ul style="list-style-type: none"> <li>A. Handling particular group counseling problems               <ul style="list-style-type: none"> <li>1. Hostility</li> <li>2. Domination of the group by individuals</li> <li>3. Silence</li> <li>4. Demands for answers to specific questions</li> <li>5. Bringing up of serious personal problems</li> </ul> </li> </ul>
Fifth Session	<ul style="list-style-type: none"> <li>A. Principles of Development</li> <li>B. Summary</li> </ul>	<ul style="list-style-type: none"> <li>A. An open-ended session devoted to concerns of guidance specialists relative to their role in the project</li> <li>B. Responsibilities of guidance specialists throughout the year</li> </ul>



APPENDIX E  
(APPLICATION FORMS)

SCHOOL APPLICATION FOR PARTICIPATION IN THE  
UCLA GUIDANCE RESEARCH PROJECT

(To Be Completed By Head Counselor)

1. Name of person completing this form \_\_\_\_\_
2. School \_\_\_\_\_ 3. District \_\_\_\_\_
4. Has appropriate administrative approval been obtained for participation in the project? \_\_\_\_\_
5. Number of full-time pupil personnel specialists on staff? \_\_\_\_\_
6. Number of part-time pupil personnel specialists on staff? \_\_\_\_\_
7. Total number of full-time equivalent counseling positions? \_\_\_\_\_
8. Pupil-counselor ratio in your school? \_\_\_\_\_  
(Computed on basis full-time equivalent counseling positions)
9. Estimated size of entering class, Fall, 1964? \_\_\_\_\_
10. Number of teachers on your staff? \_\_\_\_\_
11. Number of pupil personnel specialists who desire to participate in project?  
\_\_\_\_\_. Have all of these counselors completed application forms? \_\_\_\_\_
12. Please give the percent of time spent by your total staff during the regular school year on the following activities. If you do not have factual information, please give the best approximation you can. The total should add to 100%.
  12. Direct contact with students \_\_\_\_\_
  13. Direct contact with teachers \_\_\_\_\_
  14. Direct contact with parents \_\_\_\_\_
  15. Administrative and clerical \_\_\_\_\_
  16. Testing activities  
(Not including interpretation) \_\_\_\_\_
  17. Programming  
(Not including contact aspects) \_\_\_\_\_
  18. Other (please specify) \_\_\_\_\_

19. Has your staff engaged in group work with students? \_\_\_\_\_
20. Has your staff engaged in group work with teachers? \_\_\_\_\_
21. Has your staff engaged in group work with parents? \_\_\_\_\_
22. If the answer to one or more of the above (19, 20 or 21) was "yes", please outline details below.
23. What is the attitude of your faculty toward the pupil personnel services program? Please describe in your own terms.

24. Will it be possible to make the proposed parent counseling a part of the regular load of participating counselors for the next year (that is, to lighten their load in other areas of work): \_\_\_\_\_

25. Would you anticipate serious negative reactions to the parent discussion groups from parents or pressure groups? \_\_\_\_\_

If yes, please explain.

INDIVIDUAL PUPIL PERSONNEL SPECIALIST APPLICATION  
FOR  
PARTICIPATION IN UCLA GUIDANCE RESEARCH PROJECT

1. Name \_\_\_\_\_
2. Pupil personnel specialization in \_\_\_\_\_  
(Counselor, social worker, etc.)
3. School \_\_\_\_\_ 4. District \_\_\_\_\_
5. Years of experience in public education \_\_\_\_\_
6. Years of experience as pupil personnel specialist \_\_\_\_\_

7. PUBLIC SCHOOL HISTORY

<u>From</u> <u>Yr/Mo</u>	<u>To</u> <u>Yr/Mo</u>	<u>School</u>	<u>Address</u>	<u>Job Responsibility</u>
-----------------------------	---------------------------	---------------	----------------	---------------------------

8. Academic Background

<u>College or University</u>	<u>Years of Attendance</u>	<u>Major</u>	<u>Degree and/or Credential</u>	<u>Yr/Mo Granted</u>
------------------------------	----------------------------	--------------	---------------------------------	----------------------

9. Have you had an academic course which was devoted primarily to group counseling and group procedures? \_\_\_\_\_

10. Did it include a practicum?

11. Have you had experience in group counseling \_\_\_\_\_

If yes, please detail the nature and extent of this experience.

12. Do you hold a clear California Pupil Personnel Services Credential? \_\_\_\_\_

13. What specialty (ies) \_\_\_\_\_  
\_\_\_\_\_

14. How would you rate your interest in participating in the present project?

Just moderately interested \_\_\_\_\_

Very interested \_\_\_\_\_

Enthusiastic \_\_\_\_\_