DOCUMENT RESUME

ED 025 822 CG 003 543

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First All-Iowa Elementary Guidance Conference.
State Coll. of Iowa, Cedar Falls.
Spons Agency-Iowa State Dept. of Public Instruction, Des Moines.
Pub Date 28 Apr 67
Note-38p.
EDRS Price MF-$0.25 HC-$2.00
Descriptors-*Behavioral Counseling, Conference Reports, Counseling Programs, Counseling Theories, *Counselor Role, Counselor Training, *Elementary School Counselors, *Guidance Counseling

This report is the text of meetings held at the first All-Iowa Elementary Guidance Conference, April 27 and 29, 2967, in Cedar Falls, Iowa. Introductory remarks and welcoming presentations were given by Robert L. Frank, James Forsyth, and Leroy N. Jensen. The keynote address, "Elementary School Guidance: An Emerging Dynamic," by Dale Nitzschke, discussed growth of the program, counselor preparation, and major issues confronting the field. A second major address, by John Krumboltz, presented elementary counseling as behavior modification in solving learning problems. Small group reports focused on group counseling, testing, play therapy, mental health in the classroom, and administrative procedures. A third major address, again by Dale Nitzschke, considered the role and situation of the counselor in the elementary school at present and made predictions for the future. (BP)

STATE DEPARTMENT
OF
PUBLIC INSTRUCTION
& SCI

1ST ALL IOWA ELEMENTARY GUIDANCE CONFERENCE

APRIL
27 & 28
1967

FIRST ALL-IOWA

ELEMENTARY GUIDANCE CONFERENCE

State College of Iowa

Cedar Falls

April 27 and 28, 1967

Jointly Sponsored by the State Department of Public Instruction and
The State College of Iowa

Dr. Robert L. Frank
Associate Professor
State College of Iowa
Director

FIRST ALL-IOWA ELEMENTARY GUIDANCE CONFERENCE
April 27 and 28, 1967
STATE COLLEGE OF IOWA
Cedar Falls, Iowa
50613

Jointly sponsored by the State College of Iowa and the State Department of Public Instruction

Thursday, April 27, 1967, Chapel, Gilchrist, SCI

7:30 PM Registration

8:00 PM Dr. Robert L. Frank, Associate Professor of Education and Psychology, SCI, presiding.

Welcome: Mr. James Forsyth, Consultant, Guidance Services, Department of Public Instruction.

Welcome: Dr. Leroy N. Jensen, Assistant Superintendent of Instruction, Department of Public Instruction.

ADDRESS: "Elementary School Guidance: An Emerging Dynamic," Dr. Dale Nitzschke, Chio University.

Friday, April 28, 1967 Commons Ballroom, State College of Iowa

9:00 AM Registration

9:30 AM Dr. John Krumboltz, Stanford University
ADDRESS: "Behavior Modification through Counseling in the Elementary School"

10:45 AM COFFEE

11:00 AM Small Group Sessions (Rooms to be announced)
Section A--Working with Groups
Mr. Robert Mendelson, Assistant Professor of Education, SCI.
Section B--Testing in the Elementary School
Dr. Wray D. Silvey, Professor of Education, SCI.
Section C--Counseling with Play Media
Viola Ala, Regina Starzl, Erik Thoreson, and Josette Peterson (11:00 session)
Gayl Hopkins, Jack Smith, Charles Schlosser, and Margaret Stull (3:00 session)
SectionD--Mental Health in the Classroom
Steve Chambliss, Muriel Robinson, Jean Dotseth, Gary Perrin, Gary Folwell, Cathy Upham, Mary Jane Carey, and Gary Strauss.
Section E--Administrative Procedures for Elementary Guidance
Dr. Robert L. Frank, Associate Professor of Education and Psychology, SCI.

NOON Lunch on your own

1:45 PM Dr. Dale Nitzschke, Chio University
ADDRESS: "The Counselor in the Elementary School"

3:00 PM Repeat of Small Group Sessions

4:00 PM ADJOURN

Thursday, April 27, 1967

Dr. Robert L. Frank: As I look across the crowd here this evening I am most gratified to see the large turnout. There are always moments in the planning of such an event when there are serious questions in one's mind, whether anyone will show up for the meeting.--We knew, of course we could expect a minimum of at least forty (the members of our Institute and the staff). To see such a crowd is indeed a tribute to this evening's speaker.

Seriously, we are happy to have you with us. We have selected our speakers with great care recognizing fully their leadership role nationally in the field of elementary guidance and secondly, their knowledge and interest in the State of Iowa and specifically the State College of Iowa. You will also have the opportunity tomorrow to interact with the members of the academic year institute in elementary guidance who will share with you the knowledge and skills they have developed.

Dr. Nitzschke, Dale to many of you, is familiar with the elementary guidance movement in Iowa as well as on the National level. Dale spent three years as chairman of the Department of Education at Loras College, prior to assuming his present responsibilities as Assistant Dean of Education at Ohio University in Athens. During the summer of 1965, he was a member of the staff at SCI in our summer institute for elementary counselors. We consider him one of us. Welcome home, Dale.

Tomorrow the featured speaker at the morning session will be Dr. John Krumboltz of Stanford University. Many of the people from Waterloo may recognize him as the same John Krumboltz who taught at West High School a few years ago. John is a native Iowan who has gone astray. We welcome him back tomorrow.

Drs. Nitschke and Krumboltz will not agree on everything that may be said. We have sought deliberately to present to you two outstanding spokesmen in the elementary field without regard to brainwashing your thinking. We hope any areas of difference may focus your thinking and stimulate your questions and self inquiry.

As your announcements indicated, this is a joint venture between the State Department of Public Instruction and the State College of Iowa.--We hope this will be the first of many such ventures. At this time, I would like to introduce Mr. James Forsyth, Consultant, Guidance Services, Department of Public Instruction, who will in turn introduce Dr. LeRoy N. Jensen, the Assistant Superintendent of Instruction. Jim:

Mr. Jim Forsyth: I am pinch-hitting for Giles Smith, Chief of the Guidance Services Section -- about the only thing that I know of that could keep Giles from being in attendance at this Conference has taken place and that is a serious illness within his family.

We, in the State Department of Public Instruction, are very happy to have the opportunity to co-sponsor this Conference with the State College of Iowa. At this point, I think a special note of thanks and appreciation should go to Dr. Frank for organizing what I am sure will be a most interesting and successful conference.

We are very pleased that Dr. Jensen has agreed and his schedule enables him to be with us this evening and provide the opening remarks. It is my pleasure at this time to present to you Dr. LeRoy Jensen, Assistant Superintendent, State Department of Public Instruction.

Dr. LeRoy N. Jensen: It is with a feeling of pride that we of the Department of Public Instruction can share with the State College of Iowa in the planning and sponsoring of a conference to explore the potential, the possibilities, and the needs for elementary guidance services.

The importance placed on considering this relatively new practice in Iowa elementary schools--is attested to by the number of people in attendance. This number is all the more significant, it seems to me, since it is that time of the year which is generally most busy for school administrators.

And not to be overlooked in my opinion, is the significance of the importance of the positions represented. As administrators and supervisory personnel in your local and county systems, you, the key people of your staffs, are here to obtain information which will help in determining the direction you ultimately choose in your planning for building better educational programs for your children.

It is a privilege to be asked to give a welcome on such an occasion--and high among my reasons for saying this is the knowledge that at such a conference we find those who believe education must be one of the priorities in our design for better things.

They believe that every child should have available to him the kind of education that will help him to use to the maximum abilities that are his--and they recognize that in order to provide this type of education--a somewhat newer or shall I say a different dimension for a challenge lies ahead. The different dimension relates to procedures to help the elementary pupils find themselves in the various steps of their growth, to help them obtain healthier attitudes about themselves and about the world, and to arrange the best possible opportunities for learning how competent citizens feel, act and think.

All this evolves into a thought expressed sometime ago by former U. S. Commissioner of Education, Francis Keppel: "Education must make good on the concept that no child within our society is either unteachable or unreachable--that whenever a child appears at the doors of our schools he presents a direct challenge to us and to all our abilities.... For educators, the question is not the environment that the children bring to the school from the outside, but the environment the school provides from the inside."

At this conference the environment within the elementary schools is a consideration of prime importance. How it can be improved, is the problem. The added dimension of elementary guidance services is coming to the front.

As with each new concept or development the acceptance passes through a twilight zone. Original ideas have been advanced. Testing is not completed. There is a groping for a conclusion--a period of time punctuated with an unreal feeling of certainty--because the continuum of various kinds of practices extend from those programs which have been hastily initiated to those which can be described only as maintainers of the status quo. Few have passed through the sharpening process of testing. Refinement is not in its final stages. More reliable evaluation is desirable.

The conclusions which come from this conference, supporting or rejecting, may determine the course of additional planning. The deliberate and careful planning by our guidance services staff and the conference director, Dr. Frank and his staff, removes the possibility of a credibility gap, and it is with a feeling of appreciation and in-

debtedness with which we acknowledge the exceptionally fine talent we have for presentations. Add to these the collective brain power of you--from whom we can expect careful and thoughtful analyzing--and we can expect a conference report which has validity. Somewhat like using a computer--when we are sure the input is correct--then we can depend upon the outcome as being correct.

We are pleased you are here--and when you leave we trust each of us will be a carrier of answers which will help us in improving the total environment of our elementary children.

Dr. Frank: Thank you, Dr. Jensen. Your words are most helpful in sending this conference to its successful completion. At this time, I would like to introduce our feature speaker, although it seems like I have already taken care of that matter previously. So, without further adieu--Dr. Dale Nitschze, Assistant Dean of Education, Chio University who will speak to the topic "Elementary School Guidance: An Emerging Dynamic". Dale:

ELEMENTARY SCHOOL GUIDANCE - AN EMERGING DYNAMIC

Dr. Dale Nitzsche
Assistant Dean of Education
Chio University

I. An emerging dynamic can be evidenced in many different and significant ways. Certainly, elementary school guidance can be seen in the following ways to exhibit the characteristics of a truly emerging profession:

	1960	1964	1967
Institutions which Offered "Distinctively Different" Elementary Guidance Preparation Programs	39M 4D	45M 3D	71M 17 D
Professors involved in training of Elementary School Counselors	-	132 (full & part time)	280 (87 full) (193 part)
Students Preparing to become Elementary School Counselors (M and D)	app. 296	app. 369	app. 820

What are some of the other examples which point out the stages of development of the Elementary Guidance movement:

1. In many towns and cities the number of persons serving in the capacity of Elementary School Counselor continues to show increase - e.g. Wichita, Kansas - From no full-time Elementary School Counselors in 1953 to 15 in 1961, to 21 in 1966. Patterns such as this are being duplicated in cities from the East to the West Coast, some even more dramatic than in Wichita.

2. Many state departments of education are now beginning to establish separate and distinct divisions of Elementary School Guidance. With this, of course, comes the need for more supervisory personnel, physical facilities and, obviously, state monies coupled with federal support.

3. An ever increasing awareness of the significance of elementary school guidance on the part of the professional associations, state and national. This can be evidenced in a number of ways:
   a) Each year for the past four years at the APGA convention the number of papers and discussions devoted to elementary school guidance has steadily increased. This year was no exception.
   b) The former official publication for those primarily associated with elementary school guidance, the "mimeographed" sheets edited by Dr. Donald Dinkmeyer and begun in 1965, is now, as of January 1967, a full blown professional journal, appropriately called the Journal of Elementary School Guidance and Counseling.
   c) The Standards Movement in Elementary School Guidance. The first draft of the "Standards for the Preparation of Elementary School Counselors" was presented in February of 1967. The speed with which we began thinking of standards for the preparation of elementary guidance personnel, in comparison to the length of time for developing standards for secondary guidance personnel, is absolutely phenomenal. I'll have more to say about standards later.
   d) The increasing number of state-wide conferences dedicated solely to the concerns and direction of elementary school guidance. Ohio has been conducting such conferences for about six years, becoming much larger each year. Numerous other states are initiating similar programs. The real advantage of such conferences is the opportunity for college personnel and public school personnel to get together and share their knowledge and experiences. Meeting on common ground such as this is extremely helpful to the counselor educators in their efforts to devise preparation programs for these people.
   e) The tremendous proliferation of articles and textbooks dealing with elementary school guidance. Each year the bibliography extends far beyond what one might consider a normal growth within the profession. (I might remind you at this point that the education profession is far from void of opportunists, and the prognosis seems to indicate an ever growing area for continued activities of this nature!)

4. NDEA Institutes for the Preparation of Elementary School Counselors. We have seen an increased involvement by the government, since the passage of the NDEA act of 1958, in all aspects of guidance. For example, in 1959-60 there were seven (7) guidance institutes. In 1963-64 there were twenty-three (23) and for 1967-68 there are to be fifty-one (51) -- at a cost of approximately $7.25 million. (Incidentally, these fifty-one were selected from 235 proposals submitted by institutions of higher learning.) Since the Counseling and Guidance Institutes Program was established in 1959, more than 650 institutes have been approved for more than 21,000 participants.

Of the 51 institutes granted for the 1967-68 year, either summer or academic year, 18 are for the preparation of elementary school counselors. This is quite substantial considering the length of time that elementary school guidance has been in vogue.

Well, as you can see, there is a good deal happening in the educational world which is directly related to the field of elementary school guidance. Interest is mounting and more and more people are getting into the act.

As it true with all disciplines, even one as young as elementary school guidance, it becomes necessary to take a good hard look at what is taking place and where it will lead if it continues. There are two major sources to which we might go in order to find out exactly what is developing in the field of elementary school guidance -- namely, our colleges and our public schools. Let's take a look at what's happening in our colleges:

As I indicated earlier, as of this date there are seventy-one (71) institutions of higher learning that offer a master's and/or doctor's degree in elementary school guidance which can be considered "distinctively" different from those programs which are designed to prepare secondary school counselors. There are about 280 college professors involved in training these elementary counselors and about 820 candidates in training to become elementary school counselors.

Let's look more closely at the three major elements of this preparation; namely, the Counselor Educator, The Counselor Trainee, and the actual Program.

1. Counselor Educator:

One of the most revealing facts about counselor educators responsible for the training of elementary school counselors is that less than 40% have had teaching experience in the elementary schools, or for that matter, even had experience (related) at the elementary school level. Over 78% have had secondary school teaching experience, and many have had counseling experience at the secondary school level. Regardless of what people say, this is a good indication of the newness of the field of elementary guidance. We have not yet gone the complete cycle whereby we have counselor educators, whose speciality is, in terms of preparation and experience, geared primarily to the elementary school level. Therefore, we have secondary guidance oriented counselor educators training elementary school counselors.

2. Counselor Trainees:

As you might expect, over 75% of those in training to become elementary school counselors are female, whose average age is 33.4 years. Over 60% are married and over 50% have two (2) or more children. Over 80% have had an average of 5.7 years of elementary school teaching experience - interestingly, mostly at the fourth grade level. Obviously then, our elementary counselors are coming from the ranks of the elementary classroom teacher and the main reasons they are, so say the teachers, is because:

1. Having been an elementary teacher they are able to see the need for such a service.
2. Having worked with the problem children they recognize they don't have the time nor the skill needed.

3. The Preparation Program Itself:

What is actually happening in our universities insofar as training of the elementary school counselor is concerned? What kind of programs are being offered? How are they unique? What are their common goals?

First of all, although many counselor educators favor a two year master's degree program, most institutions are preparing elementary school counselors in less than that, usually one academic year and a summer.

Secondly, although it is deemed very important by most counselor educators that prospective elementary counselors have teaching experience in the elementary schools, many institutions are still admitting, and in fact granting master's degrees to non-experienced teachers. (In fact, even some NDEA Elementary Guidance Institutes will undoubtedly be granting master's degrees to non-certificated teachers!)

Thirdly, there has been reasonably little change over a period of years in the types of courses offered in the various preparation programs. In the 71 institutions now preparing elementary school counselors, the top ten courses offered are as follows:

1. Tests and Measurement
2. Elementary School Guidance - Principles and Elementary School Counseling Techniques
3. Counseling Practicum With Elementary School Children
4. Child Growth and Development
5. Vocational Theory and Information
6. Statistics
7. Organization and Administration of Guidance
8. Group Counseling Theory
9. Child Psychology - Individual Intelligence Tests - Personality
10. Remedial Reading

The above listed courses appear in almost identical order as they do in a study by Kenneth Greene, in which practicing elementary school counselors were asked to list the courses they had taken during their training to become an elementary school counselor. The electives provided, in both cases, tend to come more often from cognate fields, such as Abnormal Psychology, Sociology, Exceptional Children, Remedial Work, etc.

During the past two or three years a great deal of attention has been given to offering a program, particularly insofar as the course work is concerned, which is "distinctively different" from the program for preparing secondary school counselors. Perhaps the most notable consistency in this regard is the nearly unanimous practice of requiring counseling practicums with elementary school age children. Although a good deal of healthy disagreement still exists among all concerned regarding what the elementary school counselor should do -- his role or function -- there is considerable agreement as to what constitutes a desirable preparation program for elementary counselors. Therefore, preparation programs throughout the country have taken on a moderate degree of similarity.

II. Now let's examine very briefly what is happening in our public schools!

Two areas seem most significant when we attempt to look at what is happening in our public schools, namely, <u>who</u> and <u>what</u> are our elementary school counselors? and, <u>what</u> and <u>where</u> are our elementary school guidance programs? Perhaps the most complete analysis of the former question has been just recently compiled by Mr. Kenneth Greene. In a nationally conducted survey of public school counselors (elementary), totaling 610, he reported that there were nearly twice as many female counselors than male, and almost one-half of the counselors were thirty to forty-four years old. All of the counselors indicated that they served full-time in this capacity, 34 per cent in their first year of guidance, and 25 per cent had served as elementary

counselors for five or more years. Very significant, I believe, is the fact that almost all of the counselors had specifically prepared themselves to serve in the elementary schools, had taught in the elementary school, and had little or no background of any kind at the secondary level.

Most of our elementary counselors are serving in a single elementary school. The schools involved were equally divided as to length of time in which elementary guidance had been in operation; about 35 per cent said one year or less and about 35 per cent said five years of more. The majority of our elementary counselors answer directly to their building principal, a few to the director of guidance, when available.

As is true with secondary school counselors, less than 50 per cent of the elementary counselors are members of the American Personnel and Guidance Association. Membership in state and local associations is far more common.

Very interesting is the following information concerning the preparation of these 610 elementary school counselors:

Master's Degree in
Elementary Guidance - - - - - - 55 per cent
Master's Degree in
Secondary Guidance - - - - - - 36 per cent
No Master's Degree - - - - - - 12 per cent
NOTE: One becomes immediately aware of the limitations in self-recording instruments if the percentages are added together! ! !

Finally, as I indicated earlier when I was talking about preparation programs, the courses taken by these 610 counselors is in rank order agreement with those presently being offered in our institutions of higher learning. This means, to me at least, that we are truly at the point whereby we are preparing elementary counselors whose preparation is, in fact, "distinctively different" from our secondary counselors.

When one begins looking at "Programs" of elementary guidance, chances are pretty good he will discover an almost infinite variety of practices. Programs differ, counselors are called by different names, teachers, parents and administrators often perceive the same program quite differently. Counselors themselves vary considerably on what they attempt to do through the programs they offer. Generally speaking, the majority of the elementary guidance programs can be categorized as developmental in nature. This does not imply however, that the "child" is the direct agent upon which this program is based. The intent of many programs, although developmental in nature, is to focus on the responsibility of the counselor as assisting the teachers in developing and maintaining a school atmosphere conducive to learning.

Depending upon one's definition of elementary school guidance, the extensiveness of programs in our public schools will vary. It is quite apparent however, through observance of the increasing number of requests for these types of individuals, that more and more schools are showing concern for and confidence in the merits of such a program. During the week just prior to my visit here, we received some more indication of this. We were requested to help supply elementary school counselors for eight school districts, all of whom were increasing the elementary guidance staff - e.g., Kansas City; have 10, will increase by 6, Ogden, Utah; have 6, will increase 3, Seattle, Washington; have 6, will increase by 10. What is specifically happening in the name of "Elementary Guidance" in many of these programs is still awaiting study and evaluation. Here is an area which, if properly investigated, would yield a wealth of information which could be beneficially used in forming the future direction of elementary guidance.

III. What are Some of the Major Issues Confronting Elementary School Guidance?

A. Perhaps the most significant issue at hand, insofar as the future of elementary guidance is concerned, is the formulation of a substantial and acceptable definition relating to the role or function of the elementary school counselor. A tremendous amount of professional energy has been funneled in this direction and a good deal of progress has been made. A good deal remains to be accomplished. Enough said on this topic, since it is to be the essence of tomorrow's discussion.

B. Nomenclature or system of terminology used in describing both the "person" and the "program." One of the most difficult tasks in assessing the status of elementary school guidance, from any standpoint, is deciphering what people mean when they label an individual and/or the duties he performs. Not so long ago there existed a good deal of controversy as to the title which should be used in describing an Elementary School Guidance Worker - a Child Study Specialist; Child Guidance Consultant; Elementary Counselor, etc. This issue is far from being resolved. Obviously, one's perception of the function of this person has a great deal to do with what title he would use. Obviously, also, our biases would tend to dictate a relationship between what we call this individual and our own area of specialization.

C. Approaches to Guidance in Elementary Schools. The possibilities which exist in terms of variation of approaches taken to guidance programs in our elementary schools are numerous. As was mentioned earlier, the majority favor a developmental approach, an approach which, theoretically at least, focuses on the total school setting in an attempt to maximize the possibilities of optimum growth for all children in the school. Whether or not this is a realistic or practical approach to the kinds of services we feel we need in our elementary schools is immaterial here.

Another rather extensively supported approach is the remedial basis for guidance services. Obviously, the complexion of any given guidance program at any level is going to be influenced a great deal by the particular principal in charge. And, from what much of the literature tells us, many principals look upon the guidance program as the agency which will handle the problems with students which otherwise would be brought to their attention by the teachers.

Rather prominent also, and gaining more support, is the vision of elementary school guidance as a consulting agency for teachers and parents. Obviously, this could be very meritorious and would certainly fill a need which we have said has existed for a long time.

Then, too, as with every profession, elementary school guidance is often thought of as filling, quite adequately, all three previously mentioned functions. Perhaps this is due more to the newness of the field rather than to any particular design.

D. Counseling With Elementary Children - To many counselor educators, "counseling" still remains the heart of the guidance program, even at the elementary school level. For some time now we have been deliberating on the merits of individual and group confrontations with children of elementary school age. There are those who protest rather vehemently that counseling effectiveness at this level is very suspect, and that services to the faculty and parents make far more sense. On the other hand, we are finding a good deal more evidence in the literature, of a research nature, which points to some rather interesting possibilities in terms of behavioral change which seemingly is a result of either individual or group counseling. Also, a good deal of attention is being direct to the various possibilities which in the use of play media as a tool for communication with children of elementary school age.

We are still in need of much investigative information in order to assure ourselves of professionally sound judgments in regard to the emphasis we should place on this aspect of elementary school guidance. And, if I were guessing, I would say that this particular aspect of elementary guidance will receive more attention, by way of research and study, than most of the other issues combined.

E. Vocational and Occupational Information for Elementary Children. Perhaps the most significant statement regarding the use of vocational and occupational information at the elementary school level, as opposed to the secondary school level, is that made by Ruth Koback, "The mere importing of occupational information is not enough. If occupational and (educational) information is to have dynamic appeal to pupils, it must be related to their interests and to the subject matter under consideration in the classroom.

As has been pointed out many times on many different occasions by George E. Hill, there exists ample evidence to demonstrate the need for and the possibilities of success with educational and occupational information in our elementary schools. A good deal of healthy disagreement exists among our authorities in this field as to whether the elementary counselor or the elementary teacher should be primarily responsible for this phase of the guidance program.

Well, the outcomes of planned programs of this nature, regardless of who was primarily responsible, have been extremely interesting and, I think, have proved beyond a doubt that such services are of paramount importance to our elementary school-age children. The business of deciding who is best equipped to handle this task, the counselor or teacher, remains to be seen.

F. The Standards of Movement. As I alluded to earlier, it is utterly amazing how rapidly we began thinking about standards for the preparation of elementary school counselors, the first draft being presented in February, 1967. True, the adaptation of these standards to the standards for the preparation of secondary school counselors is substantial. But the fact that we feel as though we know enough about elementary guidance to proceed at such a pace is indeed encouraging. This area also will be given a great deal of attention in the future, from the standpoint of evaluation of products, particularly those from our institutes.

Speaking of the future, it always interests me to read where some professional educator has put in black and white his prediction of what the future will bring for a particular field of study. In a few closing remarks I should like to put forth a few predictions of my own regarding the direction of elementary school guidance:

1. We will triple the number of candidates studying to become elementary school counselors by 1970. This will come about through the increased support provided this field by the federal and state governments and through an ever-increasing number of preparation programs in our colleges and universities.

In fact, the startling increase of candidates in elementary guidance will undoubtedly cause a great deal of concern on the part of those whose primary concern is secondary school guidance. I'm not yet sure what the influence of the rate of growth of elementary school guidance will be on our preparation programs for secondary school counselors, but I foresee some undesirable side effects.

2. Secondly, in a very few years hence. when we look in retrospect at our accomplishments in the field of elementary school guidance, my guess is that the conclusion will be that the greatest value has been the influence of elementary school guidance in generating concern and attention to those

children at that level which is the most significant and delicate time during their entire lifetime! A time during their earliest years when what we do to and for children remains an indelible influence forever. Sometimes it seems very strange and unreal that in an educational setting such as we are fortunate enough to have we are just beginning to put into practice what seemingly we have known for year -- that learning and the effects are most significant during the very early years of our lives. Thus, we should have the best and most experienced and highest paid workers, both teachers and counselors, employed in our elementary schools. Which brings me to my third prediction.

3. We have been experiencing an acute shortage of teachers for some time now, particularly a shortage of elementary teachers. We are going to add significantly to this shortage by continuing to entice our "best" elementary teachers into the field of elementary guidance - and make no mistake - the guidance profession wants only the "best of the elementary teachers. I guess what I'm trying to say is that I foresee a renewed and vigorous effort to do everything humanly possible to increase the status and desirability of the lot of the elementary teacher - financially and professionally. It seems not only conceivable but likely that the federal government will soon have to intervene and help provide assistance to our public schools in filling our elementary classrooms with "good" teachers.

4. Finally, I predict a very significant increase in the number of men willing to dedicate themselves to the work which has to be done at the elementary level. Elementary school guidance, as a profession, will contribute substantially to this trend.

Well, as I indicated in the very beginning, the motivation for real and significant change in both the philosophy and structure of elementary education is certainly apparent today. It's going to be extremely interesting for all those who will play a part in bringing about this change, as well as to those of us who will sit back and observe the changes being made.

PH.D. PROGRAMS IN ELEMENTARY SCHOOL GUIDANCE

University of Connecticut
University of Florida
University of Hawaii
Northern Illinois University
Southern Illinois University
Ball State Teachers College
University of Illinois
University of Maine
Boston College
University of Michigan
Wayne State University
University of Rochester
Ohio State University
Chio University
University of Oklahoma
University of Pittsburgh
Texas Technological College
University of Washington

Dr. Frank: Thank you, Dr. Nitschke, I am sure you have introduced some new concepts into the thinking of everyone here and have provided a most provoking introduction to the several sessions planned for tomorrow, including your own second session.

We stand adjourned until tomorrow morning at 9:30 in the Commons Ballroom. We hope to see you all at that time.

Friday--April 28, 1967

Dr. Frank: I would at this time like to call this session to order.--We are most happy to see the large turnout to this our second session.--It would appear word has spread as a result of our session last evening. We, the State Department of Public Instruction and the State College of Iowa, are happy to welcome you to this session of the "First All-Iowa Elementary Guidance Conference". As you will note, the schedule for today is a full one. We have planned for you two presentations by leading authorities in their fields on topics which directly relate to the elementary guidance movement. We have asked Dr. Nitschke through his opening presentation last evening and his concluding speech this afternoon to speak to the development of the elementary guidance movement and to the role of the specialist who performs this function: the counselor. We have asked Dr. Krumboltz to speak on a more specific area, that of counseling in the elementary school and he will speak to us in just a few minutes on his special interest of "Behavioral Modification".

In between and following each of these presentations, we are offering you a smorgasbord of interest. Five small group sessions conducted either by the staff or Institute members of the State College of Iowa will focus on the following topics:

Working with groups
Testing in the Elementary School
Counseling with Play Media
Mental Health in the Classroom and
Administrative Procedures for Elementary Guidance

So that you will not be forced into an approach-approach conflict we have arranged the schedule so you may visit the two groups in which you have the most interest.

In order to give our speaker his due time, I would like to introduce at this time Dr. John Krumboltz of Stanford University. Dr. Krumboltz, as I indicated to the group last evening, is a native of Iowa, Cedar Rapids to be exact, a former teacher in the Waterloo system, who has joined many other Iowans in the sunny state of California. It was my good fortune to hear Dr. Krumboltz make a couple of presentations at the recent American Personnel and Guidance Association Convention in Dallas.--From the size of the crowds, it almost appeared they were giving something away. May I present at this time the attraction at those meetings, Dr. John Krumboltz, who will speak on the topic "Behavior Modification Through Counseling in the Elementary School": Dr. Krumboltz.

ELEMENTARY SCHOOL BEHAVIORAL COUNSELING[1]

John D. Krumboltz
Stanford University

Counselors need to conceive of students' problems as problems in learning. The counselor should think of his job as one in which he helps his client learn more effective ways of solving his own problems. The counselor should think of himself as an aid in the learning process. The counselor should see his job as arranging conditions so that his clients will learn more adaptive ways of coping with difficulties.

Client Problems are Learning Problems

The idea of counseling as part of the learning process does not seem to be a particularly revolutionary idea. We have been talking about this for years, and many counselors would say that they are helping their clients to learn. However, most of the people who talk this way have tended to explain, in learning theory terms, counseling techniques that have already been established on other bases. They do not attempt to construct new counseling procedures from a knowledge of a learning process. The revolutionary development, in my opinion, is that now new counseling procedures are being developed from our knowledge of the learning process.

Many people consider human behavior problems as learning problems for only limited types of behavior, particularly intellectual and physical skills. Suppose you observe that Mike appears confused and uncertain and is unable to reply when someone says to him, "Como esta usted?" How would you explain Mike's inability to reply to Spanish? Would you say that Mike is mentally ill? Would you say that Mike has the capacity to understand the question in Spanish but simply has not yet received a sufficient amount of empathic understanding to reply? Or, would you say that Mike has not yet learned to use the Spanish language? You might wish to say that he should be given certain kinds of educational and personal experiences which would help him learn to respond appropriately to this question. Very few of us would say that he is mentally ill. Very few of us would assert that merely listening to him express his feelings about his inability to speak Spanish and our communicating our understanding of his feelings would aid him in speaking it any better. Mike's inability to respond appropriately is clearly due to his lack of appropriate educational experiences, and the solution to the problem, therefore, is in providing appropriate conditions so that the necessary skills can be learned.

I have my difficulties playing golf. My drives so often slice off and get lost in the woods. How should we conceptualize this problem? Is it because my state of mental health is insufficiently sound? Is it because no one provided the sufficient amount of empathic understanding when I complained about my inability to hit drives straight? Or, would you say that my difficulty is due to the fact that I simply have not learned how to hit drives correctly? I hope that you would choose this last alternative and recommend that if I wish to correct my inappropriate behavior, I allow myself to do so through appropriate relearning experiences.

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[1]Excerpts from this talk are drawn from Revolution in Counseling: Implications of Behavioral Science, edited by J. D. Krumboltz (Boston: Houghton Mifflin, 1966).

Application of the Learning Paradigm to Client Problems

The main point here is that the same conceptualization which is useful in explaining the acquisition of intellectual behaviors and the acquisition of physical skill behaviors are equally useful in explaining the acquisition of decision-making behaviors as well as emotional and social behaviors. Suppose Susan is unable to decide which college to attend. Shall we say that she has not been sufficiently understood? Or shall we say that she has not yet learned enough about the alternatives that are facing her and has not yet learned how to make the decision? I am going to try to make clear that I think it would be far more helpful to Susan if we think about her problem as a problem in learning.

Then, let's consider a social problem. Jim is a painfully shy, withdrawn, fifth-grade boy. How should we think about his problems? Would we prefer to say that he has the beginnings of a mental illness? Would you say that no one has ever understood exactly how Jim feels about the problem? Or, would you say that Jim has not yet learned the social skills involved in getting to know other people? We would be in a much better position to help Jim if we think of his problem as a problem of learning.

Freedom of Choice

As I get older, I become increasingly concerned about helping people while at the same time maintaining and increasing their own freedom of choice. Now, freedom is one of those words that people talk about perhaps too much and define too little. But freedom exists only in degrees. No one is completely free.

Our freedom is restricted in many ways. Most of us learn to accept this with good grace. My behavior is restricted in many ways. I cannot go out here on Highway 218 and drive down the left-hand side of the road. My speech is restricted in many ways. When I get on Ozark Airlines, I cannot tell the stewardess that there is a bomb in my briefcase. By the way, there is not! My career is restricted in many ways. I cannot be a professional football player. I am too old, too uncoordinated, and too chicken. No one is completely without freedom, however. Even under the most degrading and inhuman restrictions represented by Nazi concentration camps, some persons were able to maintain some conceptual freedom. But in between these extremes, the minimal and maximum freedom, most human beings exist with varying degrees of freedom. And many of those who are dissatisfied with the amount of freedom they have, those who wish to maintain or increase their freedom, become our clients.

What Are Some of the Restrictions and Problems Which Lead People to Counseling?

We can talk about these problems under four categories. And counselors need to be able to help people with all four categories of problems. We need to mention briefly types of problems that we find in both elementary and secondary schools as well as in college and adulthood, for that matter.

Lack of Purpose in Making Decisions

The first one is that many people have a lack of purpose. Life seems to have no meaning for many people. This is expressed in many ways. Some people say they have a lack of identity. They feel alienated. Life is meaningless. But young people who have yet to learn how to talk in such abstract language are more concerned with things such as how to make decisions about careers, about educational opportunities, about courses to take, and about social opportunities. They need help in learning how to consider the alternatives, how to make wise decisions in a rational way.

Ignorance of Consequences

The second kind of problem we could label "ignorance of the consequences". Here are people who do not know what the effect is of taking various courses of action and what it can mean for them. When I first came to West High School, I remember one of the first problems was that of a high school boy who was referred to me by one of the teachers because he had three "F's" and one "D" on his report card. He came down and showed me his report, and I said, "How do you explain this?" He said, "I don't know. I guess I spent too much time studying that one subject." He just didn't know the consequences of his actions - spending too much time on that one subject. One of the things a counselor can do to help a person is to help him think through the consequences of his own decisions.

Incompetence

The third kind of problem is labeled "problems due to incompetence". Here we find people who think or act in such a way that they don't have any friends. They are "loners". They may think, "No one loves me". The problem is that they don't know how to establish good friendships. There are people who don't know how to be good leaders even though they are in a leadership position. There are people who fritter away their study time because they have not yet learned how to plan their own time wisely. Students with problems of incompetence may not really realize that it is a problem of incompetence. However, they expect a counselor to discover what their difficulty is and help them learn the skills that they need. We need to discover ways to help people develop their talents.

Inability to Implement Plans

A fourth kind of problem is the inability to implement one's own plans. We find many people, and many elementary school youngsters, who really do know what to do. They know how to do it, but for some reason they can't. Sometimes they will say things like, "I just can't concentrate in school." "I can't sit still." "I have no confidence in myself." "I choke up when I take a test. I can't think. I can't write down the answers that I know." People with a behavioral problem of this type want the counselor to help them. What can the counselor do to help them?

Principles of Behavioral Counseling

In the past counselors have been immobilized from taking helpful action for fear of somehow interfering with a client's freedom of choice. That fear can become reality, for it is quite easy for an over-zealous counselor to push his own philosophy on to his client when it does not fit. But there is an equally serious danger. And that is the danger of failing to take action that would help the client to learn solutions to his problems. I am going to mention a few kinds of techniques that we have been developing at Stanford University on an experimental basis that I think have some promise for helping with these four kinds of problems. But, as I am describing the procedures, I shall be arguing that as a result of using some of these innovative procedures,a client's freedom will not be restricted, but on the contrary it will be enhanced.

In order to make this point, I am going to resort to another kind of analogy. Medical analogies, I am told, are obsolete. So, I am going to adopt the waiter analogy. Let us consider the first kind of problem: people who are unable to define a purpose.

More Freedom from Greater Choice

I would like you to imagine that you have gone to a restaurant, hoping to have a delicious dinner. You sit down at a table, and a waiter comes up

to you and says, "What would you like to eat?" You say to him, "Ch, I really don't know. Can I see the menu?" And the waiter says, "Ch, I am sorry, sir, we don't provide menus because we feel that that would restrict your freedom. Just tell me what you would like." Finally, perhaps you say, "Well, give me a hamburger."

Now I ask for your judgment. Do you believe that providing a menu of the available possibilities restricts your freedom? I don't think so. I don't think you think so either. I would say that a menu listing feasible alternatives actually increases the freedom of a person to choose. After all, you can always ask for something not on the menu. I would say that the more items there are on the menu, the more free a person is. If the menu lists only one item, there is not as much freedom as listing two items. The more choices you have, the more free you are.

We can state this as a first principle of behavioral counseling: A Person Is More Free If He Can Consider and Choose From a Greater Number of Alternatives.

Counselor and Client Agree on Goals

What does a counselor with a behavioral orientation, or any orientation, do to help a client consider and choose from a greater number of alternatives? Well, there are many possibilities. The first thing that counselors do is to make sure that he and his client agree on what they are going to accomplish. Briefly, it boils down to this: Any goal of counseling has to be individually tailored to what the client wants. It has to be agreed upon by his counselor, and the results should show in some kind of changed behavior.

People who make decisions are often not aware of the alternatives that are available to them. They simply do not know what the choices are. There are many ways of making students aware of possibilities. There are interest tests that might help. The behavioral counselor will not hesitate to use interest tests for the purpose of helping to suggest a wider list of alternatives in a choice. In educational planning at the high school level, guides such as Lovejoy's Guide to College will provide lists of available colleges and characteristics of them.

Simulated Occupational Experience

We are working on still another way at Stanford this year: occupational experiences of a simulated basis. The idea is to help students have an opportunity to try out an occupation before they really have to make any kind of a commitment. We have developed kits of materials in eight occupations including, for example, accounting, X-Ray Technology, and Medical Technology. In about 50 minutes of time, students learn how to solve a problem in that occupation, successfully solve one themselves, and get some idea of where they can go for more information. So, in only 50 minutes of time, the student gets a somewhat realistic idea of the job. It is usually fun for him. He gets some information about where he can go to get more ideas to confirm whether he likes this type of an occupation or not. The idea is to encourage career exploration.

The counselor should not hesitate, in my opinion, to suggest ideas or possible alternatives that a client might overlook. One of the most severe kinds of problems is that of people who are considering committing suicide. Their basic problem here is that they have not considered the fact that there are more alternatives open to them. They tend to look at life as either, "I have to continue in this existence," or "I have to end it all". They fail to see any other alternatives available to them. They simply are not aware of the many other alternatives that they can take. The counselor must help them think through the additional alternatives that are open to them.

More Freedom from Knowledge of Consequences of Alternatives

Let's turn to the second kind of problem - people who have difficulty because they are ignorant of the consequences. In order to make this second point, we need to return to our waiter analogy. Suppose that the waiter, when you enter the restaurant to sit down, does present you with a menu, but the menu does not list any prices. It lists all items that are offered but no prices after each one. Would you say that you are more free as a result of not knowing the price of each item on the menu? I believe that you would agree with me that knowing the price of each item is important. Knowing the cost of alternatives is an important element in our freedom. That is, choice without knowing cost restricts your freedom. To choose knowing the cost increases your freedom. Let's carry the example a bit further. Suppose that you order the sirloin steak. After you order the steak, the waiter says, "Sir, others who ordered the sirloin steak said that it was not tender." Would you feel that this statement would restrict your freedom? I would argue that this statement would not restrict your freedom, because it gives you some additional information about the choice you were considering. Therefore, it enables you to make a wiser choice. The waiter is actually telling you what has happened to other people who made the same choice. Knowledge of this fact does not restrict your freedom. On the contrary it increases your freedom. This leads us to the second principle: A Person Is More Free If He Has More Knowledge of the Consequences of Choosing These Alternatives.

What does a behavioral counselor or any counselor do to help clients know the consequence of their alternatives? Well, for one thing, a counselor encourages his client to consider all relevant information about each alternative. We have experimented on ways the counselor can encourage him to consider consequences. I will describe briefly cases of work we have done in techniques of (a) operant learning; (b) modeling; (c) cueing.

Operant Learning

Research has been done in the field of operative learning because of the implications for counseling. The application to counseling is that timed reinforcement that can be used to produce behavior desired by the client. You are all familiar with the psychological studies in which rats learned to turn either to the left or to the right in order to find food in one spot or the other. To the rate, these pellets of food are their reinforcers. If they receive these reinforcers after turning right, it is more likely that they will turn right in the future. We human beings are also affected by the reinforcers that we receive. We learn to do those things which bring about desirable conditions for us. For example, we engage in certain kinds of occupations because we receive money as well as incentives for so doing. Money is a reinforcer for us. Students write certain kinds of papers, because teachers give "A's" to people who write these kinds of papers. "A" grades are another kind of reinforcer. Most of us also find that the attention and approval of our friends is reinforcing. So it seems quite likely that the attention and approval of the counselor might have reinforcing effects for students, especially if that student felt that the counselor understood his problem and could do something to help him.

Nature of Client's Talk Affected by Counselor Reinforcement. The evidence from a number of studies that have been conducted indicate that the counselor's attention and approval following certain kinds of client responses has an effect upon the kinds of responses the client will make in the future. Let's take an illustration. Suppose a student says, "I feel all confused by this business of trying to decide about my future plans. I

don't know where I should begin." Notice that there are two elements in the student's statement: (a) his feelings of confusion and (b) his not knowing where to begin. Suppose a counselor responds to him by saying, "You feel all confused." The counselor is then giving his attention, and is thus reinforcing talk about feelings of confusion. We would expect from our knowledge of learning that a client would continue to talk more about his feelings of confusion. But suppose that the counselor said instead, "You really want to know where to begin." He would then be reinforcing thoughts of where to begin, and we might hear more of this kind of talk from the student in the future.

The kind of response made by the counselor will determine the direction that the client will take. Counselors are reinforcing, by their attention and interest and approval, certain kinds of client responses. By their inattention, lack of interest, and failure to listen, they are extinguishing or diminishing the tendency of the client to talk about certain other things. The counselor is reinforcing some kind of a response or failing to reinforce some other kind of response whether he knows it or not.

The problem for counselors is to decide on the timing of reinforcement. The reinforcement should follow the objectives desired by the client. If the student wants to learn how to make wise decisions, it might be more important for him to start talking about where to begin than it is for him to wallow around in his own feelings of confusion.

Importance of Reinforcements Outside the Interview. But the reinforcements that occur during a brief counseling interview are of only minor value when compared to the much more important reinforcements that occur constantly outside. This is extremely important for those of you who are preparing for elementary school counseling, because the school counselor must have the cooperation of teachers, administrators, parents, and other students if he is to help the students in that school.

Let's consider the problem of underachievement. One of the most common school difficulties is underachievement. What causes underachievement? The problem is produced when a youngster's efforts to master school tasks are not reinforced. Since by definition only half the class can be above average, some youngsters are constantly receiving low grades. This is the result of comparing a child's achievement with the group's achievement rather than with the child's own past performance. Elementary schools are much better at using the criterion of self-improvement than are the high schools and colleges. If each child could be reinforced for showing improvement over his own past performance, we could predict a marked increase in achievement. Teachers, parents, and administrators must be prepared to reinforce any improvement in a child's performance, no matter how much it may still deviate from what they consider to be ideal. Counselors need to understand the importance of well-timed reinforcement and help to arrange more encouraging consequences for underachievers who show some progress. I think one of the revolutionary developments in counseling now is the awareness that the counselor can reinforce, or fail to reinforce, at either appropriate or inappropriate times. He cannot avoid the responsibilities that this brings to him. The question is not whether the counselor should or should not use reinforcement, but how the counselor can time the use of reinforcement in the best interests of the client.

Imitative Learning

A second approach is based on modeling or imitative learning. The application for the counselor is that the counselor can arrange for the client to observe models of more adaptive behavior. Sometimes a student, and

especially an elementary student, has so little idea of what might be more appropriate modes of behavior that he does not engage in any kind of talk or behavior which constitutes even the beginning of behavior to be reinforced. A good deal of evidence has been accumulated to show that the counselor's use of modeling may influence the behavior of the client. How can this be done?

The work we have done has been to present tape recordings of people who are successfully engaged in appropriate problem-solving activities. One very effective model consisted of a 15-minute tape recording of a high school boy who was engaged in seeking information relevant to his educational and vocational planning. Other media are also appropriate - programmed instruction, films, video tapes, and other forms of written materials. Well-chosen books may have a powerful effect for some clients.

Cognitive Learning

A third general approach is based on our knowledge of cognitive learning.

Making Behavioral Contracts. One particularly intriguing way of incorporating verbal instructions into counseling consists of making contracts between the counselor, the client, and other people who are involved. And this is a particularly intriguing development at the elementary school level. Keirsey has described this as a "behavior contract". He has used it in the case of the aggressive, destructive and disruptive acts by children in school. When a child is of this type, a contract is prepared and signed by each party to agree to play a certain role for a certain period of time. The child agrees that any disruptive act on his part will result in his being asked to leave school. The teacher agrees to signal the child to leave the classroom after the child has made a disruptive act. The principal agrees to enforce the agreement even if it entails carrying the child out of the class. The parent agrees to avoid conversation with the child about school and avoids scolding the child for being sent home. The counselor negotiates the contract and agrees to be available for counseling. The beauty of this system from our standpoint is that behavior desired by the child is explicitly stated. All of the contingencies of reinforcement are known in advance, and when the child does act appropriately, he gets full credit for his behavior.

There are other variations to this contract approach. For example, there are reluctant learners in the class. For these reluctant learners, it is agreed that when the child is in seat number one, he is part of the class and is given instruction like the other students. But when he is in seat number two, he is not part of the class and is given no instruction whatsoever. When the child upholds his end of the agreement, he may elect to sit in either seat. If he violates the agreement, he cannot sit in seat number one and is banished to seat number two for the rest of the day. The agreement must be written down and counter-signed by the teacher, the principal, the student, and the parents. Many variations are possible.

Role-Playing. Still another development within cognitive learning is role-playing. Clients may be instructed to play new roles for certain periods of time. Role-playing is another way of allowing the client to practice and to be reinforced for proper conduct. In my own counseling with college students, I found that role-playing is a very effective way to get a client to practice under relaxed conditions. For example, one young man was afraid to return an unsatisfactory article to a store. He role-played the situation with me. He was encouraged and practiced the act while I played the role of the store manager. A couple of role-playing situations were sufficient to

enable him to actually return the article to the store and get the money refunded. The fact that he was successful in this venture was reinforcing to him. He generalized this experience to strengthen future responses in other encounters of like nature.

Role-playing need not be confined to just the interview situation. The only purpose any of these techniques serve is getting the client to play a more appropriate role outside of the interview. The "role-shift" is something that helps clients initiate a changing role on an experimental basis. Sometimes the counselor has to present the idea to the parent, teacher, or student as "Here's something we can try for a day or two to see how it works out." One mother had to nag at her boy continuously in the morning to get him to get up and get dressed, fed, and off to school. These two people clearly had an unsatisfactory relationship. It seemed necessary for the mother to try out almost any other kind of role. The first role the counselor suggested was to have her play the role of the helpless bystander. Her role was one of saying practically nothing to the child. She might say, "Is there anything I can do to help you?" Then just walk away. Her task, in short, was not to be very helpful. For several days the child fumbled around and some days didn't even get to school, in which case the mother just stood by without trying to do much of anything. Eventually the child took over and got himself to school without needing help.

Sometimes it is difficult to persuade the parent to take on a new role. The counselor can obtain more cooperation by asking parents or teachers to try out these roles in order to help the counselor gain more information about how they actually work. If the new role does work, it will be reinforced by more positive reactions from people. If it does not work, you can try something different.

Timing Cues. Still another development concerns the timing of cues. Telling a person what to do might sometimes be effective, but usually it is not. The reason may be in the timing. One parent I know told the counselor about how her children were driving her crazy because they constantly forgot to do the things she asked. One of their most annoying habits was to run in and out of the house without closing the doors. The difficulty here was that the mother reminded the children to close the door after they had already passed through. The counselor pointed out that the most effective cues are those that are given just prior to the behavior, not those that are given after the behavior. The mother was told to observe her children as they approached the door and give the reminder: "Close the door." Just a few days of extra attention on the part of the mother with a particular reminder to each child just PRIOR to touching the door worked, and soon the children needed no further reminders.

Emotional Learning

A fourth general approach to developing counseling techniques is based on our knowledge of classical conditioning. The application to counseling is that an unpleasant emotional reaction can be systematically reduced by pairing the eliciting stimuli with more pleasant stimuli. The work of Wolpe and Lazarus used this approach. Students with severe feelings of anxiety are relaxed and taught how to relax. Then the stimuli which caused their anxiety are presented in a gradually increasing fashion while the client remains relaxed. It is a form of "innoculating against stress" by presenting small portions of the stressful situation while the client remains in a state of relaxation. This is particularly useful in cases of phobias.

More Freedom with Competence

Obviously, some of the most effective procedures would not rely on any one of these four general approaches. Some techniques incorporate combinations of reinforcement, use of models, cognitive learning, and systematic desensitization.

These techniques which I have described are useful tools in helping people who are ignorant of consequences and also for people with problems of incompetence. Again, I think there is no reason to fear interfering with freedom,although you hear people say that if you use techniques based on these learning principles, somehow you are violating the client's freedom. To convince you of the contrary, let me just return to our waiter analogy.

Suppose you are back in the restaurant again and still trying to make a choice. You have decided to not choose the sirloin steak, so you say, "I would like to try cracked crab, but I don't know how to eat it." Now, suppose the waiter says to you, "Well, would you like me to show you how?" Would you feel that the waiter's offer to show you how to manipulate the cracked crab constituted any restriction on your freedom? I would argue that his offer to demonstrate the proper technique is not restricting your freedom. I think it would increase your freedom because you would be gaining a skill that you did not have up until that time. To summarize, then, as a third basic principle, a person is more free if he has learned more skills necessary to obtain an alternative.

More Freedom Without Inhibiting Anxieties

The techniques of reinforcement, anxiety reduction, modeling, timed cues--all of these techniques that I have described--can be very helpful to a person learning the skills necessary to obtain a certain alternative. These same techniques are also helpful with the fourth kind of problem: people who are unable to implement their own plans. Once again, let's consider this from the point of view of the waiter. It is now time for dessert. And you say to the waiter, "I have always wondered what it would be like to try crepe suzettes flambe, but I have a terrible fear of fire, and I am afraid that if you were to bring that flaming dessert in front of me I would be too frightened. You see, when I was little, I came very close to a big fire and I never got over it. It is probably ridiculous, but I just don't like to come near a fire. I guess I'd better turn it down." Now, suppose that at this point the waiter says, "Perhaps I could arrange to present this dessert to you in such a way that you would not find it frightening at all. I'll tell you what I will do. Instead of putting on a lot of brandy, I'll put on just a little bit, and I will keep it ten feet away from you." Well, suppose he does this. Would you say that this waiter has restricted your freedom? I would argue that your freedom has not been infringed, but, on the contrary, your freedom has been increased because you are now able to enjoy a dessert that you were previously unable to enjoy. We can summarize this as the fourth and final principle. A person is more free if he can diminish more of the factors which tend to restrict participation in the alternatives of his choice.

What does all of this have to do with the elementary school counselor and the role the elementary school counselors play? I have been working with the Palo Alto Schools in the development of their elementary school guidance program. An effective program is developing there, not because of my help, but because of the leadership of H. B. Gelatt who is director of guidance there. The elementary school counselor is not a person who takes children in and talks with them for 50 minutes at a time. That's a model that came from working with adult patients in psychotherapy, and in my opinion is not an effective way to work with students. In order for the elementary school guidance counselor to be effective, I think the role should be one of aiding the staff and parents to establish the best possible learning conditions for each child. In order to do this, more time has to be spent working with teachers, principals, and parents. Observing the

children is important, constructing individualized learning programs for them is important, but long talks about their attitudes are not.

I could give you several instances of how this is done. Ann, age 10, developed a dislike of reading. The elementary school counselor was asked to study the situation. In a conference with the counselor, the parents asked whether, when Ann read aloud and came to a word that she couldn't get, they should tell her the word or ask her to sound it out. The parents thought they shouldn't just tell her, but Ann would get very frustrated trying to sound out words. The counselor simply asked, "What is your purpose?" The parents said the purpose was to have Ann love to read. The counselor said, "What will you do then?" Immediately it became clear to the parents that the important thing was to help her enjoy books. If the reading experience was going to frustrate her, then it was defeating the very purpose that they were working for. So they made an agreement. The counselor said, "I'll tell you what let's do. Here at school we'll teach Ann how to read. You at home, help her love books." The important thing for the parents was that she enjoy reading. This is the kind of action that an elementary school counselor can take. It made a big difference to Ann.

I could give you other examples of how counselors have helped teachers. A brand-new teacher was developing a problem in one class. It was a class that met the period just before the noon hour. The problem started the very first day of school. She had planned fairly well, but about 30 seconds before the class was over, she ran out of things to do, so she just stopped and let the students talk to themselves until the bell rang. The next day, the students started talking about a minute before the bell rang. By Thanksgiving time, the students were talking to each other in a great up-roar almost from the very beginning of the class period. This teacher had a serious discipline problem.

She consulted the counselor, and the counselor analyzed the difficulty with her. It turned out that the teacher had been unintentionally reinforcing talking behavior. The talking behavior was followed by release from the class and lunch--both reinforcers. Thus, talking behavior had been reinforced. The solution depended on devising a situation so that silence--a behavior incompatible with talking--could be reinforced. The only way to do that is to make sure that no one goes to lunch until it is silent. So the counselor arranged for the teacher the next day to make an announcement that no one would be allowed to go to lunch until it was absolutely quiet in the classroom. That day there was the usual uproar. At the end of the morning the teacher announced, "No one will be permitted to leave this room until it is absolutely quiet." She stood in the doorway blocking the only exit. It took ten tension-filled minutes. Finally, it was absolutely quiet. You could hear a pin drop. And she said, "Class dismissed." That was the last day she had any trouble with that class. The teacher had not been aware she was reinforcing behavior opposite to that which she desired. The counselor helped her analyze the situation and was able to help her regain control of the class.

These ideas are not necessarily the best for every situation. They certainly can be improved. But, as long as we can help our clients to formulate their own problems so that they can see progress and as long as we are willing to experiment with new ways of helping them to solve their problems, I think that clients and counselors alike will certainly find much better ways to increase their freedom.

Small Group Sessions

A - GROUP COUNSELING

BY

Robert Mendelson

Group Counseling is:

A. A confidential exchange of feelings
B. A socialization process
C. Reality testing
D. A tool as a counselor uses
E. Includes an accepting and permissive atmosphere
F. Provides a world in miniature

Group Guidance is:

A. A non-confidential exchange of ideas
B. An initiator for counseling groups
C. Used in either the classroom or counseling room by either the teacher or the counselor.
D. Includes unfinished stories, buzz groups etc.
E. Counselor or teacher functions as a group leader

Why Use Group Counseling:

A. Most problems of children occur with interaction among peers, teachers, parents, etc.
B. Gives the child support in a group setting with a group feeling.
C. Provides a good socialization atmosphere.
D. Gives the child a chance to test his feelings in the group.

How to Begin Group Counseling:

A. Incomplete stories may be used in the classroom to begin them thinking about difficulties they might have.
B. Buzz groups are formed so they may express their feelings about the people in the story.
C. The counselor will ask for notes discussing problems which they are willing to discuss in the group situation.
D. Talk to each child individually and receive a commitment that they want to belong to the group.
E. Four to six students are chosen.
F. Students from K-3 may be of different sexes; 4-6 should be of the same sex.
G. Members should have different types of problems, not all discipline problems for example.
H. Time limits should be set: 20-25 minutes K-2, 25-40 minutes 3-6.

Role of the Counselor:

A. Help the children establish confidentiality.
B. He is not a discussion leader but a counselor seeking for ways to help each child in the group.
C. To teach the children how to work as a group by giving them a model to imitate.
D. Establish an accepting and permissive atmosphere in the group.
E. Should be to help the children establish any other rules or regulations for their sessions.

Physical Setting:

A. Children form a circle preferably around a table.
B. Children should be far enough apart so they are not in physical contact with each other.
C. Very little play media is used; possibly pipe cleaners, pencils, crayons, paper.

B - TESTING IN THE ELEMENTARY SCHOOLS

Dr. Wray Silvey of the State College of Iowa, the discussion leader, raised several timely questions regarding testing in the elementary schools. The group responded to the following questions:

Are tests being misused in the following ways: labeling students, evaluating teachers, determing the school curriculum, are they used to give the school the appearance of being a progressive system (keeping up with the Joneses)?

Do we need standarized testing at all? Are there better ways of understanding our students? Do the various tests overlap? Hasn't teacher evaluation been proven as or more reliable than tests?

What is done with test results? Should they be interpreted to children and parents? If so, how? (Remembering that scores are not absolute) Is just the reporting of scores enough?

The Iowa Test of Basic Skills can be used as a diagnostic tool to uncover deficiencies through an item analysis. With the advent of machine scoring, answer sheets of the test are not returned to the teacher so this is possible.

Although no definite conclusions were arrived at there seemed to be some agreement concerning the following:

Each individual school system must carry on an ongoing evaluation of its testing program. There is a need for in-service programs for teachers to enable them to use tests more effectively. The feasibility of using less tests and getting more mileage out of them and also doing away with them altogether was suggested.

C - COUNSELING WITH PLAY MEDIA

Erik Thorescn - Introduction

Play is a natural thing for children. It is a child's way to express himself and to work out situations which he may meet in reality. Children often "play out" what disturbs them. Very young children have a difficult time communicating with adults. Children often are not aware of what troubles them. The child often creates a situation and then works it out. Play media gives the child a means of communication with the counselor. Young children often lack the language to express themselves.

Margaret Stull - Unstructured Materials - (Plastic)

Water is the most unstructured material and can be used in a number of ways by the child in counseling. Other unstructured materials are clay or playdough, sand and mud.

Sand

It is best to have a sand box large enough for the child to sit in while he plays, however, smaller containers can also be successful. Sand and water

can be combined to make mud which is also an excellent play material. Unstructured materials are excellent because they require coordination with both hands. They are three dimensional and can be changed. They can be used to relieve tension.

In using plastic (clay, playdough, and mud) materials the child usually begins by investigating the material or experimenting with it. He then rolls or manipulates the material. This often results in accidental creation. The child then moves to the representation stage. Clay is of great emotional value. It gives the child a feeling of mastery. He can destroy (without guilt feelings) or build with clay. The inhibited child can often find an avenue for joining with a group through the use of clay. It helps him to relate to his peers. Some children will react negatively to the use of messy materials. The anxious child may project his anxiety through the use of unstructured materials.

Sand is valuable because it is a stable material that can represent anything the child wishes.

Josette Peterson - Dolls and Puppets

Referred to Axline, Moustakas, Arthur, etc.

Introduced the family dolls plus doctor, nurse, etc., and the puppet family.

Most people feel that dolls and puppets are the most important of the play media. The child can identify closely with himself and can easily express his feelings, wishes and desires. Child can talk for them and can play out family scenes. He can commit acts which are reversible. They help the child to understand himself. The child can dress and undress the dolls. He can explore where babies come from. Animal puppets are also valuable. Puppets are anonymous in character. The child may use the baby as himself as a tool of regression of behavior. The child can identify the sex roles. He can focus attention on his problem. The counselor can see how the child is treated - his targets of hate or affection. In the absence of real dolls or puppets, anything can be used as dolls by the child.

Erik Thoreson - Artistic Materials

Artistic materials are valuable because it may be possible to get information through observing the child's behavior while he is using the materials and also through study of the finished product.

Gayle Hopkins

Play media valuable because the counselor can join in with the child. Play materials are not as important in working with older children. Play materials help in building rapport. Play materials are often a distraction in group counseling. Self-referrals seldom use play materials. They are more valuable with teacher referrals.

Child can use play media to explore his discomfort. Then learning theory can be applied.

MENTAL HEALTH IN THE CLASSROOM - Afternoon

Question and answer approach used in this meeting.

Q. What is the teacher's place in an elementary guidance program?

A. The teacher is the focal point in the program. The counselor acts as the helper in developing positive mental health in the classroom. Teachers should be involved in setting up the counseling program and in building a positive program. The

counselor should be available to teachers for consultation. Unfortunately, many teachers now perceive the counselor as a person who works with the problem child.

Mental health is not a subject per se, but should be integrated with every aspect of the elementary curriculum. The teacher's handling of situations in the classroom will either help or deter growth in positive mental health. The teacher should punish the act, not the individual. The child can be given a choice to do the unacceptable and be punished or refrain from doing the unacceptable and thus avoid punishment. Also, when the child does well, the teacher should recognize the act, without making statements such as, "you are always such a good boy".

Q. How much of the practicum was spent in counseling?
A. Because of limited time in schools, the bulk of our time was spent with children. There are conflicting views by experts on proportions of time which should be spent in the various activities. We feel that we should spend more time with parents and teachers than we have spent this year.

Q. What is the difference between the "bad" child referral and the self-referral?
A. The "bad" child approaches the counselor much as he approaches the principal. The self-referral comes in ready to talk. However, he often views the counselor as an advice giver or a person with the "recipe" for solving the child's problem. The counselor should get into each classroom and explain his role to the children.

D - NOTES FROM MENTAL HEALTH IN THE CLASSROOM GROUP

The Ralph Ojemann materials were shown and an analogy was drawn between them and Krumboltz's approach. The schools are based on the cause and effect principle. Ojemann suggests the use of this same method in social relationships. Emphasize reasons why people act as they do. Children helped to examine consequences of behavior.

The teacher, being a professional person, must be concerned with individual differences and individual feelings. She should establish a warm atmosphere, accept the child as he is. How the teacher perceives each child is an important factor--accepted or rejected.

In an accepting atmosphere children are not afraid to express feelings and ask questions. Children are free to make mistakes without fear of punishment.

The teacher's attitude toward the children affects the attitudes of the children toward each other.

We must concern ourselves with individual progress as related to ability.

The teacher looks at the class as a social unit using it as a discipline factor--group decision--group action--peer control more effective.

The teacher should encourage problem solving to enable children to learn to make decisions.

In disciplining children reject the act not the person. This aids in developing a positive self concept.

QUESTION If you have a classroom that apparently has no problems, does this mean that the children are well adjusted or a domineering teacher?

ANSWER You would have to observe the class and assess the feelings of the group.

If you perceive a class without problems, there are probably deep-seated problems.

QUESTION What about the latest psychological studies that show quiet children become the most well adjusted adults?

ANSWER This depends upon whether child wants to be quiet or would like to associate more with others.

COMMENT Children need to learn to respect each other's ways of behaving, some people are quiet, for example.

Sociometry -

The adjustment of an individual depends highly on his perception of himself in a group and the group's perception of him. Teachers tend to avoid the use of sociograms because of the time involved.

Teachers are perhaps not really aware of how the group perceives a child in certain situations.

A Simple Sociogram: Children are given a class list. Each child circles the children he would like to play or study with. Points are assigned to each child chose. Very effective for seeing which children are isolated or rejected.

Through the use of sociometry, school drop-outs can be predicted fairly accurately in the early grades.

E - ADMINISTRATIVE PROCEDURES FOR ELEMENTARY GUIDANCE
By Dr. Robert Frank

I. What is elementary school guidance? Major alternative approaches include,
   - A. Classroom guidance
   - B. Child development consultant
   - C. Team approach
     1. Language Arts-coordination
     2. Science-Math-curriculum
     3. Fine Arts-Audio-Visual
     4. Humanities-counseling
   - D. ACES-ASCS (most widely advocated today)
     1. counseling
     2. coordination
     3. consultation
     4. research

II. A Rationale for Elementary Guidance at SCI

For many years school counselors have operated on the elementary school level often obtaining whatever training they could to meet a current need. Counselor education programs, on the other hand, have responded slowly to providing appropriate professional preparation. Many counselor education programs make no differentiation between programs for counselors at the elementary school and the secondary school level.

The State College of Iowa recognizes an area of common knowledge between counslors at the elementary school and the secondary school, however, it believes there should be distinct differences in each program.

In the development of an elementary school counselor, the State College of Iowa has the following philosophy: The elementary school counselor is an individual who is specifically trained to work in the elementary school. His primary function is that of providing developmental guidance services. As a counselor he is first interested in the furtherance of healthy psychological and educational development of all the children in the school. Although he may be called upon to work in a preventive fashion, his primary emphasis is on the developmental aspects of guidance. As such, the elementary school counselor is one who works with individual children, with groups of children, and with teachers and parents. The portion of time he spends in each of these activities will necessarily vary, however, his primary emphasis does not change.

Because the various phases of development in which we find guidance programs for elementary schools across the country, it is also appropriate to specify those activities in which we feel the counselor should not spend the majority of his time: as a consultant who works only through teachers; as a school psychologist who is primarily interested in the typical child; as a psychometrician, administering individual and group tests; as an administrator of testing and/or of the school; and as an attendance officer, or visiting teacher who is primarily concerned with children of indigent families and their attendance in the school.

The concept from which the program at the State College of Iowa has developed is that of a counselor working in an elementary school setting, primarily responsible to the building principal, who works with normal children in a normal setting toward maximizing their potential through developmental activities.

In view of the delineation of what is and is not included in the role and function of the elementary school counselor, the College in developing its program has sought to help prospective elementary school counselors become proficient as a person who:

1. works with individual children in a counseling setting employing techniques appropriate to the age and developmental level of the child.
2. works with groups of children--either small groups or classroom groups--in counseling, in mental health and in other guidance activities.
3. consults with classroom teachers in the improvement of the interpersonal setting in the classroom including appropriate learning experiences in human relationships.
4. consults with classroom teachers on the improvement of conditions for learning diagnostic problems and on aids for working with individual children when this is requested by the teacher.
5. works with parents and with parent groups.
6. works with and facilitates continuing education in child study, developmental problems and in other areas of his competency.
7. as a helping individual, cognizant of his own strength and weakness, is able to help others through the assets of his own personal characteristics as well as through his professional knowledge and skills.

These practices and role expectations are based on the assumption that the elementary school counselor has a thorough background of didactic material in counseling theory and practice, growth and development, personality dynamics, individual appraisal, group dynamics and techniques, elementary school curriculum and organization, vocational development and community services.

III. Some guidelines for administrative procedures for elementary school guidance.
   A. Basic recruitment
      1. Look for pupil-centered persons
      2. Prepare the staff for pupil personnel services
      3. Define the working relationship
      4. Compare philosophies
      5. Give the counselor freedom to operate
   B. Pre-service education
      1. In-service education with teachers
      2. The superintendent and principal make or break the elementary school guidance program.

IV. Some questions raised by the audience
   1. How do we know the right people are going into elementary school guidance?
   2. How soon can we expect elementary school counselors in our state?
   3. What preparation is required of elementary school counselors?
   4. How do the services of the counselor differ from other pupil personnel services?
   5. Which is preferable: One counselor per building or a consultant for the district?
   6. Is teaching experience necessary for counselors?
   7. What is a normal counselor load?
   8. Are the requirements of the elementary counselor different from those of the secondary counselor?

AFTERNOON SESSION: Friday, April 28, 1967

Dr. Frank: At this time Dr. Nitschke will focus his attention on the topic "The Counselor in the Elementary School". Dr. Nitschke, as I have indicated in my comments last evening, knows Iowa well. Originally from a small town in Western Iowa Dr. Nitschke spent several years as Head of Department of Education at Loras College and was a member of the Staff during the 1965 summer institute in elementary guidance at the State College of Iowa. At the present time he is the Assistant Dean of the College of Education at Ohio University in Athens. Dr. Nitschke:

THE ELEMENTARY SCHOOL COUNSELOR

Dr. Dale Nitschke
Ohio University

For quite some time we have been working, both counselor educators and public school personnel, to achieve a basic understanding and definition of the elementary school counselor. We have asked teachers, counselors, counselor educators, principals, psychologists, social workers and others, what they felt the role of the elementary school counselor should be. We asked them in interview situations, over the telephone, in letters and, most of all, we've asked through the use of pages and pages of check sheets and questionnaires. We've analyzed, tabulated, stuffed the computers with information and now are taking some good hard looks at the results.

As one examines the wealth of information now available on this subject he can't help but notice the continued use and recurrence of certain significant and descriptive terms for describing the function of the elementary counselor. Such titles as "Consultant," "Coordinator," "Resource Person," "Child Study Specialist," and "Counselor" deliver a significant message as to how this person is perceived, and depend somewhat upon the person doing the perceiving. Certainly, the elementary principal sees the elementary counselor in a different light from which the elementary teacher does, at least in many of the duties he is expected to perform.

A very significant factor in the formulation of the role of the elementary counselor is the philosophical foundation upon which his program rests. For example, a counselor operating in a situation wherein the basic perception of guidance centers on the crises approach will certainly function differently from a counselor in a situation which supports the developmental approach. Here the basic difference is between guidance as an integral part of all learning experiences in the school as opposed to simply a remedial task of adjustment-type guidance.

Let's first take a look at what has been said by the various parties concerned: Counselor educators, prospective counselors, teachers, counselors, and principals.

Car Foster asked elementary teachers, elementary principals, elementary and secondary counselors, and counselor educations, a total of about 450 professional people, what they thought should be the various functions of the elementary counselor and which were most important. All five groups said that activities actually involving counseling were the most important duties the elementary counselor performs. Elementary teachers and elementary counselors rated social-worker-type activities as being second (i.e., activities which entail visits to the home and other out-of-school duties). The other three groups did not feel this way. They felt that consultant-type activities were more important (i.e., activities which deal primarily with services offered within the school proper).

A very interesting difference existed between the elementary teachers and the other four groups. The teachers believed that the psychologist-psychometrist-type activities were next in importance, while all the other groups felt that the guidance-type activities ranked third. And all groups rated administrative-type activities as an unimportant function of the elementary counselor. Finally, of all the groups involved, the Teachers and the Counselor Educators displayed the largest difference in how they perceived the role and function of the elementary school counselor. (I suppose this may not surprise some of us since we have always seemed to disagree with what our professors had to say! !)

Bill McCreary and Gerald Miller viewed the California situation, and asked elementary counselors and principals what they thought the functions of the elementary counselor should be. There was phenomenal agreement between the two groups. The first four functions, in rank order of importance and in the same order for both groups, were: Counseling, teacher consultation, parent consultation and testing program. (This is the first time I can recall that school administrators have agreed with anyone! ! !)

I think it is interesting to note exactly what the elementary counselors in California say they are doing:

Working with	Per cent of Time
Pupils	50%
Teachers	17%
Administrators	10%
Parents	12%
Others (probation, welfare, etc.)	11%

You might be interested in knowing that in this particular investigation the teachers were not asked what they thought the functions of the elementary counselor should be, but rather, they were asked "What kinds of services have you received from the Counselor?" The teachers responded in this order:

1. Individual testing of pupils
2. Individual counseling with pupils
3. Helping with classroom problems
4. Participating in parent conferences
5. Administering group tests
6. Interpreting and evaluating test results
7. Teacher-counselor conferences
8. Taking disciplinary action with pupils

Well, as I told you earlier, there is a tremendous amount of data such as this which has been compiled over the past two or three years. And many persons have spent hours poring over this information in order to come up with the best role definition possible. I will attempt to bring some of this together later in a few statements, which I hope make sense. First, however, I should like to relate a few conclusions which seem obvious to me after surveying over 100 counselor educators and over 200 prospective elementary school counselors concerning their opinions as to what the elementary counselors should be doing:

1. First of all, let me state that there is a great deal of agreement between these two groups concerning who should perform certain functions at the elementary school level. However, there are some few but significant points of departure. For example, the counselor educators prefer to have the school counselor work with parents concerning their children's adjustment to school. Prospective counselors see this to be the function of either the teacher or administrator. (Perhaps as elementary teachers they got enough of this kind of activity! !)

2. The prospective counselors tend to exhibit a greater degree of varied opinion as to who should be responsible for certain guidance services than do the counselor educators. The counselor educators have narrowed the scope of services to be performed by the elementary school counselor. (The question has been raised whether or not they have realistically approached this, since they are quite removed from the actual school setting!)

As true as this may or may not be, we find that our counselor educators have assumed a significant leadership role insofar as this endeavor is concerned. Basically, there seems to be two approaches used in deciding what the role or function of the elementary counselor should be.

One is to do a job analysis of the position as it now exists and prepare counselors accordingly. The other approach, which seems to be the most prominent, is to prepare elementary school counselors to perform the functions which it is felt they should perform, which may be in opposition to the first approach.

One of the major reasons for conflict and delay in arriving at an acceptable role definition of the elementary counselor is the great number and variety of individuals involved in this process. We have the students, counselors, counselor educators, school administrators, teachers, state certification people, supervisors, other pupil personnel workers, and laymen in the community. Each of these groups have their own set of biases and hierarchy of needs and see things primarily from their frame of reference. However, each group is involved and must contribute to whatever the outcome might be.

It is my belief that counselor educators have the greatest responsibility of all the groups mentioned and should be the major force behind these efforts. Counselor educators differ among themselves in their perception of the elementary school counselor, at least as far as role or function is concerned, but have generally evidenced a high degree of commonality regarding the purposes and objectives desirable in such a program. For example, Marian Heisey, Director of Elementary Guidance, Kent State University, feels very strongly that the role of the elementary counselor is one of parent consultant specialist. The reasoning behind such a position makes a good deal of sense:

1. The parent is potentially the greatest agent of change in the child's environment.
2. The parent sustains a more consistent, more intense and more concerted interest in the child than any other.
3. Primary value training should come from the home.
4. Parents have the greatest storehouse of contributing data regarding the child.

Therefore, it seems, if the above is in fact true, that the elementary counselor should work primarily with parents in helping them understand to a greater degree the impact of the home on children and assisting them in their efforts to create a climate in the home which will assure a more positive and beneficial outcome in terms of child behavior.

On the other hand, George E. Hill, a pioneer advocate of the developmental approach to guidance at the elementary school level, views the role of the elementary counselor somewhat differently. According to Hill, the counselor's function should be:

1. To provide services directly to children through counseling.
2. To assist the teachers in meeting the needs of the children.
3. To assist the children through small group discussions.
4. To serve as a resource person to parents.
5. To serve as a referral agent.

6. To serve as a coordinator of the guidance program.
7. To serve as a resource person in planning in-service programs.

Such an approach dictates a very real need for an integration of guidance with the total school program, something which would not be quite so imperative to those counselor educators who view the elementary school counselor's role as a remedial one.

Other counselor educators have insisted that the primary role of the elementary school counselor should be that of consultant to teachers, the responsibility being to assist the teachers in developing and maintaining a school atmosphere conducive to learning.

Well, as you can see, counselor educators perceive the role of the elementary counselor somewhat differently. However, Perrone and Evans have explained it this way: "The two major divisions in counselor role appear to stem from differences in methodology rather than from different goals. The one group would serve as an immediate instigator of pupil growth by focusing attention directly upon the pupil. The other groups plans to accomplish a similar goal by working with the parents and teachers of the pupil."

Another major source of influence on the ultimate outcome regarding the role of the elementary school counselor is the committees formed by our national associations to prepare position statements on Elementary School Guidance, and particularly on the role of the elementary school counselor. Just such a committee was formed through ASCA (American School Counselor Association and prepared a report entitled "Dimensions of Elementary School Guidance". The committee's statement regarding the role of the elementary school counselor was prefaced by: "The actual role that counselors play is largely determined by elementary school administrators." The following functions were considered to be the most important:

1. Pupil counseling and parent consultation.
2. Identification of individual differences, needs and problems.
3. Working relationships with teachers.
4. Interpretation to staff and/or community of the guidance program.

Later, a joint committee was formed from ACES (Association for Counselor Education and Supervision) and ASCA which listed the basic functions of the elementary school counselor as (A) Counseling, both individual and group, (B) Consultation and, (C) Coordination.

Perhaps it might be helpful to look briefly at a couple of actual programs and examine the role of the elementary counselor "on the job". As you know, there are many pilot programs in elementary school guidance in operation throughout the country. Some real fine things are happening, and some real progress at the grass-roots level is taking place. An elementary school in Indiana describes the role of their elementary counselor, in a pilot program, as functioning as the coordinator of the testing program. During the first year of the program, it was felt that the counselor's major emphasis should be with the pupils, the teaching staff, and the administration. Therefore, very few home visits were made. There were, however, many parent contacts in the school setting. The program involved: (1) The counselor provided counseling for every child who desired it, (2) provided direct services to the child who was identified as a problem,

(3) provided consultative services to teachers and, (4) provided parental conferences for those who desired them.

In the Honolulu, Hawaii Public Schools where one counselor serves two schools, the functions of the elementary school counselor are delineated as:

1. Individual counseling and interviewing.
2. Special group work for all students, as an adjunct to individual counseling.
3. Consultation with teachers.
4. Development, supervision and coordination of all phases of the guidance program.
5. Evaluation of guidance activities. (Incidentally, this is one of the very few places where evaluation or appraisal is actually listed as one of the major functions of the elementary counselor!)

In a job description outlining the functions of the elementary school counselor for the Pleasant Valley Community School District, Pleasant Valley, Iowa, with which I'm sure many of you are familiar, we find one of the most comprehensively delineated role definitions yet to be prepared. Although too numerous to mention, the basic functions can be categorized, for my purpose here, in the following manner:

1. Individual and group counseling.
2. Activities of direct service to children.
3. Activities of direct service to school personnel.
4. Activities of direct service to parents and community.
5. Activities involving program evaluation and guidance-type research.

Let me simply say that the report dealing with the operation of the pilot elementary guidance program at the Pleasant Valley Community District is an excellent resource for teachers, counselors or administrators who may be faced with or involved in some way with the building of a guidance program in an elementary school setting. And I expect we can look forward to an even more extensive and critical evaluation report of this program after a longer period of operation. When talking about this phase of elementary guidance, George Hill puts it this way: "There are also serious gaps in our information regarding organization of guidance in elementary schools and its evaluation. We cannot long be content to discuss what we do in the elementary school guidance program. We must give more attention to what we get done."

In summary then, taking into consideration the views of all parties concerned, the role or function of the elementary school counselor appears to shape up something like this:

1. The first and foremost responsibility of the elementary school counselor is that of individual and/or group counseling. The exact approach to be used in either case remains a matter of continued study and research.

2. The elementary school counselor must consider himself a very integral part of a professional team. He does not, and I think will not, operate as an independent agent within the school. The nature of education in the elementary school requires that all staff members, including our specialists, "pull together" in a common effort and dictates against segmentation. Where in the secondary schools we often find a high degree of independence of

operation among our guidance personnel, we will find in our elementary schools a high degree of cohesiveness within the total operation.

3. In keeping with the above observation, the elementary counselor will be expected to be able to operate at a high level of competence as a consultant to teachers. The need for elementary school guidance, as seen through the eyes of the teachers, is for individuals who are interested in and qualified to assist them in providing learning experiences in a classroom environment which are as close to "optimum" as possible. Teachers want someone with whom they are able to work in planning units of study and/or various programs which will solve many of the day-to-day problems of learning roadblocks. The elementary school counselors will have to fill this need.

4. The elementary school counselor, in co-operation with the teacher, will serve in the capacity of consultant to parents. Again, because of the nature of our elementary schools, it seems as though effective parental involvement in the business of formal education can best be utilized primarily through the elementary teacher with the assistance of the elementary counselor. The team approach here, namely the teacher and counselor, should be an effective approach to a cooperative effort with the parents in providing their children with the best educational foundation possible.

5. The elementary counselor, out of necessity, must serve as coordinator for all efforts put forth in the name of guidance. As with any program, someone has to assume the responsibility for the decisions made and the direction taken. Insofar as what happens with elementary guidance, the responsibility quite naturally lies with the elementary counselor.

6. The elementary counselor functions primarily within a developmental context, being primarily concerned with the "normal" flow of children. The total climate of the school's operation, from beginning to end, is the framework within which the counselor works. At the same time, it is the counselor to whom the teachers can turn for help in working through various remedial problems and problem cases which require outside assistance.

Finally, let me close by saying that, if what has already taken place in the field of elementary school guidance is any indication of what is yet to come, this is the field to be in. And, in attempting to predict what the picture might look like in the next few years, I foresee several things:

1. The average age of our elementary school counselors will drop considerably within the next three or four years. More and more "beginning" teachers, even though they may not be quite so aware of the need for elementary school guidance as such, are rapidly becoming aware of the desirability of affiliation with and involvement in this area. More and more individuals will be entering the field without prior teaching experience.

2. There seems to be a very good possibility that the requirement for a two-year master's degree preparation program may become a reality in elementary school guidance even before it is accepted procedure for the preparation of secondary school counselors. Here again, if in fact it does occur, we can see evidence of the tremendous value our experiences with secondary school guidance have been in shaping the ultimate outcome for elementary school guidance. We have learned a great deal in our trials and frustrations with secondary guidance, and it appears as though these learnings are now beginning to pay dividends to those involved in elementary school guidance.

3. There seems to be little question at this point in the growth of elementary school guidance that both "guidance" and the "counselor" will receive a much higher degree of acceptance at the elementary school level

than did "guidance" or the "counselor" at the secondary school level. I think this is, or will be, true whether we're talking about acceptance on the part of the teachers, the administrators or the public.

4. Finally, let me re-emphasize, that more than anything else, the elementary counselor and the programs of elementary guidance will do more than any other single factor in focusing attention on the most significant years in our entire educational structure, years which are spent in our elementary schools.