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ABSTRACT

         This final report provides an evaluation of Project
Advance, an attempt at providing supplemental services to the Morse
Crisis Intervention Center in the Washington, D.C. Public School
System. The Morse Center was established to handle students who had
to be removed from public junior high schools because of disruptive
behavior. Project Advance provided the following special services:
(1) psychotherapy to alleviate or minimize disturbing behavior, (2)
individualized instruction using the open classroom technique, and
(3) enrichment activities through which hyperactivity and tensions
could be relieved. Conclusions about the impact of the project were
somewhat unclear because of the lack of good pre-and posttest data on
changes in student behavior. Several limitations of the study were
noted, as were problems with the lack of clarity and specificity of
purpose of the Morse Center itself. Several recommendations are
presented as a result of the study's data. (Author/PC)

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FINAL EVALUATION REPORT

Submitted to

MORSE CRISIS INTERVENTION CENTER - PROJECT ADVANCE

Title III Project

D.C. Public Schools
Washington D.C.

by

Commonwealth Learning, Inc.
Alexandria, Virginia

July 15, 1974

Contract No. 0945-AA-NS-N-4-GA

2/3

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TABLE OF CONTENTS

LIST OF TABLES

BACKGROUND

The Morse Crisis Intervention Center - Project Advance

The Morse Crisis Intervention Center was established within
the D.C. Public School System to handle students who must be
removed from public junior high schools (regular education)
because of disruptive behavior, who may or may not be academ-
ically retarded. The overall goals of the Morse School are
to provide the necessary services to these students which will
allow them to return to regular public schools and proceed
satisfactorily.

Project Advance was designed to provide supplemental service
within Morse School as follows:

> Psychotherapeutic service to alleviate or minimize
> disturbing behavior

> Individualized instruction using the Open Classroom
> technique

> Enrichment activities which reinforce the educational
> program by affording the student opportunities to relieve
> some of his hyperactivity and tensions through pleasurable
> and tangible activities such as swimming, bowling, track
> and field, and stimulation through creative activities such
> as drama, art, music and filed trips as well as opportunities
> for career development

Four courses were to be required during the current project
year for staff development:

> The Open Classroom

> Methods and Materials for Teaching the Non-Motivated Learner

> Guided Group Interaction

> Concept of Crisis Intervention and Providing pre-vocational
> skills training within the content areas

Sixty students were anticipated and extensive formalized pre and
post testing as well as informal testing was planned in the
original proposal.

I. EVALUATION DESIGN

A. Philosophy and Rationale

The basic design of this evaluation was of a formative
and a summative nature. Formative in that data collected
at specified times from the project was systematically
fed back to the project as soon as possible. Summative in
this final report which includes the data analyses and
conclusions regarding total project activities has been
compiled at the end of the current project year. The
model has provided for the evaluation of educational
activities on the basis of the logical and empirical
congruence between intended and observed antecedents,
transactions and outcomes.

The Nature of Evaluation

There are currently four basic types of evaluation models;
the Tylerian curriculum evaluation model, the Accredi-
tation model, the Management-Systems model and the emerging
Composite-Goal model.

The Tylerian Model - This curriculum evaluation model
is primarily concerned with the degree to which educational
objectives stated in behavioral terms are exhibited by
student performance. Glass (1969) concludes,

> The Tylerian model of formative curriculum evaluation
> is illsuited to the problem of evaluating equipment,
> organizational plans, staff competence, the logic of
> a program rationale, the goals of a program, or cost
> benefit ratios. Such problems are of little interest
> to the Tylerian curriculum evaluator; that he should
> evaluate an overhead projector is inconsonant with

his self-concept. However, such problems must be confronted if evaluators are to discharge their full responsibility to their clients and the patrons of education. Hence, it seems unlikely that the Tylerian model of evaluation can grow to meet the new responsibilities of educational evaluation.

The Accreditation Model - This model is probably the oldest form of educational evaluation. This approach usually consists of judgments of educational experts as to whether or not certain criteria or standards are being pursued or accomplished. The Accreditation model utilizes comprehensive descriptions of education programs, facilities and personnel. Its main focus is on the educational environment and process, with minor attention to outcomes.

The basic flaw in the Accreditation model is that it relies too much on expert judgment without attempting to validate its standards and criteria through educational research.

The Management-Systems Model - This model is concerned with gathering data for decision makers. Educational evaluation provides a service function for administrators.

The Management-Systems evaluator focuses on planning for decisions, the interrelationships of decisions in various educational settings and the management of the decision making process. The evaluator does not make judgments in regard to the value or worth of the educational programs, he provides the objective data that will allow the manager or administrator to make the decisions and judgments. The choice of action is the responsibility of the school executive, not of the evaluator.

The major problem with the Management-Systems model is

that it is more concerned with playing a role supportive
of administrators than with addressing questions of value.
Assisting administrators "is a proximate aim of evaluation;
the ultimate aim of an evaluation is to decide questions
of worth," according to Glass (1969). He further states,

> It would be satisfactory to disregard the direct
> assessment of value if decision-makers' preferences
> were always logical, rational, intelligent revelations
> of value. In truth, most decision-makers are per-
> plexed by the decision-making process, and many of
> them rightly feel guilty and insecure about their
> inability to justify their decisions. Hence, it
> seems unwise to view evaluation as the presentation
> of data to decision-makers who must then make of the
> data what they will.

The Composite-Goal Model - This is an emerging new model
which Glass fashioned from Scriven's definition of eval-
uation. Scriven (1967) states,

> Evaluation is itself a methodological activity which
> is essentially similar whether we are trying to evaluate
> coffee machines or teaching machines, plans for a house
> or plans for a curriculum. The activity consists
> simply in gathering and combining performance data
> with a weighted set of goal scales to yield either
> comparative or numerical ratings, and in the justi-
> fication of (a) the data-gathering instruments, (b)
> the weightings, and (c) the selection of goals.

Glass states,

> The potential utility of the Composite-Goal model
> derives from its focus on the direct assessment of
> worth (which distinguishes it from the Management-
> Systems model), its concern with the justification of
> the values criteria and goals (which distinguishes
> it from the Accreditation model), and its comprehensive
> character that will permit its application in the
> diverse contexts now calling for educational evalua-
> tion (which distinguishes it from the Tylerian model.)

Definitions of Evaluation

The preceding models of evaluation illustrate the varied nature of evaluation activities and the apparent lack of conçensus in regard to an acceptable definition of evaluation.

Educational evaluation has been defined as: (1) attempts to assess social utility; (2) a systematic procedure for collecting and analyzing information for decision making; (3) measurement of student behaviors in regard to classified objectives; (4) the degree to which certain educational criteria and standards are being achieved; and (5) the process by which one rationally arrives at a defensible assessment of the worth of an educational activity.

Basic Philosophy

This evaluation has attempted to synthesize and use appropriate techniques from a variety of evaluation models. The evaluation team, as an outside third party, has attempted to be as objective as possible while at the same time maintaining a close liaison with the project staff to provide formative feedback data as it has been collected. The spirit of the evaluation has been one of cooperation, enthusiasm and sensitivity as the evaluation team has worked with the project staff for creative program assessment and improvement.

General Design

The basic design of this evaluation has been one of a formative and a summative nature. A modification of

Stake's evaluation model (1967) has been used as a
general framework. The model provides for the evalua-
tion of educational activities on the basis, as we stated
earlier, of the logical and empirical congruence between
intended and observed antecedents, transactions and out-
comes. Judgments regarding the worth of the endeavor
have been made utilizing relative and absolute comparisons.

In relation to this project, the "antecedents" are those
conditions which have existed prior to the current pro-
ject year. The "transactions" are those encounters, ex-
periences, activities, relationships, etc. which are
provided, arranged, or happen that bring about the desired
or hoped for changes in behavior. "Outcomes" are those
products or consequences of the project activities --
supposedly the stated or written objectives of the project.

B. Statement of Decision Areas Investigated, Strategies
and/or Instruments

1. Antecedent Data

Data	Strategies/instruments
1. General design and rationale - project goals & objectives	1. Project proposal
2. Results of planning phases to date	2. Interview witn Project Director, analysis and documentation
3. Center's organizational structure	3. Center's organization chart; interview with Director

2. <u>Transactional Data</u>

1.	Staff selection and training	1. Interview with Director re criteria, when, methods of obtaining applicants. Documentation and summary of training -- grades, facilities
2.	Student selection	2. Population pool, characteristics, criteria, process of selection - personnel and records involved
3.	Student scheduling - program planning	3. School, center charts or records, programs available, criteria for selection. Each phase of program - counseling education and activities
4.	Student counseling	4. Who does it? Why? What issues, problems, frequencies setting, evaluation, relation to other aspects of program?
6.	Student-teacher interactions	6. Observation scales, self-reports of students, teachers, in-class, informal, additional contact
7.	Parent involvement	7. How, why. How solicited, possible reactions, awareness, contact, attitudes
8.	Volunteer involvement	8. How, why. How solicited. Relation to program and personnel, frequency
10.	Student movement	10. Into regular schools. Why, decision process, numbers
11.	Student follow-up	11. How, by whom, where gone on leaving center
12.	Center-school system interaction	12. Frequency, purposes, who, what office, outcomes
13.	Project management	13. Checklist - is there a system -- describe

3. <u>Outcome Data</u>

1. Changes in student cognitive growth	1. Standardized tests
2. Changes in student self concept	2. "How I See Myself" self concept scale
4. Effectiveness of staff development activities	4. Project evaluation; personnel reports; grades, teacher evaluations
5. Volunteer perceptions and involvement	5. Interview; contact with program and involvement
6. Parent perceptions and involvement	6. Interview; contact with program and involvement
7. Staff perceptions of auxiliary services	7. Questionaires; use of and attitudes about auxiliary services
8. Student perceptions of auxiliary services	8. Questionaires; use of and attitude about auxiliary services
9. Staff, student, volunteer and auxiliary services - perceptions of volunteer effectiveness	9. Questionaires; use of and attitudes about volunteer effectiveness
10. Auxiliary services, personnel perceptions of own effectiveness	10. Self-evaluation questionaires
11. Number of students moved into schools on June 1, 1974 as compared to school year 1972-73	11. School records - number and where moved
12. Problems of transition	12. Interview with Director
13. Awareness of program system-wide	13. Project awareness questionaire to all secondary principals

- 7 -

C. Information Collection

The following schedule specifys how the evaluation data was collected, and when.

Evaluation Data	Sources	Schedule
1.Antecedent Data		
1.1	Project Proposal	Already Collected
1.2	Director Interview	On-Site Visit #1
1.3	Director Interview	On-Site Visit #1
2.Transactional Data		
2.1	Director Interview	On-Site Visit #1
2.2	Director Interview	On-Site Visit #1
2.3	Director Interview	On-Site Visit #1
2.4	Director Interview	On-Site Visit #1
2.6	Observation Scale	On-Site Visit #3
	Student Interview Form	On-Site Visit #5
	Teacher Questionaire	On-Site Visit #2
2.7	Director Interview	On-Site Visit #2
	Teacher Questionaire	On-Site Visit #2
	Parent Interviews	Week of 5/1 - 5/17
2.8	Director Interview	On-Site Visit #2
2.10	Director Interv. w and records	On-Site Visit #1
2.11	Director Interview and records	On-Site Visit #1
2.12	Director Interview	On-Site Visit #2
2.13	Director Interview	On-Site Visit #2

Data	Sources	Schedule
2.13 cont'd	Likert's Organizational Effectiveness Scale (to be included in the Teacher/Staff Questionaire)	On-Site Visit #2

3. Outcome Data

Data	Sources	Schedule
3.1	Standard Scores	On-Site Visit #3
3.2	Self Concept Scale	On-Site Visit #5
3.4	Teacher/Staff Questionaire	On-Site Visit #2
3.5	Volunteer Interviews	Week of 5/1-5/15
3.6	Parent Interviews	Week of 5/1 -5/15
3.7	Teacher/Staff Questionaire	On-Site Visit #2
3.8	Student Interviews	On-Site Visit #5
3.9	Student Interviews	On-Site Visit #5
	Teacher/Staff Questionaire	On-Site Visit #2
3.10	Teacher/Staff Questionaire	On-Site Visit #2
3.11	School records/project records	On-Site Visit #3
3.12	Director Interview	On-Site Visit #1
3.13	Project Awareness Questionaire	Month of June by Research Office

15

On-Site Visitations

<u>Visit # 1</u>

Evaluation Data	Questions to be answered
1.2 Results of planning phases to date:	1. What activities have taken place? 2. Who has been involved? 3. What are the results?
1.3 Center's organizational structure:	1. Secure organizational chart 2. How was structure determined? How set up? etc.
2.1 Staff selection and training:	1. Criteria for selection? 2. Criteria for training? 3. How is training conducted? By whom? Where? How evaluated?
2.2 Student selection:	1. How are students selected? By what criteria? 2. What is the population pool? 3. What is the selection process? 4. How are records kept (samples)? 5. What personnel are involved in the selection process?
2.3 Student scheduling - program planning:	1. What classes, programs, etc. are available? Criteria for each? 2. What counseling activities are available? Criteria? 3. What other activities are available? Criteria? 4. What is rationale for placing students in each activity?
2.4 Student Counseling:	1. Who does it? 2. Why? (are students selected) 3. What issues, problems, etc. are involved? 4. Frequency of contact?
2.10 Student movement into regular schools:	1. What is the decision process? 2. What are the factors affecting movement (pro and con)? 3. How many students are moved per month?

2.11 Student Follow-up:

1. How is it accomplished?
2. By whom?
3. What are the results?
4. Where do students go?

Visit #2

Evaluation Data	Questions to be answered
2.7 Parent involvement	1. How are parents contacted? 2. How are parents involved? 3. Why? 4. What are staff reactions to parental involvement?
2.8 Volunteer involvement	1. How? 2. Why? 3. How solicited? 4. What is the frequency of involvement? 5. Are there any observable results? 6. What are the volunteers' perceptions of the project?
2.12 Center-School System Interaction	1. For what purpose does interaction take place? 2. Who is involved? 3. What offices? 4. With what frequency does interaction take place? 5. What are the results?
2.13 Project management	1. Is there a management system? 2. What are the time, money and quality controls?

Teacher/staff Final Evaluation Questionaire administered
to all project personnel.

The Teacher/Staff Final Evaluation Questionaire was developed
to seek data concerning biographical data, length of time on
current job, current educational pursuits, knowledge of the
basic goals of the program, frequency of parent contact, use
of parents, frequency of volunteer contact, use of volunteers,
knowledge of auxiliary services, frequency of contact and attitudes

<u>Teacher/Staff Questionaire</u> - cont'd

about auxiliary services, training experiences to date and
attitudes about these experiences, perceptions of role ef-
fectiveness, etc. This questionaire was administered by
the evaluation team to all Morse Center staff present on
May 8, 1974.

<u>Visit #3</u>

Evaluation Data	Questions to be answered
3.1 Student Cognitive Growth	1. What standardized scores are available? 2. What are the scores?
3.2 Effectiveness of staff development activities	1. What grades/scores are available from staff development activities?
3.11 Number of students moved into regular school/which schools	1. How many; which schools?

Student-Teacher Observation Scale was to be used during
this on-site visit. This scale could not be used at
this or subsequent on-site visitations due to the fact
that students were not in classrooms.

<u>Visit #4</u>

3.5 Volunteer perceptions of project	1. What are volunteer perceptions of project?
3.6 Parent perceptions and involvement	1. To what extent are parents aware of project goals? 2. How frequently do parents visit project? 3. What is parents' evaluation of students?
3.12 Problems of transition	1. What do students and teachers feel are problems of transition? 2. What do parents and volunteers see as problems of transition?

<u>Visit #5</u>

To administer "How I See Myself" self concept scale and
interview a sample of six students using the Student
interview form.

II. RESULTS OF DATA COLLECTION

A. Teacher/Staff Questionaire

The Teacher/Staff Questionaire (see Appendix A) was used
to obtain an overview of the staff and teacher impressions
of the Title III Morse project. Each teacher and staff
member was asked to complete a brief questionaire which asked,
in general, the subjects to provide information on their
educational and work histories and also their knowledge
about and opinions of the Morse project.

In all, fourteen of the seventeen full-time employees of
Morse school actually completed the inventory. Three
individuals, the school counselor and two teacher aides,
were on sick leave and unavailable at the time the question-
aire was administered.

Results

Subject Background

Of the fourteen people who completed the questionaire,
five were female and nine were male. The fourteen in-
cluded eight teachers, three teacher aides, one social
worker, one reading specialist, and the project director
who is also the assistant principal at Morse School. The
results showed that these staff members ranged in age
from 22 to 55 years with the majority (7 people) be-
tween the ages of 22 and 29. Overall, the respondents
had worked an average of 3.6 years at Morse school and
5 people had been there between 6 and 8 years.

Except for two teacher aides, all the personnel had at
least a bachelor's degree. Five of the subjects reported
that they had a master's degree. Of those with Master's
degrees, one had specialized in mental retardation in
graduate school, and the remainder in areas such as
educational administration or a specific subject area
such as mathematics. Of the seven with bachelor's
degrees, five had studied in such areas as English,
Social Studies or Art Education and one each in Sociology
and Psychology. In addition, of the total of twelve
people with degrees, eleven had done some post-degree
university study and seven of those indicated they had
studied some area of special education.

Project Knowledge

Generally, questionaire results showed that the Morse
personnel were aware of the Title III project, but
not informed about the specific objectives and purposes

of the project. For example, one question asked the subjects to name three specific members of the school staff. Ten of the fourteen respondents correctly named all the members and the remaining four named two of the three correctly.

Another question asked the subjects to state the specific goals of the Title III project. Only two people gave goals in ways quite similar to the actual written project objectives and another six made more general statements consistent with the goals of the Morse Crisis Intervention Center. The remaining six gave either no answer (two people) or gave answers which were incomprehensible or judged incorrect.

Inservice Training

Eleven of the fourteen respondents indicated that they had completed both the Open Classroom and the Guided Group course. For the Open Classroom course, the only one for which grades were available, no person reported receiving less than a grade of "B."

Overall, the reported evaluations of the two courses seemed quite similar. As can be seen from Tables 1 and 2, a majority of the staff and teachers rated both courses as useful or very useful for their work at Morse school. Morover, neither course was viewed as traditional or rigid. However, both courses were also seen as somewhat easy and somewhat theoretical by a majority of the subjects.

The only reported difference seemed to be that the Open Classroom course was viewed as less informative than the Guided Group experience. Specifically, eight people saw the Open Classroom as somewhat informative or informative while nine reported that the Guided Group course was very or extremely informative. Only one person reported that the Open Classroom course was extremely informative.

In terms of specific statements made by the subjects about what they had liked about the courses, both tended to be seen as "interesting" and as having "new material." However, a greater number of statements (four) were made which indicated that the Guided Group Interaction course was liked for its relevence to teacher and staff needs at Morse school.

There were few dislikes given for either course. For both, the most frequent statements implied that the courses were too short in duration and neither provided enough actual experience in applying the course learnings.

Table 1

INSERVICE EDUCATION

The following bar graphs show respondents' evaluations of the Open Classroom course. They were asked, using the adjectives shown, to rate the Open CLassroom course in terms of its usefulness, etc. for their jobs at the Morse school.

Useful

Respondents

| Not Useful | Somewhat Useful | Useful | Very Useful | Extremely Useful |

Informative

Respondents

| Not Informative | Somewhat Informative | Informative | Very Informative | Extremely Informative |

Traditional

Respondents

| Not Traditional | Somewhat Traditional | Traditional | Very Traditional | Extremely Traditional |
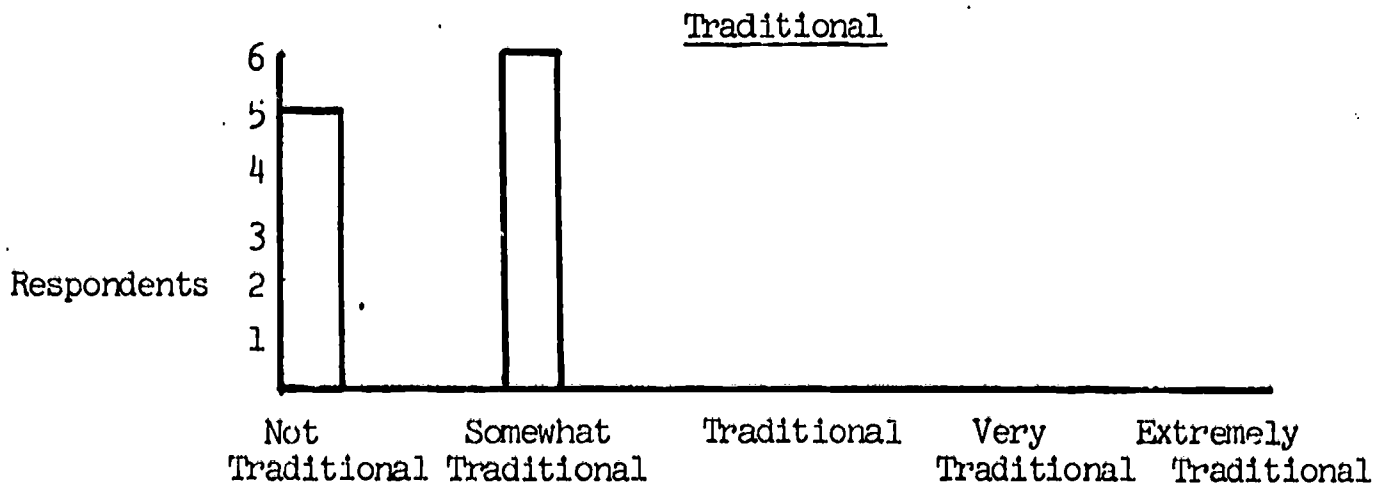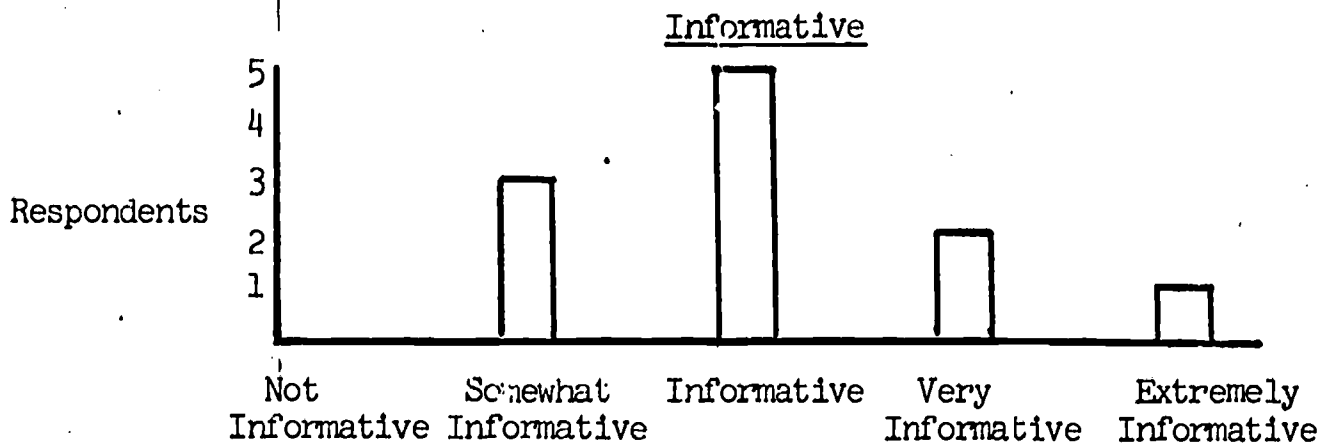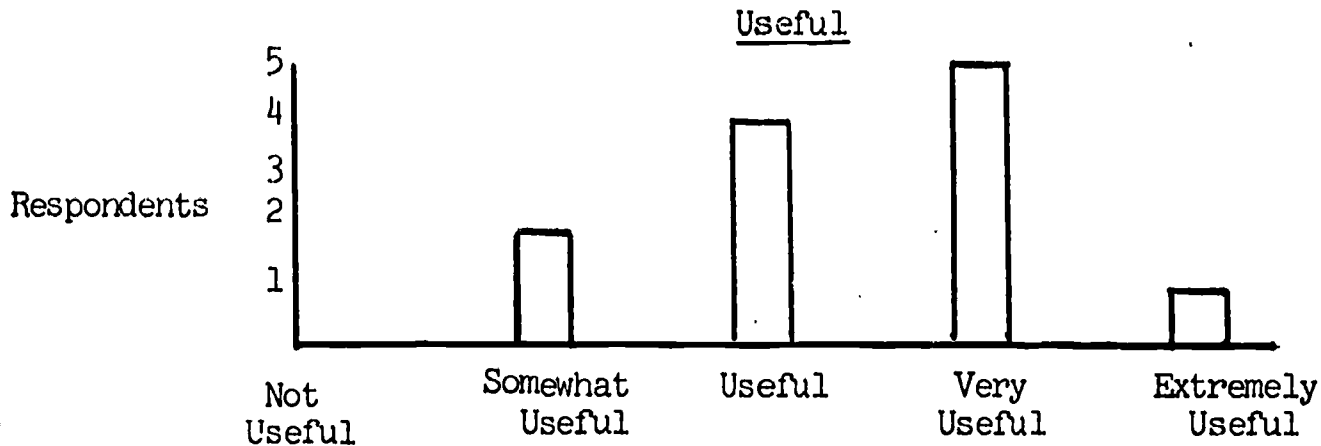
Table 1a

Evaluation of Open Classroom Course cont'd

Rigid

Respondents

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Not Rigid — Somewhat Rigid — Rigid — Very Rigid — Extremely Rigid

Theoretical

Respondents

| 5 | 4 | 3 | 2 | 1 |

Not Theoretical — Somewhat Theoretical — Theoretical — Very Theoretical — Extremely Theoretical

Easy

Respondents

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Not Easy — Somewhat Easy — Easy — Very Easy — Extremely Easy
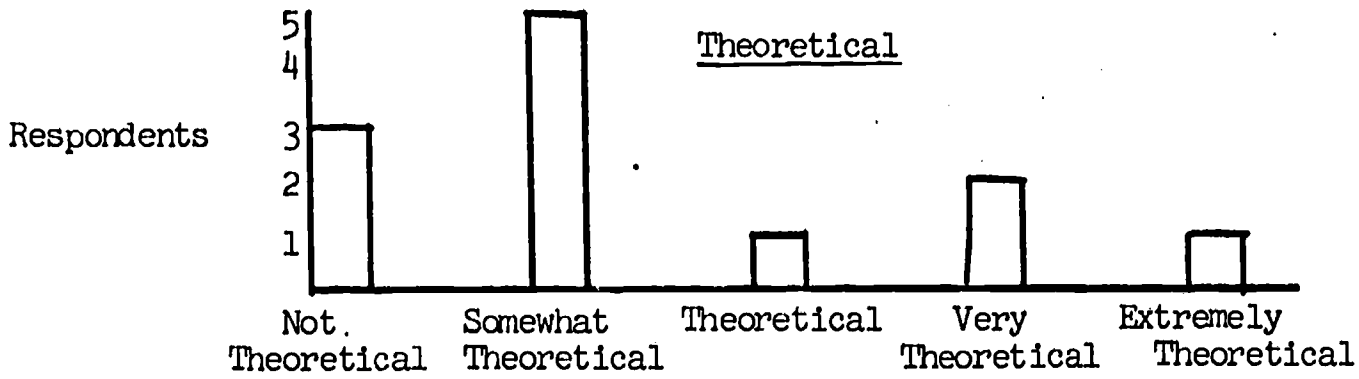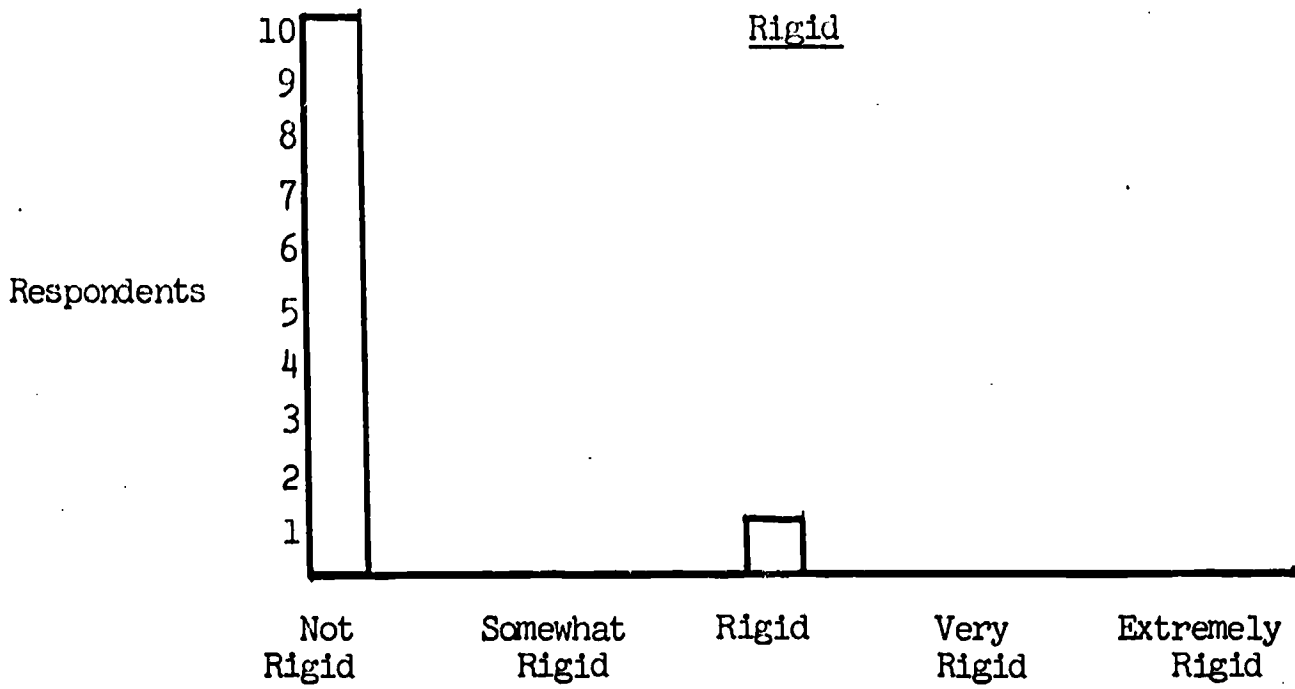
Table 2

Evaluation of Guided Group Interaction Course.

Useful

Respondents

| 5 | 4 | 3 | 2 | 1 |

Not Useful   Somewhat Useful   Useful   Very Useful   Extremely Useful

Informative

Respondents

Not Informative   Somewhat Informative   Informative   Very Informative   Extremely Informative

Traditional

Respondents

Not Traditional   Somewhat Traditional   Traditional   Very Traditional   Extremely Traditional
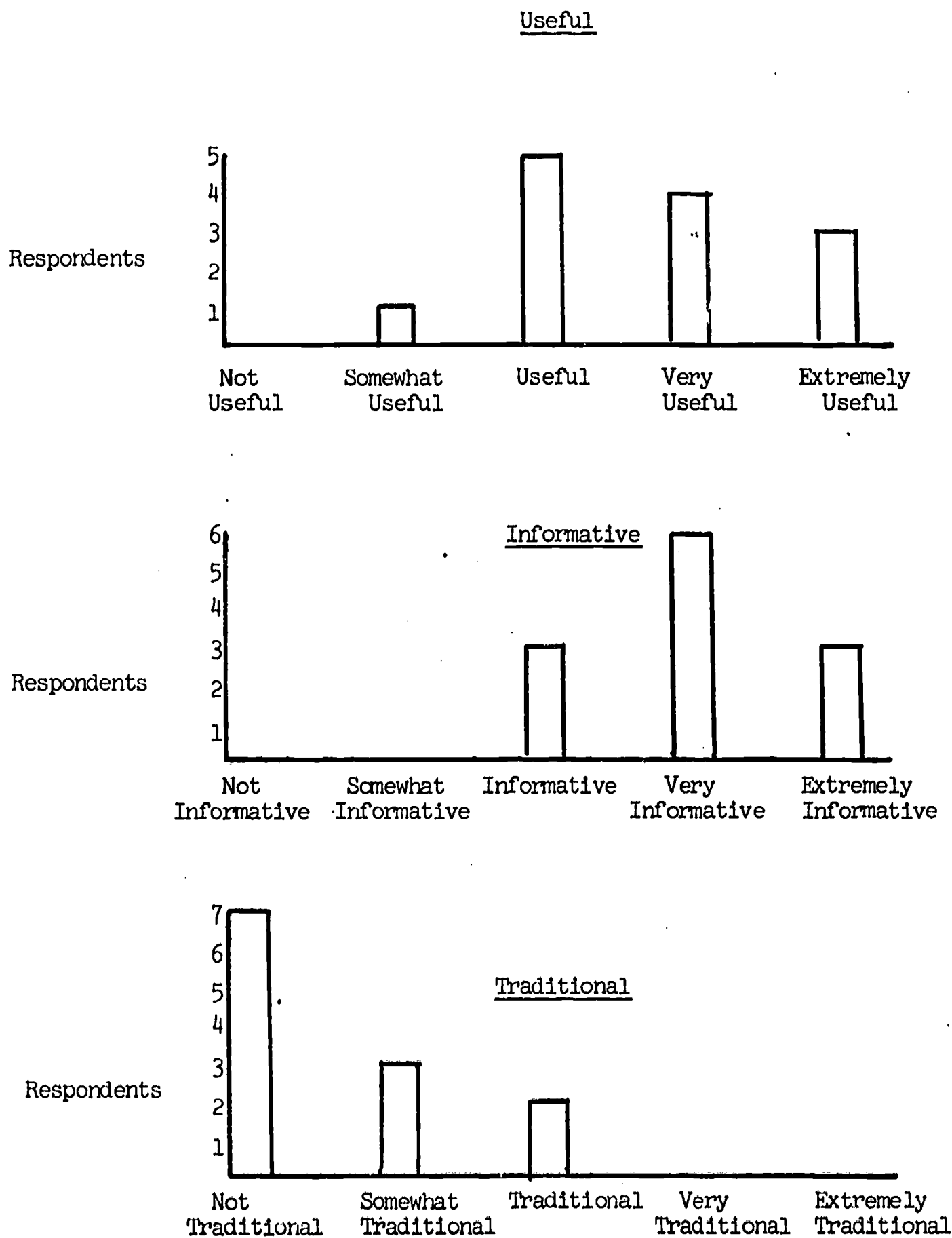
Table 2a

Evaluation of Guided Group Interaction Course cont'd

<u>Rigid</u>

<u>Theoretical</u>

<u>Easy</u>
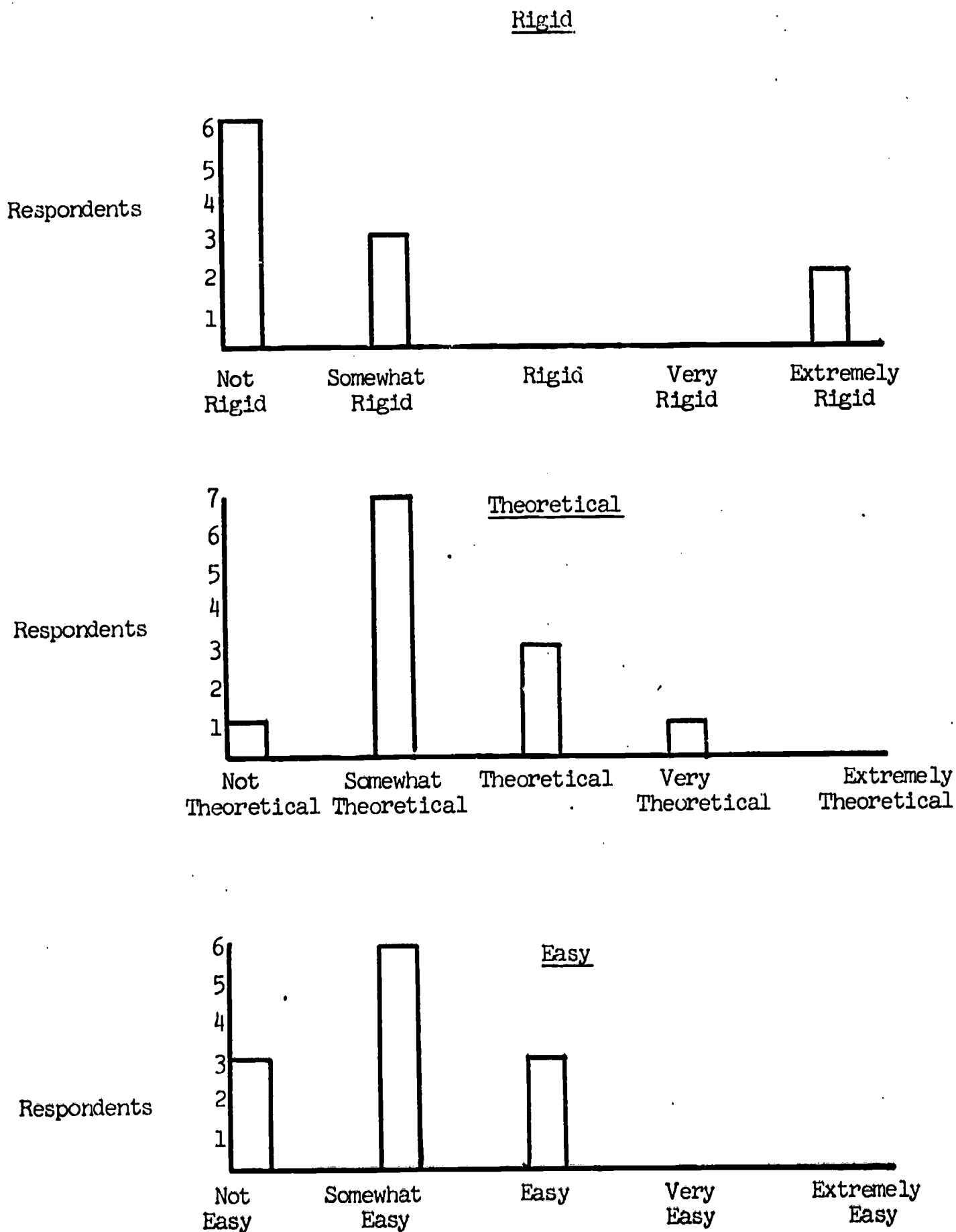
Further Training

The questionaire also asked the Morse personnel to
indicate areas of further training they would like
in support of their work in the project. Eight of
the people made statements which can be interpreted
as a desire for training in the areas of counseling
and psychological management of the emotionally
disturbed. Three of these people made specific re-
quests for training in group counseling/psychotherapy
and two others asked for training in psychological
diagnosis.

Staff-Student Relations

One section in the inventory was designed to determine
who the staff thought most appropriate for responding
to selected student problems. As Table 3 shows, most
people saw the student's favorite teacher as the most
helpful resource to them in dealing with the listed
problems. However, the school counselor and the
student's parents were also seen as resources. In fact,
in all the selected areas the favorite teacher or
counselor was either the first or second choice as a
resource for a problem.

In turn, another question asked about the frequency
of contact each person had with various people or
groups. A majority of those answering reported less
than a once-a-week contact with parents as a group.
This seems interesting in view of the response in the
previous question indicating that with some problems
parents were viewed as a good potential resource.

The most frequent contact (every day) by a majority of
the school personnel was with the principal and the
reading specialist. The frequency of contact with the
school counselor is unclear; reported as either none
or every day by several people. In fact, the counselor
had been on sick leave for several weeks at the time of
the survey, and his absence probably influenced the
responses to this portion of the question.
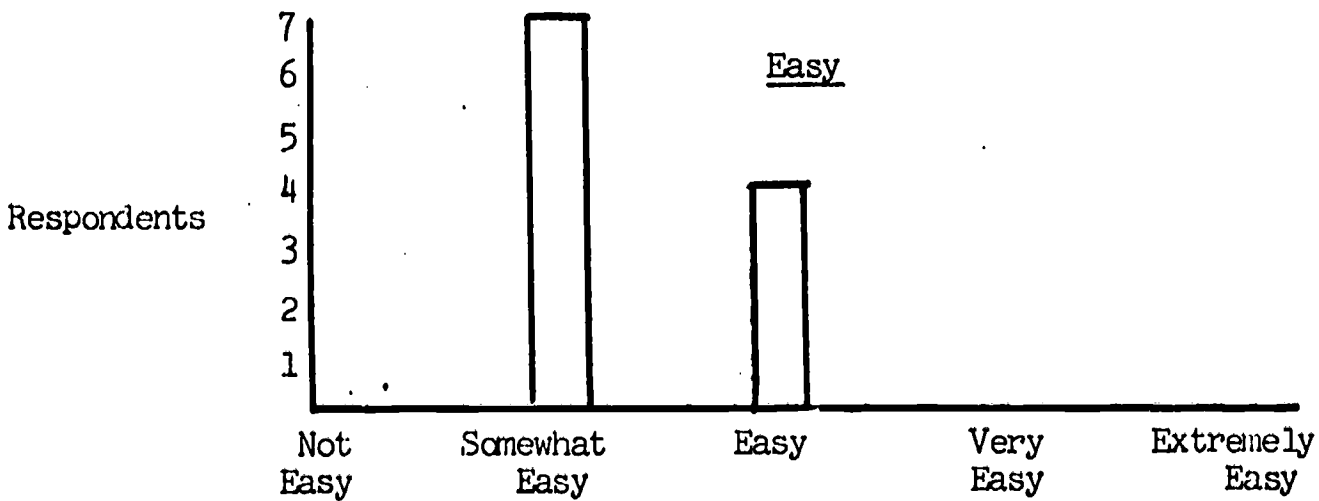
Work Effectiveness

Most people, as reflected in Table 4, rated themselves
as very or extremely effective in their work at Morse.
Nine people considered themselves very or extremely well
prepared for their work and a majority also saw them-
selves as very or extremely consistent and motivated.

Table 3

Students/Staff

If you were having the following kinds of problems with a student, who would be most helpful to you. Please rank resources in order of helpfulness from 1 (most helpful) on to 6 (least helpful).
1 - Most Helpful   2- Very Helpful   3- Helpful   4-Somewhat Helpful
5 - A Little Helpful   6 - Least Helpful

PROBLEMS RESOURCES	Reading Specialist	Principal	Student's Favorite Teacher	Counselor	Parents	Other
a. Student not attending class	5	2	1	3	2	4
b. Student making poor grades	2	6	1	3	4	5
c. Student disrupting class	6	4	1	3	2	5
d. Student sleeping in class	5	4	2	3	1	4
e. Student having problems getting along with his family	5	4	3	2	1	4
f. Student wanting job information	6	4	3	1	5	2
g. Student disliking particular staff member	6	3	1	2	5	4
h. Student not getting along with other students	6	3	2	1	4	5

Table 4

The following bar graphs show staff perceptions of their own role effectiveness. They were asked to use the four adjectives to evaluate th.emselves in terms of their jobs at the Morse school.

Effective

Respondents		

```
4                             ┌──┐      ┌──┐
3                      ┌──┐    │  │      │  │
2            ┌──┐      │  │    │  │      │  │
1            │  │      │  │    │  │      │  │
     Not    Somewhat  Effective  Very   Extremely
  Effective Effective         Effective Effective
```

Prepared

Respondents		

```
6                             ┌──┐
5'                            │  │
4                             │  │
3                      ┌──┐   │  │      ┌──┐
2                      │  │   │  │      │  │
1                      │  │   │  │      │  │
     Not    Somewhat  Prepared  Very   Extremely
  Prepared  Prepared         Prepared  Prepared
```

Consistent

Respondents		

```
5                             ┌──┐
4                             │  │
3                      ┌──┐   │  │      ┌──┐
2                      │  │   │  │      │  │
1            ┌──┐      │  │   │  │      │  │
     Not    Somewhat  Consistent Very  Extremely
  Consistent Consistent        Consistent Consistent
```

Motivated

Respondents		

```
6                             ┌──┐
5                             │  │
4                             │  │
3                      ┌──┐   │  │      ┌──┐
2                      │  │   │  │      │  │
1                      │  │   │  │      │  │
     Not    Somewhat  Motivated  Very   Extremely
  Motivated Motivated         Motivated Motivated
```

- 20 -

When asked to list two things most liked about their
work, most subjects stated that they liked the work
either because it involved student contact or because
the work "helped" people. In contrast, they seemed to
dislike working for an organization (the school system)
they viewed as structured and complex with a great deal
of "red tape."

In reviewing the responses to the question asking what
people viewed as the three most difficult problems they
faced (question 9), the most frequent (3) reports
reflected a concern over what was judged by the sub-
jects as the poor physical facilities of the school it-
self. However, two statements also indicated a concern
with the procedure of student placement at Morse school.
One person felt students were placed there inappropriately
and another that students came to Morse at irregular times
throughout the school year. It is worth noting that four
people indicated no problems.

The concern with physical facilities was also reflected
in what the subjects saw as the greatest weakness
(question 10) of the program. Six people made refer-
ences to the poor physical plant or lack of school or
building equipment, medical services and physical educa-
tion and recreation areas as one of the three greatest
weaknesses. Two people also each reported that the
lack of program permanency or the delay in obtaining
teaching supplies were also weaknesses.

Project Activities

As question 12 shows, the Morse school personnel were
asked to use several adjectives to evaluate each of
the project's three major areas of service: field visits,
counseling/therapy, and academics. Moreover, they were
asked to rate these areas in terms of their value for
students, the staff generally, and themselves specifi-
cally.

In all, as Table 5 shows, the areas were rated quite
positively by most respondents. All three service areas
were seen as useful, educational, interesting and en-
riching with only one or two indications of frustrating,
rigid or restricting activities. Moreover, the respon-
ses were consistent regardless of whether the referrant
was students, the staff, or the person completing the
questionaire.

It is interesting, however, that all areas were rated
as fun for the person completing the inventory, but

Table 5.

Use the adjectives listed below to rate each of the following activities in terms of their value for students, staff and yourself. Use as many terms as you think appropriate

	Useful	Educational	Fun	Restricting	Interesting	Rigid	Frustrating	Enriching
I. FOR STUDENTS:								
(a) Field Visits	8	11	8		9		1	10
(b) Counseling/Therapy	12	9			5		1	7
(c) Academic Programs	10	12	6		8		1	9
(d) Other (Inservice/special programs)	3	3	3	1	4		1	2
II. FOR STAFF: (Other than yourself)								
(a) Field Visits	10	8	9	1	9		2	8
(b) Counseling/Therapy	9	8	2		7			5
(c) Academic Programs	9	10	5		6			10
(d) Other	3	3	2		3		1	3
III. FOR YOURSELF:								
(a) Field Visits	12	8	7		6	1	1	10
(b) Counseling/Therapy	9	7	5		7			8
(c) Academic Programs	11	11	8		9		1	8
(d) Other	4	4	3		3		1	2

counseling/therapy and academics were not judged as
fun for either the students or the other school per-
sonnel. One interpretation, of course, is that while
the majority of the people feel the school activities
to be fun, they are not aware that most others also
feel the same. We might also interpret these results
as showing some projection operating. This type of
format permits a comparison of the attitudes attributed
to others with the attitudes "which I attribute to
myself." Each person will project his undesired
qualities or attitudes onto "Students" or "Other Staff"
while attributing his better qualities to himself.
Under this generally psychoanalytic interpretation,
the greater the degree of difference between "General
Other" and self, the greater the degree of projection
operating. It may well be that the Morse school per-
sonnel share a common liking for the various program
activities but are not stating their feelings honestly
to each other. Rather, one suspects, there is a
commonly shared "bitching" about such things as the
physical facilities with no one willing to state his
true feelings openly about the academic and counseling/
therapy activities for fear of standing alone and being
branded as a straggler on the "outer fringe." In
short, each feels that he or she is the rare Morse
employee who likes the academic and counseling/therapy
activities.

There may also be another interpretation of the data:
there may be some guilty hostile rejection of the Morse
students and this rejection may be projected into "Other
Staff" and "Students." In this context, each indi-
vidual makes some critical comments about the school,
then excuses his own criticisms as being well-intentiond
and factual in nature. When he or she hears someone else
make such comments, however, he or she fails to make the
same allowance and takes the comment at face value as a
blanket statement of his co-worker's dislike.

B. How I See Myself - Secondary Level (Student self-concept scale)

This self-rating scale for students was developed by Dr.
Ira J. Gordon, Director, Institute for Development of Human
Resources, College of Education at the University of Florida
at Gainesville. The factor structure of the scale was

- 23 -

derived from data collected on approximately 9,000 school
children in a north central Florida public school system
between grades three through twelve with a good cross-sec-
tion of race, sex, academic performance and socio-economic
representation (more specific data is available if desired).

The factors appropriate to the type pupil taking the scale
at the Morse school are those applicable to grades 7-9.
Factor structure common to both sexes at these grade levels
are:

                1.   Teacher - School
                2.   Physical Appearance
                3.   Interpersonal Adequacy
                4.   Anatomy
                5.   Physical Adequacy

An additional structure, a Peer factor, is appropriate
for boys only while an additional three factors, Academic
Adequacy, Emotions, and Body Build apply to girls only at
grades 7-9.

Factor structures simply mean that on a large population
of students respondents seem to be responding to clusters
of items with a high degree of correlation and which, upon
close inspection, seem to relate to a single area (factor).

On a rating scale of weighted items 1 to 5 from least
positive to most positive, pupils can be scored on the
appropriate factors determined for the population from
which they were drawn. Though the test contains 42 items,
a total score takes on little meaning and it is the differ-
ent factor scores that are meaningful. For this reason,
Table 6 compares the Morse school pupils with norms ob-
tained from the Florida population.

Since such a small sample is involved, no statistical
tests would be meaningful although close inspection of the
data at least indicates whether or not Morse school students
are above, at, or below the appropriate norm groups (i.e.,
black children, grades 7-9).

Sample   Males = 5
           Females = 6
           Grades (7-9)

TABLE 6

Comparison of Morse Crisis Intervention Center Pupils
with Normal Pop'n Means and Standard Deviations on
How I See Myself Scale for Appropriate Factors

FACTOR	MALES				FEMALES			
	MCIC		Norms		MCIC		Norms	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Teacher School	20.20	3.60	21.80	4.52	22.17	4.24	22.68	4.38
Physical Appearance	27.20	4.79	29.36	6.54	28.83	3.10	28.72	7.12
Interpersonal Adequacy	57.60	14.36	59.63	14.23	61.33	4.61	60.74	14.38
Autonomy	24.40	7.93	28.54	5.91	29.00	7.09	27.76	5.82
Academic Adequacy	-----	----	-----	----	22.33	1.64	19.02	4.94
Physical Adequacy	15.60	3.38	14.10	3.14	14.33	2.37	14.28	3.39
Emotions	-----	----	-----	----	9.33	2.81	13.16	3.93
Body Build	-----	----	-----	----	16.33	1.91	12.69	3.12
Peer	22.60	4.17	19.14	4.71	-----	----	-----	----

Boys   As can be seen by Table 6, the boys are below norms in
the Teacher-School, Physical Appearance, Interpersonal
Adequacy, and Autonomy factors, and above norms in the
areas of Physical Adequacy and Peer Relationships.

Girls   The girls, on the other hand, are very close or at the
norms for the factors of Teacher-School, Physical Appear-
ance, and Physical Adequacy; above the norms for Inter-
personal Adequacy, Autonomy, Academic Adequacy and
Body-Build, and below the norms on only one factor;
the Emotion factor.

In general, there seems to be an indication of low self-
concept for the males in this group while the girls seem to
feel good about themselves in all areas except emotions.

C. Parent Interview Data

In order to assess the degree of parent understanding of and
involvement in the Morse Crisis Intervention Center, six
parents were interviewed by telephone and in a uniform way
asked both about their involvement with the project and also
their understanding of its purpose. A copy of the actual
interview format can be found in Appendix C.·

In essence, the project director was asked to furnish a list
of the names and addresses of twenty parents randomly selected
from the total group of parents with children attending Morse
school. The director actually provided a list of twenty-two
such parents.

During daytime hours of the last week in May, 1974, parents we
were contacted by telephone. The data herein actually includes
the first six parents who answered the telephone. All of those
six were female with five being mothers of the students at
Morse school and one being a grandmother of the student.

Two of those contacted stated that their children first start-
ed at Morse in September, 1973 and, consequently, had been
there almost one full academic year. Three others said their
children had been there about four months each and one, the
last parent, said her child had been there "only a few weeks."

As part of the interview, each parent was asked to indicate
why their child was actually referred to Morse. In answering,
of course, each parent gave more than one reason for the referral.
In summary, though, four parents said that fighting was the
major reason for the referral. In fact, three of those four
said that a primary factor in the transfer was that their
children frequently "fought with" or "couldn't get along with"
school staff. Three parents also stated that poor academic
performance was an important reason for the transfer.

In contrast to this apparent similarity of percipitating
causes for student transfer given by those contacted, when
asked to state the purpose of Morse school, the answers were
quite diverse. Two people indicated that the purpose of the
school was to eliminate behavior problems so that their child
would be "adjusted" and another said it was for "diagnosis" of
problems. However, another parent asserted that the school was
for retarded children and the last two simply said it was a
"different kind" (smaller, more teachers) of school, but were
not clear about any operational differences. Overall, those
contacted could give little specific information on either the
rationale for the schools' operation or its actual activities.

This seeming lack of understanding is particularly inter-
esting in light of the fact that five of the six indicated
that they had some telephone contact or had actually
visited the school. Only one person said she had never
been to the school, telephoned there, or been contacted by
the school either in person or by telephone.

Five of those interviewed said that they had visited the
school at least once. One person had visited "two or three"
times. Moreover, three people stated that they had tele-
phoned the "principal" when they wanted information or had
problems with their children. However, only two parents
said that school personnel had contacted them by telephone.

When questioned about changes they had seen in their child-
ren since attending Morse School, none said there had been
any difficulties to arise which they attributed to attending
the school. Actually, all those interviewed reported that
there had been positive changes in their children. Half
of those questioned (3 parents) simply said their children
"liked" the school. When asked to elaborate, they stated
that because the children liked the school their attendance
was better, they worked more, and got along better with the
teachers and other students. One other parent said that
contact with male teachers was valuable for her son, another
that her child makes better grades at Morse than before,
and the last that her child's attendance is more regular
than in previous schools. Thus, there appeared to be some
similarity of outcomes seen by parents as a result of their
children attending the Morse school.

D. Student Interview Data

In order to obtain an overview of the student's perspectives
of the Morse school as well as the Title III project, a
sample of six students was randomly selected by the project
social worker and interviewed individually as to their
perceptions of and activities in Morse school. More speci-
fically, the purpose of the interview was to ascertain in-
formation about the student's participation in the three
major service areas of the Morse school: i.e., academics,
counseling/therapy, and enrichment activities (field visits).
The interview itself was conducted in a structured, uniform
way with each student. A copy of the interview form is
located in Appendix D.

Results

Subjects

Of the six people interviewed, four were female and
two were male. Four of the subjects were fifteen

years of age (1 male; 3 females) and two were sixteen
(1 male; 1 female). One person identified hims f as
being in grade ten, one other as in grade seven, and
the remaining four as in grade nine.

Three of those interviewed said they had been a student
at Morse school since September 1973, and thus, were
completing their first year at Morse. The other three
said they were completing their second year. Only one
student, a male, indicated that he was employed. This
person worked part-time delivering newspapers.

Academics

The first major section of the interview concerned
the student's participation in and reactions to the
overall academic component of the Morse project.

All six of those interviewed stated that they came
to school every day or almost every day during the
week. However, the stated arrival and departure times
of the students were quite varied. For example, one
person said he arrived as early as 8:00 A.M., but most
(3 students) said they came to school between 9:30
and 10:00 A.M. Moreover, all but one student·said
they left school about 2:00 or 2:30 P.M. because they
did not like the.last class. Since school actually
begins at 9:00 A.M. and ends at 3:00 P.M., according
to a statement of program operations, such practices
are clearly inconsistent with desirable student
behaviors.

Generally, each student was able to identify and de-
scribe his daily activities within the school. When
asked to describe how they spent most of their time in
each class, however, few students differentiated one
class from another. There did seem to be a tendency
though, to describe mathematics more than other classes
as providing a high rate of verbal interaction among
the students or between the students and the teacher.

When asked what subjects they liked most and least,
five students identified mathematics as the subject
most liked. No subject was given by more than one
person as the least liked subject. In fact, three
people said "none" when asked which subject they liked
least.

When asked what they did each day that they liked best,

- 28 -

one student indicated that he liked individualized instruction, another the playground activities, a third liked being with "friendly" teachers and two more said they liked being with their friends.

Nothing stood out as being disliked. However, when asked what they would change about the school, two people said that classes of males and females would be good. Both felt such mixing would eliminate class disruptions and would be more like "other schools."

Counseling/Therapy

To get some perspective on the students' use of the counseling available to them, they were asked to identify as resources people they would use in helping with particular problems.

Four of the six students stated that they had a favorite teacher. However, none of the students identified this teacher as a resource for any problem. Three of the six said, in general, they would go to the principal regardless of the nature of the problem. Two of the remaining three said they preferred to contact no one and the last person saw his own family as a resource.

The perspective that few school personnel were seen as a problem resource seems reinforced when it is realized that (Question 20) while all the students questioned could name the principal, only one actually named the reading specialist and two named the project social worker.

It is worth noting that on precise questioning, one person said he would use the Family and Child Services office of the D.C. Department of Human Resources as a resource for "family problems" and two other people said they would see the psychiatrist available in the school. One person said his probation officer would be of help if he were not happy at Morse school.

Enrichment Activities

Generally, the reactions to field visits were quite positive. All six of those interviewed had gone on the most recent trip and liked it. In fact, all those interviewed said they had gone on the majority of scheduled trips and most (4 students) could name and describe quite specifically a number of places visited.

In differentiating those visits liked from those not liked, the activities involving physical action (play grounds, parks) seemed to be preferred to those involving observation (exhibits, museums).

E. Project Awareness Questionaire

This questionaire was sent out for the evaluators by the Office of Planning, Research and Evaluation to approximately 50 principals of senior, junior and vocational high schools to determine the awareness of those schools in the system that might be using the Morse school to what it is doing. 31 answers were received.

Awareness of Morse school

In response to the first question asking whether or not the respondent had heard of Morse, 22 answered yes and 9 answered that they had not.

Yes - 22	No - 9
4 - Senior High	6 - Senior High
16 - Junior High	
2 - Vocational	3 - Vocational

Use of Morse school

The respondents were asked whether they had ever referred students to Morse. 15 answered that they had, and 14 that they had not. The 15 positive responses were all of the Junior High Schools in the sample, indicating that from one to 12 students had been referred to Morse during the current school year. These schools indicated that they had referred a total of 61 students to Morse (with one respondent answering that they had referred students, but not indicating the number).

In response to the query about receiving students from Morse, seven indicated that they had, and 23 indicated that they had not. Of the seven positive responses, one Senior High School indicated that they had received one student, and six Junior High Schools indicated that they had received a total of eight students.

Student Adjustment to Regular Schools

Of the seven schools indicating that they had received students from Morse, when asked whether there had been any adjustment problems, six answered that the students either had not adjusted or had not been in school long

enough for the school to determine adjustment. One
school responded that the student gave no trouble,
but "needs encouragement to continue." Truancy was
cited as the primary problem.

On-site Visitation to Morse

The respondents were asked to indicate whether or not
they had ever visited Morse and seven indicated that
they had: one Senior High School, five Junior High
Schools and one Vocational School. Of the twenty-three
responding that they had not visited Morse, nine were
Senior High Schools, eleven were Junior High Schools
and three were vocational schools. It is interesting
to note that all of the Junior High Schools indicating
that they had not visited Morse had referred students
to the school, one as many as 12 students.

Knowledge of Purpose of Morse school

When asked to state the purpose of the school, eleven
respondents indicated that they did not know. Of this
eleven, eight were Senior High Schools and three were
vocational schools. The following answers were given:

Responses	Frequency of Response
To improve student's learning skills	1
Behavior Modification - to channel students back to regular schools	6
An alternative program when school-based special education programs are inadequate	3
To temporarily help students with extensive discipline and/or learning difficulties	7
To assist in student's social adjustment	2

E. On-Site Visitations

The following results are presented in terms of the on-site
visitation data collection schedule presented earlier in this
report.

Evaluation Data	Results
1.2 Activities to date	a) All staff training courses have been completed expcept for <u>methods and materials for teaching the non-motivated learner</u> which is planned for next year.
	b) No wood work shop is in operation although room and some materials are available - there is no teacher.
	c) Special projects day (Wed.) is in operation, but no volunteer and small parent participation. In turn, no seminars for volunteers. Few parent activities except for field trips or special programs. No guided groups for parents. The staff uses Wednesdays for student evaluation and staff development programs.
	d) There were/are no standardized tests available for evaluating the social/ personal changes of students.
1.3 Center's Organizational Structure	The Project Director is the acting assistant principal of Morse school. She supervises all personnel. No assistant to her or project coordinators. Within the school, and under her direct supervision, is a school social worker, counselor, and eight teachers. The teachers supervise 5 teacher aides. There is also a reading specialist, a speech therapist that the assistant principal supervises - they are part-time at the s hool.
	The program also provides for a guided group trainer and a psychiatric social worker to help provide staff training - also supervised by the Project Direc-tor. Additionally, a non-project

psychologist and a psychiatrist from
community facilities do staff training
and psychotherapy with students and
their families.

The Project Director is under the super-
vision of Supervising Director of
Special Programs, Department of Special
Education, D.C. School System.

2.1 Staff Selection

The Project Director began her work at
Morse school in January, 1974, and with
the exception of the consultants and
teacher aides, all staff were there
when she arrived. She evaluated the
aides and consultants by interview,
but was unsure of the criteria for
selection: for professionals, their
standard qualification; for aides,
recommendation of coordinator of teacher
aides, Dept. of Special Education, did
not know guidelines of coordinator.

2.2 Student Selection

Students are assigned to school.
Junior high students ages 13-19, not
severely retarded and able to return
to regular school. History of serious
emotional and behavior problems in
regular school. Director asserts that
problems should not be so severe that
child could not return to regular school
in two semesters. Students are actually
assigned by the Department of Special
Education.

2.3 Student Scheduling

Seven or eight students in classroom is
a desirable number. At the time of the
evaluation, the school had a total of
53 students on its roles with an aver-
age daily attendance of between 30-35.

For initial placement, the school has
student's file sent from the Dept. of
Special Education Placement Service.
At the school, math and reading testing
is also initially done to determine
grade level of functioning.

There are six sections or classes in

the school and age and sex seem to be
important criteria in assignment. The
older students are placed together and
males and females are separated.

2.4 Student Counseling

Counseling and psychotherapy are done
by school social worker, a physical
education teacher (in the absence of the
counselor who is on sick leave) and the
project and community consultants.
Major problems seem parent-child related,
lack of attendance or behavior problems.
Also, some students are on probation,
or are Court-involved or have medical
problems.

2.10 Student Movement Into
Regular Schools

A total of eight students were moved
into regular schools to date in the
1973-74 school year. There have been
some efforts made at Morse to try to
move a student into a different school
than the one he came from to avoid
pressure and stereotyping.

The schools do not have to accept the
students. Contact with the regular
school is made with the school princi-
pal by the Project Director directly.

Transfer takes place two times a year
at the end of each semester, and is
based upon grade changes on testing and
teacher ratings and student self-ratings.

2.11 Student Follow-up

The school attempts a one year follow-
up, usually through periodic contact
with the new school or the student's
home. Few students return to Morse -
2 since September, 1972.

2.7 Parent Involvement

Contact is by telephone or letter mostly.
There are some home visits by the
social worker or a consulting social
worker. The school solicits participa-
tion in activities, but there is usually
only a regular attendance of 10 or 12.
Many parents work.

- 34 -

2.8 Volunteer Involvement	There are no community volunteers other than the parents of a few students. Two undergraduate students from the Department of Sociology, The George Washington University, did work a semester each in the school as part of their education this year.
2.12 Center-School System Interaction	Contact with the Department of Special Education is mostly by telephone and usually initiated by the Department. The Project Director sees such contact as primarily to report or seek information.
	There are monthly meetings with the Department of Special Education. Additionally, contact with other school principals is direct, usually about student placement, and occasionally by telephone.
2.13 Project Management	No information available
3.1 Student Cognitive . Growth	Three school-related standardized tests are given: the California Achievement Test-Math, the Botel Word Opposite Test and the Kattenmeyer Spelling Test.
	Re-testing has been done on the Botel and Kattenmeyer tests although on all three instruments between 25 and 50 students have been initially tested upon entry into the school.
	For the Botel - 49 initially tested and 15 re-tested. Ten re-tested increased by at least one grade, 4 by more than one grade level.
	For the Kattenmeyer - 47 initially tested and 14 re-tested. Nine of those re-tested increased by at least one grade, 5 more by more than one grade level.
	In addition, the school system also administers the Prescriptive Reading and Mathematics tests on a city-wide basis once an academic year. However, while these tests were given at Morse school and

results are available, the lowest
grade level administered was grade 7
which was apparently above the functional
level of the students at Morse. Less
than 5% of those tested scored above
grade 6 on the school-selected instruments
and, consistant with those results,
the students universally and uniformly
failed to obtain passing scores on either
the Prescriptive Reading or Mathematics
Inventories.

3.2 Staff Development   All passed both courses taken to date --
at least those who were on the staff and
available when the courses were given.

III. ANALYSIS OF RESULTS

A. Limitations of the Study

There appear to be two limitations to the study pro-
cedures which would tend to compromise the validity of
the data collected. First, the study itself began at a
date much later than was expected when the evaluation
design was originally developed. Thus, in general,
data were collected in a smaller time space than was
initially expected. In turn, this lack of time made
observation and interview procedures somewhat less in-
depth than was hoped would be the case.

One specific loss due to the temporal limitation upon data
collection was that actual classroom observation did not
take place. It was initially expected that such obser-
vation would provide data on both student classroom be-
havior and also student-teacher interaction. Unfortunately,
as stated, this information is not available.

The second limitation to the study is that statistical
analysis of the data was not attempted. Overall, both
the small number of school personnel, students and parents
involved and also the fact that the major portion of the
data was in the form of idiosyncratic self-report material
rendered significance testing of the results impractical.

Given the constraints of the two limitations, however,
an analysis and synthesis of the data does seem possible

which will reflect with some accuracy the status of
the Title III project.

B.   Summary of Major Findings

An analysis seems most comprehensible and meaningful
when viewed in the framework of the major objectives
of the Title III project itself. In general, the
project provided three major services to Morse school:
therapeutic services, enrichment activit'es and a
new metnod of instruction (individualized /open class-
room).   In support of these major services the project
also supplied training and consulting opportunities for
the school personnel.

One factor clearly evident from the data is that most
people actually involved with or influenced by the
Title III project were actually unclear about the project's
objectives and indeed even about Morse school goals ex-
cept in the most general way. When material from the
school personnel questionaires were evaluated, for example,
it appeared that all but a few had no more than a general,
vague idea of the, project's goals.

This is not to say that the school personnel do not have
positive views about the project. In fact, to the contrary,
what they do understand of the project's service areas, they
see as being both educational and enriching, not only
for the students but for themselves as well.

This lack of clarity and specificity with regard to the
purpose of the school also seemed evident from the data
collected from the parents of students attending the school.
It seems fair to conclude that all those contacted were
generally familiar with Morse school and that they saw
positive outcomes in their children being in the school.
However, while they had a positive view of the school they
were obviously vague about its purpose and operation. In
fact, some parents clearly had an incorrect view of the
school's purpose, and no idea at all of the Title III project.

Again, the results from the questionaires received from
the principals of other District of Columbia schools
indicated a lack of specific understanding of the purpose
of Morse school. Five of the seven junior high school
principals who had received former Morse students accurately
reported the school's goals, but even then only in simple

statements asserting that the school promoted the "social adjustment" of students not able to function in regular schools.

When the three major aspects of the Title III project are evaluated in the context of the data available, other specific factors can also be gleaned. In terms of the academic aspects of the project (the attempts at individualizing instruction and using open classroom techniques), it became clear that pre and post test data on cognitive change of students is very limited. There are few tests being used, only some of those selected specifically for use at Morse, and very little post test information is currently available.

In terms of the enrichment activities, such as field trips, both teachers and students feel this is a very positive element of the project. However, throughout the data collection process it remained unclear just how these activities related to promoting positive student school involvement. While such activities did seem to relieve tensions of the students, it was not established how they provided for career development and/or creative stimulation as asserted in the project proposal.

Counseling and psychotherapy services do seem to be available but some ambiguity does exist with respect to their use. For example, even though the school staff saw a student's favorite teacher as a potential counseling resource, and while a "favorite teacher" was identified by a majority of students interviewed, that teacher was not seen by the students as a resource for helping with problems that the students had. In fact, except for the assistant principal (the Project Director), no project person was seen as a resource for any problem area. Moreover, it appears that community servides external to the school or professionals within the school, but not sponsored by the Title III project, such as psychiatrists, are seen as more useful in some areas than school personnel. This seems even more obvious when such people as the reading teacher and school counselor could not be identified by most of the students questioned.

The effects of the project, perhaps specifically the therapeutic element, could be more specifically assessed if personality scales were used to evaluate change in students over time. The project proposal, of course, provided for such testing, but as yet it has not taken place. Since student behavioral and personality change is a major purpose of both the school and the Title III project, the lack of such

- 38 -

testing is obviously a limitation. The need for thera-
peutic services and their assessment is further reinforced
by the sample of self-concept reports collected for this
evaluation which tend to show the students, most of which
are male, are below norms in several of the areas tested.

In general then, each of the three major goals of the pro-
ject had some obvious disfunctional aspects. Additionally,
other elements of the project also deserve comments
based upon evidence from the data. For example, it was
evident that the school personnel, including the project
director, had only a vague idea about the criteria used
by the Department of Special Education for selecting stu-
dents to be placed at Morse school. This might have been
related to the lack of understanding of the project goals
on the part of some school personnel.

It does seem fair to say that the staff thought they could
benefit from further training. They seemed particularly
desirous of further study in group counseling and the
psychological management of the emotionally handicapped.
Further, with respect to overall school operations, there
appeared to be a tendency for students to attend at
irregular hours, to "come-and-go as they please" if you
will. Obviously this could be disruptive to all students
and, for those with poor attendance, be used as a way of
avoiding learning. The staff appeared to be making every
attempt to keep the students from feeling the kinds of
"pressures" that exist in regular schools, but in so doing
may be making it even more difficult for the students to
return to regular school.

C. Recommendations

Based upon the data, the following recommendations seem
warranted:

(1) Efforts should be made to clearly educate school
     personnel as to the purpose of Morse school and
     specifically the goals and objectives of the Title
     III project and their roles and functions in it.
     Perhaps this could best be done as a part of staff
     meetings, in project sponsored training or in small
     group meetings.

(2) Efforts should be made to insure that all parents of
     prospective students are clear about the school's

- 39 -

purpose. Consistant with the project proposal,
parent discussion and guided interaction groups
should be used to explain the purpose of the project
to parents, enlist their support in assisting stu-
dents, and also obtain feedback about what changes
parents both desire and see in their children.

(3)   In general, efforts should be made to establish a
        stronger involvement of parents in the school
        program. The school should consider initiating more
        contact with the parents either through home visit or
        by telephone. Obviously, attempts at telephone
        contact will have the same limitations as this ev-
        aluation did in attempting to call parents. For
        example, some will not have telephones or be home
        during the day. Evening calls and letters should
        help, however in efforts to contact people. In
        general, such contact might show parents how they might
        at home reinforce the school's efforts in modifying
        student behavior. It is unrealistic to assume that
        the school can create major behavioral changes in stud-
        ents without total involvement and support of parents.

(4)   Efforts should be made to communicate a clear idea
        of the school's purpose to principals of other D.C.
        schools, especially the junior high schools from which
        most students referred to Morse come and to which most
        are returned. Such information could be given through
        visits to the schools by Morse staff or by requesting
        that these principals visit Morse.

(5)   More systematic efforts should be put into periodic
        personality and behavioral evaluations of the students
        at Morse school. Unless concrete data is gathered re-
        garding where students are, staff cannot set specific
        objectives for each student relating to where they
        should be. Without baseline data on each student,
        behavioral change efforts will continue to be "shotgun"
        attempts and not efforts which are directed to very
        specific and concrete student needs. Perhaps psy-
        chological consultants could be used to select and
        administer scales appropriate to the student group
        at Morse school.

(6)   Enrichment activities should be used as major learning
        experiences for the students with time and class

- 40 -

activity devoted to identifying what students learn
through these activities and the degree to which such
learning can be applied to other activities and
settings: specifically pcsitive school functioning.
In this respect, very specific behavioral and per-
formance objectives might be set for each enrichment
activity -- objectives which relate directly to the
diagnosed learning and behavior change needs of the
students who will be involved. Enrichment activities
appear to be set up with no consideration given to
specific outcomes of the activities in terms of
student iearning and/or behavioral changes.

(7) Every attempt should be made to promote regular
school attendance of all students. As stated earlier
in this report, staff efforts to alleviate what they
perceive as student "pressures" may be denying the
students badly needed structure and discipline.
Parents should be involved directly in reinforcing
school attendance efforts. In any case, school
personnel should not ignore poor attendance which can
be construed as implying acceptance of this poor
attendance and is certainly not helping students.

(8) Staff Training activities should continue, especially
in areas such as group counseling and the psychology
of behavior problems which the staff has requested.
Consistent with their desires, such courses should be
oriented toward specific application to the needs
of Morse school students.

In summary, it appears at this time that the Morse school is
really only a holding operation for the D.C. schools, taking
students when there is simply no where else for them to go.
It is not possible to tell in this evaluation study whether
or not any real behavior changes are taking place when
students attend Morse. It is obvious that, if the school
system does intend for Morse to be a place where students
with behavioral probelms can go and receive the kind of help
that will enable them to move back eventually into regular
schools, that a great deal more resources are needed: more
and more specifically trained (for this student population)
staff, more training for the existing staff, more adequate
physical facilities, and more support staff (for student
diagnosis, parent contact, therapy, etc.).

APPENDICES

A - Teacher - Staff Questionaire

B - "How I See Myself" Self-Concept Scale

C - Parent Interview Form

D - Student Interview Form

E - Project Awareness Questionaire

TEACHER - STAFF QUESTIONAIRE

Biographical Data

AGE:_____ _____ _____SEX:_____

Job Title:_____

Length in present position:_____

Position prior to current job:_____

Previous job title:_____

Length of time employed in previous job:_____

Degrees held_____University_____Subject Areas_____Date_____

_____

_____

_____

Any additional study beyond last degree?_____

Subject area:_____No. semester hours:_____

Dates of study:_____Institutions:_____

1. Name following Morse personnel:

   (a) Principal_____

   (b) Counselor_____

   (c) Reading Specialist_____

2. What are the basic goals/objectives of the Morse Crisis Intervention
   Center Title III Project?

   _____

   _____

   _____

   _____

   _____

   _____

Inservice Education

3. Please provide the information requested for each of the following courses:

(a) The Open Classroom
Did you complete the course?_____What was your grade?_____

For my job at Morse, this course was:

(1) 1_____2_____3_____4_____5_____
   Not   Somewhat   Useful   Very   Extremely
   Useful   Useful   Useful   Useful

(2) 1_____2_____3_____4· · · · · · · · · · · ·5_____
   Not   Somewhat   Informative   Very   Extremely
   Informative   Informative   Informative   Informative

(3) 1_____2_____3_____4_____5_____
   Not   Somewhat   Traditional   Very   Extremely
   Traditional   Traditional   Traditional   Traditional

(4) 1_____2_____3_____4_____5_____
   Not   Somewhat   Rigid   Very   Extremely
   Rigid   Rigid   Rigid   Rigid

(5) 1_____2_____3_____4_____5_____
   Not   Somewhat   Theoretical   Very   Extremely
   Theoretical   Theoretical   Theoretical   Theoretical

(6) 1_____2_____3_____4_____5_____
   Not   Somewhat   Easy   Very   Extremely
   Easy   Easy   Easy   Easy

The things I disliked about this course were:_____

_____

Why:_____

The things I liked about the course were:_____

_____

Why:_____

(b) Guided Group Interaction

(1) 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not Useful	Somewhat Useful	Useful	Very Useful	Extremely Useful

(2) 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not Informative	Somewhat Informative	Informative	Very Informative	Extremely Informative

(3) 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not Traditional	Somewhat Traditional	Traditional	Very Traditional	Extremely Traditional

(4) 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not Rigid	Somewhat Rigid	Rigid	Very Rigid	Extremely Rigid

(5) 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not Theoretical	Somewhat Theoretical	Theoretical	Very Theoretical	Extremely Theoretical

(6) 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not Easy	Somewhat Easy	Easy	Very Easy	Extremely Easy

The things I disliked about this course were:_____

_____

Why:_____

The things I liked about the course were:_____

_____

Why:_____

5. What is your contact with the following people:

PEOPLE FREQUENCY OF CONTACT	None	Once a week	Twice a week	More than twice a week	Every Day	Less than once a week
a. Parents of students						
b. Reading Specialist						
c. Counselor						
d. Principal						
e. Community Volunteers						
f. Other						

Role Effectiveness

6. With respect to your job do you consider yourself:

(a) 1_____2_____3_____4_____5_____
Not   Somewhat   Effective   Very   Extremely
Effective   Effective   Effective   Effective

(b) 1_____2_____3_____4_____5_____
Not   Somewhat   Prepared   Very   Extremely
Prepared   Prepared   Prepared   Prepared

(c) 1_____2_____3_____4_____5_____
Not   Somewhat   Consistent   Very   Extremely
Consistent   Consistent   Consistent   Consistent

(d) 1_____2_____3_____4_____5_____
Not   Somewhat   . Motivated   Very   Extremely
Motivated   Motivated   Motivated   Motivated

7. List two things you like most about your job:_____

_____

_____

Why:_____

_____

8. List two things you dislike most about your job:_____

_____

_____

Why:_____

_____

. What are the three most difficult problems you have faced this year?

_____

_____

_____

_____

_____

10. List the three greatest weaknesses you see in the program at this point

_____

_____

_____

11. If you could have training in any area as it relates to your work at Morse at this point, what area would you choose?

_____

Name: _____ Grade: _____ Sex: _____ Age: _____

School: _____ Secondary Form

HOW I SEE MYSELF

Developed by Ira J. Gordon, Director, Institute for Development
of Human Resources, College of Education, University of Florida,
Gainesville, Florida 32601.

1. I rarely get real mad   1   2   3   4   5   I get mad easily

2. I have trouble staying with one job until I finish   1   2   3   4   5   I stick with a job until I finish

3. I am a good artist   1   2   3   4   5   I am a poor artist

4. I don't like to work on committees   1   2   3   4   5   I enjoy working on committees

5. I wish I were taller or shorter   1   2   3   4   5   I am just the right height

6. I worry a lot   1   2   3   4   5   I seldom worry

7. I wish I could do something with my hair   1   2   3   4   5   My hair is nice-looking

8. Teachers like me   1   2   3   4   5   Teachers dislike me

9. I have a lot of energy   1   2   3   4   5   I have little energy

10. I am a poor athlete   1   2   3   4   5   I am good at athletics

11. I am just the right weight   1   2   3   4   5   I wish I were lighter or heavier

12. The girls don't admire me   1   2   3   4   5   The girls admire me

13. I am good at speaking before a group   1   2   3   4   5   I am poor at speaking before a group

14. My face is very pretty (good looking)   1   2   3   4   5   I wish my face was prettier (better looking)

15. I am good at musical things   1   2   3   4   5   I am poor at musical things

16. I get along very well with teachers   1   2   3   4   5   I don't get along well with teachers

17. I dislike teachers   1   2   3   4   5   I like teachers

18. I am seldom at ease and relaxed   1   2   3   4   5   I am usually at ease and relaxed

19. I do not like to try   1   2   3   4   5   I like to try new things
    new things

20. I have trouble control-   1   2   3   4   5   I control my feelings very
    ling my feelings   well

21. I do very well in school   1   2   3   4   5   I do not do well in school

22. I want the boys to   1   2   3   4   5   I don't want the boys to
    admire me   admire me

23. I don't like the way I   1   2   3   4   5   I like the way I look
    look

24. I don't want the girls to   1   2   3   4   5   I want the girls to admire
    admire me   me

25. I am quite healthy   1   2   3   4   5   I am sick a lot

26. I am a poor dancer   1   2   3   4   5   I am a good dancer

27. Science is easy for me   1   2   3   4   5   Science is difficult for me

28. I enjoy doing individual   1   2   3   4   5   I don't like to do individ-
    projects   ual projects

29. It is easy for me to   1   2   3   4   5   I have trouble organizing
    organize my time   my time

30. I am poor at making   1   2   3   4   5   I am good at making things
    things with my hands   with my hands

31. I wish I could do some-   1   2   3   4   5   My skin is nice-looking
    thing about my skin

32. Social studies is easy   1   2   3   4   5   Social studies is difficult
    for me   for me

33. Math is difficult for me   1   2   3   4   5   Math is easy for me

34. I am not as smart as my   1   2   3   4   5   I am smarter than most of
    classmates   my classmates

35. The boys admire me   1   2   3   4   5   The boys don't admire me

36. My clothes are not as   1   2   3   4   5   My clothes are very nice
    nice as I'd like

37. I like school   1   2   3   4   5   I dislike school

38. I wish I were built like   1   2   3   4   5   I like my build
    the others

39. I am a poor reader   1   2   3   4   5   I am a very good reader

40. I do not learn new things   1   2   3   4   5   I learn new things easily
    easily

41. I present a good   1   2   3   4   5   I present a poor appearance
    appearance

    I do not have much   1   2   3   4   5   I am full of confidence in
    confidence in myself   myself

MORSE CRISIS INTERVENTION CENTER

PARENT/VOLUNTEER INTERVIEW FORM

The following questions are submitted as stimulus questions
which will be asked during telephone interviews. These
questions will be elaborated upon by the interviewer depending
upon the initial responses received.

Volunteer Perceptions   (Six Volunteers will be interviewed by
                                   telephone)

1. What do you do?
2. How do you spend your time?
3. What sort of supervision do you have?
4. How long have you been a volunteer at Morse?
5. How much of your time is actually student contact?
   (Interviewer may use 5-point scale)
6. What are the goals/objectives of the Morse Center?
7. What kinds of problems do you think students have moving in
   and out of Morse?

Parent Perceptions   .(Six parents will be interviewed by telephone)

1. How long has your child been at Morse?
2. Why was he/she referred to Morse?
3. What is the purpose of the Morse Center?
4. Have you had any personal contact with the Morse Center?
5. If so, what kind and how frequent?
   (Interviewer may use 5-point scale)
6. Have any difficulties arisen from your child's being at
   Morse?
7. Have there been any benefits to your child from his being
   at Morse?
8. Do you know where the Morse Crisis Intervention Center is
   located?

STUDENT INTERVIEW FORM

1. Age:_____ 2. Sex:_____

3. Grade:_____ 4. Length of stay at Morse:_____

5. Number of brothers and sisters:_____

6. Have any attended Morse?_____ 7. When?_____

Employment

8. Part-Time_____ 9. Full-Time_____

Classroom Activity

10. How often do you come to Morse?_____

11. What time do you usually get to school?_____

12. What time do you usually leave school?_____

13. What subjects do you study?_____

14. What subjects do you like best?_____

15. What subjects do you like least?_____

16. By subject, what do you spend most of your time in class doing?

	Talking to/ with teacher	Listening to teacher	Studying books	Talking with other stud.	Other
Subject # 1					
Subject # 2					
Subject # 3					
Subject # 4					
Subject # 5					

17. Do you see your teachers outside of class?_____

18. For what reason?_____

19. Would you go to your favorite teacher

    (a) If you wanted information about jobs?_____

        Why or why not?_____

    (b) If you were having problems getting along with your family?_____

    _____ _____

        Why or why not?_____

    (c) If you were not making good grades in class?_____

        Why or why not?_____ _____

    (d) If you were not happy at Morse?_____

        Why or why not?_____

    (e) If you were having trouble getting along with other students_____

    _____

        Why or why not?_____

    (f) If you were having trouble getting along with other teachers and staff members?

    _____

20. What is the name of:

    (a) The Principal_____ _____

    (b) The reading specialist_____

    (c) The school counselor (psychiatric social worker)

    _____

21. If you were having any of the problems listed below, who would you go to?

    (a) Not getting along with your family_____

    (b) Not making good grades_____

    (c) Not happy at Morse_____

(d) Not getting along with other students_____

(e) Not getting along with staff_____

22. What things do you do each day in school that you like best?_____

_____Why?_____

23. That you like least?_____

Why?_____

Field Visits

24. What was the last field visit that you took?_____

25. Did you like it?_____Why?_____

26. Did you dislike it?_____Why?_____

27. How many field visits have you been on this year?_____

28. Which did you like best?_____

Why?_____

29. Which did you like least?_____

Why?_____

30. If you could change anything about Morse, what would you change?

_____

_____

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Morse Crisis Intervention Center

Project Awareness Questionaire

This brief questionaire is being distributed by the Division of Research
and Evaluation to every secondary school principal in the D.C. Public
Schools. The purpose of the questionaire is to determine awareness and
perception of the Morse Crisis Intervention Center by D.C. secondary
school principals as a part of the Project Evaluation designed for the
Morse Crisis Intervention Center's Title III Project.

Check one: Senior High School_____ Junior High School_____ Vocational_____

1. Have you ever heard of the Morse Crisis Intervention Center?

    Yes:_____ No:_____

2. Have you ever referred students to the Morse Crisis Intervention Center?

    Yes:_____ No:_____

    If yes, how many?_____

3. Have you ever received students from the Morse Center?

    Yes:_____ No:_____

    If yes, how many?_____

4. If the answer to #3 is Yes, was their adjustment to your school
    satisfactory? If so, why? If not, why not?

    _____

    _____

    _____

5. Have you ever visited Morse School?

    Yes:_____ No:_____

6. Do you know the purpose of the Morse Crisis Intervention Center?
    If so, would you please state it in your own words:

    _____