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ABSTRACT

The purpose of this package of collected papers is to present selected aspects of preventive guidance and counseling programs in grades K-12. These are cohesive, developmental programs designed to provide an organized and systematic approach to the preventive mental health of students. The focus of this material is on programs of psychological education led or co-led by school counselors and classroom teachers. The emphasis is on group programs concentrating on developing skills, concepts and understandings essential to the health and growth of children and adolescents. The psychological education programs are inclusive in discussing curricula, techniques, and assessment measures utilized with students at various grade levels from elementary through senior high school. The presentation attempts to give to the readers sufficient information to allow them to implement such programs in their own settings. (Author/BW)

# PSYCHOLOGICAL EDUCATION: ELEMENTARY, JUNIOR HIGH AND HIGH SCHOOL MODEL PROGRAMS



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PSYCHOLOGICAL EDUCATION: ELEMENTARY, JUNIOR HIGH AND HIGH SCHOOL MODEL PROGRAMS


## Summary

The purpose of this package of collected papers is to present selected aspects of preventive guidance and counseling programs in grades K-12. These are cohesive, developmental programs designed to provide an organized and systematic approach to the preventive mental health of the students we serve. The writers include two elementary counselors, one junior high teacher, and two high school counselors.

The focus of this material will be on programs of psychological education led or co-led by school counselors and classroom teachers. The emphasis therefore is on group programs concentrating on developing skills, concepts and understandings essential to the health and growth of children and adolescents.

The psychological education programs to be presented will be inclusive in discussing curricula, techniques, and assessment measures utilized with students at various grade levels from elementary through senior high school. The presentation will attempt to give to the audience sufficient information to allow them to implement such programs in their own settings.

Estelle King
Counselor - Runkle School
Developmental Guidance Program, K-4

The elementary school guidance department of the Public Schools of Brookline, Massachusetts has developed and implemented a system-wide guidance program which is developmental and preventative in nature. Through an orderly progression of planned experiences focusing on personal growth, children are encouraged to develop self-confidence, a sense of responsibility, and a better understanding of themselves and the people around them. A curricular approach to group guidance is supplemented by pre-kindergarten and transfer student admission procedures designed to assist the family at the time of initial school entrance. Discussion groups are also offered to help parents gain a better understanding of family dynamics and to help them learn to cope more effectively.

These very organized and systematic programs leave little to chance; through non-crisis intervention, all children have the opportunity to develop their strengths, overcome their weaknesses, and utilize the skills needed to lead satisfying and rewarding lives.

Kindergarten Admission Procedures

In the spring prior to September entrance into kindergarten, parents and their four or five year olds are invited to a registration day at their local neighborhood school. At this time, families visit the kindergarten classrooms, meet the teachers, school principal, guidance counselor, nurse and physician. Children are screened for hearing and vision abnormalities as well as kindergarten readiness. They have an opportunity to play in the classrooms and discover the wealth of materials available. The nurse chats with the parents and makes arrangements for physical examinations and the completion of the health record card. Appointments are also made for parents to meet with the school counselor at a later date to discuss the needs of their individual child. These registration procedures generally provide a relaxed, informal means of greeting new families and acquainting them with the resources available in the school and community.

Later in the spring the school counselor meets individuals with the parents of the incoming kindergarten children. This interview is a vehicle to help the school get to know a child: his/her past activities, social, physical and cognitive development, family grouping, etc. Any anxieties the parent may have can be explored and dealt

with at this time. Often, first day tears of a five year old entering kindergarten may be prevented by suggesting to parents the need for consistent reassurance, understanding, and firmness when dealing with separation during the first few days or weeks of school. Also, during the pre-kindergarten interviews, interest may be generated for forming a parent group in the fall.

The interview generally lasts one half to three quarters of an hour. The form used is only a guide for the counselor to follow in order to get to know the child. (See appendix 1) Since entering a new school can be an important and possibly traumatic experience for a child, it is important to alleviate as much anxiety as possible and help make school entrance a positive experience.

Admission Procedures for Transfer Students

Admission procedures for transfer students entering the public elementary schools have also been devised to assist families effect a smooth transition. In addition to formal registration (i.e. the recording of factual information such as name, address, birthdate, prior school attendance, proof of vaccination, etc.), the school principal informally greets new families and the elementary counselor interviews the students and their parents. A form (See appendix 2) is used to aid the counselor in focusing on relevant issues. Most parents welcome the opportunity to speak with an interested person in the school about their children's progress and the children find it helpful to meet the counselor and learn about the school.

The admission interview is invaluable in meeting the following objectives:

1. The initial interview is the beginning of a positive home-school relationship. When school personnel make an effort to greet the new family and show their eagerness to discuss the children's past experiences and future needs, parents and children will understand that they are dealing with people who care about them. The school's educational program is discussed and related to the needs of their youngsters. Families unfamiliar with the town are introduced to school and community resources. A tour of the building at the conclusion of the interview provides a means of identification with the new environment.

2. The interview is also used as a prescreening device to give the school a better understanding of each child's needs. Whenever appropriate, the school's special services, whether education, psychological or medical, are suggested and necessary referrals made. As a result, children often receive supportive services within a short time after admission.

3. Since careful placement is often critical to a youngster's adjustment and continued success in school, the personal interview aids school personnel in making the best possible class placement. Transfer students admitted during the school year are registered and interviewed the day prior to formal entrance, in order to give staff an opportunity to consider the many variables important to wise placement. The teacher then has a chance to prepare the class for the arrival of a new student and gather any necessary materials.

It has been found that, as a result of this comprehensive approach to admission, the majority of new students seem to settle into their classrooms with relative ease and a minimum of anxiety. We have also discovered that parents and school staff have begun a positive relationship that may continue throughout the children's school years.

## Developmental Guidance Curriculum

In the Brookline Schools, teachers and counselors attempt to work closely together to help children develop life skills. A developmental guidance curriculum has been developed which offers a systematic progression of planned experiences designed to enhance personal growth. The program is basically educational rather than therapeutic and intended to promote sound emotional and social growth for all the children in the classroom. A variety of materials and options are available to meet the needs of individual teachers and classrooms. (See appendix 3) This means a careful examination of setting, audience and teacher before a determination of materials is made.

### A. Goals

Although the materials utilized are different in content and format, the basic goals of individual programs are similar:

1. To enhance children's awareness of themselves and and increase their sensitivity to other people.
2. To encourage children to explore their strengths and weaknesses and gain confidence in their abilities.
3. To help children develop their skills as leaders and group members.
4. To give children an opportunity to learn the art of good listening and to improve self-expression.
5. To help children learn how to solve problems, to improve decision-making skills, and learn to reason more effectively about moral and ethical problems.

6. To assist children in gaining a sense of responsibility for their actions and their surroundings.

B. Materials Utilized

There are several good programs in psychological education available to teachers in the elementary grades.

1. The Human Development Program by Bessell and Palomares offers an approach commonly known as "The Magic Circle" which focuses on self-understanding, self-confidence and social awareness. A curriculum of discussion topics is adapted for use in the various grade levels, K-6. Children and teachers are seated in a circle and discuss their thoughts and feelings. Their own experiences are the subject matter. They learn from each other: why people do what they do, what makes them happy, what makes them sad. Even kindergarteners can sit in a small group and share with one another.
2. The program entitled Developing Understanding of Self and Others (DUSO - D-1 and D-2) by Dinkmeyer is designed for children in grades kindergarten through grade four. A more structured curriculum than the Human Development Program, it combines musical activities, storytelling, role playing and group discussion to encourage an honest expression of feelings and ideas. Children enjoy the puppetry and songs and even reticent, quiet children seem to actively participate.
3. The three Science Research Associates programs Awareness, Responding and Involvement are all similar in that carefully sequenced, structured activities are suggested to promote personal growth and development. Each of the three kits is appropriate for a different age level. The manuals provide additional classroom activities for a teacher to utilize. Flexibility and innovation are encouraged.
4. Teachers who would like to provide a sound, comprehensive program in moral and ethical development in the lower grades find the First Things: Values filmstrips produced by Guidance Associates helpful in encouraging discussion around the concepts of rules, fairness, truth, promises and property rights. After the ten filmstrips are used, children can develop their own moral dilemmas to share with one another or discuss problems which they encounter

each day. Moral reasoning and decision-making are stressed in this approach. A companion to this series is entitled First Things: Social Reasoning.

5. In addition to the four basic programs available to each teacher in grades K-4, the guidance department offers the use of Alvyn Freed's TA for Kids and TA for Tots which teachers may use in a variety of different ways as a supplement to other programs.

Teachers are trained to use the many curricular materials appropriately through modeling, in-service training, and frequent consultation with pupil personnel workers. Counselors and teachers work side by side to develop successful techniques and methods and to share ideas. The needs of each individual classroom are taken into consideration when the teacher and counselor choose a program or a combination of programs for use during any particular school year. This flexible approach builds on the strengths of pupils and teachers and offers a carefully coordinated program in psychological education as children progress from kindergarten to fourth grade.

## Parent Groups

The last major component of our total program is designed to assist parents in gaining a better understanding of their children and family dynamics. Parents are invited to participate in a discussion group led by the school counselor. Size is usually limited to eight to ten participants. In a supportive atmosphere parents discuss specific problems they encounter within their families and learn that their difficulties are not unique. They share their cussesses and failures and find new ways to improve their relationships with their children. The format for each group may vary. Some groups prefer to develop their own agenda while others feel more comfortable with specific assigned reading materials and topics. In any case, the parent discussion groups are a valuable addition to a total approach of preventive guidance.

APPENDIX 1

THE PUBLIC SCHOOLS OF BROOKLINE, MASSACHUSETTS
Department of Pupil Personnel Services

## KINDERGARTEN PARENT INTERVIEW

Date: _____

Child's Name: _____ Sex: _____ Birthdate: _____
Nickname: _____
School: _____ Counselor: _____

**How does your child feel about starting Kindergarten?**

_____ looking forward to it.
_____ doesn't want to go.
_____ doesn't seem to care one way or the other.
_____ doesn't know he's going to be starting.
_____ don't know.

**Does you child have any special friends who will be entering the same Kindergarten?**

**Does your child primarily play with:**

_____ Younger children
_____ Children his own age
_____ Limited opportunity to play with other children
_____ Age doesn't seem to matter
_____ Older children or adults
_____ Siblings

**How physically active is your child when:**

**When your child plays alone what type of play or activity does he prefer?**

**When he plays with other children, what activity does he prefer?**

Kindergarten Parent Interview (2)

How much does your child talk around home?

_____ He talks all the time; it's hard to get a word in edge-wise.
_____ About average for children his age.
_____ He doesn't talk much.

Does your child like to be read to? _____

If so, by whom? _____
How often? _____

Does your child like to watch T.V.? _____

What programs? _____, _____, _____
Does he watch Sesame Street regularly? _____
Approximately how much time does he spend watching T.V. each day? _____

Which of the following experiences has your child had?

_____ pre-school or nursery
Name _____
_____ having friends over to play
_____ going to a friend's house to play
_____ moving: how many times _____,
where (rural, urban) _____
_____ a long visit with relatives
_____ living with someone other than parent
_____ staying overnight away from family
_____ eating in a restuarant
_____ camping (not day)
_____ time in a foreign country
_____ experience with another language
_____ an airplane ride
_____ a train ride
_____ a boat ride
_____ surgery
_____ a serious accident
_____ a long illness

Was there any significant change of behavior following any of the above 3 events?

_____ extensive eye or hearing examinations
_____ a great fright
_____ a death in the family
_____ a parent with a long illness
_____ a parent away from home for an extended period of time
_____ caring for or having a pet
_____ raising plants or having a garden
_____ going swimming
_____ cooking (his own)
_____ dancing lessons
_____ music lessons
_____ children's museum
_____ visiting a farm
_____ aquarium
_____ going to the zoo
_____ downtown Boston
_____ going to the circus
_____ visiting an airport
_____ visiting a doctor regularly: e.g. pediatrician or other
_____ any other significant experience in your child's life.

Kindergarten Parent Interview (3)

Mother's Name _____
Occupation _____ Working hours _____
Father's Name _____
Occupation _____ Working hours _____

Your child's household includes:

Mother _____ Father _____ Grandmother _____ Grandfather _____ Aunt _____
Uncle _____
Other (including babysitters or others who spend a significant amount of time with your child)

Siblings: Names and ages

_____
_____
_____
_____
_____
_____

Parents are: Married _____ Divorced _____ Separated _____ Widowed _____

Is your child adopted? _____ If yes, does he know? _____

---

In comparison with your other children, or other people's children, has this child been easier, or more difficult, to rear, or about average?

_____ This child has been especially easy to get along with; very easy to rear.
_____ This child is about average.
_____ This child is hard to handle, and gives me more trouble than most other children.

When your child goes to sleep at night does he:

_____ Take a long time to get to sleep.
_____ Awaken during the night.
_____ Have nightmares. Occasionally _____ Frequently _____
_____ Walk in his sleep.
_____ Wet his bed. Occasionally _____ Frequently _____

What is your child's usual bedtime? _____
At what time does he usually arise? _____
How much help does he need at bedtime and in the morning with undressing, dressing, and toileting? And who usually helps him?

Kindergarten Parent Interview (4)

Does he eat breakfast? _____

Does he take a nap? Regularly _____
Occasionally _____
Never _____

Which of the following might describe your child?

_____ affectionate
_____ aggressive
_____ calm
_____ cries easily
_____ demanding
_____ easily frightened
_____ even tempered
_____ happy-go-lucky
_____ moody
_____ noisy
_____ outgoing
_____ physically active
_____ prefers to play alone
_____ prefers to play with one other child
_____ prefers to play with small group
_____ prefers adult
_____ quiet
_____ shy
_____ nervous
_____ talkative

What else would you like us to know about your child so that we can help your child have a good year in Kindergarten?

April, 1972

THE PUBLIC SCHOOLS OF BROOKLINE, MASSACHUSETTS
Department of Pupil Personnel Services

STUDENT - PARENT ELEMENTARY SCHOOL INTERVIEW FORM

Date_____
Counselor_____

1.Child's Name_____ _____ 2.Nickname(s)_____

3.School_____ 4.Sex_____

5.Date of Birth_____ Eventful / Noneventful Place of Birth_____

6.Mother's Name_____ Occupation_____ Hours_____

Father's Name_____ Occupation_____ Hours_____

7.Child's household includes:

Siblings

| Name | Age | Sex | Name | Age | Sex |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

Parents

Other

8.Is the child adopted?_____ Does he/she know?_____ How long has he/she known_____

9.Which schools has child attended?

| School | Location | Grade | Dates |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

10.Is there any language other than English spoken at home on a regular basis?_____

Which?_____ If so, does child speak English at home?_____

## PAST SCHOOL PERFORMANCE

11. What are your child's favorite school activities?

    Favorite subjects?

12. Has he/she had any special tutoring or diagnostic testing in school?_____

    With groups or with one child at a time? _____

    In what areas?

13. How do you feel about your child's performance in school?

14. What style of teacher and class situation has provided the best experience for your child?

15. Has he/she had any medical problem which has affected school performance?

16. How does he/she spend free time after school and on week-ends?

17. Does he/she have any fears or anxieties that could interfere with learning at school?

18. Has your child experienced the death of a close relative, friend or family pet?_____

How did he/she react?

19. How does your child seem to learn things at home?

| Parents | Watching and Listening | TV | Reading | Siblings | Other |
|---|---|---|---|---|---|

20. Has your child been separated from either parent for more than a week?

21. When your child behaves in a way which you do not want him to, what approach is most effective in changing his behavior?

22. Is there anything that you feel we should know about your child in order to help him make a satisfactory adjustment to the new school?

APPENDIX 3

THE PUBLIC SCHOOLS OF BROOKLINE, MASSACHUSETTS

Department of Pupil Personnel Services

## PROGRAMS AND MATERIALS IN USE BY THE BROOKLINE GUIDANCE DEPARTMENT K-6

| Grade | Program and/or Materials |
|---|---|
| Kindergarten | Structured interview of 30-40 minutes with elementary counselor for all kindergarten mothers in spring before child's entrance. Bessell and Palomares Human Development Program, Guide B. Science Research Associates, Focus on Self-Development, Stage One, Awareness. Developing Understanding of Self and Others, (DUSO, Kit I). Guidance Associates filmstrip series on First Things: Values. TA for Tots. |
| Grade One | Bessell and Palomares Human Development Program, Guide One. Science Research Associates, Focus on Self-Development, Stage One, Awareness. DUSO, Kit I. Guidance Associates filmstrip series on First Things: Values; First Things: Social Reasoning. TA for Kids. |
| Grade Two | Bessell and Palomares Human Development Program, Guide Two. Science Research Associates, Focus on Self-Development, Stage Two, Responding. DUSO, Kit II. Guidance Associates filmstrip series on First Things: Values; First Things: Social Reasoning. TA for Kids. |
| Grade Three | Bessell and Palomares Human Development Program, Guide Three. Science Research Associates, Focus on Self-Development, Stage Two. DUSO, Kit II. Guidance Associates filmstrip series on First Things: Values; First Things: Social Reasoning. TA for Kids. |
| Grade Four | Bessell and Palomares Human Development Program, Guide Four. Words and Action Program for Middle Grades. DUSO, Kit II. Guidance Associates filmstrip series on First Things: Values; First Things: Social Reasoning. |
| Grade Five | Bessell and Palomares Human Development Program, Guide Five. Words and Action Program, Middle Grades. I'm Not Alone textbook program. |
| Grade Six | Bessell and Palomares Human Development Program. Guide Six. Values in Action: Role Playing Situations Program. Becoming Myself textbook program. |

Ronny Sydney
Teacher - Junior High School
Runkle School —

Psychology Curriculum for Junior High Teachers and Counselors

As a teacher of seventh and eighth grade social studies, I observed last year that my students were sharing a number of problems during class time and not paying attention to the regular curriculum. They were more involved with their own concerns, constantly searching for acceptance by peers and looking for attention from everyone. They were also trying to conform to whatever the peer-accepted model of the moment dictated; as a consequence, some people were left out and many feelings hurt. The students' verbal and nonverbal behaviors seemed to indicate a great amount of repressed frustration. They never had time to listen to each other; and, as a group, we never had time to share ourselves with one another.

I felt their hidden agenda was to find out more about themselves and others. They had to get to know themselves first, but also how they were perceived by their peers. The students obviously needed time to do this in a comfortable and structured situation that would provide support and approval for all. I began to see a way to use the classroom as a medium for satisfying their needs as well as the needs of the social studies curriculum.

At the same time, our guidance department was seeking ways to have counselors interact with students in a natural school setting, their classroom. It was at this point that a counselor and I met and began to share our ideas. Together we began to plan a curriculum to use in the classroom with seventh and eighth graders, using our individual resources to the greatest advantage. The goals, as we saw them, were to have students develop a better awareness of self, to develop a more positive self-image, and to become aware of commonalities as well as differences among peers. We agreed that the curriculum that could best meet these objectives would be an introductory psychology unit stressing self-understanding and methods of increasing self-knowledge.

We realized we would need to meet together on a regular basis prior to beginning the class so we would be comfortable when working with the students. This would also enable us to share our strengths and to build a program. During our meetings we planned a six week curriculum for grades seven and eight, with regular class meetings approximately 45 minutes each day. We discussed individual students and their developmental needs, previewed films and tapes, reviewed books and book lists appropriate for use in the different areas of

the curriculum, debated the merits of various games and exercises, considered a variety of group techniques, talked over the timing of various lessons, and considered evaluation procedures. This was to be a pilot program, using one seventh and one eighth grade class as models.

The next step was to prepare the students. I told them the counselor and I were going to pilot a social studies program in psychology using one class from each of two grade levels. The students were given an opportunity to explore this topic and to express their feelings about the experimental program. The counselor then came into the classroom several times to meet and get to know the students and to allow them to get to know him. They were used to his presence after a few visits and accepted him as a co-leader of the course.

The second year, a rough means of evaluation was developed and used for the first time. It included open-ended statements and questions as well as a sheet of adjectives to choose how you see yourself now and how you would like to be. The same test was given before the curriculum began and after it was over. It was used as a means of evaluating the program as well as measuring personal growth.

The First Week:
Leader and Student Life Lines

We felt the beginning of the course (from the first minute on) was most important because the entire atmosphere of what was to follow would be set at that time. It had to be an atmosphere that was open, trusting, and supportive, because everyone would be taking a risk by sharing their lives with each other. We started with the counselor doing his life line for the students, followed by my presentation. As a natural part of our own presentations the counselor and I shared our feelings of discomfort and anxiety when several students were talking or giggling about an unrelated matter. We did this to prepare students for the need to be supportive of each other during their own presentations.

For those unfamiliar with the method of an individual life line as a means of self-study, a student sample is reproduced on the following page. A life line developmental profile is a simple charting or graphing of the key events in the life of an individual. The life line profile is made up according to crucial events which have proven significant in a person's life. These events are then placed in chronological order (earliest to most recent events) on a time graph and analyzed. To make it clear for students, the counselor and I did our profiles first (stressing years birth through age fourteen). We then asked students to define certain key events that lended themselves to distinguishable categories.

## LIFE LINE OF CHERYL PAINE

| Birth | Twelve Months | Eighteen Months |
|---|---|---|
| May 31, 1969<br>Boston, Mass.<br>6 pounds 12 ounces | Grandma King died, first tooth, hide keys and play jokes<br>South Weymouth and Brighton | Robbie was born, and I wasn't jealous |

| Age Two | Age Two and A Half | Age Three | Age Four |
|---|---|---|---|
| I use to run out in the street, my dog Goggie Woo Woo, I would loosen the wing nuts in my brother's crib | Went camping every summer, more jokes | Visit my grandmother by cab | Robbie drank a bottle of furniture polish |

| Age Four and A Half | Age Five | Age Six | Age Seven |
|---|---|---|---|
| Go visit little old ladies in the neighborhood and drink milk and have cookies | Started kindergarten Washington Allston School, I crossed the street by myself | Went to first grade, got on honor roll | Parents got divorced |

| Age Seven and A Half | Age Eight | Age Nine |
|---|---|---|
| Lived with grandma in Jamaica Plain for summer | Moved to Perry St., Brookline, went to Pierce School | Mom remarried, moved to Winthrop Road, went to Runkle School, Mrs. Duncan died, (good friend) |

| Age Ten | Age Eleven | Age Twelve |
|---|---|---|
| Great grandma died, Dad got remarried | Started gymnastics - won 4th place on balance beam | Miss Evans died, won third place in gymnastics |

| Age Thirteen | Age Fourteen |
|---|---|
| Great grandma and great grandpa died in the same week, won first place on balance beam, Fiddler on the Roof played Hodel | My cousin Bridgett (ten year old) died in fire in February, entered BHS ninth grade, Mrs. Raphel, school principal died while we went on graduation trip |

At this point, the class identified a number of categories which were important to include in one's life line. They now had our presentations, the defined categories, and an outline to use as a model for their own life lines. Some of the topics stressed were siblings, the student's order of arrival in the family, "big" events (walking, talking, first words, etc.), family moves, reasons for moving, trips, pets, accidents, serious illnesses, deaths, divorce and separation, best friends, interests, school experiences, unusual happenings. All of these topics could obviously be used for a number of discussions at a later time or as a means of expanding our curriculum.

We asked the students to write their life lines on a single sheet of paper and then to see either of us for conferencing before their actual presentation. We felt these steps were necessary in order to clarify where they were in their own lives as well as for them to feel confident when presenting to the group. We were very careful in our selection of the first student volunteer to present in each class (all life lines presented in class were on a voluntary basis; all seventh graders eventually volunteered and nearly all of the eighth graders). It had to be someone who would be a successful model and accepted by his or her peers.

During the presentations the students questioned each other at length, shared mutual problems, became aware of similarities and differences, laughed at common experiences, and showed increased empathy for one another. Our role was one of constant support and encouragement during this period of self-disclosure. Having two adults in the classroom enabled one of us at all times to support the person presenting while the other co-leader could focus on the behavior of the students who were "listening."

It was interesting that often what was left out on a student life line was more important than what was included. We pointed this out to the student when it seemed appropriate and when we felt the student would not be threatened by our comments. For example, one student left out the fact that her mother, a prominent official in the community, had gone back to work when the student was ten. Though never mentioned on her life line, this surely had an impact on her life and was an experience worth examination.

The students' presentations of their life lines took more than the one week originally set aside for this purpose. We found that only two or three students at most could make a presentation in a period of 45 minutes. As a consequence, the introductory phase of this unit took two weeks. More time could have been spent on common themes and topics introduced by the students. In fact, an entire unit could emerge from just these presentations if we had predetermined to pursue such areas as death, separation, divorce, accident and illness trauma, relationships with siblings, making friends and handling

enemies, family moves and their effect on children, early childhood impressions, feelings about teachers and school, key summer camp and/or travel experiences, influential friends and relatives, and so on.

An alternatives assignment for the second year eighth grade student was to share a meaningful experience in their life and spend about ten minutes showing it with the rest of the class.

Third Week:
The Ricky Tape

Due to the unexpected length of the student life lines and the enthusiasm generated during the first two weeks, the second phase of our program was delayed. In time, this second phase was also extended because we failed to again anticipate the response of the students and the multiple uses of our materials.

The second phase of our psychology unit (third week) centered on a 50 minute audio tape[1] of a therapist and a ten-year-old boy named Ricky. The tape covered the first therapeutic encounter between this disturbed boy and a highly competent psychotherapist. During the tape sequence, the therapist attempted to move from an initial probing and rapport establishing stage to one of support and encouragement as the boy's resistance lowered and trust was established. Eventually, many significant events evolving the boy's feelings toward his school experiences, younger brother, and parents were revealed and examined.

Initially, the counselor and I thought this tape might serve a number of objectives. First, we simply wished to increase the listening skills of the students. Further, we felt this type of tape might be useful in suggesting some role-playing situations to develop empathy and a feeling for others. Another objective was that of giving students an understanding of mental health and one common method of treating psychological problems. Finally, in the overall sequence of the unit, this experience blended well into our subsequent phase of positive mental health.

Each day, the class listened to approximately ten minutes of the tape. The remaining time was spent in analyzing the content of the tape. Before each segment of the tape, students were asked to imagine they were Ricky or the therapist and to carefully examine the words and responses of each. We wished the students to then explain the motivation and direction of the dialogue in terms of what the therapist was attempting to do and how Ricky was coping with the situation.

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1. This tape can be obtained from the American Acedemy of Psychotherapists, AAP Tape Library, Volume 19, 1040 Woodcock Road, Orlando, Florida 32803 (price is $10.00 including typescript).

The tape lends itself well to a number of role-playing situations. In addition to Ricky and the therapist, there were opportunities for leaders and students to play the roles of teacher, fellow students, younger brother, mother, and father. Junior high school students seem particularly adroit in trying on a variety of roles and in enjoying this interplay with peers and teachers.

Fourth Week:
Positive Mental Health

At the conclusion of the week devoted to the "Ricky" tape, we felt a need to shift direction from therapy and pathology to something of a more positive nature. We did not want students to look upon psychology as simply the study of mental illness and therapy. Therefore, we needed a radical shift in both content and perspective.

Prior to the entire psychology unit, we had examined a number of supplementary materials. One of these materials was a two-part filmstrip series[4] on the life and work of Abraham Maslow. It was intended for an older audience, but it seemed to fit perfectly in our curricular scope and sequence. After all, what is more removed from pathology and psychological disturbance than Maslow's concept of self-actualizing persons?

We introduced the first filmstrip by briefly mentioning the pioneer work of Maslow in the field of psychology. We also indicated a change in the direction of the psychology unit by an emphasis during this week on positive mental health.

The first Maslow filmstrip ran 15 minutes, and the remainder of the period was spent in a discussion of Maslow as a man and the critical incidents in his life. The filmstrip had stressed Maslow's feelings of isolation in his childhood. He was the only Jewish child in his neighborhood and felt different from the other children. This feeling was later related to Maslow's early academic life and his dedication after World Was II to a psychology of man erected on strength and positive attributes instead of illness and pathology.

This was a difficult assignment for the students; in retrospect, more pains should have been taken in preparation. As models, both the counselor and I led off the following day with personal examples of people selected from our lives. Students were then asked to identify the person they had chosen and to describe briefly why that individual most closely resembled a self-actualized person.

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2. The two filmstrips are titled Part I, Toward Self-Actualization and Part II, How Need Levels Affect Growth. They can be obtained through Multi-Media Productions, Inc., P.O. Box 5097, Stanford, California 94305.

Interestingly, students' first examples were all adults. These included mothers and fathers, older siblings, former teachers, coaches, summer camp counselors, religious leaders, and so on. It was not until the second day of presentations that peers were nominated in this category. In some cases, students chose other students in the class, much to the surprise and embarrassment (and pleasure) of these students. Reasons given for selecting adults and peers included such qualities as warmth for others, courage in facing difficult situations, loyalty under pressure, openness and friendliness to all, fortitude in dealing with unpleasant or trying conditions, sacrifice for other people, strength of personal convictions, openness and approachableness, giving up of something important to help others, integrity under attack, and so on.

This year the assignment had a written requirement; this added component aided in clarifying the assignment for students. An additional factor that future programs might incorporate concerns audio taping. If cassette recorders were available for some students to use in an actual interview with the person they selected, playing these to the entire class might increase interest and open discussion.

Fifth - Sixth Week:
Films and Books

The film David and Lisa provided a good vehicle for focusing on several adolescent problems. It was of special interest to young adolescents because it showed a number of examples of emotionally disturbed adolescents and how they related to each other. The students easily identified with the two central characters, an institutionalized boy and girl.

At one point in the film, some of the adolescents were at a train station with their teachers. When some of the people waiting in the station realized the adolescents were disturbed, the people quickly moved away and avoided the adolescents very blatantly. My class reacted to this situation with great feeling. I think after seeing this scene they themselves might react quite differently in a similar situation.

The students in my class identified very closely with David and Lisa. For some, it was their first exposure to the treatment of the emotionally disturbed. Particularly, the students were deeply moved by the way David and Lisa were able to help each other in spite of their handicaps. The students also reacted very strongly to the scene in the train station in which adults pulled away from and ridiculed the emotionally disturbed children. They were then able to discuss their own reactions when faced with similar situations of scorn and ridicule.

The David and Lisa film also related closely to the real community in which the students live. Near the school in which I teach, there is a site for sale. This land was sought as a residential home for emotionally disturbed children by state officials. However, a local group got together to protest the use of the land for this purpose. They were afraid their property value would be effected and also, if some of the children "escaped," harm might come to their children. We discussed this issue at some length in class and what our own feelings were on this subject.

The readings were handled differently in the two grade levels. The seventh graders chose books from the library on adolescents and adolescent problems. The books were chosen with aid from the librarian. She spend one class period just talking about specific books and reviewing them briefly. This was an invaluable aid in helping each individual choose an interesting book at the right reading level. The books dealt with situations ranging from drugs, sex, homosexuality, parental problems, stealing, and everyday life problems. After reading the books, the students were to concentrate on four areas:

1. Develop main characters.
2. Define problem situation or situations.
3. Give solution and possible alternatives.
4. Relate to similar situations in your own life, or that of someone you know.

After reading their selections, they formed small groups to share their reading experiences. This served the dual purpose of classifying their own ideas and stimulated thinking about the alternatives and consequences in problem solving. Many of the students were further motivated to read several more selections.

The eighth grade reading selections were from a group of books that I had previously selected with some help from the guidance department at the high school. We obtained multiple copies of (1) David and Lisa - Jordi, (2) One Little Boy, (3) Dibs, (4) This Stranger My Son.

I tried to use selections that would fit every ability level with some variety in interest. Each group was then able to spend valuable time discussing their readings, again with the focus on characters, problems, and solutions. In the groups we also tried to parallel situations in our own lives - e.g., one girl had a brother who ran away from home similar to the situation in This Stranger My Son. Many students were able to share further insights into themselves and their families with support from the group. After they shared their thoughts orally, they were better able to put their thoughts into writing. They outlined the problem situations from their readings and alternative solutions and consequences.

Some other curriculum materials that we used included the Obedience film which deals with the psychology of moral development, the filmstrip A Walk in Another Pair of Shoes which deals with integrating children with special handicaps and needs into the regular classroom, and Hitch which deals with adolescent problems in a school situation. For the convenience of teachers and counselors who may wish to use this material, I have included a bibliography suitable for use in a junior high school setting.

Resource people were very important to the success of this program. These included the Director of Guidance, Director of Social Studies, Librarian of Runkle School, Language Arts Teacher, and Debby and Ellen, two students from a high school psychology class.

The students came every Wednesday, bringing films from their own psychology class at the high school to share with our eighth graders. It was coincidental that they arrived one day as the eighth grade students were selecting courses for the high school. We spent the class period discussing high school expectations in terms of courses and social adjustment. The high school students also introduced themselves to the class by presenting their life lines to the class.

This year, guest apeakers played an important part in the program. The school psychologist came and did some activities with the class on psychosynthesis, an area where she has some expertise. Also, a counselor from the high school came and did dream analysis with input from the class. Various other people came to tell about their own role in the field of mental health; a social worker from the high school, a psychiatrist, a teacher of emotionally disturbed children, etc.

## Summary and Evaluation

We did not do a formal evaluation of the program, but did receive a great deal of feedback from the students as well as from our own observations. We found the students to be much more cooperative with each other at the conclusion of the unit, we felt closer to the students both in and out of the classroom, and we observed personal growth at many levels. At the end of the year, when the students evaluated the year's social studies curriculum, they said this was the most valuable part. A large number of eighth graders chose to go on to psychology-related courses in the high school, and the seventh graders asked for a follow-up course in the eighth grade.

We had problems. Life lines were very time consuming, and some students were reluctant to present in front of the whole class. We tried to provide time for the students to present life lines to small groups, but this took a great deal of time. It was also difficult to have a class on a day when I was absent. We recommended that an alternative assignment be provided for a substitute teacher if a

teacher must be out of school. It is also very time consuming and demanding for both teacher and guidance counselor to co-teach due to the necessity to continually meet with each other for feedback and planning. I would suggest that this type of curriculum be done with no more than two classes during the first try-out.

I have started planning this curriculum again this year and have made some changes in light of last year's experience. There are other changes I plan to make during the course. First, I brainstormed with the classes individually to find out in advance their areas of interest. By doing this ahead of time, I am now better able to plan my curriculum and order materials relevant to the interests of the class. This is as far as I have gone, because I do not think it is wise to start the curriculum too early in the year. It is important to have time to get to know the students and to let them to get to know me. In my future plans I would include field trips to day care centers, nursing homes, and various other institutions servicing the needs of the community. I would also like to use more resource people with expertise in areas of psychology such as child development, emotional growth, adolescent problems, mental illness, and psychological disorders. It may also be worthwhile to do something with peer group counseling. I would also like to tie in the transition to the high school with the eighth grade curriculum so that the course selection becomes part of it. I know other ideas will present themselves as we - the counselor, the students, and I - interact and continue to develop the curriculum.

Follow-up

This year, the class was videotaped three times a week. A training tape is now being put together for use by other teachers. The tapes were also used as a means of evaluation.

## BIBLIOGRAPHY

The following bibliography is a listing (by no means exhaustive) of books about adolescents in the process of coping with change -- within their own bodies, in their relationships with parents and peers and with the values of the world at large. The various ways in which the characters in these novels cope with change may or may not reflect the reader's point of view. Because this is so, the books may offer lively discussion topics for the classroom and suggest dilemma situations for which students may work through their own solutions. The books vary in difficulty, and teachers should be aware that many offer controversial points of view with which they should be familiar before they are actually assigned to a particular students.


Colman, Hila. — Claudia, Where Are You: Disgusted with her affluent suburban life, 16 year old Claudia runs away to the East Village.

End of the Game: Favored status as a summer visitor places 11-year-old Donny in a position to take the blame for the actions of his friends in a game which turns serious.

Blume, Judy. — Are You There, God? It's Me Margaret. Sixth grader Margaret faces the changes from child to adolescent with humor and courage.

It's Not the End of the World. Three young people face a divorce in their family in varying ways.

Then Again, Maybe I Won't. New affluence brings a thirteen-year-old boy into conflict with his parent's values, a new living situation and his own adolescence.

Childress, Alice. — A Hero Ain't Nothing But a Sandwich. The story of a 13-year-old heroin addict told from his point of view and from the points of view of others who know him.

Crawford, Charles. — Bad Fall: Ninth grade boy wrestles with the hypnotic power of a bad peer influence.

Dizenzo, Patricia. — Phoebe: An uncompromising look at the facts of unwed pregnancy. Also a fine film.

Feagles, Anita. — Me, Cassie: First person account of a 18-year old girl's examination of the values important to her.

Green, Hannah. — I Never Promised You a Rose Garden: A schizophrenic girl's struggle for sanity.

Greene, Bette. — The Summer of My German Soldier: Finding no love at home, Patty seeks friendship with a POW.

Hall, Lynn. — Sticks and Stones: Tom, a new boy in town, is unknowingly accused of being a homosexual.

Hinton, S. E. — The Outsiders: Rivalry between two gangs -- one affluent, the other poor -- as told by one of the participants.

That Was Then, This is Now: Depending on the girl he loves and his closest friend proves disastrous and disillusioning for Byron.

Holland, Isabelle. — Heads You Win, Tails I Lose: Seeking popularity and relief from difficulties at home, a fat girl turns to amphetimines.

Man Without a Face: Until he was 14, Charles found little affection. It was then that he met McLeod and learned love has many facets.

Kerr, M. E. — Dinky Hocker Shoots Smack: A fat unhappy girl grows plumper while her mother counsels drug addicts.

If I Love You, Am I Trapped Forever: The conflict of convention and the nonconformists as told through the eyes of one of its high school victims.

Kingman, Lee. — The Peter Pan Bag: A 17-year old girl's summer spent in the Boston drug culture allows her to examine the meanings of freedom.

Knowles, John. — A Separate Peace: The friendship and rivalry between Gene and Finny leads to tragedy.

Lee, Mildred. — Fog: The death of his father brings a teenage boy adult responsibilities.

Peck, Robert Newton. — A Day No Pigs Would Die: The author's portrayal of his Shaker boyhood and his examination of the nature of loving.

Plath, Sylvia. The Bell Jar: A summer of mental breakdown for a talented college girl.

Potok, Chaim. The Chosen: Fathers and their adolescent sons in religious conflict.

McCullers, Carson. The Member of the Wedding. An adolescent southern girl copes with the pain of growing up.

Neufeld, John. Lisa, Bright and Dark: Lisa and her friends struggle to convinve her parents of her need for psychiatric help.

Neville, Emily. It's Like This, Cat: Story of a fourteen year old boy growing up in New York City, his friendships and first love.

Ney, John. Ox: The Story of a Kid at the Top: Wealthy, fat and neglected, Ox struggles for a sense of his own worth.

Platt, Kin. The Boy Who Could Make Himself Disappear: A 12-year old boy's struggle to maintain sanity and find stability as the unwanted child of separated parents.

Price, Marjorie. The Cheese Stands Alone. Daisy finds that summer vacations have changed, once her old friends have reached adolescence. Her own values must be reexamined as well.

Salinger, J. D. The Catcher in the Rye: Realizing that the world is composed of phonies, Holden leaves school to wander aimlessly around New York City.

Schulman, L. M., ed. The Loners: Short Stories About the Young Alienated: A collection of well-known short stories centered around the theme of alienation.

Swarthout, Glendon. Bless the Beasts and Children: A group of summer camp outcasts set out on a heroic mission.

Windsor, Patricia. The Summer Before: An adolescent girl's difficulties lead toward mental breakdown.

Wojciechowska, Maria. Tuned Out: Hero worship of his older brother makes it difficult for the main character to deal with the brother's dependence on drugs.

Zindel, Paul.

I Never Loved Your Mind: A high school drop-out samples life in the counterculture.

My Darling, My Hamburger: Two teenage couples cope differently with the problems of parents and an unwanted pregnancy.

The Pigman: Two high school sophomores' misadventures with a lonely old man cause them to examine the importance of taking responsibility for ones actions.

Zolotow, Charlotte.

An Overpraised Season: A collection of short stories which explore the generation gap.

Ann DiStefano
Counselor
Brookline High School
The Teaching of Interpersonal Skills

## CURRICULUM OUTLINE FOR INTERPERSONAL SKILLS

I. Personal Introductions

A. Class members and teachers share personal information about themselves
B. Teachers model attending and responding behavior

II. Training in Listening and Responding Skills

A. Teachers outline important elements in the helping relationship
   1. empathy and feelings
   2. values and attitudes
   3. confrontation
   4. problem solving
B. Training in attending behavior
   1. Videotape role play for use in discussion of body language
   2. Teachers demonstrate facilitative attending behavior during role play
   3. Class members practice attending behavior by doing role plays of situations in their lives in dyads
C. Teachers present guidelines for giving feedback
   1. Give feedback intended to help the receiver
   2. Give feedback directly and with real feeling
   3. Give feedback descriptive of what receiver is doing and effects he is having--not threatening and judgemental about what he is as a person
   4. Give specific rather than general feedback; preferably with recent examples
   5. Give feedback only when speaker appears ready to accept it
   6. Give receiver only as much feedback as he can handle at one time
   7. Give feedback involving only those things the speaker might be expected to do something about
D. Training in identifying, owning, and responding to feelings
   1. Do role play and have each student in class identify feeling expressed in role play with one word descriptive of feeling

2. Have students help with making a list of words describing feelings to increase "feeling word" vocabulary
3. Do "you feel . . . because . . ." exercise; first in large group; then in small groups
4. Demonstrate level 1, 2, 3, owning of feelings with teacher role plays or taped role plays
5. Discuss empathy versus sympathy
6. Demonstrate level 1, 2, 3, responding to feelings with teacher role plays or taped role plays
7. Show film "Gloria" in which Carl Rogers demonstrates client-centered therapy
8. Have students give examples of who responds to them most and least, i.e. friend, teacher, parent; and who they respond to most and least
9. Have students take note of three interpersonal interactions outside of class; one as speaker, one as listener, one as observer; have them write down body language, verbal content, and feelings of both speaker and listener and share results in class
10. Have each student do role play with teacher in which student is listener and is required to give a level one, a level two, and a level three response to feelings

E. Summarization and specific labeling of feelings
1. Student as listeners practice summarizing what speaker has said in two person role plays
2. Listener tries to label specific feelings when summarizing

F. Exploration of values and attitudes
1. Importance of communicating respect and acceptance rather than being judgemental
2. Have students recall who has done something to make them feel good and whom they have made feel good in the last 48 hours and share this with class to help understanding of fostering self-esteem
3. Help students discover own values and attitudes
   a. Have students rank order a list of desirable personal characteristics
   b. Have students rank order a list of things they value in their lives
4. Do role play of controversial issue and have students give opinions on issue to point out strong values and attitudes
5. Read Kohlberg dilemma in class and discuss
6. Describe briefly Kohlberg's stages of moral development

G. Training in confrontation
1. Discuss when and why confrontation is necessary--emphasis on not using it until the relationship has evolved far enough

2. Discuss three types of conflict in speakers feelings
   a. win-win
   b. lose-lose
   c. win-lose
3. Do role plays to practice identifying conflict and feelings in conflict
4. Demonstrate level 1, 2, 3, responding to conflict with teacher role plays or tape
5. Have students practice responding to conflict in two person role plays

H. Training in problem solving
1. Show videotape of role play demonstrating fifteen steps in problem solving process
2. Discuss videotape and practice problem solving in simultaneous dyads

III. Evaluation Session

A. Students do written and verbal evaluation of course
B. Teachers give students verbal feedback
C. Teachers lead discussion of termination issues

IV. Grading by Contract

A. Class attendance--D
B. Class attendance plus a personal journal passed in weekly--C
C. Class attendance plus a personal journal plus a book report on book related to course--B
D. Class attendance plus a personal journal plus a book report plus a creative special project--A

V. Co-teaching

A. Teacher meetings held biweekly
B. Decide before class which teacher is responsible for which material
C. Break class down into small groups purposely putting certain students together and assigning groups to individual teachers purposely
D. Have teacher responsible for same small group when large class breaks down for role playing and discussion throughout the course and have teacher read journals of those students in his or her small group

## ATTENDING TO SPEAKER SCALE

Level One . . . A. Listener looks bored, is not facing speaker.

B. Listener does not maintain eye contact, but really consciously avoids it.

C. Listener constantly changes the subject, interrupts speaker, or avoids a particular topic. His responses discourage speaker from continuing.

Level Two . . . A. Listener is in a fairly relaxed, comfortable position, but does not necessarily look interested in what the speaker is saying.

B. Listener makes eye contact only rarely, and then quickly looks away.

C. Listener does not change the subject himself, and seldom interrupts speaker. His responses show that he is willing to talk about whatever the speaker wants to.

Level Three . . A. Listener is relaxed and comfortable, consciously attending to and interested in what the speaker is saying.

B. Listener maintains eye contact for longer periods of time, especially when the speaker is talking about something very important to him.

C. Listener keeps the conversation on the same topic and tries to get the speaker to get into what he is saying more deeply and in greater detail.

## SCALE 3

## RESPONDING TO CONFLICTS IN SPEAKER FEELINGS SCALE

Level One . . . Listener inhibits the speaker from dealing with his conflicting feelings by:

A. failing to respond to the conflicts in the speaker's feelings

B. pointing out conflicts in the speaker's feelings in a judgmental way.

Level Two . . . Listener minimally facilitates (FW for assists) the speaker as he tries to deal with the conflicts in his feelings by:

A. recognizing the conflicts in a speaker's feelings, but using examples outside the speaker's "here and now" experience; goes from specific examples to general examples or leads the speaker away from a personal conflict to a more impersonal example

B. accurately pointing out the conflicts in speaker's feelings in a nonjudgmental way.

Level Three . . Listener greatly assists the speaker as he tries to deal with the conflicts in his feelings by:

A. responding to conflicts actually stated by the speaker, and pointing out under-current feelings in the speaker

B. responding to feeling conflicts by using examples from experiences the speaker has described.

## SPECIFIC-LABELING-OF-FEELINGS-AND-SOURCES SCALE

Level One . . . A. Listener fails to label speaker's feelings or sources of feelings.

B. Listener moves speaker away from feelings and sources which are most important to him.

C. Listener does not match appropriate feelings to appropriate sources.

Level Two . . . A. Listener responds to speaker's feelings and sources using abstract and general terms.

B. Listener focuses on stated feelings and stated sources.

Level Three . . . A. Listener labels specific feelings and specific sources for those feelings.

B. Listener focuses on those feelings he sees as most important to speaker's concern.

C. Listener reflects undercurrent feelings and sources.

## OWNING-OF-SPEAKER-FEELINGS SCALE

Level One . . . A. Speaker denies or minimizes feelings.

B. If speaker states feelings, they are seen as coming from outside himself. People or situations make the feelings these are forced on speaker. Speaker denies responsibility for feelings.

C. Speaker does not label his feelings or he talks in an abstract or philosophical manner about his personal feelings.

Level Two . . . A. Speaker fails to talk about his "here and now" feelings, and instead talks in past or future terms about his feelings.

B. Speaker labels the source of his feelings in a general, vague manner, with little intensity.

Level Three . . A. Speaker clearly owns and identifies his feelings and expresses them with emotion.

B. Speaker owns the intensity of this feelings.

C. Speaker identifies the source of his feelings.

Briefly:

Level 1 is "out there in the ozone"

Level 2 is a "head trip"

Level 3 is "gut level"

## SUMMARY OF PROBLEM-SOLVING PROCESS

The Listener Helps The Speaker To:

1. define the problem,
2. focus on final problem-solving goal,
3. identify ways he's avoiding solving the problem,
4. understand the price of not solving the problem,
5. understand how he feels about solving the problem,
6. find out what rewards he gets for <u>not</u> solving the problem,
7. identify alternative solutions to the problem,
8. clarify rewards and punishments attached to each alternative,
9. understand how he feels about each alternative,
10. identify initial changes he wants to make,
11. identify amount of success needed to keep trying,
12. explore how to handle the failure of an alternative,
13. organize the order of activities needed to reach problem resolution,
14. identify ways he might try to defeat the testing-out process so he can keep his problem, and
15. understand his fears about proceeding toward problem resolution.

# I.I.I. (Interpersonal Interaction Inventory)

Scene: (people, place, event)

| | SPEAKER | LISTENER |
|---|---|---|
| Body Language | | |
| Verbal Content | | |
| Feelings | | |

Analysis: How did listener facilitate the talker? What was helpful or not helpful in the interaction? Other details?

# PSYCHOLOGY II - INTERPERSONAL SKILLS

## Reading List

| | |
|---|---|
| Berne, Eric | Games People Play, an exploration of some of the trategies that people use in their social interactions whether consciously or unconsciously. |
| | What Do You Say After You Say Hello? examines how human behavior is programmed and controlled. The author suggests ways of breaking negative patterns of behavior. |
| Fast, Julius | Body Language begins to explain the pictures your body gestures project to your most hidden thoughts. Based on the assumption that "your body doesn't know has to lie." Discusses a wide range of gestures - from mailing to posture and what message you're trying to get across with them. |
| Frankl, Victor | Man's Search for Meaning The first half of the book gives an incredible account of the author's experiences in a Nazi Concentration Camp. He then goes on to talk about the philosophy of life he developed from observing others and himself during those difficult years. |
| Ginott, Haim | Between Parent and Teacher Psychologist H. Ginott discusses the varied concerns and needs of parents and teenagers, and the areas frequently widening the communication gap between them - driving, sex, drinking, drugs, values. The book provides practical suggestions as to how an open dialogue can be established through awareness and nonantagonistic, helping responses. |
| Glasser, William | Reality Therapy A readable account of the theory and practice of a therapy which focuses primarily on the clients' present behavior not his early childhood and examples of how the principles might be applied with a group such as delinquent girls. |
| Geward, Jon and James | Born to Win An easy and fun to read explanation of the parent, adult, child in all of us and exercises to do on your own to help in self-understanding. |
| Maslow, Abraham | Toward A Psychology of Being Psychologist A. Maslow describes his positive psychological and philosophical view of human nature. Humans are capable of pursuing the highest values and aspirations in life. He describes the hierarchy of human needs and the characteristics of the self-actualizing person (one who attains his highest potential). His psychology is not one of mental health or illness, but how to make life better and fuller. |

Perls, Fritz — In and Out the Garbage Pail A rather humorous description of Fritz Perls' background and his philosophy toward counseling and therapy and the person.

Reuben, David — The Angry Book How we express, suppress and variously deal with angry feelings.

Rogers, Carl — On Becoming A Person Rogers is the "father" of non-directive counseling, which our course is based on. In this book, he writes about becoming a counselor and how he sees people who need counseling. Becoming a counselor is, for him, becoming a person. Since the book is long, see one of your teachers about which chapters are most important to read.

Skinner, B. F. — Walden Two Skinner is a behaviorist, and in this work of fiction he takes his beliefs to their ultimate end, Walden Two is a behaviorist commune, where the entire structure is based on reinforcement or reqard for doing something well.

Psychology II -- Interpersonal Skills Seminar B-Block

Teachers: Ms. Ann DiStefano

Ms. Nancy Gehring

Mr. Gary Ransom

Requirements:

For a "D" Attendance (no cutting) and attentiveness; participation in class; promptness.

For a "C" Requirements for a D plus a personal journal. The journal should include, at minimum, one entry for each class, telling feelings and thoughts about what went on. Journal may include anything else students considers appropriate. Journals will be collected each Friday and returned each Monday. They will be read by the same teacher each time.

For a "B" Requirements for a D and C plus a book report. Report should be on a book selected from the class reading list and following the specified outline. Other reading selections must be ok'd by a teacher in advance. Reports are due by May 10th at the latest.

For an "A" All requirements for B, C, and D plus an additional project related to the class material. The project should be cleared with a teacher by April 26, and should be completed no later than May 17th. Possible ideas:

a) A case study of a personal relationship

b) Critique of a dialogue or relationship in a movie or play

c) Some creative project relating to the class

(if the project is a written one, it should be at least two pages on both sides)

NAME (optional)_____

INTERPERSONAL SKILLS - STUDENT EVALUATION

Please rate this unit on the following areas by circling the most appropriate number on the continuum. Explain any of your ratings in the space directly below each item. There is room at the end of the form for additional comments.

We'd like to know what we did well and what areas need improvement. Thanks for your feedback!

1) How would you rate the overall content, subject matter of the unit?

Very Poor 1 2 3 4 5 Excellent

Comments: What was good? What was bad?

2) The assignments?

Very Poor 1 2 3 4 5 Excellent

Comments: Good Bad

3) Grading Procedure?

Very Poor 1 2 3 4 5 Excellent

Comments:

4) Materials Used (Handouts)?

Very Poor 1 2 3 4 5 Excellent

Comments:

5) Use of Videotape?

Very Poor 1 2 3 4 5 Excellent

Comments:

6) Personal Introductions?

Very Poor 1 2 3 4 5 Excellent

Comments:

7) Team-teaching?

Very Poor 1 2 3 4 5 Excellent

Comments:

8) Quality of Teaching?

Very Poor 1 2 3 4 5 Excellent

Comments

9) How much did you think about, discuss, or apply your classroom learning outside of class?

Not At All 1 2 3 4 5 Very Often

Comments:

10) Please comment on each of the teachers -- teaching ability, contribution to class, treatment of students, etc.

11) Who, what will you remember about this class?

12) Additional comments:

Robert Alexander
Counselor
Brookline High School

Psychology of Moral Development: A Seminar for Adolescents

## Introduction

This program is designed to introduce adolescents to the psychological study of how people develop morally. Specific emphasis is placed on Kohlberg's cognitive developmental theory. In this context, moral is defined in terms of the way in which an individual thinks through and decides issues of right and wrong, his responsibilities to others, his own rights, etc. The curriculum materials are designed to give adolescents structured experiences that focus on such ethical problems. It does not attempt to teach a new religion, a specific set of "right" answers, or a unique style of problem solving. It does require the participant to do some hard thinking about moral dilemmas which are relevant to this age group. The aim of the seminar is not an unusual acceleration of moral development (what J. Piaget has wryly characterized as "the American question"). It is based on the progressive educational ideology as it was originally espoused by John Dewey in the early 1900's. This position defines development as invariant, ordered, sequential stages (Dewey, 1938). The educational goal is the eventual attainment of a higher level or stage of development in adulthood, not merely the healthy functioning of a child at his current level. The organizing and developing force in the child's experience is the child's active thinking vis-a-vis natural revelation of innate tendencies. Consequently, this position stimulates growth by encouraging the child to examine problems indepth, reason through possible alternatives, and test out solutions. The essence of progressive ideology is best summarized by John Dewey:

> "Only psychology and ethics can take education out of the rule-of-thumb stage and elevate the school to a vital, effective institution in the greatest of all constructions -- the building of a free and powerful character. Only knowledge of the order and connection of the stages in the development of the psychical functions can insure the full maturing of the psychical powers. Education is the work of supplying the conditions which will enable the psychical functions, as they successively arise, to mature and pass into higher functions in the freest and fullest manner (Dewey, pp. 207-208)."

Kohlberg's theory of moral development has a new logical structure at each stage which is formulated in terms of justice (Kohlberg, p. 195). Higher stages are more comprehensive, differentiated, and ethically adequate than lower stages. Although philosophers don't agree to an exact formulation of issues, they do generally accept moral principles like "the greatest welfare," "Justice," and equity." Certain values or principles ought to be universal and distinct from rules of a given culture, i.e., "act only as you would be willing that everyone should act in the same situation" (Kant, 1785). The aim of the seminar is to provide experiences which will stimulate the growth of individuals from simpler to more complex levels of moral reasoning.

A Curriculum for Moral Education

The first phase of the seminar focused primarily on organizational activities. Students were told that the seminar was their own in terms of making decisions about guests, meeting places, etc. They decided to rotate the location of the seminar each week to a different member's home. In tnis way a relaxed environment condusive to discussion was insured. Students also enjoyed the idea of being able to invite parents to sit in on discussions. The remainder of the class time focused on personal introductions. During these introductions, students were asked to share recent experiences which had created moral conflict in their lives. This was done to help students recognize moral dilemmas and to stimulate personal involvement. Students were encouraged to ask questions and discuss the issues involved.

In the second phase of the seminar, students were asked to discuss moral dilemmas depicted through films, case studies, etc. Previous pilot work suggested that the use of films is an excellent method for students to engage in moral reasoning. Students were asked to identify the moral dilemma presented in each film. Then we asked them to take a position relative to the dilemma in an attempt to create a vicarious moral conflict. For instance, in the film, "Trouble With The Law," a college student involved in an auto accident rejects the standard by which the court finds him guilty and decides that justice has not been served by the legal process. The accident occurred during a heavy rain storm which created hazardous driving conditions. Information submitted in the accident report reflected negligence on the part of the driver, i.e., no appreciable tread on his tires, faulty brakes, and numerous unpaid parking violations, etc. In fact, William's conviction is based largely on his negligence and poor driving record. On impulse, he escapes from the court house before he can be escorted to jail and leaves for Canada. Following the movie we encourage students to ask clarifying questions until the central moral issue is determined. In this movie, does William have the right to take the law into his own hands? We ask the students to put themselves in William's position. What would you have done? What are your reasons

for this course of action? The following dialogue is a typical example of the type discussion generated by "Trouble With The Law."

Parent: But isn't there also a moral question? Do you have a moral right to operate something unless you have made an effort to have it in perfect safety condition?

Tom: Talk about fault. I think it was his fault.

Naomi: I don't! I think it was that woman's fault. It was her fault because she stepped in front of that car.

Tom: But that is like saying it's the store owner's fault for being in his store late one night when the robber comes by to rob his store. The lady's dead now. What can we do?

Teacher: Put yourself in that guy's position. Would you split and go to Canada? Are there any alternatives?

Nancy: You didn't ask what we thought was right so I would say that I would split for Canada even though I don't think it's morally right. I just couldn't take a year of hard labor.

Tom: I would go to jail. If I didn't I would be taking the law into my own hands. What is the sense of having laws if it's up to the individual to decide whether they will obey the law?

Teacher: Will someone respond to that argument.

Nancy: But if he waits for a chance to appeal and that doesn't work out, he may never have a chance to take the law into his own hands again. That open window is there and if he doesn't take advantage of it now he may not later.

Sarah: I would go to jail to sooth my own conscience. If I didn't pay the price I would feel guilty.

Debbie: I disagree with what Nancy's saying. You're just being critical of the legal system and you aren't coming up with any alternatives.

Nancy: I am saying that this solution won't work. I have looked into our penal system and know that it doesn't work, but at sixteen I can't think up a better alternative. I wish that I could.

Toward the end of this discussion, Tom begins to articulate a Stage 4 rational. What determines this is the structure of his reasoning, i.e., "a person doesn't have a choice in terms of legal questions . . . it is the person's duty to respect the law and maintain the given social order for its own sake." The immediate task for the teacher is to have other students respond to Tom's reasons. In this case Nancy seems to reject this position. However, continuous exposure to reasoning at one stage higher eventually causes the person at the lower stage to see the greater adequacy of the higher stage. Gradual reconstruction of thought patterns which include the characteristics of each higher stage of reasoning reflect moral development.

Moral Reasoning, The Value of Life, by Alan Lockwood (1972) is an excellent resource for written case materials. This inexpensive paperback book was used as a text for the course. It presents a series of brief but compelling case studies on the issues of life and its value. Several case titles suggest the nature of situations dealt with: "The 'Wasting' of a Village," (Lieutenant Calley and the Massacre at My Lai), "Too Old to Live," "Should the Baby Live?" (a mother's responsibility to a seriously retarded baby). Discussion questions are provided for students and a summary of L. Kohlberg's theory of moral development is presented. One of these case studies coupled with a film like "The Right to Live: Who Decides" from the Learning Corporation of America Series, and the television film "The Andersonville Trial" permits an in-depth discussion of a central moral dilemma: the value of human life. It is noteworthy to mention that students reach a point of saturation relative to specific issues. We have maintained high interest levels by presenting a variety of issues.

After the first six week of the seminar, students seemed to be ready to examine the psychological constructs which were used. We did not present Kohlberg's cognitive developmental theory during the first phase of the course for two reasons. First we thought that students might become self conscious about their personal stage of moral development and therefore hesitate to engage in discussions. Experience derived through teaching the material indicates that this is an invalid concern. The second reason focused on the possibility of students labeling or catagorizing each other by stage. Again, this simply didn't happen. Consequently, the emphasis of phase three was on moral psychology and philosophy. We explained in simple terms Kohlberg's theory of moral development. (See Appendix A.) The structure of each stage was examined and the logical sequence was outlined. We explained to students that "role taking" in a cognitive sense, is an essential component of moral development. We discussed how and why changes in moral reasoning occur. The relationship between Piaget's logical stages and Kohlberg's moral stages was presented as well. (See Appendix A.) Further information relative to teaching methods used to stimulate moral discussions with elementary children was reviewed. This material was presented in-depth during phase four of the seminar.

Our primary interest in presenting the theoretical assumptions to adolescents is based on the developmental value it has for them. The work of Beck, Sullivan, and Taylor (1972) at the University of Toronto had demonstrated the effectiveness of teaching moral philosophy and psychology in stimulating moral development. Although immediate change in moral reasoning did not occur, when tested a year later, the experimental group had advanced a full stage on the Kohlberg scale (See Appendix B). The control group did not change significantly. A book, Ethics - An introduction, by Clive Beck, designed for use with high school students, is helpful in presenting a variety of philosophical positions. Our purpose was to encourage adolescents to systematically reexamine their own reasoning in relation to discussions of these theories.

The fourth phase of the seminar consisted of a field placement. Members of the seminar were given the opportunity to lead moral discussions with elementary children. Students were encouraged to work in pairs. This arrangement seemed to provide natural support structure for the adolescent. Each group was supervised by the classroom teacher, guidance counselor, and seminar instructor when possible. Debriefing sessions were arranged for each group to review the presentations, provide feedback, and select appropriate curriculum materials. A series of commercially packaged sound filmstrips depicting moral dilemmas, called "First Things: Values," by Guidance Associates, seemed to work very well as a stimulus for discussions. Several students developed their own discussions by utilizing issues raised spontaneously in games, classroom activities, etc. Videotapes of students presenting dilemmas were used as instructional aids for participants in the seminar.

Without exception, high school students reported that field work was stimulating and very rewarding. Elementary teachers enjoyed having the high school students in their classrooms and in fact integrated their presentations into weekly lesson plans. It is evident that adolescents are capable of doing excellent quality work as moral educators.

APPENDIX A

## DEFINITION OF MORAL STAGES

Kohlberg (1969), in studying the development of moral judgment both in longitudinal and cross-cultural research, found six stages of moral reasoning, each derived from the analysis of responses to ten hypothetical moral dilemmas. Each stage is characterized by a distinct method conceptualizing moral issues. These six stages comprise three levels:

### I. Preconventional Level

At this level the child is responsible to cultural rules and labels of good and bad, right and wrong, but interprets these labels in terms of either the physical or the hedonistic consequences of action (punishment, reward, exchange of favors) or in terms of the physical power of those who enunciate the rules and labels. The level is divided into the following two stages:

Stage One: The punishment and obedience orientation. The physical consequences of action determine its goodness or badness regardless of the human meaning or value of these consequences. Avoidance of punishment and unquestioning deference to power are valued in their own right, not in terms of respect for an underlying moral order supported by punishment and authority (the latter being Stage Four).

Stage Two: The instrumental relativist orientation. Right action consists of that which instrumentally satisfies one's own needs and occasionally the needs of others. Human relations are viewed in terms like those of the market place. Elements of fairness, of reciprocity and equal sharing are present, but they are always interpreted in a physical pragmatic way. Reciprocity is a matter of "you scratch my back and I'll scratch yours," not of loyality, gratitude, or justice.

### II. Conventional Level

At this level, maintaining the expectations of the individual's family, group, or nation is perceived as valuable in its own right, regardless of immediate and obvious consequences. The attitude is not only one of conformity to personal expectations and social order, but of loyalty to it, of actively maintaining, supporting, and justifying the order and of identifying with the persons or group involved in it. At this level, there are the following two stages:

Stage Three: The interpersonal concordance or "good boy-nice girl" orientation. Good behavior is that which pleases or helps others and is approved by them. There is much conformity to stereotypical images of what is majority or "natural" behavior. Behavior is frequently judged by intention - "he means well" becomes important for the first time. One earns approval by being "nice."

Stage Four: The "law and order" orientation. There is orientation toward authority, fixed rules, and the maintenance of the social order. Right behavior consists of doing one's duty, showing respect for authority, and maintaining the given social order for it's own sake.

III. Post-Conventional, Autonomous, or Principled Level

At this level, there is a clear effort to define moral values and principles which have validity and application apart from the authority of the groups or persons holding these principles and apart from the individual's own identification with these groups. This level again has two stages:

Stage Five: The social-contract legalistic orientation generally with utilitarian overtones. Right action tends to be defined in terms of general individual rights and in terms of standards which have been critically examined and agreed upon by the whole society. There is a clear awareness of the relativism of personal values and opinions and a corresponding emphasis upon procedural rules for reaching consensus. Aside from what is constitutionally and democratically agreed upon, the right is a matter of personal "values" and "opinion." The result is an emphasis upon the "legal point of view," but with an emphasis upon the possibility of changing law in terms of rational consideration of social utility (rather than freezing it in terms of Stage Four "law and order"). Outside the legal realm, free agreement and contract is the binding element of obligation. This is the "official" morality of the American government and Constitution.

Stage Six: The universal ethical principle orientation. Right is defined by the decision of conscience in accord with self-chosen ethical principles appealing to logical comprehensiveness, universality, and consistency. These principles are abstract and ethical (the Golden Rule, the categorical imperative); they are not concrete moral rules like the Ten Commandments. At heart, these are universal principles of justice, of the reciprocity and equality of the human beings as individual persons.

## Relations Between Piaget Logical Stages and Kohlberg Moral Stages

All relations are that attainment of the logical stages is necessary, but not sufficient, for attainment of the moral stage.

| Logical Stage | Moral Stage |
|---|---|
| Symbolic, intuitive thought | Stage 0: The good is what I want and like. |
| Concrete operations, Substage 1<br>Categorical classification | Stage 1: Punishment-obedience orientation. |
| Concrete operations, Substage 2<br>Reversible concrete thought | Stage 2: Instrumental hedonism and concrete reciprocity. |
| Formal operations, Substage 1<br>Relations involving the inverse of the reciprocal | Stage 3: Orientation to interpersonal relations of mutuality. |
| Formal operations, Substage 2 | Stage 4: Maintenance of social order, fixed rules, and authority. |
| Formal operations, Substage 3 | Stage 5A: Social contract, utilitarian law-making perspective.<br>Stage 5B: Higher law and conscience orientation.<br>Stage 6: Universal ethical principle orientation. |

Extensive empirical data collected by Kohlberg during the past twenty years suggest that the moral stages in fact satisfy essential requirements of structural stages in the following ways (Kohlberg and Turiel, 1973):

1. They are qualitatively different modes of thought rather than increased knowledge of or internalization of adult moral beliefs and standards.

2. They form an invariant order or sequence of development. Data collected during a fifteen year longitudinal study of fifty American males in the age periods 10-15 and 25-30 demonstrate that movement is always forward and always step by step.

3. The stages form a clustered whole. There is a general factor of moral stage cross cutting all dilemmas, verbal or behavioral, with which an individual is confronted.

4. The stages are hierarchical integrations. Subjects comprehend all stages below their own and not more than one stage about their own. They prefer the highest stage that they understand.

Kohlberg's analysis of cross cultural studies suggests that approximately 80 percent of the subjects tested never achieve the autonomous level of moral reasoning. There appears to be at least two fundamental reasons to explain this situation. First, there is evidence emerging from the work done by Dulit in which cognitive exercises originally designed by Piaget were duplicated with 14-year-old American youth (Dulit). The results seemed to empirically confirm that none of the subjects in the 14-year-old group functioned fully at the formal operations level only 20-35 percent of the average older adolescents in this study functioned at the level of formal operations and similar results were produced by the adult population. Inhelder and Piaget consider that beyond some minimum age due to neurophysiological development, it is social attitudes and exchanges, cultural conditions, and the effects of schooling which determine the age of the onset of formal thought (Lovell, 1971). It appears that when left to change, optimal development of cognitive functioning and the parallel potential for commensurate moral development, simply may not occur. The second reason is that two critical periods or transitions must occur for an individual to reach Kohlberg's highest stages. The first period is age 10-13 when the transition from preconventional to conventional moral reasoning is most likely to occur. Research indicates that people who do not achieve conventional moral thinking by age 13 probably will not achieve postconventional thinking in adulthood. The second transition occurs between ages 15-19 (Mosher and Sullivan, 1974). Postconventional or principled reasoning is born during this phase. Longitudinal studies indicate that the most frequent pattern of development after high school is a stabilization of conventional morality (Kohlberg and Kramer, 1969). Consequently, if the person does not use principled reasoning at least 20 percent during this time, they are unlikely to achieve postconventional reasoning in adulthood.

This information has profound implications for individuals connected with the development of moral education programs for adolescents and young adults. The child needs to develop fully at each moral stage without becoming fixated at that stage. The aim of moral education programs, therefore, is not an unusual acceleration of development, but the eventual adult attainment of the highest stage. If the child doesn't explore the limits of concrete logical reasoning they may not see the desirability of formal operations thinking as a more encompassing method of solving unexplainable problems. Similarly, a child must resolve moral conflicts using the current stage of reasoning until a complete understanding of that stage of reasoning is established. In this way the child learns the limitations of lower stage reasoning in resolving conflicts and is more receptive to exploring the next highest stage.

APPENDIX B

MORAL JUDGMENT INTERVIEW

Form A

Story III. In Europe, a woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to make. He paid $200.00 for the radium and charged $2,000.00 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about $1,000.00 which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and broke into the man's store to steal the drug for his wife.

1. Should Heinz steal the drug? Why?

2. Which is worse, letting someone die or stealing? Why?

2.a What does "the value of life" mean to you? Why?

3. Is there a good reason for a husband to steal if he doesn't love his wife?

4. Would it be as right to steal it for a stranger as his wife? Why?

5. Suppose he was stealing it for a pet he loved dearly. Would it be right to steal for the pet? Why?

6. Heinz steals the drug and is caught. Should the judge sentence him or should he let him go free? Why?

7. The judge thinks of letting him go free. What would be his reasons for doing so?

8. Thinking in terms of society, what would be the best reasons for the judge to give him some sentence?

9. Thinking in terms of society, what would be the best reasons for the judge to not give him some sentence?

Story I. Joe is a fourteen-year-old boy who wanted to go to camp very much. His father promised him he could go if he saved up the money for it himself. So Joe worked hard at his paper route and saved up the $40.00 it cost to go to camp and a little more besides. But just before camp was going to start, his father changed his mind. Some of his friends decided to go on a special fishing trip, and Joe's father was short of the money it would cost. So he told Joe to give him the money he had saved from the paper route. Joe didn't want to give up going to camp, so he thought of refusing to give his father the money.

1. Should Joe refuse to give his father the money? Why?

2. Is there any way in which the father has a right to tell the son to give him the money? Why?

3. What is the most important thing a good father should recognize in his relation to his son? Why that?

4. What is the most important thing a good son should recognize in his relation to his father? Why that?

5. Why should a promise be kept?

6. What makes a person feel bad if a promise is broken?

7. Why is it important to keep a promise to someone you don't know well or are not close to?

Story VII. Two young men, brothers, had gotten into serious trouble. They were secretly leaving town in a hurry and needed money. Karl, the older one, broke into a store and stole $500.00. Bob, the younger one, went to a retired old man who was known to help people in town. Bob told the man that he was very sick and he needed $500.00 to pay for the operation. Really he wasn't sick at all, and he had no intention of paying the man back. Although the man didn't know Bob very well, he loaned him the money. So Bob and Karl skipped town, each with $500.00.

1. Which would be worse, stealing like Karl or cheating like Bob? Why?

2. Suppose Bob had gotten the loan from a bank with no intention of paying it back. Is borrowing from the bank or the old man worse? Why?

3. What do you feel is the worst thing about cheating the old man?

4. Why shouldn't someone steal from a store?

5. What is the value or importance of property rights?

6. Which would be worse in terms of society's welfare, cheating like Bob or stealing like Karl? Why?

7. Would your conscience feel worse if you cheated like Bob or stole like Karl? Why?

8. What do people mean by conscience? What do you think of as your conscience and what does it do?

8.a What or who tells you what is right or wrong?

9. Is there anything about your sense of conscience which is special or different from that of most people? What?

10. How do people get their consciences? (How did you get or develop a conscience?)

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## AUDIOVISUAL MATERIALS

### Elementary Level

1. First Things: Values - Guidance Associates, Pleasantville, New York, 1972.

Each sound filmstrip in the series presents moral conflicts or dilemmas, carefully organized around the basic concepts of truth, promises, fairness, rules, and property rights. The following filmstrips are included in this series:

"The Trouble with Truth"
"What Do You Do About Rules"
"A Strategy for Teaching Values"
"You Promised"
"But It Isn't Yours"

2. Woodruff, Moore, Ealing Loops, Ealing Corp., Cambridge, Massachusetts.

This series of film loops presents a moral dilemma and three alternative solutions. They are recommended for "use with upper elementary and junior high school students."

"Cashier's Mistake"
"Lost Baseball"
"The Thief"
"Ganging Up!"
"Spray Paint"
"The Cheat"
"The Damaged Book"

### High School Level

1. Searching for Values: A Film Anthology, Learning Corporation of America.

This series of films provides students with a values clarification-moral dilemma that is personal, provocative and keyed to contemporary life. Each film was specially edited from a Columbia Pictures feature motion picture. The movies may be ordered from the Abraham Krasker Memorial Film Library, Boston University, School of Education, 765 Commonwealth Avenue, Boston, Mass. 02215. Telephone (617) 353-3272. Rental fee: under $8.50.

"My Country Right or Wrong?"
"The Right to Live: Who Decides?"

"Trouble with the Law"
"Violence: Just for Fun"
"When Parents Grow Old"
"Whether to Tell the Truth"

2. "The Andersonville Trial"

3. "The Godfather"

4. "Serpico"

5. "Obedience"

6. "Moral Reasoning"

# GUIDANCE COUNSELORS NEVER DIE: THEY BECOME DEVELOPMENTAL EDUCATORS

A Reaction By

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## Introduction

I want to make two general contributions to this afternoon's presentations. The first is to suggest that we have heard reports of promising educational practices in search of a unifying theory. I believe the unifying theory lies in John Dewey's idea that human development is the proper aim of education and in the work of the developmental psychologists - e.g. Piaget, Kohlberg and Loevinger - who offer educators relatively clear blueprints of what people are like at various stages in their lives and what it is that stimulates their intellectual, moral and personal-social growth. Second, I will argue that you should let your colleagues marry a developmental educator. A bit less whimsically, I will review why I think guidance and school counseling should follow the lead of Brookline and move from the little white clinic and ad hominem services into the curriculum and teaching - more particularly into programs of developmental education.

## The Theory Underlying Developmental Education

My first general point is that the courses described today can best be understood theoretically as efforts, through education, to help children and adolescents develop morally, personally and socially. The fact that some of what has been described (e.g. Magic Circle, Values Clarification) is essentially atheoretical while other courses (e.g. The Psychology of Moral Development) are "true gospel," i.e. based on Kohlberg's cognitive developmental theory, is symptomatic but not the essential issue. People have talked funny here. Terms like Magic Circle, DUSO, Values Clarification, Moral Education, cognitive developmental, Kohlberg, Psychological Education are very hip. They signify a re-orientation in guidance. But what is it that unifies this traveling revival show from Brookline? I believe that the promise and eventual coherence of these prototype courses is that they represent attempts to go back to John Dewey's basic idea that the purpose of education is to stimulate individual development and that some of them, at least, draw upon profoundly significant current findings in developmental psychology about what it is that causes people to develop. So the central unifying idea is that the purpose of educating children and adolescents is to stimulate their cognitive or intellectual growth, moral sensibilities and reasoning, social development, ego development, vocational skills, aesthetic development and physical maturation. The educator's task is to discern and provide those systematic experiences or stimuli which give the person the greatest opportunity to grow on all of these dimensions in interaction with his environment. This is a conception of

education as old or as "progressive" as John Dewey (1895): "To the educator, therefore, the only solid ground of assurance that he is not setting up impossible or artificial aims . . . is a clear and definite knowledge of the normal end and the normal forms of mental action (i.e. the characteristic ways individuals think and how these develop over time). To know these things is to be a true psychologist. . . and to have the essential qualifications of the true educationist." The thesis for developmental education has recently been re-stated by Kohlberg and Mayer (1972): "The stream of educational ideology which is still best termed "progressive" following Dewey . . . holds that education should nourish the child's natural interaction with a developing society or environment . . . development (is) a progression through invarient ordered sequential steps. The educational goal is the eventual attainment of a higher level or stage of development in adulthood, not merely the healthy functioning of the child at a present level . . . This aim requires an educational environment that actively stimulates development through the presentation of resolvable but genuine problems or conflicts. For progressives, the organizing and developing force in the child's experience is the child's active thinking and thinking is stimulated by the problematic, by cognitive conflict. Educational experience makes the child think - think in ways which organize both cognition and emotion. The acquisition of 'knowledge' is an active change in patterns of thinking brought about by experiential problem-solving situations. Similarly . . . the progressive sees the acquisition of morality as an active change in patterns of response to problematic social situations rather than the learning of culturally accepted rules."

Lawrence Cremin has said that guidance is the most characteristic child of the progressive movement in American education. I believe that a new Progressivism, a renewed emphasis, substance and rigor for developmental education, may be the most characteristic child of the guidance movement and I think we see that toddler in today's presentations. At the risk of sounding like a broken record, the essential idea unifying what the Brookline faculty has described is Dewey's conception that the purpose of education is to help all people grow by providing systematic experiences that support and stimulate their intellectual ethical social and psychological development.

My second general observation about the theory pre-requisite to understand and validate today's presentation is that we now know a great deal about how and why people develop cognitively, morally and in the personal-social domain that was not known by Dewey or the progressive education movement. And we know more because of a generation of research in developmental psychology which has been done since Dewey's time. Let me illustrate by reference to that holiest of holies in the mission of the schools i.e. teaching kids to think. Harvard University awarded Jean Piaget an honorary doctorate in 1936. But it is only in the last five to ten years in this country that the seismic implications for education of the accumulating knowledge about how and under what conditions human beings develop, cognitively, have begun to register on school men (or persons). For example, early adolescence is a time when change occurs in the way in which we think commensurate in significance with the young child's learning to talk. I refer, of course, to the shift from what Piaget calls "concrete operations," i.e. thinking which is anchored in and limited by reality as the child experiences it to "formal operations" or abstract thinking, to thinking which builds on thinking. The intellectual capacity to deal with abstract ideas, relationships, symbols, problems and reasoning - things that never were and never will be concrete - is critically essential to success in much of the high school's program. Yet we teach curricula which fly in the face of the fact that many kids are simply unable to deal with the implicit intellectual demand.

Nor have we attempted to establish whether our ways of educating adolescents in fact contribute anything to this critical increment in human intelligence. Indeed, I suspect a careful study, against Piagetian developmental measures, of the claims of the traditional subject areas in the high school relative to teaching kids to think would produce explosive findings. My hunch is that we teach teenagers new content but not new ways of thinking, i.e. we teach them answers, albeit conventional, sophisticated or useful answers rather than to think about and act on problems. The essential point is that developmental psychology calls into question the cognitive fit of much of our present curricular material and ways of teaching to adolescents while at the same time establishing that this is a prime time for education. The issues in this paradox are: When does the individual adolescent make this transition to rational and abstract thought? What are the kinds of intellectual and educational experiences that may contribute to this development? What are the implications for education that the bottle for any given class of adolescents can be both half-full and half-empty cognitively? (i.e. Dulit estimates that only one-third to one-half of American adolescents and adults achieve fully this capacity for formal thought).

From the research of Piaget and particularly Kohlberg, we also know that children and adolescents experience significant change or transformation in their moral point of view. Kohlberg's finding that people progress through predictable and characteristic stages in their moral reasoning is data of great importance to programs in value education such as those described today. For example, we know in terms of moral development that sixth and seventh graders are at a critical transition point. More specifically, their moral reasoning will tend to reflect either Kohlberg's Stage 2: in which what is right is what satisfies one's own needs or self-interest, where consideration of others is essentially instrumental or manipulative: i.e. "You scratch my back and I'll scratch yours" or the junior high school student may think more at Kohlberg's Stage 3. Often characterized as a "good boy, good girl" phase, the adolescent's orientation here is to social approval - to pleasing and helping others. The individual conforms to the stereotypes judged good or right by the majority (his friends or his family, for example).

For the high school student consolidating conventional moral reasoning, idealism is strong. Ritual disagreements with authorities (e.g. parents or teachers) and an idolatry of unconventional flora (grass) and fauna (what adult can dig Elton John's costumes?) mask this profound adolescent movement toward the social and moral conventions of the peer group, the family, church and the state. The moral and social perspective which gradually replaces the stage 2 child's "Me Firstism" is an enlarging recognition of the rights, needs and feelings of other people - typically beginning with those closest to the teenager - i.e. friends and family. There can be genuine concern, too, for others in the family of man. How else explain the idealism of 25 mile walkathons for victims of muscular dystrophy or fasts for African famine relief?

Kohlberg's theoretical contributions thus offer the educator a relatively clear blueprint for moral development. That is, we know the characteristic stages of the child's and the adolescent's moral thinking, its progression and some of the experiences which are critical to its stimulation. Space and time limitations preclude a review of analogons theory about social and ego development available in the work of Loevinger, Selman and others. While the major educational and curricular applications of these theories remains to be done, I believe that the theoretical understanding of moral and ego development now usable allows that practical work to go forward with dispatch and promise.

Practitioners, such as the Brookline faculty members presenting here, can build on this base of information about what is happening to kids at various stages of development, of how they characteristically think about academic problems or moral issues, of what pre-occupies them personally and socially and, in particular, what kinds of experience may help them develop. This theory is far from complete but to create courses or curricula which ignore it is a mistake. Finally, this steadily increasing body of knowledge about the stage, sequence and causes of individual development, tied to Dewey's philosophical case for development as the essential aim of education, offers in my opinion, the most comprehensive and powerful conceptual framework and rationale for the kinds of educational experiences described today.

## Developmental Education and Guidance

Now let me turn to why I think guidance and school counselors should follow the lead of our presenters and move out of their offices into the educational mainstream of the school - i.e. the curriculum and teaching - where all of the students and the action are. I think counselors need to do that to escape from the labyrinth of performing low-order administrative tasks (e.g. making schedule changes, arranging for college or job interviews), of spending 75 per cent of their time with 15 per cent of the kids in schools, of adjusting students to the rules and norms of the institution - in short, of working primarily for the school's administration instead of their professed clients - the students. Maybe guidance counselors will dispute that this is what they do or rationalize why it must be so. But I suspect that there are more positive objectives for their work on which we could agree.

For some time, I have argued that a basic need in guidance and counseling is for theory, practices and commitment which will enable the field to move beyond a primary concern with the treatment or the rehabilitation of atypical individuals or subpopulations (e.g. underachievers, the emotionally disturbed child, drug dependent adolescents, or more prosaically, the many students who simply want to change their schedule). Counseling's special concern, I have asserted, is the positive development of the ego, the values, the social and vocational capability of every person. Obviously, these are major and crucial aspects of human development. They are the dimensions which historically have concerned and at least implicitly unified the fields of counseling, guidance and school psychology. Thus I am both reasserting and reformulating generic objectives in arguing that the stimulation of identity, ethical, social and vocational development for all is the basic justification for the professional specialty of guidance and counseling.

I believe further that guidance should provide leadership in educational and psychological programs to stimulate human development on these dimensions. Today's presentations are substantial and heartening evidence that this is happening. Counselors, as I see it, will work where crucial educational effects on ego, emotional and moral development occur: in schools, with students and teachers; in the community, with parents; in organizations, with staff. Functionally, this means the counselor must have the ability to analyze, prescribe and to act for personal development on individual,

organizational and community levels. He will co-operate with clients and others in bringing about changes in individuals and in the organizations or social systems which affect their growth.

It is essential to be specific about the means by which the counselor is to accomplish these very ambitious objectives. Obviously, it is presumptuous to suggest that counselors can realize these aims by themselves. But I do envision a counselor who knows more, can do more and has different commitments than at present. To understand the argument for different counselor commitments and competencies the reader should first understand my underlying assumptions: That counseling must be committed to education rather than to treatment only, to "primary" as well as secondary prevention, to all children rather than the atypical, to concern with the system (e.g. the family, the school) which affects the individual's growth and behavior and to stimulating the individual's development rather than acting as the school's registrar or treating psychopathology.

A social studies department chairman recently said about the interest of counselors in a moral education workshop: "The counselors are trying to get back into the school." While his comment was not entirely flattering, he stated a considerable part of the central argument of this program. I too, believe that counselors must get back into the school, more particularly into the curriculum and teaching. Survival or significance as an occupational group probably depends on their so doing. But there are more noble reasons than keeping one's job for so doing. And Willie Sutton still makes the best statement of the fundamental raison d'etre. The famous Boston Brinks Armored car bandit, when asked why he robbed banks, replied very matter-of-factly, "Because that's where the money is." At the risk of repetition, the curriculum and teaching, the classroom, is where all students and much of their learning is to be found. So let's stipulate my belief that if counselors are to get back into schooling that curriculum and teaching is the place for them to have their maximum impact.

But is there any room in the inn? At first glance things look pretty crowded. English teachers seek more time, courses and effect on children's reading, literacy and language skills. Social studies curricula increasingly include courses in areas such as psychology, moral reasoning, women's development, etc. Teachers really struggle very hard to offer students more and better education. Practically speaking, however, there is some room in the inn. Counselors, with a background in psychology and human development can make a logical case for a voice in, if not control of, the emerging high school curriculum area of psychology. Some social studies and English teachers, at least, are open to sharing or co-teaching classes with counselors. In many schools, independent studies programs are available to students and staff. Time is often scheduled for group guidance - whatever that is. In elementary and junior high school, counselors have access to the health and social studies curricula as well as to teachers who are ideologically sympathetic to concern for the whole child's development. If counselors choose to teach, a way can be found for them to do so. What may be harder is to free significant blocks of their time for instruction. Indeed, the change I advocate for counselors will require them to allocate their time differently than at present. Roger Aubrey has elaborated this very important consequence of a program approach. But I assume that were there is a will there is a way into the classroom.

The question of what counselors are to teach to further the new day is one which has been addressed in this program. The argument here is fairly straightforward. If counselors are to get back into the school then their teaching should have to do with personal development, values education/moral reasoning, social development and with vocational education. Clearly these aspects of growing up are paid less attention in schooling than is the stimulation of the child's intellectual development. Yet few educators would argue against their inclusion in making the child's education whole. In short, there is a real need to help kids grow in these dimensions and a genuine opportunity for counselors and psychologists to contribute to this kind of education. As yet, there are not many ready made curricula or programs on which the counselor can reply. Today's program makes it clear that such curricula are coming rather rapidly. I believe, too, that counselors and teachers can create their own materials of instruction. And because this process can contribute to the professional renewal of the counselor or teacher, I hope people won't wait for Guidance Associates or Brookline to do it for them. But we are all indebted to Alexander, DiStefano, Gracia, King, Sydney, Aubrey and McKenzie for showing us the vision, the will and some of the ways to progress.