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ABSTRACT

The purpose of this practicum was to make secondary school teachers more aware of their own behavior with children as individuals and to bring about change in a direction perceived by teachers, students, and the practicum designer to be positive rather than negative. One hundred twenty grade 7 students were selected to make up the Mentor Program group (experimental) and 120 grade 7 students were identified as the Comparative group (control). The Mentor Program children were involved with faculty Mentors during the school year. The Comparative group received no special kind of treatment. Throughout the school year the Mentors and children met as individual and group needs dictated. Each of the 240 students was administered the Student Attitudinal Instruments in the fall (pretest) and spring (posttest). The responses were then analyzed. The Mentors monitored their own behavior for negative acts. Questionnaires were also developed for the student and faculty groups, and the responses were analyzed. The investigations showed that the teacher group involved in the program improved their classroom behavior and that the child's perception of the teacher also improved. (RC)

THE "MENTOR" AND CHILD-AGENTS OF RECIPROCAL CHANGE

by Leonard Smith

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

Old Westbury, New York Cluster
Dr. John Berrum, Coordinator

Maxi II Practicum
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INTRODUCTION

In light of a decreasing student population in the Plainview-Old Bethpage Central School District and concern for a proper utilization of existing schools which would reflect the educational needs of children, the Board of Education approved a reorganization plan which will change the Howard B. Mattlin Junior High School, Plainview, New York, into a middle school (grades 5-8) in September, 1978.

The need for secondary school teachers, who would soon be joining their elementary school counterparts to become more child-centered, was self-evident. Thus, an important thrust during the "days of change" which lie ahead would be the need for a program which would increase self-awareness and focus upon the adult's humanistic interactions with children.

The Maxi II practicum designer developed a program whose scope touches upon several highlight activities, all with a commonality of purpose, namely, to make teachers more aware of their behavior with children and, at the same

time, to have children improve their perceptions of the teacher in humanistic terms. The "Mentor-Child Program" was designed to serve as the vehicle for achieving these goals.

The first aspect of the practicum concerns itself with a background of the school district community itself, thus allowing the reader to become more familiar with the dynamics of the geographical area. An understanding of this serves to introduce the reason for and the purpose of the undertaking.

The second aspect refers to a review of the literature, awareness of which would enable the reader to gain a broadened view of programs and projects of a same or similar nature from a national perspective.

Following this, discussion centers on the procedures used for the identification of both student and faculty groups selected for participation in the program. This is referred to as PHASE ONE.

PHASE TWO turns its attention to the dynamics involved in the monitoring of interactions between teacher and child

participants. A description of record keeping procedures and an analysis of the monitoring activity are included.

PHASE THREE focuses upon the development of a student attitudinal instrument which would be used to determine whether there was significant growth in the children of the program as it refers to their pre- and post-attitudinal views of teachers. Similarly, the instrument was used to measure the attitudinal views of a control group of children who did not participate in the program.

PHASE FOUR of the practicum effort focuses upon the dynamics associated with the program teacher's monitoring of his own classroom behavior. The development of the instrument used, as well as an analysis of the individual participant's pre and post program frequency of reported negativism, is offered. In addition, supplemental investigations made, which help to validate this aspect of the undertaking, are noted.

PHASE FIVE concerns itself with the state furded Human Relations Program experienced by the grade level children along with program participants and other volunteer faculty members. It describes the human dynamics used to improve upon the much needed "bridge of

communication" between adult and child. Evaluations of the program, from both the adult's and child's perspective, are incorporated into the body of the report on this Phase.

PHASE SIX describes the ongoing monthly professional meetings held for program teachers with specialists in the field of human dynamics. The utilization of building and district staff, authorities in their own right for the sharing of knowledge and insights as to person-to-person interactions, was a most important aspect of the total undertaking.

Lastly, an evaluation from the perspectives of teacher and child participants, as well as the practicum designer, helps to bring all activities associated with the program into a proper focus.

In its totality, the "Mentor-Child Program" affords multi-faceted thrusts into an area in which the teacher and child serve as agents of reciprocal change.

THE "MENTOR" AND CHILD-AGENTS OF RECIPROCAL CHANGE

Leonard Smith[1]

[1]Assistant Principal, Howard B. Mattlin Junior High School, Plainview, New York, 1,400 pupils, junior high.

BACKGROUND FOR THE MAXI II PRACTICUM

I. Changing Student Population

Because of a declining student enrollment, the Board of Education of the Plainview-Old Bethpage Central School District, Plainview, New York approved a five year re-organization plan at a special meeting held on March 11, 1974.

A resolution, unanimously adopted, set the long range educational plan for district organization on a K-4; 5-8; 9-12 grade level pattern, to be fully implemented during the 1978-1979 school year. At present, the organizational pattern calls for a K-6; 7-9; 10-12 grade level distribution.

Between that March 11 date and September, 1978, four of the district elementary schools would be closed, and the two junior high schools would be transformed into grades 5-8 middle schools. The two district senior high schools would become four-year high schools.

The need for such a move is due to the result of a shift in student population from a high of 12,000 in 1966

to the current population of 9,800 and the anticipated total of 6,900 in 1978. This projection being the result of a demographic study made previous to the Board of Education action.

Understanding that the soon to be created middle school would be composed of a blend of elementary and secondary teachers, the Assistant Superintendent of Schools for Instruction asked that the practicum designer develop a program which would help secondary school teachers, currently subject matter oriented, to become more sensitized to the needs of students on a person-to-person basis; thus becoming more "child" oriented. The need for such was rather obvious since grades 5 and 6 children (10-11 years of age) were to become a part of the building's student population.

Our experience has shown that, in a general sense, the secondary school teacher views himself as a "subject matter disseminator" with a role which addresses itself to scholarship rather than to meeting the humanistic needs of young children.

The need to have the secondary school teacher become more child-centered with a sharper focus upon meeting the

humanistic needs of young children has been recognized as being an important aspect of the district's reorganization program.

II. Practicum Objective

The Maxi II Practicum Objective is:

> To design and implement, for a group of selected teachers, a program of organized experiences which will make them more aware of their own behavior with children and bring about change in a direction perceived by the teachers themselves, students, and the practicum designer to be positive[2] rather than negative.

The term "Mentor"[3] will be used to identify those faculty members participating in the program.

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[2]Positive Change in Behavior: is defined as a reduction in the frequency of items which appear in the instrument entitled "Monitoring of Mentor Behavior," as well as a reduction in the frequency of disciplinary referrals made by "Mentors."

[3]"Mentor," Webster's New World Dictionary, 2nd ed., New York: The World Publishing Co., 1970. (Mentor is cited

III. The Plainview-Old Bethpage Community

A middle income suburban community, Plainview-Old Bethpage is located approximately thirty miles east of New York City. The population is composed of about 34,000 residents with many of the business and professional homeowners commuting to New York City for employment.

There is little industrialization within the school district boundaries; most of the revenue comes from taxes levied against the homeowner.

The community is, and has been, supportive of programs of educational excellence. The school district itself is the result of centralizing the Plainview and the Old Bethpage districts into one central amalgam.

During the time of greatest enrollment, there were nine elementary, two junior high, and two senior high schools. The reorganization pattern will call for four elementary, two middle, and two high schools.

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in quoted manner this time, hereinafter, quotation marks will be deleted.)

"Mentor" is described as "a wise, loyal advisor."

IV. The Howard B. Mattlin Junior High School

The school was named for a deceased former President of the Board of Education, having been, up to the time of his untimely death, a Professor of Education at New York University.

Opened:	December, 1963
Capacity:	2,200
Size:	207,755 square feet
Cost:	$3,880,388
Cost per square foot:	$18.68

"The Mattlin Junior High School,[4] in a project conducted by Systems Development Corporation and sponsored by the U.S. Office of Education, was named as one of 12 schools in the country that have 'most effectively implemented educational change.'"

The architectural solution places three houses around a central building that contains common academic and other facilities. Elevated bridges connect the elements and adjust differences in the site grade. The lavish use of courtyards carries out the vaguely Spanish

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[4]Judith Murphy, Middle Schools, New York: Educational Facilities Laboratories, June, 1965.

intent of the Perkins and Will design. Each house has a team teaching center, 20 classrooms which open off double-loaded corridors, and in each, a pair of classrooms on either side of the building can be thrown into one by means of operable panel-type walls.

It is a dramatic school which has kept abreast and attuned to the problems and opportunities of change.

V. Phases of the Maxi II Practicum

The following phases of the Maxi II Practicum serve as vehicles for effecting change in the teacher's relationship with students as children:

Phase I. Student Groups and Faculty Group Identifications

Phase II. The Monitoring of Mentor-Child Interactions

Phase III. The Student Attitudinal Instrument (Opinionnaire)

Phase IV. The Monitoring of Mentor Behavior

Phase V. The Human Relations Workshop Program

Phase VI. Mentor Professional Meetings

REVIEW OF THE LITERATURE

The Educational Resources Information Center (ERIC) system was used to search out similar work or research carried out elsewhere and documented. The search was done through the facility located in the Board of Co-operative Educational Services (BOCES) Center, Westbury, New York.

Search modes used:

00001--Human-Development Behavior--Development Behavior Change

00002--Middle Schools, Junior High Schools, Junior High School Students

00003--Combined modes 1 and 2

A number of reported programs instituted throughout the country which focus upon improved understanding between adults and children seem to have "use of drugs" serving as a motivational base for investigation and implementation.

A good deal of the reporting focuses upon "inner city," "nonwhites," "American Indian," and "Mexican"

youngsters. These children have been categorized, in a general sense, as disadvantaged adolescents.

It appears that there has not been as large a thrust made on the problems and need for improved humanistic teacher-child relations in white, middle class, suburban communities. These children suffer, in many ways, from similar conditions as their city-ethnic peer groups.

The ERIC search revealed little of an exact or similar nature as this Maxi II effort. However, there appears in the literature certain elements of individual reports which are associated with the Mentor/Child Program.

Christenson[5] describes a junior high school model schools project which focused upon getting to know students as human beings. He explains how the roles of the principal, the teacher, and the student have changed as a result of the new program. The special role of teacher counselors, who played a dramatic part in the program's offering, is also discussed.

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[5]George A. Christenson, "Trump's Model School--The Humane Junior High School," paper presented at the Minnesota School Facilities Council Symposium, 1 November 1972, Albany: Board of Cooperative Educational Services. EDO73532.

Stepanovich[6] discusses a reorganization plan by which one large 1,600 pupil junior high school is being divided into three "schools within a school." The reorganization is taking place with the hope that with three "little schools," a greater focus can be placed upon the individual. The role of the teacher, in terms of a more intensive relationship with students, is mentioned.

In one school district,[7] a three-part human relations unit deals with students becoming aware of the dignity of each individual. In turn, human dignity should imply to every citizen the worth of each individual--worth that exists because the individual exists and not because of his achievement. One objective is to have the student better understand and accept himself as an individual and member of a group.

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[6]Myles M. Stepanovich, "McKeesport Junior High School: School 'C'," Albany: Board of Cooperative Educational Services, 1971, p. 32. ED079808.

[7]Howard County Public Schools Curriculum Unit, "Middle School Human Relations," Clarksville, Md.: Howard County Board of Education, 1965, Albany: Board of Cooperative Educational Services. ED06115.

The purpose of one study reported by Fullerton[8] was to see if self-concept and school behavior of problem junior high school students could be changed by participation in a teacher-helper program in an elementary school. She mentioned that the self concept ratings of the experimental students significantly increased while control group members did not change. Neither group changed significantly in attendance or grade point average.

Barrick[9] reports on those behaviors relevant to friendship and how best to teach them while, at the same time, providing positive experiences for clients. His study results appear to support the feasibility of using a programmed procedure for learning interpersonal skills. He reports that subjective reactions by counselors and students were favorable.

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[8] Sally Fullerton, "Self-Concept Changes of Junior High School Students," Journal of Counseling Psychology, 20, September, 1973, 493-94. Albany: Board of Cooperative Educational Services. EJO 85710.

[9] James A. Barrick et al, "A Behavioral Approach to Lack of Friendships," School Counselor, 18, March, 1971, 260-64. Albany: Board of Cooperative Educational Services. EJO 34525.

In turn, Rueveni[10] discusses the use of sensitivity training sessions to successfully modify the classroom behavior of disruptive students.

One investigation, reported on by James,[11] attempted to determine whether pre-service teachers who had been trained through micro-teaching in the skill of using reinforcement could bring about any change in minority youngsters' attitudes about themselves and about school. Indications, based upon pre and post inventories administered to pupils, are that teachers who have been trained to use reinforcement may affect positive changes in their pupils' self-image. However, it may have a negative effect upon the pupils' attitude toward school.

One way to encourage and stimulate growth and renewal of the "human element" within the school environment

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[10]Uri Rueveni, "Using Sensitivity Training with Junior High School Students," Children, 18, March-April, 1971, 69-72.

[11]Margaret A. James, "The Effect of Reinforcement on the Self-Image and Attitude Toward School of Minority Youngsters," final report, Regional Research Program, National Center for Educational Research and Development, Washington, D.C., June, 1973, p. 23. Albany: Board of Cooperative Educational Services. ED078123.

is reported on by Prince.[12] Goal attainments such as shared decision-making and open communications are discussed in detail along with methods of developing them through activities such as role playing, simulation activities, and buzz groups.

Another report, eminating from the same source, is reflected on by Levy.[13] He discusses the effort in the Bell Junior High School to create a democratic environment. In the initial process of establishing goals, students and teachers were consulted about opportunities and changes needed. A process of continuing evaluation, both objective and subjective, provides important feedback on the entire effort.

One study found no significant difference in student achievement as a result of change in identified teacher behaviors in an American History course.

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[12]Gerald Prince et al., "Toward the Human Element: Beginning Handbook for Change," Vol. I, Golden, Colo.: Bell Junior High School, 1972, p. 159. Albany: Board of Cooperative Educational Services. ED069576.

[13]Tedd Levy, et al., "Profiles of Promise," 1, Washington, D.C.: National Center for Educational Communication, 1972, p. 4. Albany: Board of Cooperative Educational Services. ED065406.

Widell[14] reports that behavioral change was effected through the use of a microteaching Teach-Reteach cycle with feedback from videotapes, results of Flanders Interaction Analysis, and a supervisor. One class of 28 students was used for the experiment. A table of random numbers was utilized in dividing the class into two teach and two reteach groups. No significant differences were found in test results between the teach and reteach groups.

Lightfoot[15] reports on the view that mental health in education is conceptualized from an ecological point of view. In this framework, the school as an institution must not limit its attention to what it has traditionally viewed as its own particular area of subject matter responsibility. Rather, it must perceive its responsibility as relating to the whole of human experience. A prepared curriculum provides a situation in which teachers

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[14]Waldo R. Widell et al., "The Study of Student Achievement as a Result of Modification of Certain Identifiable Teacher Behaviors," Consortium of Research Development, Wisconsin State University, LaCrosse, Wisconsin, June, 1969, p. 27. Albany: Board of Cooperative Educational Services. ED053062.

[15]Jean H. Lightfoot, "Multi-Ethnic Literature in the High School: A Mental Health Tool," Center for Studies of Child and Family Mental Health, National Institute of Mental Health, Rockville, Maryland, 1973, p. 49. Albany: Board of Cooperative Educational Services. ED084323.

and students can review and reflect upon the value system inherent in the life-style of each person.

The Milwaukee Public Schools[16] recently developed a curriculum guide for seventh graders which is designed to help students better understand themselves by examining the physical and social aspects of the world. Emphasis is placed upon gaining insight into what it means to be a human being, and further, understanding the similarities and differences among cultural groups in an effort to improve human relations.

Hall[17] comments upon disputing and talking out behaviors of individual pupils and entire classroom groups from white middle class areas and all Black disadvantaged areas. The range was from grade one to the junior high school level. The classroom teacher in each case acted

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[16]Milwaukee Public Schools, Wisconsin Division of Curriculum and Instruction, "The American: His Heritage, Rights, Responsibilities," I, School Media Center, Milwaukee Wisconsin, 1971, p. 196. Albany: Board of Cooperative Educational Services. ED070701

[17]R. Vance Hall and others, "Modification of Disputing and Talking Out Behaviors with the Teacher as Observer and Experimenter," paper presented at the Bureau of Child Research, University of Kansas, Lawrence, Kansas, March, 1970, p. 24. Albany: Board of Cooperative Educational Services. ED039298.

as the experimenter and primary observer. Various means of recording behaviors were used and the reliability of observation was checked by an outside observer. The experiments demonstrated that teachers in a variety of classroom settings could obtain reliable observational records and carry out experimental manipulations successfully using resources available in most schools.

PHASE I: STUDENT GROUPS AND FACULTY GROUP IDENTIFICATIONS

I. Initial Task

An initial task of the program was to select a total of 240 incoming grade seven youngsters on a random and independently selected basis. One hundred twenty of these youngsters would make up the Mentor Program group (experimental) and 120 would be identified as a "Comparative" group (control).

The Mentor Program children would, in turn, be involved with faculty Mentors during the school year. The Comparative group children would receive no special kind of treatment other than those activities which are a part of the regular school program.

II. Procedure for Student Selections

Alphabetic Grade Listing

Beginning with the name of the first child in the alphabetic listing of incoming grade seven students and proceeding to the last name, each child was assigned an identification numeral (1-370, inclusive).

Random and Independent Selection

A table[18] of random numbers was used to insure the random and independent selection of children from the alphabetic listing. Inasmuch as each numeral "pulled" was returned to the "pile" to insure each youngster having an equal chance for selection (1:370), it took, coincidentally enough, 370 passes before a total of 240 were obtained.

Student Group Placement

1. The first such numbered child and every other one thereafter was identified as being in the Mentor Program group. The remaining children were, summarily, identified as being in the "Comparative" group. This arrangment afforded a simpler kind of linkage between the students' counselors and Mentors.

Since counselor responsibilities were for alphabetic segments of the total grade level student population, i.e., A-D, E-J, K-O, P-S, T-Z, it would enable all counselors to have a representative number of their counselees in the Mentor Program. Thus, a Mentor would

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[18]Allen L. Edwards, Experimental Design in Psychological Research, 3d ed.; New York: Holt, Rinehart and Winston, Inc., 1968, pp. 390-94.

not have to see five counselors for information or insights concerning children he was working with. At most, it would be two counselors. In turn, a counselor would not have to seek out 12 Mentors; two or three contacts would suffice.

2. The 12 faculty Mentors received listings of those children assigned to them. This was done by having each Mentor draw a numeral (1-12, inclusive) from a box. The numeral drawn would represent his position in the listing when groups of students were assigned.

In some instances, not by design, a Mentor served in the role of homeroom teacher as well. They also served in many instances as the child's subject teacher.

To provide for good communication, each listing of student names received by the Mentor included the child's homeroom number, homeroom teacher's name, homeroom intercom telephone number, and the name of the guidance counselor.

3. The ratio of Mentor to children in a group was 1:10.

III. Faculty Group Selection

Rationale for Seeking Volunteers

In this, the first year of the Mentor-Child Program, to approach a teacher who is known as being rigid or less able to relate to children on a humanistic level to become a participant, might be viewed negatively by that person.

It would seem that possible resentment might tend to destroy hope for positive involvement and self-growth. However, if that person viewed the Program from "afar" during the first year and received positive feedback from those faculty members involved, he would not feel threatened when asked to participate during the second, third, or fourth year of the Program.

It is hoped that he would then view his participation as being one in which all the faculty is involved. He would not feel that he had been singled out for a special kind of training or treatment required only of himself.

This rationale was built into the overall strategy for Mentor participant selection.

Seeking out Volunteer Faculty Members

Being mindful of the rationale for faculty member selection, a number of teachers were approached by the designer on an individual basis in late May, 1974.

The concept and thoughts associated with a program of this kind were explored in some depth. Indeed, the designer was seeking professional staff members who would be willing to give of their time and effort to be involved with children on a level above and beyond "the call to duty" during the school day.

It was gratifying to find those 12, and even more so, when others approached the designer after hearing about the Program from those in the selected group. These persons understood that the opportunity to participate would present itself within the next several years.

PHASE II: THE MONITORING OF MENTOR-CHILD INTERACTIONS

I. Meeting Times

Throughout the school year, Mentors and children met as individual or group needs dictated. Meeting times were left to the individuals themselves. In this regard, the "chemistry" between Mentor and child, as well as the small group itself, determined the need for informal or casual meetings as compared with those formally agreed upon.

This component of the Program was intentionally left "open" for increased flexibility among all persons concerned.

II. Record Keeping

At the onset of each month starting in October, 1974, each Mentor was presented with a "Mentor/Child Program Interactions" sheet, Appendix A, p. 143. Although interactions will continue through June, 1975, the record keeping procedure is reported on through March, 1975.

The Interaction sheet was designed specifically for a Mentor and his group, with the name of the Mentor, group number, names of children, and homeroom locations appearing on each.

Symbols for a Mentor instituted interaction (✓) and a child instituted interaction (O) were to be used for analysis purposes. Furthermore, space was provided for notations to be used as the Mentor saw fit.

III. Analysis of Information Derived from Interaction Sheets

Mentor Notations

Notations from Mentors referred to their ongoing interactions with children; these revealed a variety of reasons for the adult and child to come together. They included:

Having lunch together

Subject matter difficulties

Review of a child's academic progress report

Exchange of pleasantries

Peer difficulties

After school social interactions

However, there was no identifiable pattern or "matters of priority" coming out of the reporting procedure conducted during that six month period.

Interaction Tabulations and Review of Data

The data collected from the monthly Interaction sheets, kept by Mentor participants during the October, 1974-March, 1975, time period, are presented in Table 1.

TABLE 1

Monthly Totals of Mentor-Child Interactions (October, 1974-March, 1975)

Month	Interactions Instituted by		Total Number of Interactions
	Mentors	Children	
October	167	56	223
November	111	85	196
December	30	67	147*
January	150	70	220
February	135	91	226
March	63	59	122*

Note: *Months comprised of three school weeks (Christmas and Easter Recesses)

The following information has been extracted from the Table.

1. Looking at the October--December segment, there appears to be a characteristic shift from an initial

first month "higher Mentor-lower child" frequency to a "lower Mentor-higher child" frequency during the third month. This, characteristically, repeats itself during the second, three-month period, namely, January--March. Teacher notations, however, do not provide any clues to explain such variations in the proportion of Mentor to child interactions from month-to-month.

2. During the six-month reporting period, there was a total of 1,134 interactions. Of these, 706 were instituted by Mentors and 428 were instituted by children.

3. During the six-month reporting period, Mentor-child interactions were in an approximate ratio of 5:3.

PHASE III: THE STUDENT ATTITUDINAL INSTRUMENT (OPINIONNAIRE)

I. Background

An important aspect of the Program was to gain understandings relative to student perceptions of the adult teacher.

Hopefully, insights gained would then help the Mentors understand how they are viewed by the very persons to whom their energies are directed. An understanding of such would, in turn, help each Mentor in his own class or group management behavior as well as his person-to-person relationship with children as individuals. The focus was upon how children see and describe teachers; primarily on a humanistic dimension--as individuals, as persons.

II. Development of the Instrument

The criteria for validity for the instrument was a peer group approach, developed by Caruso.[19] Our peer

[19] T. Caruso, "Two Methods of Teaching the Mathematical Theory of Groups, Rings, and Fields to College Freshmen," Ph.D. dissertation, New York University, 1965.

group, consisting of several members of our guidance team, the designer, and a member of the district research and development staff, used Adkins'[20] criteria to increase the reliability and the validity of the instrument. The group undertook the responsibility for developing an instrument, with reference to the Adkins' criteria, that would, by design, serve our purpose. As a start, reference was made by the counselors to the many individual and small group "rap" sessions held previously with youngsters at which time they had expressed feelings about their humanistic interactions with teachers. From these descriptions and characterizations a number of statements were formulated.

The peer group examined these and proceeded to add, modify, or delete individual statements. In addition, equivalent-type statements were written and incorporated into the instrument for cross-check purposes. Thus, not only was the realiability factor strengthened but the validity factor as well.

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[20] T. Adkins, Construction and Analysis of Achievement Tests, Washington, D.C.: U.S. Government Printing Office, 1947, p. 73.

Five classes of grade eight students, each approximately 25 in number, were originally offered a 24 statement opinionnaire which was finalized into the sixteen statement Student Attitudinal Instrument (Opinionnaire), (Appendix B, p. 144), in separate sittings.

Statements which, in turn, were responded to predominantly in any one of the four response categories ("almost always," "usually," "sometimes," "almost never") were eliminated. From this, the Instrument used in the Program was formulated.

The Instrument was then reviewed by a faculty member, known to one of the counselors, who serves in the educational testing department at C. W. Post College, Greenvale, New York. His reaction was in the affirmative, and considering the many factors involved in test construction, it would serve our expressed purpose, namely, to gain student perceptions of the adult teacher in humanistic terms.

III. The Instrument (Opinionnaire) Itself

Statements Pairings

The Student Attitudinal Instrument consists of 16 statements. Eleven of these express a positive feeling and five express a negative feeling.

Instrument statements were paired, each expressing a similar feeling. In several instances, a positively worded statement and a negatively worded statement were linked because they each expressed a similar feeling.

The pairings are:

Statements	Expressed
1, 9	positively
2, 10	positively
3, 11	positively
4, 12	negatively
5, 13	positively
6, 14	negatively-positively
7, 15	negatively-positively
8, 16	positively-negatively

Response Choices

Respondents were asked to make one of the following choices for each statement appearing in the Instrument.

Almost always

Usually

Sometimes

Almost never

For experimental purposes, in some of the designer's statistical analysis, the responses were dichotomized into two classifications:

In a positively worded statement:

"Almost always" and "Usually" were regarded as a positive response

"Sometimes" and "Almost never" were regarded as a negative response

In a negatively worded statement:

"Almost never" and "Sometimes" were regarded as a positive response

"Usually" and "Almost always" were regarded as a negative response

Characterizations Identified

The following characterizations were identified and incorporated into the Instrument:

Friendliness

Respect for others

Sympathy (possession or absence of)

Personal enthusiasm

Stability

Hostility

Flexibility

Sensitivity

Administration of the Instrument

The Instrument was offered to the 120 youngsters of the Mentor Program (experimental group) and the 120 youngsters of the Comparative group (control group) in October, 1974 (Pre-testing); April, 1975 (Post-testing).

To respect individual feelings and to maintain anonymity, the children of each group were asked not to include their names upon the sheets themselves. The guidance team assisted in the procedural dynamics associated with the administration of the Instrument to each group. Notations appeared upon the Instrument sheet

which referred to the "Fall, 1974" and "Spring, 1975" testing dates as well as "M" and "C" identifications for the Mentor Program children and Comparative group youngsters.

Raw Score Tabulations for Fall, 1974, and Spring, 1975, Testing Periods

Table 2 indicates raw score tabulations for both groups during the Fall, 1974, testing period. This is followed by Table 3 which indicates raw score tabulations for both groups during the Spring, 1975, testing period.

IV. Analysis of the Student Attitudinal Instrument Results for Both the Experimental and Control Groups

Development

The designer conducted the experiment with two groups. One group was randomly designated the experimental group and the other designated the control group.

The designer assumed that both groups would be representative random samples of any larger population of junior high school youngsters; that such variables

TABLE 2

Fall, 1974, Raw Score Tabulations by Categories for the Mentor Program Children (Experimental) and Comparative Group Children (Control): Pre-Test

Instrument Statement	Almost Always		Usually		Sometimes		Almost Never	
	E*	C**	E	C	E	C	E	C
1	17	19	46	53	55	46	2	2
2	7	6	23	27	80	73	10	14
3	15	10	41	46	56	53	8	11
4+	5	8	42	40	48	51	25	21
5	19	14	46	44	47	56	8	6
6+	12	9	17	21	51	54	40	36
7+	9	7	21	24	56	58	34	31
8	10	12	25	21	52	51	33	36
9	19	21	43	48	54	46	4	5
10	10	9	27	32	70	68	13	11
11	19	13	39	41	49	57	13	9
12+	7	9	34	31	58	56	21	24
13	13	12	42	46	51	58	14	4
14	39	31	48	51	23	32	10	6
15	29	28	53	53	29	30	9	9
16+	29	32	56	47	28	26	7	15

Note: *(E) represents the Experimental Group scores

**(C) represents the Control Group scores

+Negatively worded statements

TABLE 3

Spring, 1975 Raw Score Tabulations by Categories for the Mentor Program Children (Experimental) and Comparative Group Children (Control): Post-Test

Instrument Statement	Almost Always		Usually		Sometimes		Almost Never	
	E*	C**	E	C	E	C	E	C
1	15	12	64	62	39	42	2	4
2	8	7	62	43	43	61	7	9
3	13	9	65	57	38	47	4	7
4+	5	6	26	35	62	61	27	18
5	22	15	61	61	33	39	4	5
6+	6	7	8	19	60	63	46	31
7+	6	8	13	18	67	60	34	34
8	12	15	61	48	35	36	12	21
9	21	13	59	53	37	52	3	2
10	11	10	66	46	36	56	7	8
11	21	12	59	62	34	40	6	6
12+	4	8	18	29	74	62	24	21
13	23	18	61	51	31	46	5	5
14	41	34	61	59	16	23	2	4
15	36	31	66	59	14	22	4	8
16+	9	20	34	32	64	49	13	19

Note: *(E) represents the Experimental Group scores

**(C) represents the Control Group scores

+Negatively worded statements

as sex, age, and attitudes toward teachers would be reasonably equally distributed among the two groups.

The designer conducted the following statistical experiment to test the null hypothesis (H_o: $\bar{X}_E = \bar{X}_C$) that both groups were from the same population; i.e., the feelings of both groups toward their teachers, on the average, were the same against the alternative hypothesis that there would be significant growth in the attitude of the Mentor Program child toward his Mentor, i.e., (H_a: $\bar{X}_E \quad \bar{X}_C$).

First, the variance of the difference scores for the experimental and control groups were obtained using the formula:

$$S^2 = \frac{\Sigma x^2}{N-1} - \frac{\Sigma x^2}{N(N-1)} \quad [21]$$

Then the variances of both groups were used to determine the standard deviation for the differences between the two mean differences using the formula:

$$S_d = \sqrt{\frac{(N_E-1)S_E^2 + (N_C-1)S_C^2}{N_E+N_C-2}} \cdot \sqrt{\frac{1}{N_E} + \frac{1}{N_C}} \quad [22]$$

---

[21] George Weinberg and John Schumaker, Statistics, Belmont, Calif.: Wadsworth Publishing Co., 1964, p. 326.

[22] Ibid., p. 201.

Finally, by application of the formula

$$t = \frac{\bar{X}_{dE} - \bar{X}_{dC}}{S_d}$$ [23]

A t-test for the difference of the mean differences was set up with a .05 significance level to test the null hypothesis that there was no difference between the mean differences of the two groups; that is, on the average, the attitudes of each group toward their teachers were the same.

The means of the scores for both groups were computed by the formula

$$\bar{X} = \frac{\sum X_d}{N}$$ [24]

Computations

Applying the procedures above to the data obtained from the two groups, the designer obtained the following results:

		Experimental Group	Control Group
Sample	(N)	16	16
Mean	($\bar{X}_d$)	32.8	14.6
Variance	(S^2)	263.6	238.9

[23] Weinberg and Schumaker, Statistics, p. 203.

[24] Ibid., p. 13.

From the above information, the designer ascertained the standard deviation (S_d) for the difference between the two mean differences to be :

$$S_d = 5.6$$

and the t-value to be:

$$t = 3.25$$

The location of the t-value on the one-tailed test indicated that the t-value was significant at the .05 significance level.

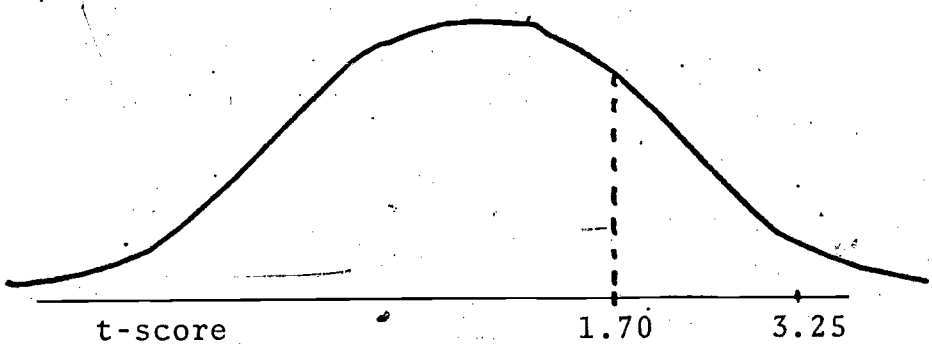

Fig. 1. Placement of the t-value for the comparison of pre-test and post-test difference scores for the experimental and control groups on a one-tailed t-curve.

Tables 4 and 5 following were used for the computation of

$$\bar{X}, \quad S^2, \quad S_d$$

Interpretation

The tables will indicate that the value of 3.25 exceeds the 1.70 cut-off point necessary for significance on a one-tailed test at the .05 significance level.

The designer could conclude, therefore, that the Mentor Program produced significant growth in the relationship between teacher and child, in the eyes of the child. This proved the designer's theory that there was significant growth in the attitude of the child toward his Mentor. This would also extend itself to the larger population of children in the school setting.

V. Analysis to Determine Whether Significant Growth Exists in the Experimental Group

Development

The designer wanted to pursue the interesting theory that there would be significant growth in the attitudes of the children in the Program toward their Mentors by

TABLE 4

Pre and Post Weighted* Scores and Differences for Both Groups

Instrument Statement	Experimental			Control		
	Pre	Post	(Xd_E) Difference	Pre	Post	(Xd_C) Difference
1	318	332	14	329	322	-7
2	267	311	44	265	288	23
3	303	327	24	295	308	13
4	333	351	18	325	331	6
5	316	341	25	306	326	20
6	359	386	27	357	358	1
7	355	369	14	353	360	7
8	252	313	61	249	297	48
9	317	338	21	325	317	-8
10	274	321	47	279	298	19
11	304	335	31	298	320	22
12	333	358	25	335	336	1
13	294	342	48	306	322	16
14	356	381	25	347	363	16
15	342	374	32	340	353	13
16	253	321	68	264	307	43

*Each response was given a positive weight ranging from one to four. If a statement was positively worded, a response of "Almost Always" was given a value of four points; "Usually" was given a value of three points; "Sometimes" was given a value of two points; and "Almost Never" was given a value of one point. If a statement was negatively worded, the weighting procedure was reversed.

TABLE 5

Experimental and Control Differences

Instrument Statement	Xd_E	Xd_C
1	14	-7
2	44	23
3	24	13
4	18	6
5	25	20
6	27	1
7	14	7
8	61	48
9	21	-8
10	47	19
11	31	22
12	25	1
13	48	16
14	25	16
15	32	13
16	68	43

comparing their pre-test conceptions with their post-test conceptions toward teachers.

The designer set up again the null hypothesis ($H_o: \bar{X}_{Pre_E} = \bar{X}_{Post_E}$) that the feelings of the experimental group toward their teachers would not be changed by their participation in the Mentor Program as against the alternative hypothesis that there would be significant growth in their attitudes after such participation.

Computations

1. The designer obtained the following results:

		Pre-Test Experimental Group	Post-Test Experimental Group
Sample	(N)	16	16
Mean	($\bar{X}_E$)	311	343.8
Variance	(S^2)	1257	571.3

2. From the above information the designer found the standard deviation (S_{d_E}) for the difference between the two means to be: $S_{d_E} = 10.7$

and the t-value to be: $t = 3.1$

The location of the t-value on the one-tailed test indicated that the t-value was significant at the .05 significance level.

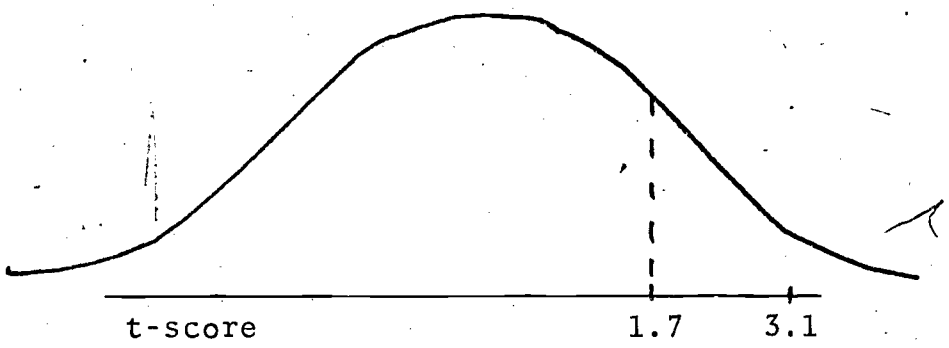

Fig. 2. Placement of the t-value for the comparison of the pre-test and post-test means for the experimental group on a one-tailed t-curve.

Table 6, which follows, refers to the statistics used in arriving at $\bar{X}_E$. S^2 . S_{dE}

Interpretation

Table 6 will show that the value of 3.1 exceeds the 1.7 cut-off point necessary for significance on a one-tailed test at the .05 significance level.

The designer could reject the null hypothesis, and therefore, conclude that there was significant growth in the attitudes of the child toward his Mentor in the pre-test--post-test period.

Furthermore, a rank order weight check for the equivalent-type statements was made as per Table 7. The statements

TABLE 6

Pre- and Post-Weighted Scores and Differences for the Experimental Group

Instrument Statement	Pre-Test X_{Pre}	Post-Test X_{Post}	$X_{Post}-X_{Pre}$ Difference
1	318	332	14
2	267	311	44
3	303	327	24
4	333	351	18
5	316	341	25
6	359	386	27
7	355	369	14
8	252	313	61
9	317	338	21
10	274	321	47
11	304	335	31
12	333	358	25
13	294	342	48
14	356	381	25
15	342	374	32
16	253	321	68

(items) seemed internally consistent as evidenced by the findings. These indicate the increased reliability of the

instrument (i.e., the paired statements are measuring the same characteristic).

TABLE 7

Raw Scores of Equivalent-Type Statements* in the Student Attitudinal Instrument

Statement	Mentor Group Raw Score	Statement	Mentor Group Raw Score
4	162	12	162
5	148	13	139
8	132	16	128
3	106	11	102

*Aggregate scores for pre- and post-tests in a positive or negative direction.

VI. Analysis to Determine Whether Significant Growth Exists in the Control Group

Development

The designer decided finally to pursue the theory that the relationship between the Mentors and the children in the Program would carry over also to the control group.

The designer could extrapolate and conclude that there also would be some growth in the attitudes of the students in the control group in the pre-test--post-test period.

The designer attempted to prove this theory by setting up the null hypothesis ($H_O : \bar{X}_{Pre_C} = \bar{X}_{Post_C}$) that the feelings of the control group toward their teachers would not be changed by the Mentor Program as against the alternative hypothesis that there would be significant growth in their attitudes as a result of the Program.

Computations

The designer obtained the following results:

	Pre-Test Control Group	Post-Test Control Group
Sample (N)	16	16
Mean ($\bar{X}_C$)	310.8	325.4
Variance (S^2)	1131.8	194.9

From the above information, the designer found the standard deviation (S_{dC}) for the difference between the two means to be: $S_{dC} = 9.1$

and the t-value to be: $t = 1.6$

The location of the t-value on the one-tailed test indicated that the t-value was not significant at the .05 significance level.

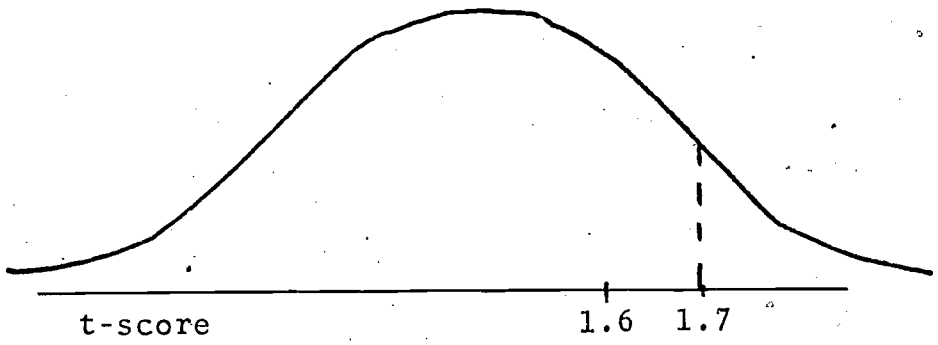

Fig. 3. Placement of the t-value for the comparison of the pre-test and the post-test means for the control group on a one-tailed t-curve.

Table 8, which follows on the next page, refers to the statistics used in arriving at $\bar{X}_C$, S^2, S_{d_C}

Interpretation

The designer, therefore, could not reject the null hypothesis of no growth in the control group's attitudes toward teachers in the pre-test and post-test period.

TABLE 8

Pre and Post Weighted Scores and Differences for the Control Group

Instrument Statement	Pre-Test X_{pre}	Post-Test X_{post}	$X_{post} - X_{pre}$ Differences
1	329	322	-7
2	265	288	23
3	295	308	13
4	325	331	6
5	306	326	20
6	357	358	1
7	353	360	7
8	249	297	48
9	325	317	-8
10	279	298	19
11	298	320	22
12	335	336	1
13	306	322	16
14	347	363	16
15	340	353	13
16	264	307	43

PHASE IV: THE MONITORING OF MENTOR BEHAVIOR: THE MENTOR'S FOCUS UPON HIS OWN NEGATIVISM

I. Initial Focus

Basic to this practicum's purpose is to make Mentor Program faculty participants more aware of their own behavior with children and bring about change in a direction perceived by the participants to be positive[25] rather than negative.

The instrument used by the Mentor Group for the monitoring of their own behavior (Appendix C, p. 148) was, in itself, an outgrowth of their own interest and involvement.

II. Development of the Monitoring Instrument

Initial Meeting

In the latter part of September, 1974, a Mentor Meeting (see infra, p. 99) was devoted to initial

[25]Positive Change in Behavior: One segment of this practicum's definition is the reduction in the frequency of items which appear in the instrument "Monitoring of Mentor Behavior."

considerations relative to the development of an instrument which would focus upon the Mentor's own negative behavior in his dealings with children in school.

It was agreed that for a two-week period each Mentor would record upon a sheet of paper those physical and oral interactions between himself and student(s) which he recognized as being unbecoming to an adult in a leadership/instructor role.

This would be a preliminary experience for Mentors preceding a follow-up meeting to review their findings. The designer's role would be to confer informally with individual Mentors about their day-to-day "happenings."

It is noteworthy to mention that several Mentors found that they "checked" themselves before saying or doing something, understanding that they would have been obliged to write it down. This, in itself, speaks well for the process in which they were involved.

It s the designer's feeling that the Mentors were honest in their participation and, indeed, worked at the task. At the conclusion of the two-week time period, the individual sheets were collected.

Items Viewed and Reported by Mentors as Being Negative

In a number of instances, the same reference was reported by more than one Mentor. However, these are reflected as a single entry in the listing below.

Yelling

Physically pulling or grabbing a child

Facial expression to denote anger

Oral threats to take away privileges

Turning one's back toward a child

Holding one's hands over face to block out view of child

Expression of anger at one child through another (e.g., "John, explain to Mary what I just said!!!")

Hovering over a child to get a desired reaction

Staring with a scornful expression

Reference to a child's physical characteric(s)

Sarcastic remark

Overly firm handling of a child to indicate disapproval of a student's behavior

Reaction to a child based upon a misunderstanding of a "signal" received from that child

"Shut up!"

Prejudging a child's behavior because of a previous experience which was not related to the present situation itself

Door slamming to vent one's tension

Making of an abrupt, loud sound to gain class attention

Expression of vengefulness by using an inanimate object (e.g., slamming a ruler on a desk)

Expression of scorn by pointing a finger at child

Not listening to a student's explanation before coming to a conclusion

Jumping to a conclusion before having all the facts

Taking a menacing step in the direction of a child

Degrading remark

"Hawk-like" look at child

Questioning a child's reason for questioning the teacher's action (e.g., "How dare you question what I did?")

Recognizing that you "overreacted" to a child, and then not doing anything about it

Inclusion of Behavior Items

A dittoed sheet with noted frequencies of those behavior items submitted originally was presented to each Mentor for review. Reactions were then solicited at a follow-up meeting; the purpose being to decide upon those behavior items to be included in the self-monitoring instrument. The group was becoming sensitized to negativistic behavior and becoming increasingly more aware of their own behavior.

The criterion used for the inclusion of items in the instrument was the need for agreement by all participants. The development of the instrument was, in itself, an important facet of what the group was working toward. The self-awareness and active involvement of each helped to reinforce this aspect of the practicum's activities.

Those behavior items agreed upon for inclusion were:

Pull or grab a child (physical)

Slamming of object or door to vent tension (physical)

Pointing finger at child with scornful expression (physical)

Losing patience (expressed physically)[26]

Yelling at individual or group (oral)

Not listening to a student's explanation before coming to a conclusion (oral)

Utterance of a sarcastic remark (oral)

Remark made which referred to a physical characteristic(s) of a child (oral)

Losing patience (expressed orally)[27]

Threat of using physical force against a child (oral)

Of the 10 behavior items included in the instrument, six were categorized as "oral" and four as "physical."

III. The Mentor's Focus Upon His Own Negativism

There was agreement among participants to use the "Monitoring of Mentor Behavior" instrument for a designated

[26] To be used for the reporting of Mentor action other than direct physical contact with a child or the slamming of an inanimate object (e.g., gestures of disgust, turning back on child, pulling one's hair, closing eyes and ears to shut out view of student and possible remark).

[27] To be used for an oral action other than "yelling" (e.g., an oral reprimand or directive that was not accompanied by the higher decibel sound level referred to as a shriek or scream.)

two week time period. Individual behavior items listed would be recorded and the frequencies, if any, reported at that time. A suggestion to divide the frequency column into a "before" and "after" lunch segment was accepted and so included in the instrument itself.

To respect the anonymity of each participant, 12 sheets, numbered one through 12, inclusively, were placed in a box with each Mentor drawing out one sheet. The number drawn would serve as an identification symbol on the self-monitoring instrument submitted first in the Fall, 1974, and then again in the Spring, 1975.

IV. Analysis of the Behavior of Individual Mentors Based Upon a Comparison between the Fall, 1974, and Spring, 1975, Self-Monitoring Instrument Use

Computations

The designer wanted to determine statistically, for the group of Mentors, whether or not there existed a change in a direction perceived by the Mentors themselves concerning their own behavior with children.

The designer conducted the following experiment to test the null hypothesis that the frequency of the Mentor

acts were the same in a given period of time as against the alternative hypothesis that there would be a reduction in the frequency of acts reported by Mentors.

Applying a t-test for the difference between the means of the two groupings ("Fall, 1974," and "Spring, 1975,") the designer obtained the following results:

		Fall, 1974	Spring, 1975
Sample	(N)	12	12
Mean	($\bar{X}$)	17.5	8.25
Variance	(S^2)	145	60.95

From the above information the designer computed the standard deviation (S_d) for the difference between the two means to be: $S_d = 4.2$

and the t-value to be: $t = 2.2$

As indicated in figure 4, the t-score of 2.2 fell beyond the 1.72 cut-off point for significance on a one-tailed test at the .05 significance level with 22 degrees of freedom.

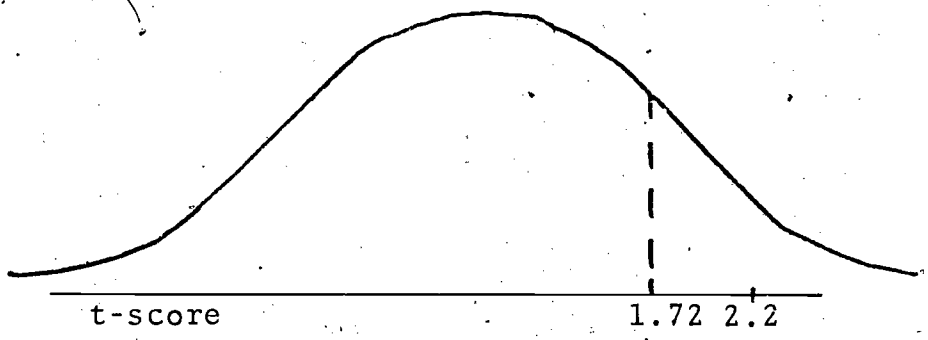

Fig. 4. Placement of the t-value for the comparison of Fall and Spring average frequencies with reference to the Mentor Behavior instrument.

Tables 9 and 10 shown below were used for the computation of $\overline{X}$, S^2, S_d.

Conclusion

After having viewed Tables 9 and 10, the designer can reject the null hypothesis that the frequency of Mentor negative acts were the same in the given period of time; therefore, we can conclude that there was a significant reduction in the frequency of negative acts reported by Mentors.

V. Additional Data Obtained from the Mentor Self-Monitoring Instrument Use

A comparison was made between the ranking of Mentor behavior items reported in the Fall, 1974, and then again

TABLE 9

Frequencies of Mentor Acts of Negativism Fall, 1974,* and Spring, 1975**

Mentor	Frequency of Reported Acts--Fall, 1974 (X_F)	Frequency of Reported Acts--Spring, 1975 (X_S)
1	15	4
2	20	12
3	7	0
4	16	8
5	8	3
6	9	5
7	36	20
8	12	5
9	31	13
10	41	25
11	8	3
12	7	1

Note: *F = Fall

**S = Spring

in the Spring, 1975. These are presented in Tables 11 and 12.

TABLE 10

Raw Data Used for Computation of X, S^2, S_d

a)

Mentor	X_F	X_S	$(X_F)^2$	$(X_S)^2$
1	15	4	225	16
2	20	12	400	144
3	7	0	49	0
4	16	8	256	64
5	8	3	64	9
6	9	5	81	25
7	36	20	1296	400
8	12	5	144	25
9	31	13	961	169
10	41	25	1681	625
11	8	3	64	9
12	7	1	49	1

b)

	N	X	X^2	S^2
X_F	12	210	5270	145
X_S	12	99	1487	60.95

TABLE 11

Ranking of Mentor Behavior Items
(Fall, 1974)

Position	Behavior	Frequency	Percent of Total
1	Yelling at individual or group	82	39.0
2	Losing patience (expressed orally)	64	30.5
3	Pointing finger at a child with scornful expression	14	6.7
4	Slamming of object or door to vent tension	11	5.2
5	Losing patience (expressed physically)	10	4.8
6	Not listening to a student's explanation before coming to a conclusion	9	4.3
7	Utterance of a sarcastic remark	8	3.8
8	Threat of using physical force against a child	7	3.3
9	Pull or grab at a child	4	1.9
10	Remark which referred to a physical characteristic(s) of a child	1	0.5
	Total	210	100.0

TABLE 12

Ranking of Mentor Behavior Items
(Spring, 1975)

Position	Behavior	Frequency	Percent of Total
1	Yelling at individual or group	39	39.4
2	Losing patience (expressed orally)	20	20.2
3	Pointing finger at a child with scornful expression	11	11.1
4	Utterance of a sarcastic remark	7	7.1
5	Losing patience (expressed physically)	6	6.1
6	Slamming of object or door to vent tension	5	5.1
7	Not listening to a student's explanation before coming to a conclusion	3	3.0
7	Remark made which referred to a physical characteristic(s) of a child	3	3.0
7	Pull or grab at a child	3	3.0
10	Threat of using physical force against a child	2	2.0
	Total	99	100.0

Following this, Mentor behavior item frequencies, "before" and "after" lunch are reflected in Tables 13 and 14, below.

In comparing the Fall, 1974, and Spring, 1975, rankings we find several position changes in ranking order. These are presented in Table 15, following.

VI. Supplemental Investigations Made to Help Validate the Mentor's Awareness of His Behavior with Children

A Review of Student Disciplinary Folders to Identify the Frequency and Nature of Mentor Initiated Referrals

Folders of those students referred to school administrators for disciplinary reasons during the time period of September 4, 1974, through and including April 15, 1975, were scrutinized by the designer. The primary focus was upon the frequency of Mentor initiated referrals as compared with that of the general faculty.

School-wide supervisory assignments and responsibilities for faculty members normally cross grade levels (e.g., hall, cafeteria, bus, and study hall supervision). As a result, referrals for grade seven youngsters have been

TABLE 13

Comparison of Mentor Behavior "Before" and "After" Lunch Hour
(Fall, 1974)

Position	Behavior	"Before Lunch"		"After Lunch"	
		Frequency	Percent of Total	Frequency	Percent of Total
1	Yelling at individual or group	43	52.4	39	47.6
2	Losing patience (expressed orally)	31	48.4	33	51.6
3	Pointing finger at a child with scornful expression	9	64.3	5	35.7
4	Slamming of object or door to vent tension	7	63.6	4	36.4
5	Losing patience (expressed physically)	4	40.0	6	60.0
6	Not listening to a student's explanation before coming to a conclusion	5	55.6	4	44.4
7	Utterance of a sarcastic remark	4	50.0	4	50.0
8	Threat of using physical force against a child	6	85.7	1	14.3
9	Pull or grab at a child	2	50.0	2	50.0
10	Remark which referred to a physical characteristic(s) of a child	0	00.0	1	100.0
	Total	111	52.9	99	47.1

TABLE 14

Comparison of Mentor Behavior "Before" and "After" Lunch Hour
(Spring, 1975)

Position	Behavior	"Before Lunch"		"After Lunch"	
		Frequency	Percent of Total	Frequency	Percent of Total
1	Yelling at individual or group	21	53.8	18	46.2
2	Losing patience (expressed orally)	12	60.0	8	40.0
3	Pointing finger at a child with scornful expression	8	72.7	3	27.3
4	Utterance of a sarcastic remark	5	71.4	2	28.6
5	Losing patience (expressed physically)	4	66.7	2	33.3
6	Slamming of object or door to vent tension	2	40.0	3	60.0
7	Not listening to a student's explanation before coming to a conclusion	2	66.7	1	33.3
7	Remark made which referred to a physical characteristic(s) of a child	0	00.0	3	100.0
7	Pull or grab at a child	3	100.0	0	00.0
10	Threat of using physical force against a child	2	100.0	0	00.0
	Total	59	59.6	40	40.4

TABLE 15

Mentor Behavior Items: Position Changes
(Fall, 1974--Spring, 1975)

Behavior	Fall, 1974 Position	Spring, 1975 Position	Position Change
Yelling at individual or group	1	1	No change
Losing patience (expressed orally)	2	2	No change
Pointing finger at a child with scornful expression	3	3	No change
Slamming of object or door to vent tension	4	6	-2
Losing patience (expressed physically)	5	5	No change
Not listening to a student's explanation before coming to a conclusion	6	7	-1
Utterance of a sarcastic remark	7	4	+3
Threat of using physical force against a child	8	10	-2
Pull or grab at a child	9	7	+2
Remark which referred to a physical characteristic of a child	10	7	+3

made by teachers assigned to grades eight and nine. Conversely, grades eight and nine students have received referrals from grade seven teachers.

The faculty, excepting guidance counselors, psychologists, speech and reading consultants, is made up of 85 professionals. The Mentor ratio to the total group is thus 12:73 or approximately 1:6.

Table 16 shows the distribution of those referrals made during the time period mentioned above.

TABLE 16

Student Discipline Referrals
(September 4, 1974--April 15, 1975, inclusive)

Grade	Total Number of Referrals Made	Total Number of Those Referrals Made by Mentors
7-9	674	37

Had Mentor referrals been made in the 1:6 proportion to the general faculty itself, there would have been a total of 112 received (16.6%); however, the 37 referrals made by Mentors represents a 5.5 percent of those made by the total staff.

Since our student population changes each school year with the ninth grade leaving for the senior high school and our receiving youngsters who have completed grade six in the intermediate "feeder" schools, the designer could not have made a comparison of referrals issued from one year to the next. However, the smaller propostion of the total referrals made by Mentors seems to be in keeping with other evidence to indicate a more positive behavior of Mentors when compared with the behavior of their professional counterpart.

As for the nature of Mentor initiated referrals, the designer found that they fell into three distinct categories: (1) uncontrolled behavior, (2) class cutting, and (3) failure to be responsive to teacher direction.

Random Observations of Mentor Participants in their Instructional Settings[28]

During a three month time period (January--March, 1975), the designer observed each Mentor informally in his instructional setting on three separate occasions.

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[28]See suggestion of Dr. Tennis (his letter dated December 9, 1974)--the value of which tends to be confirmed by these results.

The "Monitoring of Mentor Behavior" instrument was used to record the frequency of items identified as demonstrating negative behavior. These are shown in Table 17.

TABLE 17

Negativism Exhibited by Mentors During the Practicum Designer's Three Visitations to the Instructional Settings

Behavior	Frequency
Yelling at individual or group	7
Losing patience (expressed orally)	4
Pointing finger at a child with scornful expression	4
Not listening to a student's explanation before coming to a conclusion	2

The designer recognizes that the Mentor would tend to be on his "best behavior" during the visitations. However, since the frequencies of negative behavior, as reported in the Spring, 1975, instrument use tabulation exceeds this total, it appears that the self-monitoring experience was conducted in a professionally honest and committed way.

Inasmuch as the Fall, 1974, and Spring, 1975, self-monitoring instrument sheets were identified by a numerical coding, linkage between the "self-monitored" and "observed" frequencies for participants could not be made.

A Review of Mentor Classroom Observations Written by Supervisory Personnel

During the week of April 21, 1975, the designer examined the personal folder of each participant, seeking evidence(s) of instructional-setting negativism as reported by members of the administrative or supervisory staff. Comments which referred to these specific behaviors identified in the "Monitoring of Mentor Behavior" instrument would then be recorded.

Observation reports, written in narrative form, made during the 1971-1972 school year and each succeeding school year to the present, were reviewed with a "fine tooth comb."

Finding

There were no references to negative-behavior items made during that total time period. Therefore, this finding has not added to, or subtracted from, the thrust of the inquiry.

PHASE V: THE HUMAN RELATIONS WORKSHOP PROGRAM

I. Background

The Human Relations Workshop Program was conducted for Mentors, volunteer grade seven teachers, and the grade seven student body during the November--December, 1974, time period. Its purpose: namely, to enable students and teachers to communicate more openly and honestly with one another.

The Program, funded through a grant by the State of New York, focused upon communications and intervention techniques. The ensuing open dialogue between adult and child would provide for an improvement in the teacher's in-depth professional capability.

The various phases identified in the program are referred to in the following sequence.

II. Principal's Intervention and Orientation

It is most important that a sequential progression to the project be initiated and maintained throughout. For this reason, the initial thrust was to have an in-depth

session with our building administrators to formulate procedures. Members of the consultant staff, namely clinical psychologists engaged by the school district to lead program dynamics, were present.

III. Grade Level Parental Involvement

The Plainview-Old Bethpage adult community is, and traditionally has been, active in its relationship with the school district.

The initial meeting with parents afforded the opportunity to identify the purpose of the Program and to solicit support, since their children would be involved in its dynamics. The designer and members of the consultant group led the presentation and follow-up question-answer period. The consultants were quick to point out that the Program was not meant to be clinical or therapeutic in nature.

IV. Professional Staff Orientation

Following the meetings with the administrative and parental groups, the consultants and the designer met with the Mentors and volunteer teachers.

The purpose of the Program, as explained by the consultants, was to improve teacher communication skills with children during the youngster's transitional adolescent period. The teacher workshop involvements were identified as being a combination of verbal and nonverbal communications situations. It was stressed that they would not be therapeutic or probing in nature. With hope, teachers and children would be better able to express their feelings to one another and be more comfortable in doing so.

V. Faculty Interaction Sessions

The workshop was held during the week of November 18, 1974. The first session was a six-hour time period during a school day (with substitute teachers provided) and the second session, three hours after school.

A total of 18 participated in the workshop--two groups of nine each. This arrangement afforded for a closer kind of interaction than if one large group session had been planned.

Also, the school instructional program was not disrupted by having all faculty members absent on one day. Working with each group were two members of the consultant staff.

Aspects of the workshop interactions experiences by the teachers were:

1. Nonverbal Communication: Getting to know someone or others nonverbally (i.e., touch)
2. Diads and/or Triads: Forming groups of two or three and asking group members to "close" eyes, hold hands, and communicate
3. Body Image: Asking group members "what" physical charactertistic best represents their image or personality
4. Role Playing: Two or three members role play (act out) an anxiety provoking situation
5. Psychodrama: More intense than role playing; may involve more than three members
6. Task Group: Group is given a task that they must try to succeed in as a whole. Time limitation is imposed
7. Tavestock: Co-leaders converse together while the entire group looks on; the group is not permitted to respond until direction is given
8. Feeling (affect) Exercises:
   a. I like . . . .
   b. I resent . . . .

c. I would like to be . . . .

d. Right now, I feel . . . .

9. Process: The major portion of the sensitivity group centers around "process." The group learns to process their feelings outward. The group's feelings generate the direction of the group. It is the "unstructured" and anxiety provoking portion of the group

10. Seating Arrangement: The group exercise centers around becoming aware of their physical space

11. Leadership Exercise: An emerging leader is asked to lead the group

VI. Student Relations Sessions

With newly acquired intervention and human relations techniques, the teachers, supported by members of the consultant staff, conducted two sessions with their classes. Each session held was for one and one-half hours. The daily schedule was modified for the teachers and students alike to accommodate the Program.

The interactions experienced were basic to the 11 activities in which the faculty members had been involved.

This time, however, it was an adult-child, child-child relationship rather than on a teacher-teacher level.

A part of the initial time period was spent in identifying the reason(s) for the intervention. Students were encouraged to participate actively even though they may have had some reservations about the potential outcome of the workshop. In essence, group activities were meant to help humans improve upon their communications' capability.

VII. Parent Follow-Up Session

This meeting was held shortly after the student relations sessions. Two meeting times were established, one during the day and the other in the evening to accommodate working parents.

At this meeting, parents were brought "up-to-date" on what their children had been involved in. In addition, the meeting afforded for continued communication between the school and parent group. Once again, the designer chaired the meeting with professional support from the consultant group.

Consultant Report

The consultants reported a generally positive type interaction between teachers and children.

Sample Questions-Answers Raised During the Meeting

1. Parent Question: "What is the ultimate purpose of the Program?"

   Consultant Answer: "To help reduce isolation or rejection by affording children the opportunity to share feelings and to turn to others and talk out their problems. With hope, children would develop a sense of support from their peers and teachers. Ultimately, the ability to communicate is a skill which is learned."

2. Parent Question: "Do children see this Program carried over into the home?"

   Consultant Answer: "In a sense, children were being taught group dynamics without their being aware of it. This skill should show its effects at home, in their leisure-time activities outside of school, as well as in school dynamics."

   Other Parents' Comments: Several related that their children came home and talked about what they had experienced in school.

Another Parents' Comment: Several said that their children did not mention their in-school involvements.

3. Parent Question: "How can my child apply these skills in the outside world (e.g., becoming more assertive)?"

Consultant Answer: "Through the experience gained from 'situations' the child was placed in, it is possible that 'latent learning' phenomenon may occur. That realization may be as late as one year after.

"Furthermore, the ability for a student to observe others approaching a task and how they 'work it out' may add strength to that child's ability to apply skills for himself."

Sample Feedback from Parents Related to Remarks Made by Children at Home Concerning Their In-School Workshop Activities

1. "My child found it enjoyable. He said that he 'had to go to war' but that he 'wanted to work it out with the enemy.'"
2. "Great--no classes!"

3. "I never knew Mr. _____ liked anything but (subject)."
4. "For the first time, (child's name) and I were on the same side."
5. "At first I thought it was silly but then I started liking it."
6. "I wish that (consultant's name) could be one of our teachers."

VIII. Faculty Follow-Up Session

Faculty members who participated in the Program were afforded the opportunity to meet with the consultant group to discuss their perceptions of the dynamics experienced.

One major concern, reflected on by several participants, was the fact that the consultant who worked closely with the teacher during the two day workshop was not necessarily that person with whom the teacher worked in class. In reality, on the first day of the children's classroom experiences, the teacher and consultant, in several instances, were strangers to one another. This, in itself, may have created a communication difficulty.

In addition, it was felt that toward the end of the teacher workshop additional time should have been spent in giving them more information about the specifics of classroom dynamics to be offered. Participation in a group one day and being the leader of a group the next, does not necessarily meld in an easy manner.

The consultants were appreciative of the concerns reported and said that they would remedy this prior to future classroom interventions. It was their feeling that both teachers and children were provided with tools which would allow them to communicate with each other. The Program, itself, being one which allowed for a variety of interventions, would enable children to speak openly with teachers about matters that they would like to communicate.

IX. Evaluation

Questionnaires were developed for the Student (Appendix D, p. 146) and Faculty (Appendix E, p. 149) groups. These were distributed on January 10, 1975, and the results tabulated shortly thereafter. Of a possible 370 students, 333 responded (90%); the difference being the result of absences that date. All teacher participants (18) responded.

The tabulation of Student Responses to the questionnaire appear in Table 18.

Analysis of Student Responses

As will be seen, it appears that the children showed little anxiety regarding the Program itself, which included the two classroom sessions.

Inasmuch as they seemed to feel that communications with teachers, parents, and classmates were on a reasonably good level prior to the workshop interactions, the sessions had little effect upon their ability to communicate with these groups. They reported, as a group, that they have not seen a change in their personal behavior in the classroom, at home, or with their friends.

The children felt that they participated voluntarily in the workshop activities to a moderate extent and recognized that these were quite different from that experienced during a regular school day. In turn, their workshop experiences were discussed to a moderate extent with parents at home.

It seems that they enjoyed the activities and would like to experience similar kinds of interactions after school hours with a person or persons other than their teacher.

TABLE 18

Student Reponses to Questionnaire Relating to Human Relations Program (N=333)

	1 Percent	2 Percent	3 Percent	4 Percent	5 Percent	Mean
1	72.09	19.94	4.91	1.84	1.23	1.40
2	4.52	11.14	15.36	22.59	46.39	3.95
3	27.49	25.08	25.98	12.99	8.46	2.56
4	70.52	20.36	4.86	2.74	1.52	1.44
5	82.48	12.08	2.72	1.82	0.91	1.27
6	6.33	16.87	26.20	21.99	28.61	3.50
7	40.06	21.69	15.96	6.63	15.66	2.36
8	15.76	23.94	27.27	18.18	14.85	2.92
9	37.24	14.71	23.12	13.21	11.71	2.17
10	2.40	6.01	10.81	22.82	59.96	4.28
11	48.19	13.86	7.83	8.13	21.99	2.42
12	3.93	26.28	33.53	23.26	12.99	3.15
13	59.63	21.43	10.87	5.28	2.80	1.70
14	70.55	14.11	8.59	3.68	3.07	1.55
15	67.80	15.48	7.74	6.19	2.79	1.61
16	30.90	18.79	15.45	10.30	24.55	2.79
17	68.88	18.73	6.95	2.11	3.32	1.52
18	41.52	16.36	13.94	10.00	18.18	2.47
19	15.90	18.65	25.69	27.83	11.93	3.07
20	13.15	22.94	29.05	18.65	16.21	3.02
21	26.06	35.15	25.45	6.36	6.97	2.33
22	8.41	12.31	28.23	25.83	25.23	3.47

Many recognized the role and need for a leader in carrying out group dynamics; feeling that small group settings (6-10), were preferable to large groups (25-30), for discussion purposes.

The tabulation of Student Mean Responses to the questionnaire appear in Table 19.

Analysis of Students' "Mean" Responses

As will be seen,

1. Items showing by Mean "to none or a slight extent" (Mean less than 2.44): 1, 4, 5, 7, 9, 11, 13, 14, 15, 17, 21
2. Items showing by Mean "to a moderate extent" (Mean 2.44-3.44, inclusive): 3, 8, 12, 16, 18, 19, 20
3. Items showing by Mean "to a fairly or very large extent" (Mean 3.44 or greater): 2, 6, 10, 22

Tabulation of Faculty Response to the questionnaire appear in Table 20:

TABLE 19

Mean Responses of Students to Questionnaire Relating to Human Relations Program (N=333)

	Question	Mean
1	Anxious about Program	1.40
2	Different from regular Program	3.95
3	Discuss Program with parents	2.56
4	Worried during first session	1.44
5	Worried during second session	1.27
6	Able to talk with my classmates	3.50
7	Easier now to talk with my classmates	2.36
8	Able to talk with my teacher	2.92
9	Easier now to talk with my teacher	2.17
10	Able to talk with my parents	4.28
11	Easier now to talk with my parents	2.42
12	Active during session	3.15
13	Changes in my class behavior	1.70
14	Changes in my behavior at home	1.55
15	Changes in my behavior with friends	1.61
16	Want additional sessions	2.79
17	Sessions after school with teacher	1.52
18	Sessions after school without teacher	2.47
19	Importance of leader	3.01
20	Enjoyed activities	3.02
21	Talk in large group	2.33
22	Talk in small group	3.47

TABLE 20

Faculty Responses to Questionnaire Relating to Human Relations Program (N=18)

	1 Percent	2 Percent	3 Percent	4 Percent	5 Percent	Mean
1	13.33	40.00	40.00	6.66	00.00	2.40
2	25.00	41.66	16.66	16.66	00.00	2.25
3	13.33	33.33	46.66	6.66	00.00	2.46
4	6.66	13.33	53.33	26.66	00.00	3.00
5	41.66	25.00	33.33	00.00	00.00	1.92
6	41.66	25.00	25.00	8.33	00.00	2.00
7	27.27	45.45	27.27	00.00	00.00	2.00
8	26.66	40.00	26.66	6.66	00.00	2.13
9	18.18	36.36	27.27	18.18	00.00	2.45
10	27.27	27.27	45.45	00.00	00.00	2.18
11	50.00	33.33	8.33	8.33	00.00	1.75
12	46.15	23.08	30.77	00.00	00.00	1.85
13	38.46	23.08	38.46	00.00	00.00	2.00
14	28.57	14.29	21.43	35.71	00.00	4.07
15	90.91	9.09	00.00	00.00	00.00	1.09

Analysis of Faculty Responses

As with the students, the teachers showed little anxiety about being a part of the workshop program.

While they felt that their personal involvement in activities during the two-day teacher workshop (prior to meeting with students) seemingly prepared them quite well for classroom interactions, this was not the case once they assumed a leadership role in the classroom itself. There seemed to be not enough carryover value from one kind of involvement on their part to the other.

Although they recognized the need for a trainer (consultant) in helping to carry out classroom dynamics, they felt that their personal experiences with these adults in the room was not on as high a level as they might have wished. Furthermore, the feeling was that not enough time was devoted to a follow-up with the consultants after the classroom sessions.

The teachers felt that they have seen, to a moderate extent, a change in their own behavior as well as interactions with fellow teachers which can be pinpointed to their workshop experiences; and the classroom sessions,

which were different from regular instructional settings, did, in a moderate way, help them to see their students differently.

Yet, as an after effect of these programs, they do not feel that the workshop itself has helped to improve upon their already existing levels of communication with or perceptions of their students.

The tabulation of Faculty Mean Responses to the questionnaire appear in Table 21.

Analysis of Faculty Mean Responses

As will be seen in Table 21,

1. Items showing by Mean "to none or a slight extent" (Mean less than 2.44): 1, 2, 5, 6, 7, 8, 10, 11, 12, 13, 15
2. Items showing by Mean "to a moderate extent" (Mean 2.44-3.44, inclusive): 3, 4, 9
3. Items showing by Mean "to a fairly or very large extent" (Mean greater than 3.44): 14

TABLE 21

Mean Responses of Faculty to Questionnaire Relating to Human Relations Workshop Program (N=18)

	Question	Mean
1	Anxiety to Program	2.40
2	Workshop helpful	2.25
3	Change in behavior after workshop	2.46
4	Colleagues interaction after workshop	3.00
5	Communication with children after workshop	1.92
6	Implement Program without trainer	2.00
7	Help from trainer	2.00
8	Changed perception of children	2.13
9	Saw children differently	2.45
10	Interaction with children	2.18
11	Easier to talk with children	1.75
12	Skills helpful	1.85
13	New attitudes helpful	2.00
14	Two-day workshop adequate	4.07
15	Sufficient time for follow-up	1.09

X. Concluding Remarks About the Human Relations Workshop Program

The Program described is a model which can be used to foster better child-adult communication.

Workshop proceedings bring individuals face-to-face who may have communication difficulties--or those who would like to improve upon such.

The Program affords for active involvement among participants rather than being passive recipients of lectures on how to get along better with one another.

PHASE VI: MENTOR PROFESSIONAL MEETINGS

I. Organization

With the exception of September, 1974, a month when three meetings were held, the Mentor faculty participants convened one afternoon each month. Although a one and one-half hour time period was allotted for each meeting, discussions extended themselves beyond that point.

Meeting themes focused upon teacher-child interactions and it was through this professional meeting medium that other staff members became involved in the Program itself. Our counselor staff, school psychologist, elementary and secondary administrators, as well as the district speech/communications consultant have all made valuable contributions to the presentations offered.

With regard to speaker presentations, there existed a basic focus, namely, the relationship between adult and child. In that regard, the designer felt that the desire of those mentioned above, who volunteered their services, spoke well of their recognition of the value of the Program.

II. Development of the Mentor Meeting Evaluation Form

Recognizing the importance of assessing the contribution of guest speakers invited to participate in the Program, an Evaluation Form (Appendix F, p. 151) was developed by several Mentors and the designer. Here again, Mentors were involved in a learning experience, the results of which would help to strengthen Program offerings in the years to come.

The evaluative instrument questions do not address themselves to the personalities of individuals, they target in on the essence of that offered. In turn, meeting evaluations would afford the designer the opportunity to determine which meeting activities need strengthening, adding to, subtracting from, or eliminating altogether.

III. Criterion Established for the Evaluation of a Mentor Meeting

1. Each of the four questions appearing upon the Evaluation form could be reacted to be a "YES" (positive, +) or a "NO" (negative, -) response.

Combinations of responses would then fall into one of the following four categories:

Yes (+)	No (-)	Type of Response	Percent
4	0	Very positive	100 (+)
3	1	Positive	75 (+)
2	2	Neutral	50 (±)
1	3	Poor	75 (-)
0	4	Very poor	100 (-)

2. Criterion:

The criterion established by the designer for judging the acceptability of a meeting presentation was that the COMBINED TOTAL of "YES" and "NO" responses received from Mentor participants had to EXCEED the "neutral" response (50% ±).

3. An evaluation of those Mentor meetings involving guest speakers is provided at the end of each meeting writeup.

Mentor Meeting I

Purpose: To establish the role of the Mentor

Meeting Conducted by: The Designer

In Attendance: Mentors; Principal; Guidance Counselors; School Psychologist

Agenda:

I. "Getting Things off the Ground"
   - A. "How do I approach youngsters?"
   - B. "What do I say to them?"
   - C. "Why are we getting together?"

II. "Ice-Breaking Vehicles"
   - A. Tutoring assistance
   - B. Assistance with clerical work
   - C. Help in room management (e.g., bulletin board put-ups)
   - D. Music Aide (e.g., stacking and collecting music)
   - E. Library Aide
   - F. Art Aide
   - G. "Let's get to know each other better"
   - H. Eraser monitor
   - I. Test paper collator and stapler

J. Plant and indoor garden assistant

K. "How are things going in your new school situation?"

III. Mentor-Child Relationship

A. It is conceivable that all children would not relate with equal feeling.

B. No specific expectation will be placed upon a Mentor. Each participant would bring his own personality, feelings, etc. into play in the relationship to be developed.

C. It is conceivable that a firm relationship might develop with four or five children in a group.

D. Agreement was reached relative to not exchanging youngsters once assigned. It was predictive that requests such as, "My friend is in another group and I want to be with her" would be made.

E. Mentors agreed that it would prove to be more challenging to work with a child who might be more resistant to establishing a relationship in the beginning of the school year.

IV. Role of the Mentor as Compared with the Guidance Counselor

This area was discussed in some depth to alleviate concerns of counselors about the possible Mentor "take-over" of the counselor role.

There was some concern on the part of Mentors, at first, about their ability to help children "solve problems." Several Mentors had felt, from their initial impressions, that they w e expected to help children work through "clinical" problems. These concerns were addressed to Mentors and counselors, with the outcome resulting in a better bridge of communication between the Mentors and counselors relative to their relationship in helping the young adolescent.

The following understandings would help in strengthening the Mentor-counselor relationship.

1. A Mentor may bring insights about a child to the attention of the counselor.
2. A counselor may assist a Mentor in helping to develop a better understanding of person-to-person dynamics.

3. A Mentor may be a part of the "treatment" as prescribed by the counselor or school psychologist.

V. Evaluation

There was good communication between all individuals who would be assuming a role in the Program dynamics.

Mentor Meeting II

Purpose: Initial meeting of Mentors and children

Meeting Conducted by: The Designer

In Attendance: 120 grade seven students; Mentors; Principal; Guidance Counselors; School Psychologist

Meeting Preparations:

A. Children identified by homeroom teachers several days prior to meeting date. Youngsters were requested to assemble in the all-purpose room at a given time.

B. Refreshments purchased and arrangements made to serve in the library after initial introduction of Mentors to children.

C. Mentors received a paper cutout of the initial "M" (for "Mentor") which was worn during the school day.

Agenda: I. Introductory Remarks--welcome to school by Mr. Herbert Levine, Principal

II. Reasons for Coming Together--remarks made by The Designer

A. "Did you ever experience the following?"

1. "You needed information, but didn't know where to get it?"

2. "You forgot your lunch money, and didn't know who to turn to?"

3. "You needed a question answered, yet didn't know who to ask?"

4. "Have you ever had a feeling that you would like someone to turn to when you needed help of any sort?"

III. Our Purpose

A. "We would like to see friendly relations between children and adults."

B. "We want to get to know you better."

C. "We, too, are people and we want to help you get to know us outside of the classroom atmosphere."

D. "We don't expect that your Mentor need be one of your classroom teachers. He or she is an adult who is interested in getting to know children better."

IV. Introduction of Mentors by the Designer

The term "Mentor" was clarified to mean a "wise, loyal advisor . . . a friend." Children were advised that they had been randomly selected for this experience and that their presence was not related to academic standing or other considerations.

V. Meeting of Mentors and Children

Both Mentors and children then adjourned to the library for refreshments and informal dialogue.

VI. Observations

A. Several Mentors expressed some anxiety about meeting with the children assigned to them (e.g., "I didn't know what to say."). It was pointed out that this was not necessarily a bad feeling; indeed, up to that time, dialogue between teacher and child was usually subject-matter oriented. Now, the teacher could not hide behind his academic expertise; he was expected to be "himself." The Mentors were understanding of this.

B. Other Mentors said that they "felt good" about their interactions with the children with whom they would be working during the school year.

C. Several children were somewhat apprehensive about "the reason for their having been chosen." Their concerns were soon dispelled.

D. Several children were apprehensive about attending the meeting since they had, up to that time, never taken the "late bus" home. This was a matter which we had not ever considered as a reason for student anxiety prior to that time. This was good for our own awareness.

E. Several parents made inquiry of the designer about the Program prior to the meeting. Several made inquiry after their children returned home that afternoon.

In all cases, parents were supportive and pleased about the essence and thrust of the Program.

VII. Evaluation

The Mentors felt that this meeting was most valuable. Its format served as an "ice breaker" and allowed for interaction between the individual Mentor and his group of identified children.

Mentor Meeting III

Purposes:

A. To develop an instrument which will reflect upon teacher negativism in the classroom

B. To review recent research findings which may reduce disruptive student behavior

Meeting Conducted by: The Designer

In Attendance: Mentors

Agenda: I. Development of a Self-Monitoring Instrument

The dynamics of the instrument's development from this initial meeting to the use and evaluation of this aspect of the Maxi II effort is addressed to in the chapter entitled, "The Monitoring of Mentor Behavior."

II. Coping with Disruptive Behavior[29]

A. Methods of handling disruptive behavior

1. The Teacher-Dominant Approach
2. The Analytical Approach

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[29] Jean E. Davis, Coping with Disruptive Behavior, Washington, D.C.: National Education Association, 1974, pp. 5-24.

3. The Behavioristic Approach

4. The Student-Centered Approach

5. The Teacher-Student Interaction Approach

B. Application of Methods

C. Rewards and Punishments

D. Group Strategies

E. Classroom Environment

1. The organization of the classroom may affect students in a beneficial or an adverse way.[30]

F. Curriculum

1. A curriculum that is meaningful to students helps to prevent or reduce the number of cases of disruptive behavior.[31]

2. Disruptive behavior is directly related to the teacher's preparation, motivation, and presentation.[32]

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[30]Hill M. Walker, "General Maintenance of Classroom Treatment Effects," Department of Psychology, Oregon University.

[31]William Van Til, "Better Curriculum-Better Discipline," National Education Association Journal (September, 1956).

[32]William J. Gnagey, "Discipline Classroom," Encyclopedia of Education, New York: Macmillan Co., 1971, vol. 3.

G. Teaching Style

Everything that a teacher does in the classroom has philosophical overtones, and a teacher projects a philosophy of life as well as a philosophy of education.[33]

(Note: The National Education Association publication Coping with Disruptive Behavior was given to each Mentor for his own personal perusal and reference.)

III. Review of Article "Leaning Toward the Bright"[34]

The article deals with the notion that teachers give more positive nonverbal reinforcement to the child whom the teacher thinks is intelligent.

IV. Evaluation

The feeling was that our involvement in the dynamics of creating an instrument to measure one's own negativism in the classroom was, in itself, a learning experience for the individual program participants.

The review of literature findings gave much "food for thought" about what we do TO children rather than what we do FOR them.

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[33] Bert L. Kaplan, "Classroom Discipline is More Than Technique," Elementary School Journal (February, 1973).

[34] "Leaning Toward the Bright," Human Behavior (December, 1974).

Mentor Meeting IV

Purpose: To recognize and understand "signals which children send out" that would help the teacher in his relationship with children.

Meeting Conducted by: Guidance Team (each counselor contributing to the total presentation)

In Attendance: Mentors; School Psychologist; Practicum Designer

Agenda: I. Danger of Warning Signals

A. Excessive degree of anger directed toward the teacher or other students

B. Extremely dominating child--a need to have the last word

C. The isolate

D. The daydreamer

E. The "goater" and "scapegoat"

F. Facial

G. The nonparticipant

H. Class clown

I. Sleepy

J. "I don't care" attitude

K. A passive kind of aggression

L. Hunched up position (vulnerable)

M. Clenched fists (aggressive)

N. Bored

O. Restless

P. Continued "I don't understand"

Q. Playing one teacher against another (e.g., "She never taught me that.")

R. Child who "knows all the answers"--continually challenges the teacher--this may lead to an alienation from the group

II. Review of Article "Please Touch! How to Combat Skin Hunger in our Schools"[35]

This article points out that there are children with a severe form of malnutrition--namely that of the skin. These children are "skin hungry" and the need to touch and make body contact with one another is intense. The author, Dr. Sidney B. Simon of the University of Massachusetts, feels that schools need to recognize this

[35]Sidney B. Simon, "Please Touch! How to Combat Skin Hunger in Our Schools," Scholastic Teacher (October, 1974), pp. 22-25.

problem and to begin to find ways to deal with the skin-hungry needs of the young adolescent (middle school/junior high aged child).

A variety of "skin strategies" are discussed, especially the ones that the classroom teacher can become involved in with a group or individual children.

III. Evaluation

A replica of the Evaluation Form used for this Mentor Meeting IV may be seen as Appendix G, p. 152.

Mentor Meeting V

Purpose: To further expand upon a child's classroom behavior

Meeting Conducted by: Jay Wechter, Ph.D.[36] School Psychologist

In Attendance: Mentors; Guidance Counselors; Practicum Designer

Agenda: I. Early (or Not Too Late) Signals

A. An unexplained gap between intellectual and academic achievement

B. A noticeable decline in junior high school performance as contrasted with elementary school performance

C. General helplessness or inability to deal with everyday situations

D. Inordinate demands for attention and reassurance

E. Inability to stay with or finish projects either through unrealistic perfectionism or inertial and indifference

[36] Dr. Wechter serves both our junior high school and a "feeder" intermediate school. His dealings with the "middle school" aged student (grades 5-8) makes him a valuable part of our Program since an important focus of our Mentor group is upon the younger adolescent who will be a part of our student body in the 1978-1979 school year.

F. Persistently moody, unhappy, or preoccupied behavior

G. "Odd-ball" behavior that interferes with a child's communication with adults and his peers

H. Withdrawn, emotionally absent behavior in class

I. An excessive tendency to shift the blame for all difficulties onto someone or anyone else

J. Behavioral problems that, although minor, are frequent and persistent

K. Belligerent, aggressive, troublemaking behavior

L. Tardiness, unexplained absence or class "cutting"

II. Follow-Up Comments by the Guest Speaker

A. There is a need to deal with the child on a nonacademic level. In this way, the youngster will understand that the teacher is not just another adult to "hassle" him.

B. There is a need on the part of Mentors to focus upon the feelings of children since they are, in reality,

"paper tigers." Unfortunately, the child's affectational needs are not generally satisfied. As a result, there is a need for more touching. In some instances, the need for such attention causes the youngster to underachieve.

C. It is important to have the child feel that he is unique to you!

III. Evaluation

A replica of the Evaluation Form used for this Mentor Meeting V may be seen as Appendix H, p. 153.

Mentor Meeting VI

Purpose: Understanding the middle school child--a view from two perspectives

Meeting Conducted by: Mrs. Lois Wright, Teacher[37]
H. B. Mattlin Junior High School

In Attendance: Mentors; Guidance Counselors; School Psychologist; Practicum Designer

Agenda: I. Understanding the Middle School Child

In an attempt to understand the middle school child, a systematic identification and analysis of the characteristics of this age group was presented.

A. Development Characteristics

1. Physical characteristics

2. School characteristics

[37]This is Mrs. Wright's first year as a member of our junior high school faculty. She has taught on the college and university levels and most recently served as a member of our intermediate level (grades 5-6) faculty. Her professional roles on both levels places her in a unique position to discuss the "middle school" child from two distinct perspectives. It is for this reason that she was asked to address the Mentor group; an invitation which she willingly accepted.

3. Psychological characteristics
4. Needs suggested by growth and development
5. What middle school children would like more of (extractions taken from DeVita et al.)[38]

II. An Elementary Teacher's Image of the Junior High School

A. Challenges we may anticipate when the junior high school changes into a middle school and incorporates grades 5-6 from the elementary level (e.g., shorter attention span of children, need for increased flexibility in changing from content to skills development focus)

III. Dealing with the Middle School Child on a Person-to-Person Level

IV. Responding to Children's Emotions

V. Evaluation

A replica of the Evaluation Form used for this Mentor Meeting VI may be seen as Appendix I, p. 154.

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[38] J. DeVita, P. Pumerantz, L. Wilkow, The Effective Middle School, West Nyack, N.Y.: Parker Publishing Co., 1970, pp. 41-51.

Mentor Meeting VII

Purpose: To observe classroom behavior and interaction between middle school aged children (grades 5-6) and their teachers. (Visitation to a district intermediate grade level school)

Meeting Conducted by: Mr. Marvin Witte, Principal
Joyce Road School
Plainview, New York

In Attendance: Mentors; Practicum Designer

Agenda: I. Classroom Visitations

Mentors were welcomed and invited to spend several hours in grade level five classrooms. That level was chosen since it was the one fartherest from the present junior high school structure, yet a grade level which will be incorporated in the soon-to-be created "middle school."

Two Mentors were assigned to each of six classrooms for observation purposes.

Cooperative junior high school faculty members provided class coverage during their absence from the building.

The group then reassembled in the principal's office for follow-up discussion at the close of the student's school day.

II. Follow-Up Discussion with Building Principal

Topics covered:

A. In-class involvements--interage groupings

B. The teacher's role in the discipline of children

C. Male versus female teacher roles

D. Behavior of grade five level students as compared to grade six level students

E. The needs of youngsters for "their" teacher

F. Skills development versus conceptualization needs on the grade five level

G. Parental demands made of intermediate level teachers

H. The "free" kind of relationship between children and their teachers on the intermediate level

I. A "need of the secondary school teacher" to look at children differently

J. Concerns of the elementary school principal about children going into a "middle school"

K. Who should teach in a "middle school"

III. Evaluation

A replica of the Evaluation Form used for this Mentor Meeting VII may be seen as Appendix J, p. 155.

Mentor Meeting VIII

Purpose: To gain insight into our own intrapersonal communication and behavior (Part I)

Meeting Conducted by: Alexander R. Mulligan, Ed.D.
School District Speech/
Communications Consultant

In Attendance: Mentors; Guidance Counselors; Practicum Designer

Agenda: I. Introduction

A. Teachers are the experts in dealing with students, but perhaps as we talk about our communication and human relationship to students as persons, we may discover some insight into our own intrapersonal communication and behavior, as well as theirs.

B. Assumption that the two basic problems or challenges we face when we deal with ourselves and others are:

1. Communication
2. Human Relations

These are hard to define because each term is so broad

C. Can you possibly think of a situation or relationship in or outside of the classroom which does not involve communication and/or human relations?

D. There is no separation between communication and human relations because as humans we must relate to ourselves and others and communicate with ourselves and others.

II. Levels of Communication

A. Intrapersonal

B. Interpersonal

C. Mass

All of the above may be taking place at the same time in a situation.

III. Dynamics Occurring on Each Level of Communication

A. Blockages

B. Confusions

C. Distortions

IV. Human Relations

A. Thinking

B. Feeling

C. Action

V. Basic to All Communication and Human Relations

A. Attitude or basic philosophy toward one's self

1. An able communicator is an able person, in a good emotional state, with a good attitude toward himself and others.

VI. Examination of One's Self

A. How able a person am I in my relation to myself? (thinking, feeling actions)

B. What emotional state have I decided to be in? (positive, negative)

C. What is my attitude toward myself and others?

VII. Conclusion

These considerations set the whole framework for what we wish to achieve in the Mentor/Child Program.

VIII. Self-Identity Through the Years as shown in Table 22, below.[39]

IX. Evaluation

A replica of the Evaluation Form used for this Mentor Meeting VIII may be seen as Appendix K, p. 156.

[39]Erik H. Erikson, "The Problems of Ego Identity," Psychological Issues, 1 (1959), 110-65.

TABLE 22

Self-Identity Through the Years

	1	2	3	4	5	6	7	8
I INFANCY	Trust Versus Mistrust				Unipolarity Versus Premature Self-Differentiation			
II EARLY CHILDHOOD		Autonomy Versus Shame, Doubt			Bipolarity Versus Autism			
III PLAY AGE			Initiative Versus Guilt		Play Identification Versus (Oedipal) Fantasy Identities			
IV SCHOOL AGE				Industry Versus Inferiority	Work Identification Versus Identity Foreclosure			
V ADOLESCENCE	Time Perspective Versus Time Diffusion	Self-Certainty Versus Identity Consciousness	Role Experimentation Versus Negative Identity	Anticipation of Achievement Versus Work Paralysis	Identity Versus Identity Diffusion	Sexual Identity Versus Bisexual Diffusion	Leadership Polarization Versus Authority Diffusion	Ideologies Polarization Versus Diffusion of Ideals
VI YOUNG ADULT					Solidarity Versus Social Isolation	Intimacy Versus Isolation		
VII ADULTHOOD							Generativity Versus Self-Absorption	
VIII MATURE AGE								Integrity Versus Disgust, Despair

Mentor Meeting IX

Purpose: To gain insight into our own intrapersonal communication and behavior (Part II)

Meeting Conducted by: Alexander R. Mulligan, Ed.D.
School District Speech/Communications Consultant

In Attendance: Mentors; Guidance Counselors; Practicum Designer

Agenda: (Note: This meeting continued on the general theme of Mentor Meeting VIII)

I. Nonverbal Communication--the Sounds of Silence

A. Silences

1. Silences occur in interpersonal communication

a. There are many different types of silences which mean a lot of different things

b. What we are trying to establish here is an awareness that silences cannot be lumped all together; each must be interpreted on its own.

c. A sensitivity to silences is imperative to two-way communication

2. Silences may be appropriate or inappropriate

a. Just as we may say the wrong thing at the wrong time, we may respond silently to a situation requiring talk and not be silent when we should.

II. How We Send and Receive Nonverbal Communication

A. Paralanguage

1. The spoken word is never neutral.

2. In everyday life, we naturally rely upon the words themselves plus their paralanguage features to develop our meanings about what people are telling us.

3. We often get upset not so much at what people say, but at how they say it.

B. Gestures

1. Gestures were probably one of the first means of communicating human beings developed--long before oral language appeared.

2. We usually accompany our speech with a considerable number of hand gestures.

3. We are seldom immobile or expressionless. Our face moves and these movements communicate a great deal about our feelings, emotions, reactions, etc.

4. How we look at a person communicates a great deal. (A teacher, sensitive to nonverbal movements and expressions, can tell a resistive, belligerent, challenging student before that student ever opens his mouth.)

5. In this regard, we have unconsciously developed a whole system of rules we apply to our interpersonal communication.

   a. One of the rules says that <u>when we talk to someone</u>, <u>we must look at them and they must look at us</u>, preferably in the eyes or in the face.

b. On the other hand, rule number two says, if we do not talk to someone, we should not look at them or if we look, we must talk.

C. Object language

1. Object language refers to the meanings we attribute to objects with which we surround ourselves. (Clothes, jewelry, hairstyles, etc.)

2. We often react to others in terms of what they wear and what this means to us.

D. Tactile communication

1. Communication by touch is one of the first modes of communication of the human being.

a. Infants learn much about their environment by touching, feeling, cuddling, and tasting. (Linus' security blanket in Charles Schultz' cartoon is a symbol of all the objects children become attached to, which they particularly like to touch.)

2. In the American culture, except in a few well defined situations, touching is linked with intimate interpersonal relationships and is thus taboo for most other types of relationships.
3. Touching is a powerful communicative tool and serves to express a tremendous range of feelings, such as fear, love, anxiety, warmth, coldness, etc.

III. Cultural Patterns for Nonverbal Messages

(The anthropologist, Edward T. Hall,[40] in his fascinating book, The Silent Language was one of the first scholars to probe into the cultural dimensions of interpersonal communication. Interpersonal communication does not occur in a vacuum. It takes place in a cultural context that is a system of norms and rules which determine, to a large degree, the variables of the communnication process.)

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[40] Edward T. Hall, The Silent Language, Greenwich, Conn.: Fawcett Publications, Inc., 1959, pp. 93-98.

A. Time

1. Time is a form of interpersonal communication.
2. With a close friend, the extent of tardiness may be increased without drastic consequences.
3. In some cultures, tardiness may not be perceived as insulting, and one can go to a meeting hours after the appointed time without upsetting anyone.
4. Arriving early at an appointment also communicates as much as arriving late.

B. Space

1. The space in which our interpersonal communication takes place affects us in many subtle ways that we are not always aware of.
   a. Each of us has a personal space, a sort of invisible bubble around us, which we feel is ours and which we do not like to see intruded upon without express permission.

b. The anthropologist, Edward T. Hall, has identified three major distances he calls: "intimate," "social," and "public."

2. Interpersonal distance is one of the ways we have to express feelings.

IV. Characteristics of Nonverbal Communication

A. The impossibility of not communicating

1. We cannot not communicate

a. The nature of human communication is such that it is unavoidable.

B. The expression of feelings and emotions

1. Nonverbal communication is our primary mode to communicate feelings and emotions.

C. Information about content

1. Nonverbal communication usually includes information about the content of a verbal message.

D. Reliability of nonverbal messages

1. Nonverbal messages are usually more reliable than verbal messages.

2. The people we trust are usually those people whose nonverbal behavior consistently confirms and reinforces the content of their verbal communication.

V. Evaluation

A replica of the Evaluation Form used for this Mentor Meeting IX may be seen as Appendix L, p. 157.

Mentor Meeting X

Purpose: To gain insight into teacher-child interactions as experienced by colleagues

Meeting Conducted by: Joseph Bruzzese, School Guidance Coordinator

In Attendance: Mentors; Guidance Counselors; Practicum Designer

Agenda: I. Preparation for Interaction

A. Each Mentor was asked to describe on paper a difficulty experienced in class with one child. This was to be followed by a description of the Mentor's reaction to the difficulty and follow-up course of action. An identifying symbol, rather than one's name, was to be used for paper identification. These were then collected and redistributed to the group.

B. The large group was subdivided into smaller ones consisting of three to a group. One counselor was added to each of those groups.

C. Each group was asked to choose and report on one of the three descriptions in their possession. One member of the group would then be asked to serve as the spokesperson. The oral report would then be subject to interaction from other participants.

D. The following were to be made a part of a group's report:

1. The group's reason for deciding to report upon the difficulty described.
2. Agreement/disagreement with the reaction/action described.
3. Reasons for the above
4. Recommendation(s)

II. Interactions

Interactions led to individual discussions which focused upon causal behavior. Participants had the opportunity to be introspective during this exercise.

A. Insights gained

1. A teacher is not alone in his dealing with a disruptive child.

2. Teachers, oftentime, have similar kinds of difficulty with the problem-solving technique.
3. Solutions are, oftentime, long term rather than instant.
4. Initial failure does not mean the absence of long term success.
5. Talents of other professionals (e.g., counselor, psychologist) should be used appropriately.
6. The "problem" may rest with the teacher and not the child.
7. On a "one-to-one" basis with a difficult child, there is a distinct need to "ask" rather than "tell."
8. Avoid a confrontation in front of a large group.
9. It is somewhat easier for a teacher to deal with the problem(s) of others than one's own.

III. Evaluation

A replica of the Evaluation Form used for this Mentor Meeting X may be seen as Appendix M, p. 158.

MAXI II PROGRAM: EVALUATIONS, RECOMMENDATIONS, AND CONCLUSIONS

I. Evaluations

Program Evaluation by Participants (Mentors and Children)

During April, 1975, the designer met with the 12 Mentors on an individual basis to evaluate the impact of the several Program offerings to date.[41]

In addition, the designer met with a randomly selected 25 percent (30) of the children's group to discuss their feelings about participation in the Program during the school year. To expedite this, three, one-hour meetings were held with ten children in each group.

The Overall Thrust

1. Mentor statements

The following statements, made by individual Mentors, express the apparent positiveness toward the Program.

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[41] The evaluation of the Human Relations Workshop Program and follow-up analysis for both adult and children's groups is included in Phase V of the Practicum.

a. "It definitely has validity."

b. "The Program should be for all students."

c. "A very good idea, most rewarding."

d. "Worthwhile."

e. "Terrific idea."

f. "Definitely good."

g. "Helped children know that there was someone there."

h. "Helped sensitize me."

i. "A good Program to have in our school."

j. "It was good because children need to know that there is someone in the school who is interested in them as people."

k. "Let's expand it to all of our staff."

2. Children's statements

All of the 30 youngsters interviewed responded in the affirmative. A number of statements made were repeats of the same thought. The following are representatively grouped:

a. "It helped me to 'cope.'"

b. "It's easier to talk to a teacher if she's a 'buddy.'"

c. "I wouldn't have known him otherwise."

d. "I realized that teachers have families and children of their own."

e. "It really helped because I was afraid of coming to the junior high school."

f. "I enjoyed talking to a teacher about things other than school work."

g. "It was nice of my Mentor to give his spare time to me."

h. "She gave me encouragement but didn't make up my mind for me."

i. "I felt that she knew how I felt because she was once a seventh grader herself."

The Monitoring of Mentor Behavior

1. Mentor statements

a. "Your thinking gets locked into it."

b. "Its good for a proper perspective of yourself."

c. "It helped me become more attuned to what I was saying and doing in class."

d. "The knowing was more valuable than the doing. I was aware of myself."

e. "The items were on target . . . I didn't have to add to it."

f. "Served as my paper conscience. I learned by rote and by being conscious of the listing, and consciously not doing it seemed that I became conditioned not to do it."

g. "It gave me a feeling of accountability."

h. "It became my 'guilt' paper."

i. "Everytime I opened my mouth, I questioned myself."

j. "A good experience."

k. "It made me more aware of my own actions."

l. "The monitoring experience should be for all teachers, not only Mentors."

Mentor Professional Meetings

This focus is in terms of the overall thrust and not to evaluate each meeting held during the school year. For that purpose, a separate evaluation procedure was used and appears in the Appendix section itself.

1. Mentor statements only

a. "The specificity and doings were very worthwhile."

b. "Very good."

c. "A most valuable part of the Program."

d. "Very interesting and helpful."

e. "Excellent, most helpful."

f. "I would have liked twice as much time spent on each area."

g. "Working together during the meetings was most important. Getting to know one another was equally important."

h. "Very valuable. It should be extended to all faculty members."

i. "I came to realize that we have many knowledgeable people on our faculty."

j. "The sharing of Mentor feelings is an important thing to be a part of."

k. "I felt as if I was taking a graduate level course. It was obvious to me that time and thought went into the meeting presentations."

Weaknesses of the Maxi II Program

1. Mentor statements

a. "For the extremely involved Mentor (e.g., student council or club advisor) time was a pressing concern."

b. "The Program should have started during the first week of school."

c. Since our school is in an architecturally and program-organized house plan format, children and Mentors were, in several instances, "geographically" separated.

d. "We need to improve upon Mentor and child lunch periods. They should be the same."

2. Children's statements

a. "I would have liked more formal Mentor meetings."

b. "I wish the Program got started the first day when I had problems with my schedule."

c. "There should have been more time for questions during our first meeting."

Characteristics of a Successful Mentor

One aspect of the inquiry made of Mentors and the children's group focused upon the identification of Mentor characteristics which contributed to a successful Mentor-Child relationship. A number of responses seemed to be "echoes" of one another.

The following "profile" is a composite of such an individual as viewed from both the adult and child perspective.

1. One who "befriends" a child in a "time of need."
2. One who allows children to learn about the adult as a person (e.g., family life, hobbies, interests).
3. One who conveys the feeling of being "comfortable" within himself and makes children comfortable in his presence.
4. One who is understanding of the peculiar needs of the age group.
5. One who is available after-hours as well as during the school day.
6. One who accepts a child for what he is and is willing to work from that point. The notion of "rejecting a child for one reason or another is 'rejected.'"
7. One who conveys a genuinely concerned feeling for a child and is willing to work in the child's interest and welfare.

Practicum Designer's Evaluation

Analyzed segment by segment, this practicum, in the designer's view, addressed itself to the objective and individual thrusts as set forth in the original proposal and follow-up addenda. The following constitutes four phases.

1. In terms of formulating and testing a Mentor-child relationship approach for the development of a good teacher image through the eyes of the youngster, a peer group approach was used to design an instrument for the measurement of change in student attitudes. The instrument proved to be highly valid and reliable (supra, Phase III: Student Attitudinal Instrument (Opinionnaire), p. 26).

The designer proved that there was significant positive growth in the attitudes of the experimental group toward teachers, Mentors included, as compared to a control group.

This growth was also significant within the confines of the pre-test--post-test experiment of the experimental group. However, while there was no significant growth within the confines of the pre-test--post-test experiment of the control group, there seems to be indication of some growth.

2. In reviewing the Fall, 1974, and Spring, 1975, frequencies of Mentor acts of negativism, the t-score of 2.2 fell beyond the cutoff point for significance at the .05 significance level. Therefore, the designer concludes

that there was a significant reduction in the reported frequency of negative acts on the part of the Mentors. In addition, Mentor initiated disciplinary referrals account for a mere 5.5 percent of the total made by the general faculty.

The concomitant effect was the strengthening bond between the Mentor and child through the eyes of both (supra, Phase IV: The Monitoring of Mentor Behavior instrument and a review of student disciplinary folders, p. 48).

3. The separate evaluations made relative to the Human Relations Workshop Program seemed to indicate enough of a positive response to have the activity offered during the 1975-1976 school year (supra, Phase V: Human Relations Workshop Program, p. 69).

4. The "Mentor Professional Meetings" which served as a vehicle for discussion and investigation concerning the adult's understanding of the dynamic relationship between himself and a child were evaluated as being either "positively" or "very positively" received. The meeting agendas will be repeated during the 1975-1976 school year (supra, Phase VI: Mentor Professional Meetings, p. 88).

Initial Concern

As a result of the initiation of the Program in September, 1974, the designer noted concern on the part of the guidance counselors in terms of the possible eroding of their role with children. The Program has shown that rather than having the Mentor assume the counselor role, the counselor role served to strengthen the Mentor's understanding and self-assurance in his humanistic dealings with youngsters.

II. Recommendations

For the Next Year's Program

1. Mentor statements
   a. "Do not assign Mentors to homerooms. This would give us more time to meet with or make appointments to see children."
   b. "In the future, Mentors should be located in the same house as the children in the group."
   c. "There shouldn't ever be more than ten in a group."

d. "A Mentor should be able to move a child to another Mentor if he feels that the other Mentor's image will better serve the child's purpose."

e. "Move the Program into grade eight."

f. "Start the Program during the first week of school."

g. "Change the 'Monitoring of Mentor Behavior' instrument to one which lists only positive statements (e.g., 'complimented child,' 'touched a child in a friendly way')."

h. "Add nonteaching staff members (e.g., custodians, clerks) to the Program."

i. "Allow two Mentors to work with one group of 15 children."

j. "The Program should be for all children."

k. "There should be more contact with the fifth and sixth grade teachers during Mentor meetings."

2. Children's Statements

a. "Have our first meeting before school starts or at least during the first week."

b. "I know that I and friends of mine in the Program this year would like to be 'Mentors' to the new children next year."

c. "Can we use another word for 'Mentor?' When I first heard of the Program I thought that something was wrong with me; other children ridded me about being 'mental.'"

d. "Give a short play during the first meeting to help the new children understand what the Program is about. Use us and the Mentors as the actors in the play."

e. "If you can't offer it to all the new seventh graders, then make the selections the same way . . . it's fair!"

In compliance with requests made by Mentors and children alike, the 1975-1976 Program will be initiated during the first full week of school in September, 1975. Mentor Program children listings will be formulated during the summer recess and made available to the new Mentor group upon their return to school.

Wherever possible, Mentor participants will not be assigned to morning homeroom responsibilities. This will

afford Mentors and children an added opportunity to seek out one another as needs dictate.

Wherever possible, the classsrooms of Mentor participants will be in, or geographically close to, the area in the school which houses Program children. This will help to improve upon the opportunity for daily contacts.

The self-monitoring of Mentor behavior activity will be expanded to include self-analysis through the use of television tapes. The school has just received a portable television system which will enable individuals to tape their classroom dynamics.

Mentors will be encouraged to explore this area and become involved in a shared Mentor collegial analysis of one's self-monitoring experience. This will add further to the validity of the instrument used.

III. Conclusions

Budgetary Considerations

The practicum effort will be ongoing in the years ahead. Reflecting a moment upon the past, the designer

feels that had he had the opportunity to restructure the time frame within which he operated, several aspects of the Maxi II effort would have been initiated in the second year of his participation in the Ed.D. program. The many directions which the practicum took seems to indicate that certain time consuming preparations should be instituted beforehand.

In addition, in light of rapidly rising costs in the educational sector, this Program is self-supporting. There is no mandated need for the involvement of out-of-district personnel other than voluntary. Thus, special district budgetary considerations are not required for the Program to be an effective change agent. Its scope and direction stems from internally motivated activity systems. Thus, in light of these factors, it is viewed as a positive instrument for creating change in a positive direction.

Summation

Therefore, in keeping with the inputs received from the Mentor Program participants, adults and children alike, as well as the ongoing perceptions, supplemental investigations, and overall analysis by the practicum designer, the practicum achieved its objective.

APPENDIXES

APPENDIX A

Group (No.)

Mentor (Teacher's Name)

MENTOR/CHILD PROGRAM INTERACTIONS 1974-1975
Howard B. Mattlin Junior High School
Plainview, New York

✓ = Mentor Instituted

0 = Child Instituted

CHILD

Week of:	Week of:	Week of:	Week of:	Week of:	Week of:
Homeroom No. (Name)					
Homeroom No. (Name)					
Homeroom No. (Name)					
Homeroom No. (Name)					
Homeroom No. (Name)					
Homeroom No. (Name)					
Homeroom No. (Name)					
Homeroom No. (Name)					

APPENDIX B

STUDENT ATTITUDINAL INSTRUMENT (OPINIONNAIRE)
Howard B. Mattlin Junior High School
Plainview, New York

FALL 1974
M C

Directions:

The following statements help to describe teachers. Please place a check ( ) in the box which most closely fits that description. Your response will help us to better understand ourselves and each other.

TEACHERS:	Almost Always	Usually	Sometimes	Almost Never
1. Are easy to get to know				
2. Listen without making judgments				
3. Are sympathetic to the needs of students				
4. Are critical of students				
5. Are enthusiastic about what they teach				
6. Are tense (high-strung, nervous) when teaching				
7. Are moody (irritable-short tempered)				
8. Are flexible (willing to change)				
9. Are friendly and good-natured				
10. Let students speak without imposing their own opinions				
11. Are concerned about students' feelings				
12. Hurt feelings of students unnecessarily				
13. Are energetic and excited about their teaching				
14. Are relaxed when working with students				
15. Are even-tempered				
16. Are rigid (inflexible-not willing to change)				

Spring 1975
M C

APPENDIX C

MONITORING OF MENTOR BEHAVIOR
Howard B. Mattlin Junior High School
Plainview, New York

Fall 1974/Spring 1975

Behavior	Frequency	
	Before Lunch Hour	After Lunch Hour
a. Pull or grab at a child		
b. Slamming of object or door to vent tension		
c. Pointing finger at a child with scornful expression		
d. Losing patience (expressed physically)		
e. Yelling at individual or group		
f. Not listening to a student's explanation before coming to a conclusion		
g. Utterance of a sarcastic remark		
h. Remark made which referred to a physical characteristic(s) of a child		
i. Losing patience (expressed orally)		
j. Threat of using physical force against a child		

APPENDIX D

STUDENT QUESTIONNAIRE RELATING TO HUMAN RELATIONS PROGRAM
Howard B. Mattlin Junior High School
Plainview, New York

January 10, 1975

Dear Students:

Now that we have completed the Human Relations Workshop Project in our building, it would be appreciated if you would complete the questionnaire below so that we may assess various aspects of the program. Thank you for your cooperation.

Leonard Smith, Assistant Principal

Please circle the number to express the degree to which you feel the item applies in your particular situation:

Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
1	2	3	4	5

1. I felt worried when I first learned about the program.

1 2 3 4 5

2. This program was different from our regular classroom activities.

1 2 3 4 5

3. I discussed what happened in our classroom sessions with my parents.

1 2 3 4 5

4. I felt worried during the first classroom session.

1 2 3 4 5

5. I felt worried during the second classroom session.

1 2 3 4 5

6. I have always been able to talk to my classmates.

1 2 3 4 5

7. I find it wasier to talk to my classmates now.

1 2 3 4 5

8. I have always been able to talk to my teacher.

1 2 3 4 5

9. I find it easier to talk to my teacher now.

1 2 3 4 5

Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
1	2	3	4	5

10. I have always been able to talk with my parents.

1 2 3 4 5

11. I find it easier to talk with my parents now.

1 2 3 4 5

12. I was active during the classroom sessions.

1 2 3 4 5

13. As a result of the classroom sessions, there have been changes in what I do in class.

1 2 3 4 5

14. As a result of the classroom sessions, there have been changes in what I do at home.

1 2 3 4 5

15. As a result of the classroom sessions, there have been changes in what I do with my friends.

1 2 3 4 5

16. I would like to have additional classroom sessions.

1 2 3 4 5

17. I would like to have additional sessions with my teacher after school.

1 2 3 4 5

18. I would like to have additional sessions with my friends and not with my teacher after school.

1 2 3 4 5

19. I think a leader is important for each session.

1 2 3 4 5

20. I enjoyed the different activities in the classroom sessions.

1 2 3 4 5

Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
1	2	3	4	5

21. I like to talk about different things in a large class group situation (25 to 30 children).

1 2 3 4 5

22. I like to talk about different things in a small group situation (6 to 10 children).

1 2 3 4 5

FACULTY QUESTIONNAIRE RELATING TO HUMAN RELATIONS PROGRAM
Howard B. Mattlin Junior High School
Plainview, New York

Dear Faculty Member: January 10, 1975

Now that we have completed the Human Relations Workshop Project in our building, it would be appreciated if you would complete the questionnaire below, so that we may assess various aspects of the program. Thank you for your cooperation.

Leonard Smith, Assistant Principal

Please circle the number to express the degree to which you feel the item applies in your particular situation:

Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
1	2	3	4	5

1. I felt anxious when I first learned about the program.

1 2 3 4 5

2. The workshop was helpful to me in carrying out the program in the classroom.

1 2 3 4 5

3. There has been a change in my own behavior as a result of the workshop.

1 2 3 4 5

4. There has been a change in my interaction with my colleagues as a result of the workshop.

1 2 3 4 5

5. There has been a change in my ability to communicate with children in my class as a result of the workshop.

6. I could have carried out the program in the classroom without the trainer.

1 2 3 4 5

7. The trainer helped me in implementing the program in the classroom.

1 2 3 4 5

Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
1	2	3	4	5

8. As a result of the program, my perception of children has changed.

1 2 3 4 5

9. During the classroom sessions, I saw my children differently.

1 2 3 4 5

10. After the classroom sessions, I have been more aware of my interactions with children.

1 2 3 4 5

11. I find it easier now to talk with the children in my class.

1 2 3 4 5

12. The new set of skills I acquired helps me to communicate with my children.

1 2 3 4 5

13. The new attitudes I acquired help me to communicate with my children.

1 2 3 4 5

14. The two-day intensive workshop prepared me adequately for the program.

1 2 3 4 5

15. There was sufficient time for follow-up with the trainer after the classroom sessions.

1 2 3 4 5

APPENDIX F

MENTOR MEETING EVALUATION FORM
Howard B. Mattlin Junior High School
Plainview, New York

Please react to the Mentor meeting with _____(Name)_____ by answering the following questions:

1. Was the material(s) offered appropriate to the topic? Yes_____ No_____

2. Did you find the material(s) offered interesting and stimulating? Yes_____ No_____

3. Was your understanding of the topic enhanced by the material(s) offered? Yes_____ No_____

4. Did the presentation help to clarify concepts for you? Yes_____ No_____

Comments & Suggestions: _____

APPENDIX G

MENTOR MEETING EVALUATION FORM
Howard B. Mattlin Junior High School
Plainview, New York

Please react to the Mentor meeting with (Counselors) by answering the following questions:

1. Was the material(s) offered appropriate to the topic?	Yes 10	No 1
2. Did you find the material(s) offered interesting and stimulating?	Yes 10	No 1
3. Was your understanding of the topic enhanced by the material(s) offered?	Yes 9	No 2
4. Did the presentation help to clarify concepts for you?	Yes 10	No 1
Total:	39	5

Comments & Suggestions: _____

Meeting Evaluation: $\frac{39^{*}}{44} = 88.6\%$

Acceptable ("positive" to "very positive")

Note: *1 Mentor absent

MENTOR MEETING EVALUATION FORM
Howard B. Mattlin Junior High School
Plainview, New York

Please react to the Mentor meeting with (Dr. Wechter) by answering the following questions:

1.	Was the material(s) offered appropriate to the topic?	Yes 10	No 2
2.	Did you find the material(s) offered interesting and stimulating?	Yes 8	No 4
3.	Was your understanding of the topic enhanced by the material(s) offered?	Yes 10	No 2
4.	Did the presentation help to clarify concepts for your?	Yes 10	No 2
	Total:	38	10

Comments & Suggestions: _____

Meeting Evaluation: $\frac{38}{48} = 79\%$

Acceptable ("positive" to "very positive")

MENTOR MEETING EVALUATION FORM
Howard B. Mattlin Junior High School
Plainview, New York

Please react to the Mentor meeting with (Mrs. L. Wright) by answering the following questions:

1. Was the material(s) offered appropriate to the topic?	Yes 11	No 0
2. Did you find the material(s) offered interesting and stimulating?	Yes 10	No 1
3. Was your understanding of the topic enhanced by the material(s) offered?	Yes 10	No 1
4. Did the presentation help to clarify concepts for you?	Yes 11	No 0
Total:	42	2

Comments & Suggestions: _____

Meeting Evaluation: $\frac{42^{*}}{44} = 95\%$

Acceptable ("positive" to "very positive")

Note: *1 Mentor absent

MENTOR MEETING EVALUATION FORM
Howard B. Mattlin Junior High School
Plainview, New York

Please react to the Mentor meeting with (Joyce Road School) (Faculty & Children) by answering the following questions:

1. Was the material(s) offered appropriate to the topic?	Yes 11	No 0
2. Did you find the material(s) offered interesting and stimulating?	Yes 11	No 0
3. Was your understanding of the topic enhanced by the material(s) offered?	Yes 11	No 0
4. Did the presentation help to clarify concepts for you?	Yes 11	No 0
Total:	44	0

Comments & Suggestions: _____

Meeting Evaluation: $\frac{44^{*}}{44} = 100\%$

Acceptable ("very positive")

Note: *1 Mentor absent

MENTOR MEETING EVALUATION FORM
Howard B. Mattlin Junior High School
Plainview, New York

Please react to the Mentor meeting with (Dr. Mulligan, Part I) by answering the following questions:

1. Was the material(s) offered appropriate to the topic? Yes 12 No 0

2. Did you find the material(s) offered interesting and stimulating? Yes 12 No 0

3. Was your understanding of the topic enhanced by the material(s) offered? Yes 11 No 1

4. Did the presentation help to clarify concepts for you? Yes 10 No 1 No Response 1

Total	45	2	1

Comments & Suggestions:

Meeting Evaluation: 45 = 94%
48

Acceptable ("positive" to "very positive")

MENTOR MEETING EVALUATION FORM
Howard B. Mattlin Junior High School
Plainview, New York

Please react to the Mentor meeting with (Dr. Mulligan, Part II) by answering the following questions:

1. Was the material(s) offered appropriate to the topic?	Yes 11	No 0
2. Did you find the material(s) offered interesting and stimulating?	Yes 10	No 1
3. Was your understanding of the topic enhanced by the material(s) offered?	Yes 9	No 2
4. Did the presentation help to clarify concepts for you?	Yes 9	No 2
Total	39	5

Comments & Suggestions: _____

Meeting Evaluation: $\frac{39^*}{44}$ = 89%

Acceptable ("positive" to "very positive")

Note: *1 Mentor absent

MENTOR MEETING EVALUATION FORM
Howard B. Mattlin Junior High School
Plainview, New York

Please react to the Mentor meeting with (Mr. Bruzzese) by answering the following questions:

1. Was the material(s) offered appropriate to the topic?	Yes 9	No 0
2. Did you find the material(s) offered interesting and stimulating?	Yes 9	No 0
3. Was your understanding of the topic enhanced by the material(s) offered?	Yes 9	No 0
4. Did the presentation help to clarify concepts for you?	Yes 9	No 0
Total	36	0

Comments & Suggestions: _____

Meeting Evaluation: $\frac{36^{*}}{36} = 100\%$

Acceptable ("very positive")

Note: *3 Mentors absent

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